

PREFACE

Greetings from the Indonesian Society of Teachers in Family Medicine (ISTFM),

The ISTFM has been the host of this journal of RPCPE since January 2018. For those not knowing much about ISTFM, this organization was established in 2016 as the previous College of Indonesian Primary Care Doctors was initiated by the Ministry of Health in 2015 to respond to the National Act No. 20 year 2013, which articulates the need for primary care doctors equal to family medicine specialists for the Indonesian health care system. During this time, the PCP College established a formal foundation law of an organization based on the Ministry of Law number AHU-0076983.AH.01.07 and registered its membership to the WONCA World of Family Doctors/ General Practice Association. After coordination with the Indonesian Medical Council in 2019, the Council decided that the organization for the new family medicine specialist program be the Indonesian College of Family Medicine/ Kolegium Kedokteran Keluarga Indonesia/ KIKKI and the Indonesian Association of Family Doctor/ Perhimpunan Dokter Keluarga Indonesia/ PDKI. So, the organization of the previous PCP College is now turned into ISTFM.

The reason for maintaining the ISTFM organization is based on similar teachers' organizations in family medicine in the USA <https://www.stfm.org/>, and the Philippines (Leopando, ZE. The Philippine Society of Teachers of Family Medicine. *The Filipino Family Physician* 26(1): 1998, and perhaps in other countries. The critical role of STFM is to train the teachers in family medicine (including clinical teachers and preceptors) to help facilitate the family medicine residential training in a student-centered approach. Basic skills of facilitating learning in medical education are similar to basic skills in facilitating learning for patient-centered care services. The methods include building relationships, active listening, understanding others' perspectives and informed and shared decision-making. Canadian Family Doctors principle (CanMeds FM) distinguishes four role of family physicians: (1) Family physician is a skilled clinician, (2) is community-based, (3) Working as resource for defined practice, (4) Doctor-patient communication is the central role (<https://www.cfpc.ca/>). Therefore, learning to facilitate a student-centered approach for family medicine clinical teachers and preceptors to the residents, can ultimately be reflected in learning to facilitate patient-centered care services for family medicine residents to their patients.

The ISTFM established the Review in Primary Care Practice and Education (RPCPE) to nurture the development of knowledge and skills in the field of family medicine and primary care. The RPCPE is registered to SINTA-4 Ministry of Education and has been putting its effort for re-accreditation aiming for SINTA-2 or 1 so that can provide maximum beneficence for all civitas academia of family medicine and primary care services and education in Indonesia and Asia. We thankful to the first five-year authors who mostly come from the family doctors of alumni of the master program in family medicine, Universitas Gadjah Mada, and all collaboration lecturers, doctors, and professors from Asian and worldwide regions.

The challenge for ISTFM and RPCPE lies in the future leadership of joining medical education and primary care interests. We need more and more academician or family doctors who are interested in training future doctors. The educational part is central for future much better - and high-quality primary care services.

“To understand that facilitating patients' understanding apply the same skills as facilitating students' learning are the keys for future leaders in medicine.”

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