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FACULTY OF
MEDICINE

PROCEEDING BOOK

The 10th JAKARTA MEETING ON MEDICAL EDUCATION

**Future Medicine and Healthcare:
The Impact on Medical and Health Professions Education**

6 - 8 OCTOBER 2017

Department of Medical Education, Faculty of Medicine, Universitas Indonesia

Editor

dr. Diantha Soemantri, MMedEd, PhD

Redaction & Production

dr. Candrika Dini Khairani
Danar Setyorini, M.Pd

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Future medicine and healthcare:
the impact on medical and health professions education

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Greetings to all participants.

Welcome to Jakarta and welcome to the 10th Jakarta Meeting on Medical Education.

This year is special because we are celebrating our tenth anniversary. And of course, we would like to make it even more special for our participants, not only those who have been with us throughout the years but also our first-time participants. Four international speakers from three different countries, each with different area of specialty are here to share their expertise and experiences. Prominent speakers from different institutions in Indonesia are also invited. A wide range of topics are offered in this year's Jakmed. In line with 'future medical and health professions education' theme, we cover discussions around topics such as interprofessional education, community based and personalized medical education.



Medical and health professions educators are also participating through oral and poster presentation. This part of the conference is extremely important because it highlights the advancement of research in medical and health professions education area. The knowledge sharing will enrich the perspective of each participant. The 10th Jakmed is also expected to facilitate networking among educators in the same field. Therefore, medical education in Indonesia will be strengthened through research and collaboration.

We would like to thank you for your participation in this conference. A ten-year journey has been a wonderful journey for us, and we hope you will be a part of Jakmed's big family for many years to come. We sincerely hope that you can enjoy the conference. Not only the scientific discussion, but also the atmosphere and friendship among old and new friends. Don't forget to also enjoy Jakarta, the vibrant capital of Indonesia, during your visit here.

Warm wishes,

Diantha Soemantri, MD, MMedEd, PhD
Chairperson of the 10th Jakarta Meeting on Medical Education



SCHEDULE

Friday, 6th October 2017

13.00 – 16.00

Workshop ID	Title	Short Description	Resource person/facilitators
PCW 1	Developing interprofessional collaborative practice and interprofessional education models: think globally, act locally	The workshop will explore best practices in interprofessional education and identify the most appropriate models for undergraduate and postgraduate programs.	Scott Reeves Ardi Findyartini
PCW 2	Current challenges in undergraduate and postgraduate assessments	The workshop will discuss about current challenges in undergraduate and postgraduate assessments including the opportunities and threads of using technology in assessment	Katharine Boursicot Diantha Soemantri
PCW 3	Writing publication in medical and health professions education	The workshop will help participants to develop strong publication manuscripts based on their studies and to discuss tips and tricks in publishing in medical and health professions education	Albert Scherpbier Estivana Felaza
PCW 4	Feedback in clinical settings: Engaging the millennial students & residents	The workshop will discuss how to engage millennial students and residents during feedback provision process	Dujeepa Samarasekera Rita Mustika

Saturday, 7th October 2017

Time	Topic	Resource Person
07.30 – 08.00	Registration	
08.00 – 08.30	Opening ceremony 1. Welcome speech from the chair person 2. Opening speech from the Dean of Faculty of Medicine Universitas Indonesia	Diantha Soemantri Dean of Faculty of Medicine Universitas Indonesia
08.30 – 09.15	Plenary 1 Nurturing collaboration and teamwork in healthcare within the continuum of medical and health professions education	Scott Reeves Moderator: Anwar Jusuf
09.15 – 09.45	Coffee break	
09.45 – 11.00	Symposium 1 Has the Indonesian standard of medical doctor competency prepared our graduates to practice in the future?	Titi Savitri Irawan Yusuf Moderator: Nani Cahyani
11.00 – 12.00	Symposium 2 How community oriented medicine and healthcare implicates the design and delivery of future medical education	Koesmedi Priharto Retno Asti Werdhani Moderator: Marcellus Simadibrata
12.30 – 13.00	Lunch	
13.00 – 15.00	Meet the Expert 1. Interprofessional education and collaborative practice 2. Student teacher practice environment	1. Scott Reeves 2. Dujeepa Samarasekera



	3. Developing strong research questions in medical and health professions education 4. Assessment of competence for future medicine and healthcare	3. Albert Scherpbier 4. Katharine Boursicot
15.00 – 15.30	Coffee break	
15.30 – 17.00	Free papers presentation	

Sunday, 8th October 2017

Time	Topic	Resource Person
08.00 – 08.30	Registration	
08.00 – 09.30	Plenary 2 The future of medical education from student teacher practice environment	Dujeepa Samarasekera Moderator: Pratiwi Sudarmono
09.30 – 10.00	Coffee break	
10.00 – 11.30	Panel Discussion Personalized medicine and personalized medical education: is it possible?	Albert Scherpbier Katharine Boursicot Ova Emilia Moderator: Sjamsuhidajat
11.30 – 12.00	Closing Ceremony 1. Announcement of Siti Oetarini Award (Best oral and poster presentation) 2. Introduction of the 11 th Jakarta Meeting on Medical Education	

ORGANIZING COMMITTEE

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Head of Department of Medical Education

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Program (event)	: Dr. dr. Mardiasuti Wahid, MSc, SpMK(K)
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Consumption	: Mariam Sanitasih Yenny



Main Conference

Plenary One

The Importance Of Interprofessional Collaboration And Teamwork In Healthcare: Implications For Medical Education

Moderator : Anwar Jusuf

Speaker : Scott Reeves

Curriculum Vitae

Anwar Jusuf is a professor in pulmonology. Currently he's actively involved in the activities of Indonesian Doctor Council especially as medical education committee. Aside with his clinical and organizational activities, he is also contribute as a lecturer in Magister Program in Medical Education at FMUI, conducting research and publish his articles and journals, locally and internationally.

