

HEALTH PROFESSIONAL EDUCATION, RATIONALE AND CONCEPTS

1. According to **Jason** (1972), "Of all the works of man/ (women), few can be more complex, or potential more important to society, than the business of creating physicians. Yet, the preparation of this task of those whose responsibility it is, is negligible. Despite the fact that medical school/ (allied health school) faculty members may have spent fifteen years acquiring the specialized expertise that got them hired, they have typically not spent fifteen minutes preparing for the most important element of their work: the design, implementation and evaluation of instruction. Although research, patient care and other activities in which they engage are important, these tasks can be performed elsewhere; instruction is alone as the special work of, indeed the reason for existence of, medical/(allied health) faculty."

2. According to report of a WHO study group on the Training and Preparation of Teachers for Medical School and Allied Health Sciences, Geneva, 1973:

- There is a body of knowledge which is justifiably described as educational sciences.
- It follows logically that health profession educators should be familiar with that science and skilled in its application.
- Since that sciences gives promise of increasing both educational effectiveness as economizing in the use of scarce resources (particularly teacher time and student time), it is worthy of systemic application.
- There is widespread evidence of serious deficiencies in present educational practices, some of which can be corrected by training teachers in the sound application of educational principles.
- The growing interest of faculties of medicine and of other health professions in such training strongly suggests that individual teachers and administrators find the results personally satisfying or professionally rewarding. (for example in some medical/(allied health) schools, a medical/(allied health) teaching component is now required to be included in accredited post-graduate training in a medical/(allied health) specialty).
- The increasing array of practitioners, auxiliaries and students who participate in the instruction of health profession students makes some kind of training program essential.