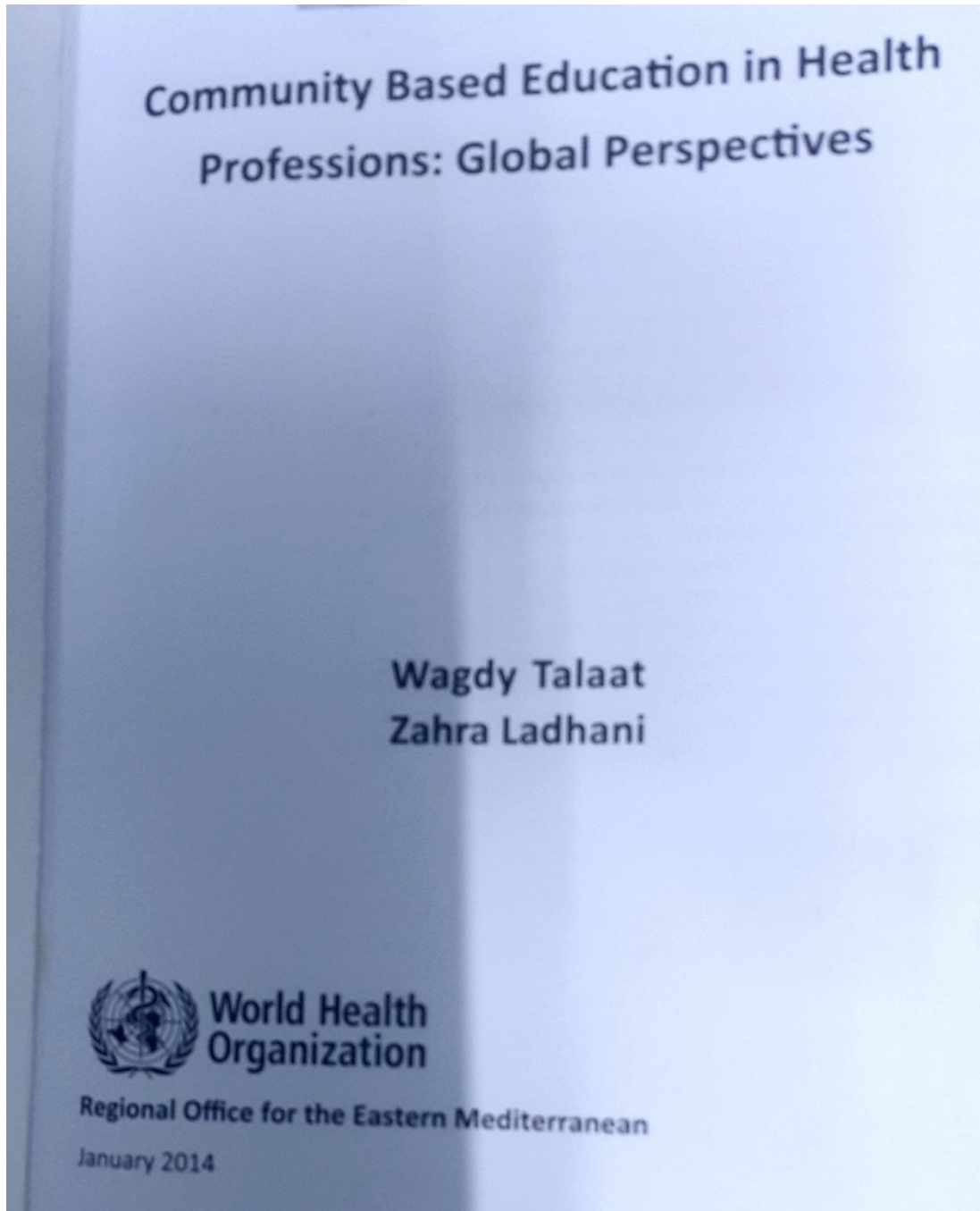


BOOKS REVIEW

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Title: Community Based Education in Health Professions: Global Perspectives
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Purpose of the book

The book introduction explain the purpose of the book which is the need for documenting experiences from different parts of the world that describe the ways of planning and implementing community based education. A 27 contributors were invited from 6 health profession education institutions from all over the globe [3 from Bangladesh; 12 from Brazil; 2 from Egypt; 3 from India; 2 from Pakistan; 5 from South Africa]. The chosen institutions represented different styles of implementing community based education and were invited to tell their stories and learnt lessons. These case studies may contribute to a generalized approach for planning and implementing CBE, taking in consideration local circumstances.