Professor Scott Reeves is a social scientist who has been undertaking health professions education and health services research for over 20 years. His main interests are focused on developing conceptual, empirical and theoretical knowledge to inform the design and implementation of interprofessional education and practice activities. He has received millions of dollars in grants from a range of funding bodies across the world and published hundreds of peer-reviewed papers, book chapters, textbooks, editorials and monographs. Many of his publications have been translated from English into other languages including French, Spanish, German, Portuguese, Japanese and Norwegian. He is currently Professor in Interprofessional Research at the Faculty of Health, Social Care and Education, Kingston and St George's, University of London, UK as well as Editor-in-Chief of the Journal of Interprofessional Care. After spending a decade in London at City University he moved to North America, initially to Canada where he was the inaugural Director of Research, Centre for Faculty Development, St Michael's Hospital; Senior Scientist, Wilson Centre for



Research in Education and Professor in the Faculty of Medicine at the University of Toronto. Moving then to the USA, he was appointed as the Founding Director, Center for Innovation in Interprofessional Education as well as Professor in the Department of Social and Behavioral Sciences and Department of Medicine, University of California: San Francisco. He has held a number of visiting academic positions in a variety of countries, including, Japan, Ireland, New Zealand, USA, Canada, UK and Sweden.

Abstract

The Importance Of Interprofessional Collaboration And Teamwork In Healthcare: Implications For Medical Education

Over the past 25 years attention has been placed on the need for different health and social care professionals to collaborate to improve the quality of care they deliver. This interest has been reflected in a significant amount of attention from researchers and policy makers, where it has been described and discussed in a range of publications. As a result, improved interprofessional collaboration and teamwork is a universal aspiration of health care practitioners, managers and organizations. This presentation explores the complex array of issues which affect the ways in which professionals work together. Specifically, the presentation discusses a range of approaches which help illuminate and understand the emergence of interprofessional teamwork and collaboration, its nature as well as a number of its key successes and challenges. Within this context of the growth of interprofessional teamwork and collaboration, the presentation goes on to consider key implications for the future of medical education.

Plenary Two

The future of medical education from student teacher practice environment

Moderator : Pratiwi Sudarmono

Speaker : Dujeepta D. Samarasakera

Curriculum Vitae

Prof. Pratiwi Pujilestari Sudarmono, MD, PhD earned her medical degree from the Faculty of Medicine University of Indonesia, Jakarta in 1976. She then received her PhD in Molecular Biology from Osaka University, Japan. After returning from Japan, in 1985 she went to Walter Reed Army Research Institute, Washington DC, USA for post doctoral work in enteric bacteria research. In 1992 she attained recognition as a Clinical Microbiology Specialist and was appointed as Professor of Microbiology in Faculty of Medicine Universitas Indonesia in 2007. She received Fulbright New Century Scholarship in 2001-2002 and conduct collaborative research in tropical diseases in the John Hopkins University USA. Currently she is the Vice Dean for Education, Research and Student Affairs at Faculty of Medicine University of Indonesia. She is also the chairman of Indonesian Committee on Infectious Disease, Emerging and Reemerging with a Ministerial Decree No. HK.03.01/MENKES/073/1/2010 This include her responsibilities related to biosafety and biosecurity capacity building in research institute and university laboratories in Indonesia. Prof. Pratiwi is also the Steering Committee member of INA RESPOND, the Indonesia Research Partnership on Infectious Disease; and Executive Committee member of South East Asia Infectious Disease Clinical Research Network (SEAICRN). Mailing address: Faculty of Medicine Universitas Indonesia Jalan Salemba Raya No 6 Jakarta Pusat 10430 Indonesia, Phone Number:



+62 21 3155675 / mobile phone: +62 816839098 email: psdrmn@yahoo.com
/iro-fkui@ui.ac.id.

Dr Dujeepa has been involved in curriculum planning, evaluation, and student assessment at both the undergraduate and postgraduate levels of health professions education courses. He is also chairs the faculty development at the National University Health System (NUHS) Residency Program, Faculty Teaching Excellence Committee and heads the Continuous Quality Improvement section of the Deanery Education of National University of Singapore (NUS) Yong Loo Lin School of Medicine. He is the inaugural President of the College of Clinician Educators Singapore. He is also the Program Director for Masters in Health Professions Education Singapore.

His international involvements include being elected as the Vice-President, Western Pacific Association of Medical Education (WPAME) from 2014, honorary professor and external faculty with Semey State Medical University in Kazakstan, University of Maastricht in Netherlands and was appointed as an Ambassador of the Association of Medical Education Europe (AMEE) in 2014.

Dr Dujeepa serves in the editorial advisory boards of the South East Asian Journal of Medical Education (SEAJME), Korean Journal of Medical Education, Annals of Academic Medicine, AMEE MedED Publish and is the Editor in Chief of The Asia Pacific Scholar journal. Dr Dujeepa has published in peer-reviewed journals as well as authored several book chapters on Medical and Health Professions Education. He was the recipient of MILES award (Mentorship Innovation Leadership in Education Scholarship) at 2014 Asia Pacific Medical Education Conference, NUS Role Model award in 2016 and Residents Choice awards in 2015 and 2016. His present research interests are in faculty development and program accreditation.

Abstract

Future of Medical Education from Student Teacher Practice Environment

The future of medical education could be one full of excitement and experiences. Based on the present developments such as the digitalisation; connectivity; high accessibility and scalability of learning and resource materials, the future learning environment would be innovative and disruptive. This transformation will not only be in training of health professionals but also in the delivery of healthcare. Students will access just in time learning through Artificial Intelligence enabled ChatBots through their mobile devices. This is not futuristic any longer as some disciplines such as Computing and Engineering are already using ChatBots as teaching assistants. The students will no longer be confined to a class room but will be active through the use of technology which will assist them to visualize basic biomedical and clinical entities giving access to the best learning material sourced by super computers. These learning materials will be customised to the student's level of understanding. The AI will be able to monitor students learning development closely as s/he will interact with the material presented with increasing complexity. This would take away the need to group students in batches as well as conduct hugely resource intensive examinations. The big question is how do we as faculty transform and support these changes. The presentation will explore some of these possibilities and will also share possible challenges and ways forward in managing these situations.



