

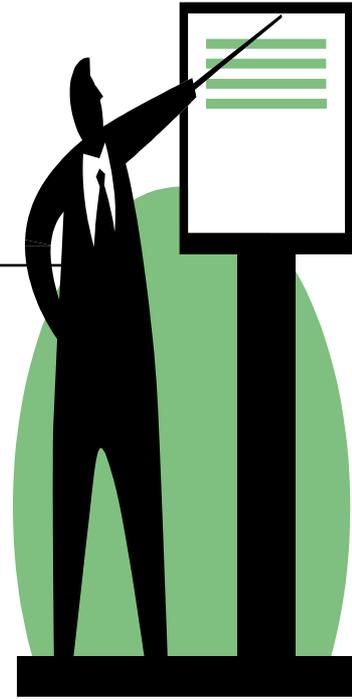
HEALTHCARE EDUCATION IN AFRICA

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OUTLINE

- Overview Healthcare Education in Africa
- Challenges for healthcare education in South Africa
- Curriculum issues
 - drivers and levers
- Conclusion





SOUTH AFRICAN CONTEXT

- Changing profile
 - Transition to democracy
 - Problem of apartheid legacy – non equity
 - Transformation of student profile
 - Competition for students of color
 - Problems getting or retaining students into healthcare professions
 - Redistribution of state funding resources
 - Philosophy of teaching
 - Changing clinical exposure due to patient profile

TRAINING - BACKGROUND

- Eight 'medical' schools
 - Historically divided on racial and language grounds
 - 2 English, 3 Afrikaans, 3 Black
 - Training duration
 - Medicine – relevance of the six years
 - Shortened
- 3rd world
 - need for more auxiliary health service providers
 - *provider population ratio mismatch*
 - Medical assistants and other 'midlevel workers'
 - PHC approach



GOAL OF HEALTHCARE EDUCATION

- To produce ethical and competent professionals
 - Who will effectively meet the needs of society at all levels
 - Who are capable of adapting to change
 - Whose minds can encompass new ideas and developments
 - Whose attitude to learning is life-long



PROFESSIONALLY FIT STUDENTS

- Knowledge, skills and attitudes
 - BASIC
- Prepared for health promotion, prevention and/or treatment of illness and rehabilitation of
- Research and management abilities
 - for CPD



REQUIREMENTS (DoH thru HPCSA)

- Relating to the curriculum
 - Core curriculum
 - Evidence based
 - Integrated themes
 - Early clinical contact
 - Horizontal and vertical integration
 - Emphasis on communication skills
 - National relevance and international parity
 - Cultural, racial and etc sensitivity



TEACHING AND LEARNING

- Student centered and flexible
- Academic support for teachers
- Medical education as a 'specialty'
- Community based education
 - PHC
- Scientific methods
- Technology driven
 - Distance, web based, mobile etc



CLINICAL TEACHING

- Emphasis on early contact
 - (enthuse students)
- Changing patterns of health care delivery
 - Hospital based
 - PHC
 - Community based
 - Clinics and private practice
- Healthcare throughout the life span
- Practice management



EVALUATION OF STUDENTS

- Continuous
 - Formative and summative
- Knowledge and skills
 - Clinical component NB
- Focus on
 - Problem solving
 - Critical thinking
 - Professional competence
 - Social values



ETHICAL VALUES AND NORMS

- Moral and ethical responsibility
- Teachers role models
- Empathy with patients, families and communities
- Individual member of the community more NB than his or her disease



MANAGEMENT AND LEADERSHIP

- Time management
- Resource management
 - Human, physical and financial
- Cost effective health care
- Practice management
 - Public (hospitals and clinics) and private



CURRICULUM AND PROGRAM EVALUATION

- HPCSA
 - Minimum standards
- DoE
 - Guidelines for training
- SAQA
 - Qualification requirements
- Advisory
 - DoH
 - Professional bodies (SASP, SAMA)



CHALLENGE

- Are our curricula relevant?
- Need to constantly review and revise curriculum accordingly
 - Curriculation is dynamic,



CURRICULATION ISSUES

- RELEVANCE
 - Stakeholders
 - Society
 - Students
 - Government
- International
 - Parity

DRIVERS AND LEVERS

- Global challenges
 - Profile of students
 - Numbers
 - Space issues
 - Diversity
 - Cultural
 - Learning styles
 - The adult learner
- 'Today's' adult learner
 - Knows why he needs to know
 - Is internally motivated
 - Is ready to learn
 - Is RESPONSIBLE for OWN learning
 - Uses own experience in learning
 - Prefers life centered, task oriented and problem based approaches
 - (*from: Knowles Andragogy theory, 1990*)



TRAINING CHALLENGES

- Patient availability
 - HIV/AIDS scourge
 - Longevity
 - Health movement
- Lack of clinical placements
 - Many students, few patients
- Balance: Indigenous healthcare vs Western practices

PHYSIOTHERAPY EDUCATION IN AFRICA (English SADEC)

- Degree - established
 - South Africa
 - Zimbabwe
 - Nigeria
- Degree - just started
 - Zambia
 - Ghana
- Degree – planned
 - Kenya
 - Uganda
 - Ethiopia
- Still Diploma
 - Tanzania
 - Malawi
- No training
 - Botswana
 - Swaziland
 - Egypt
 - Cameroon
 - Namibia