The authors mission was to "*document and share these experiences with educators, teachers and community workers who intend to adopt such strategies and to organize*

know-how, what works, what doesn't, pitfalls, and creative ways of approaching and involving local communities in such programs"

The authors addressed many questions as guidance for all contributors. The questions cover the definition of CBE, procedures of CBE implementation, local community involvement in the planning, conduction and evaluation of CBE, the challenges for community involvement, student engage in CBE, CBE program design and evaluation tools, duration of CBLA, planning of educational activities, responsibility of student training in the community settings, roles of students, faculty and community, the extent of collaboration between university and local health suppliers, e.t.c.

In this textbook the authors presented a new definition of CBE. Community based education is defined as *"learning that take place in a setting external to the higher education institution"*. Mennin and Mennin (2006) defined CBE as *"Community based medical education (CBME) consists of activities that use community extensively as a learning environment, where students, teachers, community members and representatives of other sectors are actively engaged throughout the educational experience in providing medical education that is relevant to community needs"*. These definitions illustrate that CBE since its conception focused on the geographical location of the community rather than giving attention to the function and relationships.

Additionally, these definitions attributed to wrong understood of the word " use of community". However, later the CBE emerged in a newer concepts such as *"Social accountability"* and thus the institutions that adopt CBE must accountable for their students and their communities.

Kausar Khan et al from Aga Khan University in Pakistan update CBE definition and integrate a new concepts *" A key component of the concept of Community Based Education is developing an understanding of the community, which includes understanding of their beliefs, customs, priorities, and power dynamics within families and the community groups. Centrality of understanding the socio-cultural dynamics is different from understanding communities through survey results-through demographic profiles, health indicators and social determinants, to name some elements of conventional surveys. Understanding communities also means respecting them as fellow human beings, even if there is disagreement with community values, for example communities may uphold inequalities between women and men. Once what it means 'to know' communities is clear, the meaning of CBE would also become clearer- that it is not just physically locating oneself within a community, but striving for building a non-judgmental understanding. How this is to be done is a matter that needs careful attention"*.

Marietjie de Villiers and her colleagues from Stellenbosch University, South Africa noted *" In the same way that our work in CBE progressed over the years, we found our concept of CBE evolved over time. It became clear to us that the issue of where the training was taking place (the site) was no longer the main defining feature. New imperatives inserted themselves into our thinking which prompted us to consider broadening the definition of CBE, to embrace these emerging perspectives in order to better describe what we know happens in practice. Engaging on such a process of definitional revision is critical as the educational implications of CBE now, more than ever before, depend on what one understands by concept"*.

Wrong understanding of the CBE definition is common in a faculty members and even the institution directors. Tikrit University College of Medicine adopted community oriented and community based medical education incorporating problem

based learning curriculum. It is the only Iraqi medical colleges that adopted such curriculum since its establishment in 1989. The dean of one Iraqi medical colleges says that they not adopted the curriculum of TUCOM because such program graduated public health provider.

Authors new CBE definition

Based on the above considerations and drawing on the original WHO definition, the authors contemporary definition of CBE has expanded to include:

"Community Based Education is about the facilitation of learning in, with, for, and from the community, rendering relevant, meaningful and mutually agreed upon learning outcomes for health professionals and services to the populations in a community setting. CBE promotes active citizenship and between communities and the educational institutions. Ultimately, CBE seeks to produce graduates who are available for improving access and enhancing quality health care for all"

Comment: Well written textbook for medical educators. The book provided an important information and global stories on the implementation of CBE in institutions from Asia, Africa and Latin America. The presented case studies illustrate a differences in implementation, maintaining and evaluation of the CBE programs. Local and national needs and resources limitation taken in consideration through the process of planning and implementation. The case studies presented in this book indicated that CBE is can applicable by different strategies, different educational processes, and organizational structures. The book serve as reference for educators in the field of basic medical sciences, public health and clinical disciplines. Additionally, the book information throw off the confusion in the understanding of CBE and the emergence of CBE in a newer concepts like "Social Accountability".