Symposium One

Has the Indonesian Standards of Medical Doctor Competency prepared Our Graduates to Practice in the Future?

Moderator : Pratiwi Sudarmono

Speakers :

- Titi Savitri Prihatiningsih
- Irawan Yusuf

Curriculum Vitae

Nani Cahyani Sudarsono is a lecturer at the Faculty of Medicine, Universitas Indonesia (FMUI) since 1998. She graduated as Medical Doctor from FMUI in 1987. As an MD, she did the compulsory work for the government in Regional Hospital of Jayapura, at Jayapura, Papua (Irian Jaya back then) in 1988 - 1992. After finishing Sports Medicine training at FMUI, she started to teach in the Department of Physiology and Sports Medicine Program, both at the FMUI. She also works as consultant in the Exercise Clinic FKUI.

She started to involve in the undergraduate education as coordinator of Physiology subject in undergraduate medical education in 2003 - 2006. Later, she became the member of Medical Education Unit FMUI in 2005 - 2008, and since 2008 she coordinate the undergraduate program at FMUI. In Sports Medicine Program, she started as research coordinator at 2002 and became the Program Head in 2006 - 2009. In 2014 she held the position as Manager of Education and Student Affairs. As representative from AIPKI (association of Indonesian medical school), she is also involved in national committee for physician competence exam (PNUKMPPD) in 2014 and appointed as the committee chairperson for 2015-2016.

Titi Savitri Prihatiningsih has been working at the Faculty of Medicine Universitas Gadjah Mada since 1988 where she was heavily involved in the medical education innovation. She started her academic career at the Department of Public Health and gained Masters in Health Management from Nuffield Institute for Health, Leeds University in 1991. Upon completing her Medical Doctor in 1993, she worked at the British Council Jakarta and then British Council Manchester as Health Project Officer. In 1996, she returned to Faculty of Medicine Universitas Gadjah Mada and was significantly involved in the planning and implementation of Quality of Undergraduate Education (QUE) Project as implementation officer. She completed her Masters in Medical Education in 2000 and her PhD in Medical Education in 2003 at the Centre for Medical Education, Dundee University where she did research in quality assurance in medical education in Thailand, Bangladesh, UK and Indonesia. Upon returning to Indonesia, she was intensely involved in Health Workforce Service (HWS) Project at the Directorate General of Higher Education. She was also instrumental in setting up the Department of Medical Education in 2005 where she became the Head of Department and in establishing Masters Programme in Medical Education in 2006 and became the Head of the Study Programme. From 2003-2006, she was the Project Director of MUNDO innovation Project, followed by NPT Project in 2006-2014 – both are grants from the Dutch Government. In 2008-2011, she was the Vice Dean of Academic Affairs and in 2011-2012 she was the Dean.

At the university level, she was heavily involved in developing internal quality assurance system at Universitas Gadjah Mada (UGM) where she was the member of Quality Assurance Unit UGM from 2000-2008.

At the national level, she was Secretary and then General Secretary of the Association of Medical Education Institutions in Indonesia (AIPKI) from 2003-2009. She was also chairing the Education Standards Working



Committee of the Indonesian Medical Council in 2006-2008. She was also instrumental in the development of Health Profession Education Quality Project (HPEQ) under the Directorate General of Higher Education– a world bank funded project in 2009-2014. She has been chairing the Indonesian Association of the Study of Health Profession (IASHE) since 2013-now.

At the regional level, she was instrumental in preparing the Asean University Network for Quality Assurance (AUNQA) Guidelines since the first edition in 2005, the second and the third edition in 2015. She was also Lead Assessor, Senior Trainer and member of AUNQA Executive Council from 2013-2017. She had been member of South East Asian Regional Association in Medical Education (SEARAME) since 2006-2016. She is currently President Elect SEARAME. She has been a Senior Adviser of World Federation for Medical Education (WFME) since 2014 until now.

Currently, she is the member of National Agency for Education Standards (Badan Standar Nasional Pendidikan/BSNP) and the resource person for Independent Accreditation Agency of Higher Education in Health (IAAHEH).

She has been trainers in hundreds of training – both at FM UGM and in house training – in the area of curriculum development and quality assurance. She has been consultants for dozens of institutions in capacity building and education innovation as well as speakers in hundreds of seminars, workshops and conferences – both nationally and internationally.

Irawan Yusuf holds a medical doctor degree at Medical Faculty of Hasanuddin University Makassar in 1984 and finished his Ph.D in 1992 from Hiroshima University School of Medicine, Japan He is a lecturer at department of Physiology since 1986. Besides being a Dean of Medical Faculty for two periods, he also actively involved in various research and development activities, especially in the field of molecular biology. He was

doing research on Cellular Electrophysiology of Cardiac Cell Membrane (1987-1992) and also a Senior Researcher at the Eijkman Institute, Jakarta (1995-2002). Many scientific articles, books, papers, and research that related to the field of molecular and genetics have been written by him. He was a pioneer of International Class for Malaysian students and Faculty of Psychology at Hasanuddin University. He has been awarded with "2013 Bakrie Award" for his achievement in research. He has been a member of Indonesian Academy of Sciences (AIPI) since 2011.

Abstract

Has the Indonesian Standards of Medical Doctor Competency prepared Our Graduates to Practice in the Future?

Purpose

This paper is aimed to analyse to what extent the Indonesian Standards of Medical Doctor Competency has prepared the graduates for future practice.

Methods

Future practice is defined based on current regulations, changes in population profile, social, economics and health indicators. Scenario analysis of several policy options is developed. Secondary data from several resources are used to evaluate the competency achievement of fresh graduates and their performances during internship programs. Public policy analysis is used as a framework to discuss the results of scenario analysis and secondary data analysis in three areas, namely content, implementation and impact.

