

PREFACE TO SECOND EDITION

Dear Readers

The first edition of the Rural Medical Education Guidebook has been widely downloaded, both in its complete form and as individual chapters, and has been widely cited. It remains a useful reference for those who want ideas to support their own foray into rural medical education – especially those who are starting on the journey of setting up a programme in their area for the first time. It distils the knowledge of authors around the world and makes it available in one place. The solutions in the chapters are examples of how rural medical education can be established where it needs to be – in rural sites for and by the doctors and staff who understand those communities. Without this, rural recruitment is a hollow promise.

This second edition includes a few additional chapters which supplement the original chapters which remain contemporaneous and relevant. Having noted some recent developments and evidence around a number of issues, the editors commissioned chapters on these areas. These included how to start where nothing exists, especially in resource challenged areas; and the multiplier economic benefit to the communities in which rural-based medical education is established. We also felt that the issue of gender equity and its importance needed more emphasis. Some specific topics linked inextricably with rural context – namely social determinants and agricultural health – needed to be addressed; and we wanted to highlight the ever-present issue of addressing mental health within the constraints of rural contexts.

The work of our own Rural Seeds – harnessing social media to establish innovative programmes including mentoring – are highlighted and the evidence for the use of remote technology to support training is explored by one of our most experienced supervisors.

I would like to thank the new authors for their support. I hope that these chapters and the original ones will continue to inspire and support the spread of rural-based training of medical and other health students around the globe. I would also like to thank again Janet Giddy and Penny Morrell for being the engine room driving the compilation of this edition.

As Professor Roger Strasser says, *“students cannot be what they cannot see”*. We hope this resource will make the pleasure of rural practice and education more visible from centres of learning and from within rural communities.

Enjoy this second edition – and we look forward to your feedback for our next iteration.

Good reading.



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and Chair Rural Wonca