Discussion

In terms of content, the second Indonesian Standards of Medical Doctor Competency which was issued in 2012 is meant for general practitioners



who will practice independently at the primary care level. However, the absence of guidelines has diverted the intention which resulted in disease orientation, rather than comprehensive health care. To what extent a medical school is able to translate the Standards into a workable curriculum depends on a number of contextual factors. The enactment of National Social Insurance Law in 2004 has enforced the implementation of national health insurance with its referral level. The movement of hospital accreditation has reduced the independent work done by clinical phase students at the main teaching hospitals which might result in 'miss opportunity' for patient care. With regards the impact, several study on the performance of internship reveals that some areas of Standards are not achieved.

Symposium Two

How community oriented medicine and healthcare implicates the design and delivery of future medical education

Moderator : Marcellus Simadibrata

Speakers :

- Koesmedi Priharto
- Retno Asti Werdhani

Curriculum Vitae

Marcellus Simadibrata is currently the head of Department of Medical Education in the Faculty of Medicine University of Indonesia. He has been involved in medical education since his early years as a faculty staff in the Department of Internal Medicine as a member of department coordinator of undergraduate medical education. He is also one of the staff and professor of division Gastroenterology department of Internal Medicine

FMUI/Dr. Cipto Mangunkusumo Hospital Jakarta. He is active as an editorial staff of Journal of Internal Medicine (Acta medica Indonesiana) and The Indonesian Journal of Gastroenterology, Hepatology and Digestive Endoscopy. He is also still active as the president of Indonesian Society of Gastroenterology since 2011 and an advisor of The Indonesian Society of Digestive Endoscopy. He is active as one of the member of Indonesian Collegium of Internal medicine and as the supervisor of gastroenterology Fellowship school (SP2) in Dr. Cipto Mangunkusumo Hospital/FMUI. E-mail: prof.marcellus.s@gmail.com.

Doctor Koesmedi Prihanto who was born on August 7, 1958, is a specialist in Orthopaedic Surgery and Traumatology and an alumnus of Universitas Indonesia. Doctor Koesmedi who currently serves as Head of DKI Jakarta Health Office, is not only active in many Orthopaedic Surgery and Traumatology but also in medical education scope. Before serving as head of DKI Jakarta health office, he was the head of Tarakan General Hospital, Jakarta. He is also currently active as the chairman of Jakarta Metropolitan Hospital Association (IRSJAM) and board member of Indonesia Hospital Association (PERSI) DKI Jakarta for 2017-2020 term.

Retno Asti Werdhani, born in Jakarta, August 25, 1975. Graduated School of Medicine University of Indonesia in 2000 and joined the faculty of medicine since 2001 in the department of community medicine. She has been a member of Medical Education Unit Faculty of Medicine University of Indonesia since 2010. She finished her master in clinical epidemiology in 2006 and is currently undergoing doctoral studies in medicine. She was commissioned by the Faculty in 2009 as item bank administrator, since then she has involved in training and item management at regional and national level as well as progress test.



Abstract

Community Oriented in FMUI Medical Education (Retno Asti Werdhani)

There are several factors effect the health status of the population. Determinants of health will effect health system, thus it will need crucial role of health care professionals. Medical doctors need to understand various aspects of socio-demographic phenomenon to create a bridge between people and health. To create the bridge between population and health, medical practice should not be limited clinical medicine only, but also need to be competent in various level of prevention for individual, families, and communities.

There are some current issues and challenges in healthcare. All of these issues can be controlled with preventive and clinical management programs. Because graduate doctor will practice/work within health system, therefore medical education system should provides more attention to the development of community medicine competency for its undergraduate medical students.

There are five keys strategic direction according to WHO strategic framework for strengthening undergraduate medical education in addressing current health challenges. Faculty of Medicine University of Indonesia has been implementing those frameworks into many programs, including continuing curriculum development as well as its evaluation. Community medicine has been integrated into modules, including longitudinal and integrated clerkship module, which has collaboration between clinical and community medicine.

Panel Discussion

Personalized medicine and personalized medical education: is it possible?

Moderator : Sjamsuhidayat

Panelist :

- Albert Scherpbier
- Katharine Boursicot
- Ova Emilia

Curriculum Vitae

Sjamsuhidajat is emeritus professor of surgery at Faculty of Medicine Universitas Indonesia (FMUI). Interested in medical education including specialist training. He became the first head of Department of Medical Education at FMUI. Serving as chairman of Ethical Review Board for medical research for many years at the same school medicine, he gained experience in research ethics, and insight of the many aspects of medical ethics, medical humanities and medical law.

Professor Scherpbier is Professor of Quality Promotion in Medical Education and Dean of the Faculty of Health, Medicine and Life Sciences and Vice Chair of Maastricht University Medical Centre

His key interests in medical education are quality assurance, professionalisation of medical education, career prospects for medical teachers, involvement of medical students in improving the quality of education, and medical education research. He has published extensively on medical education research. He published around 300 papers in international peerreviewed journals, 100 papers in national journals and around 70 chapters in books and conference proceedings.



He teaches courses on medical education research for the Maastricht School of Health Professions Education. He supervises national and international PhD students (51 finished) and has been a consultant to medical schools in various countries, including Indonesia, Uganda, Nepal and Ghana.

He has been a driving force for curriculum innovation aimed at promoting integration of basic science and clinical science and teaching in realistic contexts. Professor Scherpbier is also involved in innovations in postgraduate specialist training. Besides his job as Dean he is also CEO of Scannexus (a MRI facility with scanners up to 9.4).

Katharine Boursicot is currently the Director of Health Professionals Assessment Consultancy, Reader in Medical Education and was Deputy Head of the Centre for Medical and Healthcare Education at St George's, University of London. Previously she was Associate Dean for Assessment at Cambridge School of Clinical Medicine and Head of Assessment at Barts and the London School of Medicine. Originally an Obstetrician/Gynaecologist, she moved into the field of Medical Education with a particular research interest in the assessment of clinical competence and standard setting, and has published on these topics. Katharine has worked with several UK medical, dental and veterinary schools as well as the GMC, Royal Medical Colleges and international medical schools on the development of their assessment programmes.

Professor Ova Emilia is the first Indonesian Professor for Medical Education. She is inaugurated as the Dean of Faculty of Medicine for period of October 2016-2021. Prior to the current appointment, she was responsible for the overall academic governance at the Faculty of Medicine, Universitas Gadjah Mada as the Vice Dean for Academic, Student and Alumni for the period of December 2012-2016. She joined UGM in 1990 at the Department of Obstetrics and Gynecology, and delivers lectures in the field of ObGyn as well as Medical Education. She also works closely with

colleagues at the Department of Medical Education for the comprehensive evaluation and improvement of a problem-based learning strategy in a competence-based curriculum for the undergraduate program in medicine. She obtained her Master of Medical Education from the University of Dundee, Scotland, UK before completing her residency training program in ObGyn. After holding her specialization as Obstetric Gynecologist, she was studying in the University of New South Wales, Sydney Australia for her doctoral program. She hold PhD degree within the scope of Clinical Teaching, and Consultant ObGyn in Obstetric Gynecology Social.

Abstract

Personal view on the implications for medical education (Katharine Boursicot)

Medical education has always been ‘personalised’ – not by design, but by the different experiences each one of us has had over our time in medical school and in postgraduate training. Modern medical education theory and practice that acknowledges the differences between each individual’s learning trajectory and supports that pathway will be the most successful.

Personalised Medicine and Medical Education in Indonesia (Ova Emilia)

The improvements in technology, software and computing power, personalized medicine is quickly moving from potential to reality. Personalized medicine introduces treatment protocols that indicate the risk of disease on a genetic level before symptoms appear. The ability to identify, track and treat conditions before diseases reach advance stages of development improve the survival rate and quality of life for patients as well as increase the efficiency and affordability of health systems. Because of its technology intensive platform, personalized medicine is seen as solely benefiting the populations of developed economies. Developing countries



with limited economies capacity won't have or won't allocate the resources for adopting personalized medicines protocols.

The challenges faced by developing countries including Indonesia is four folds. First infectious diseases still dominate and secondly more degenerative diseases are emerged as a consequences of life style changing. Thirdly more new emerging diseases are found which make the health management more complicated. Recently with the introduction of personalized medicine influence the public expectation for the health care which should be more effective, more quickly and with fewer side effects.

Medical education in Indonesia should begin to adjust the content of curriculum to face the coming 10 year development. Fundamental training for medicine should consider these challenges. While still cover basic science, clinical subjects, community medicine and public health, perhaps a fundamental training in genetics and genomics should fall within the curriculum of medical school education. Moreover, such education should continue longitudinally throughout clinical training, including residency, fellowship, and continuing medical education programs, to reinforce concepts and target physicians who have already completed their clinical training. More opportunities in the curriculum should be provided to give interested students to learn further about genetics and genomics to prepare them for future practice of personalized medicine.



Pre-Conference Workshop



PRE-CONFERENCE WORKSHOPS

Workshop 1: Developing interprofessional collaborative practice and interprofessional education models: think globally, act locally

Scott Reeves, Ardi Findyartini

Professor Scott Reeves is a social scientist who has been undertaking health professions education and health services research for over 20 years. His main interests are focused on developing conceptual, empirical and theoretical knowledge to inform the design and implementation of interprofessional education and practice activities. He has received millions of dollars in grants from a range of funding bodies across the world and published hundreds of peer-reviewed papers, book chapters, textbooks, editorials and monographs. Many of his publications have been translated from English into other languages including French, Spanish, German, Portuguese, Japanese and Norwegian. He is currently Professor in Interprofessional Research at the Faculty of Health, Social Care and Education, Kingston and St George's, University of London, UK as well as Editor-in-Chief of the Journal of Interprofessional Care. After spending a decade in London at City University he moved to North America, initially to Canada where he was the inaugural Director of Research, Centre for Faculty Development, St Michael's Hospital; Senior Scientist, Wilson Centre for Research in Education and Professor in the Faculty of Medicine at the University of Toronto. Moving then to the USA, he was appointed as the Founding Director, Center for Innovation in Interprofessional Education as well as Professor in the Department of Social and Behavioral Sciences and Department of Medicine, University of California: San Francisco. He has held a number of visiting academic positions in a variety of countries, including, Japan, Ireland, New Zealand, USA, Canada, UK and Sweden.

Ardi Findyartini is an academic staff from the Department of Medical Education. She graduated as medical doctor in 2002 and completed her

PhD in medical education in 2012. She is also the Head of Medical Education Unit of FMUI and Head of Medical Education Center at IMERI FMUI. She has been actively involved in the curriculum development of undergraduate and postgraduate medical programs and in conducting faculty development programs in FMUI and at the national level. She has been publishing scholarly work in national and international peer reviewed journals and conferences. Her research interest is in the curriculum development, interprofessional education, assessment, clinical teaching and clinical reasoning, students' adaptation and transition and sociocultural related issues in medical and health professions education.

Summary

This interactive workshop explores best practices developing and implementing interprofessional education within a medical education context. The workshop will commence with a presentation that outlining key educational, professional and organisational factors that need to be considered when designing an interprofessional education activity/course. Participants will also work in small groups on an interprofessional curricula development activity. The results of these activities will be presented and discussed. Throughout the workshop, participants will be encouraged to share their experiences of developing and implementing interprofessional education. Best practices related to the development and implementation of interprofessional education will also be shared to help participants work successfully in their own institutions.

Workshop 2: Current challenges in undergraduate and postgraduate assessments

Katharine Boursicot, Diantha Soemantri

Katharine Boursicot is currently the Director of Health Professionals Assessment Consultancy, Reader in Medical Education and was Deputy Head of the Centre for Medical and Healthcare Education at St George's,



University of London. Previously she was Associate Dean for Assessment at Cambridge School of Clinical Medicine and Head of Assessment at Barts and the London School of Medicine. Originally an Obstetrician/Gynaecologist, she moved into the field of Medical Education with a particular research interest in the assessment of clinical competence and standard setting, and has published on these topics. Katharine has worked with several UK medical, dental and veterinary schools as well as the GMC, Royal Medical Colleges and international medical schools on the development of their assessment programmes.

Diantha Soemantri is a senior lecturer in medical education in the Department of Medical Education, Faculty of Medicine Universitas Indonesia. Graduated as a medical doctor from Faculty of Medicine Universitas Indonesia in 2005, acquired Master in Medical Education title from University of Dundee in 2007 and a PhD in the same field from University of Melbourne in 2013. She is now the head of Master in Medical Education Program in the university and also responsible for the integrated curriculum of Health Sciences Cluster. She has published several journal articles both nationally and internationally and participated as invited speakers in international conferences on medical education. Her research interests are reflection and feedback, interprofessional education and student assessment.

- 1. Title of the workshop**

Current challenges in undergraduate and postgraduate assessments

- 2. Background**

Assessment in undergraduate and postgraduate healthcare professional education has undergone many changes and new challenges have emerged. We will address some contemporary issues theoretically and practically.

3. Objectives

At the end of the workshop, the participants will be able to:

- Understand the current challenges in healthcare professional assessment
- Discuss the issues around narrative and score-based assessments
- Consider the most appropriate tools when designing assessments

4. Scope of discussion

- Current challenges in healthcare assessment
- Score-based assessment compared to narrative based assessment
- WBAs and assessment of professionalism

5. Activities

Mini-lectures and group work

6. Maximum number of workshop participants

30 participants

7. List of workshop facilitators

- Prof. Katharine Boursicot, BSC MBBS MRCOG MAHPE NTF SFHEA FRSM
- Dr. Diantha Soemantri, MMedEd, PhD

8. Specific requirements

The organizing committee will prepare a set of standard audiovisual equipment – laptop, LCD projector and microphone



- flipchart
- markers
- seating: tables of 6 people

9. Short description (summary) of the workshop

The workshop will address current challenges in undergraduate and postgraduate assessments, focusing beyond the scores in assessment. We will review general problems of looking at assessment using only scores, and will address assessing beyond the scores/marks/grades. Topics covered will include the developmental aspects of Workplace Based Assessments (WBAs) and the assessment of professionalism.

Workshop 3: Writing publication in medical and health professions education

Albert Scherpbier, Estivana Felaza

Professor Scherpbier is Professor of Quality Promotion in Medical Education and Dean of the Faculty of Health, Medicine and Life Sciences and Vice Chair of Maastricht University Medical Centre

His key interests in medical education are quality assurance, professionalisation of medical education, career prospects for medical teachers, involvement of medical students in improving the quality of education, and medical education research. He has published extensively on medical education research. He published around 300 papers in international peerreviewed journals, 100 papers in national journals and around 70 chapters in books and conference proceedings.

He teaches courses on medical education research for the Maastricht School of Health Professions Education. He supervises national and international PhD students (51 finished) and has been a consultant to

medical schools in various countries, including Indonesia, Uganda, Nepal and Ghana.

He has been a driving force for curriculum innovation aimed at promoting integration of basic science and clinical science and teaching in realistic contexts. Professor Scherpbier is also involved in innovations in postgraduate specialist training. Besides his job as Dean he is also CEO of Scannexus (a MRI facility with scanners up to 9.4).

Estivana Felaza is a lecturer at department of medical education FMUI since 2007. She graduated from FMUI as a medical doctor in 2004, and finished her master degree in medical education in 2011. Her area of interest are in the field of teaching-learning, students support, and faculty development.

1. Title of the workshop

Writing publication in medical and health professions education.

2. Background

Scientific communication in medical/health profession is important to help the profession in taking care the health of people. ^(1,2)

Medical/health communications is a general term for the development and production of materials that deal specifically with medicine or healthcare. ^(2,3,4)

To master this communication skill including medical writing, professions must prepare the writing with clear and accurate messages. Researchers who discovers the wonders of medical/health science must tell someone about their findings in clear, complete, and consise terms. ^(1,4)

If the medical /health scientists garbles words or leaves out important points, messages become unclear, and the progress of science suffers. ⁽¹⁾ The most important medical/health communication is by making a good academic paper presentation. In this workshop we will only organize and discuss on academic writing and publication in medical/health professions education.



3. Objectives

At the end of the workshop, the participants are able to:

- Explain the definition and importance of medical/health professions education writing publication, ethics in medical/health writing
- Explain the relationship between medical writing, ethics and medical/health professions
- Develop examples medical/health professions education writing publication

4. Scope of discussion

- Definition of medical/health professions education writing publication
- Importance of medical/health professions education writing publication
- Importance of ethics in medical/health writing
- Relation between medical/health writing, medical/health professions, ethics medical writing
- The use of writing publication in medical/health professions education.
- Multicultural and international medical writing

5. Activities

Time	Session
10 mins	Overview of workshop
40 mins	Introduction to medical/health professions education writing publication, ethics in medical/health writing, national and international medical writing, presenting written material visually
10 mins	Small group formation and preparation for group

	work.
90 mins	Group work: Reading and critical appraisal of papers in medical/health education journal. Making summary of articles reviewed 70 mins Plenary presentation
15 mins	Summary and take home messages
5 mins	Closing

6. Maximum number of workshop participants

30 participants

7. Reading materials

1. Davis M. Scientific papers and presentations. 2nd edition. Elsevier Academic Press. San Diego USA. 2005.
2. AMWA. Available from url: <http://www.amwa.org/>. Accessed 11 July 2016.
3. Heifferon BA. Writing in the Health Professions. Longman. 2014.
4. Schafer MS, Cothran D. Writing for the health professions. Available from url: http://users.clas.ufl.edu/msscha/WHP/whp_main.html. Accessed 11 July 2016

8. List of workshop facilitators

- Prof. Albert Scherpbier MD PhD
- dr. Estivana Felaza, MPdKed

9. Specific requirements

(the organizing committee will prepare a set of standard audiovisual equipment – laptop, LCD projector and microphone, and please list any additional requirements necessary such as



flipchart, markers, sticky notes, additional computer speakers, round table seating arrangement, etc.

- 5 (five) flipcharts
- 5 (five) markers
- 5 round table seating arrangement (@ 6 persons)

10. Short description (summary) of the workshop

Medical/health writing is essential and important to present new and old scientific findings or researches in medical education to other medical doctor, nurse, patient and publics. In this workshop, the organizer will make a workshop for participants to do critical appraisals of many papers/publications in medical education journal and teach how to write an annotated bibliography and “state of the art” review paper.

Workshop 4: Feedback in clinical settings: Engaging the millennial students & residents

Dujeepa D. Samarasekera, Rita Mustika

Dr Dujeepa has been involved in curriculum planning, evaluation, and student assessment at both the undergraduate and postgraduate levels of health professions education courses. He is also chairs the faculty development at the National University Health System (NUHS) Residency Program, Faculty Teaching Excellence Committee and heads the Continuous Quality Improvement section of the Deanery Education of National University of Singapore (NUS) Yong Loo Lin School of Medicine. He is the inaugural President of the College of Clinician Educators Singapore. He is also the Program Director for Masters in Health Professions Education Singapore.

His international involvements include being elected as the Vice-President, Western Pacific Association of Medical Education (WPAME) from 2014, honorary professor and external faculty with Semey State Medical

University in Kazakstan, University of Maastricht in Netherlands and was appointed as an Ambassador of the Association of Medical Education Europe (AMEE) in 2014.

Dr Dujeepa serves in the editorial advisory boards of the South East Asian Journal of Medical Education (SEAJME), Korean Journal of Medical Education, Annals of Academic Medicine, AMEE MedED Publish and is the Editor in Chief of The Asia Pacific Scholar journal. Dr Dujeepa has published in peer-reviewed journals as well as authored several book chapters on Medical and Health Professions Education. He was the recipient of MILES award (Mentorship Innovation Leadership in Education Scholarship) at 2014 Asia Pacific Medical Education Conference, NUS Role Model award in 2016 and Residents Choice awards in 2015 and 2016.

His present research interests are in faculty development and program accreditation.

Rita Mustika is a lecturer at department of medical education FMUI since 2007, clinically trained in graduated school of dermatology at Kobe University in 2005 and took her master epidemiology in FMUI at 2010. Her main area of interest and research are in the field of teaching-learning, faculty development, tracer study, humanity-professionalism, and Clinical teacher. Currently she is coordinator of foster ship program for supporting development of medical school in Indonesia.

Workshop objectives:

At the end of the training the participants should be able to:

- Discuss attributes of a "millennial" student/resident
- Be able to analyse how to manage a "problem" student/resident in clinical learning/training
- Apply the techniques of providing feedback to improve learning based on best evidence practices



- Discuss best ways to manage challenging situations when giving feedback in ones own clinical learning environments



Oral Presentation



ORAL

GROUP A (ROOM 1)

No	Title	Presenters	Institution	Code
1	First-year medical students' perceptions of anatomy learning experience at Medical Faculty of Mulawarman University	Eva Rachmi et al	Mulawarman University	JAKMED 10001 (OA1)
2	Field Tutor's Perceptions on Undergraduate Medical Education in Faculty of Medicine Universitas Indonesia (FMUI)	Retno Asti Werdhani	Universitas Indonesia	JAKMED 10009 (OA2)
3	Integrating Community Service With Learning: an Approach to Soft Skills Development For Medical Students Universitas Padjadjaran	Nur Melani Sari et al	Universitas Padjadjaran	JAKMED 10034 (OA3)
4	Developing Profile of Graduate Medical Education : Perception of Core Competences from Students, Lecturer, and Alumni of Medicine Faculty Universitas Padjadjaran	Yuni Susanti Pratiwi et al	Universitas Padjadjaran	JAKMED 10040 (OA4)
5	Evaluation of Medical Education Program at The Center for Service and Development of the Community Eye Health Care Program (P4KMM)	Tri Laksana Nugroho et al	Diponegoro University	JAKMED 10048 (OA5)

Abstract Number : JAKMED10001

**First-year medical students' perceptions of anatomy learning experience
at Medical Faculty of Mulawarman University**

Eva Rachmi, Danial Muin, Hary Nugroho, Marwan

Department of Anatomy, medical Faculty of Mulawarman University

Background: Implementation of competency-based curriculum in Medical Undergraduate Program of Medical Faculty Mulawarman University caused adjustment to anatomy learning, in the form of integration with other fields through tutorial, reduction of hours dedicated to the study of anatomy and change of learning from dissections to prosections.

Aims: This study aimed to explore the perception of first year medical students on anatomy learning experience in the competency-based curriculum era.

Method: Respondents (71 students) asked to fill Anatomy Learning Experience Questionnaire (ALEQ) using Likert scale, at the end of the first academic year (2016/2017). The questionnaire consisted of 33 statements, grouped into 5 clusters, i.e. learning activities preferred, learning through cadaver, problems that students encountered in anatomy, how students were using their anatomical knowledge and overall perception of anatomy.

Result: Univariate statistical analysis showed that students understood the interrelation of anatomy with other medical fields and the benefits of anatomy learning in preparation for being a doctor (100%). Many students chose to study course material (55%) than textbooks or online materials. Learning using cadaver (96%) followed with refreshing (78%) was considered supporting anatomical understanding effectively. Students felt anatomical material that should be learned was plenty, and the only way was to memorize (83%). The student's motivation in studying anatomy was



to pass the exam (68%), and memory retention of anatomy did not last long after the next block or semester (74.3%). Although most students enjoyed learning anatomy (91.5%) and confident with their chosen learning method (66%), they were not confident in their anatomy knowledge base (56.1%).

Conclusion: This study have identified several problems in anatomical learning that need more appropriate strategies.

Abstract Number: JAKMED10009

**Field Tutor's Perceptions on Undergraduate Medical Education in
Faculty of Medicine Universitas Indonesia (FMUI)**

Retno Asti Werdhani

Faculty of Medicine Universitas Indonesia

Background: Health facilities is needed to prepare medical graduates to face the actual work environment as well as strengthening all clinical knowledge and skills with individual, family and community oriented approach.

Aims: The purpose of this study was to determine the perception of field tutor on student's field activities and its benefits.

Methods: Focused Group Discussion was conducted on 38 representatives: 6 from provincial / district health office, 8 from hospitals, 15 from public health centers, and 9 from clinics. Questions raised include experience as field tutors, their roles and expectations in the clinical practice medical education, and follow-up requirement.

Result: All representatives had involved in medical education. The benefits were additional knowledge as a form of CPD / CME, health education, and community diagnosis. There were authority and medicolegal issue that

need to be resolved. Periodic training and assistance from faculty and home tutors were needed as well as their recognition as a part time lecturer.

Conclusion: Field clinical practice medical education provide benefits for both parties, medical school institution as well as health care service institution. However it requires an agreement, field guidebook, training, supervision, and monitoring to maintain quality, satisfaction, and student's learning outcomes.

Abstract Number: JAKMED10034

Integrating Community Service With Learning: an Approach to Soft Skills Development For Medical Students Universitas Padjadjaran

Nur Melani Sari, Susi Susannah, Achadiyani, Yuni Susanti Pratiwi, Astrid Feinisa
Khairani, Nur Atik, Dany Hilmanto, Yoni Fuadah Syukriani
Faculty of Medicine Universitas Padjadjaran

Background: SUPERCAMP is a multidiscipline community services activity held by Universitas Padjadjaran since 2012 to allow medical students to do community services and inter-professional activity integrated with learning to promote soft skills. Soft skills are very essential, which are needful for development in various kinds of teaching-learning experiences.

Aims: The aim of this study was to evaluate SUPERCAMP program through medical student perspective as one of the practice for development of soft skill in medical student.

Methods: This was a descriptive cross sectional study using electronic questionnaire given to SUPERCAMP participants including undergraduate and post graduate medical student. The questionnaire was distributed before and after completed the program. Soft skill aspects addressing in this questionnaire were leadership, communication aspect, creativity, independency, problem solving, critical thinking, and problem solving.



Result: All the participants aware that SUPERCAMP was a yearly community services program purposed improving soft skill of medical student. Mostly participants (68%) agreed the importance of soft skills, and rank the importance as: communication, leadership, cooperation, problem solving, critical thinking, independence, and creativity. Survey result taken after the program showed that 74,4% participants agreed that SUPERCAMP improve their soft skills especially in communication and cooperation aspect. participant had changed their perspective about future proffesion 58,5%.

Conclusion: Supercamp stills an effective program to improve soft based on medical student perspective. There is wide opportunity to improve SUPERCAMP program activity so it can promote other soft skills aspect.

Abstract Number: JAKMED10040

Developing Profile of Graduate Medical Education : Perception of Core Competences from Students, Lecturer, and Alumni of Medicine Faculty Universitas Padjadjaran

Yuni Susanti Pratiwi , Astrid Feinisa Khairani, Achadiyani, Resti Gradia, Susi Susanah, Nur Melani Sari, Dany Hilmanto, Yoni Syukriani Fuadah
Fakultas Kedokteran Universitas Padjadjaran

Background: Competency-based curriculum with problem based learning approach already been implemented at Medicine Faculty Universitas Padjadjaran (FK Unpad) since 2001. Curriculum was develop using Standar Kompetensi Dokter Indonesia as guidance. Along with the reformation of the health system and rapid change of the health advances challenge , the profile of graduates.

Aims: The purpose of this study is to analyze undergraduate students, clerkship students, lecturer and alumni perception of core competencies that Unpad graduates must be achieved.

Methods: This was cross sectional study using electronic survey questionnaire. Participant consist four groups : 180 1st year students, 148 clerkship students, 72 lecturer and 48 alumni of FK Unpad. The questionnaire consist the core competencies divided into general competencies and specific competencies.

Result: There was different perception of the most important core competencies among group. Results for general competencies are 68% 1st year students choose ability to apply knowledge into practice, 53% clerkship students choose ability to carry out lifelong learning and professional development, 51% lecturer choose ability to think critically, reflectively and innovative while 66% alumni choose ability to uphold professionalisme, ethics and value.

Conclusion: There are still wide variation of perception of core competencies that must be achieved among students, lecturer and alumni. The variations of perception should be followed with further qualitative study.

Abstract Number: JAKMED10048

Evaluation of Medical Education Program at The Center for Service and Development of the Community Eye Health Care Program (P₄KMM)

Tri Laksana Nugroho, Andhika Guna Dharma, Hari Peni Julianti Andra Novitasari
Faculty of Medicine, Diponegoro University

Background: The Center for Service and Development of the Community Eye Health Care Program (P₄KMM) is a program that aims to overcome the



visual impairment and blindness in the community. P₄KMM is an eye health district model that engages in education, service, research, and community services.

Aims: The aims of the study is to evaluate the implementation of medical education program in P₄KMM as the basis of the development of medical education program in eye health care.

Methods: This study used CIPP (Context, Input, Process, Product) model evaluation with qualitative approach. It was conducted at P₄KMM Puskesmas Gunung Pati Semarang. The subjects consisted of 5 ophthalmologists and 5 medical students of Diponegoro University. Data collected through observation, interview, questionnaire, and document study. Analysis used qualitative data analysis.

Result: The results show that P₄KMM is an ideal educational facility where student is able to develop their cognitive abilities, clinical skills, as well as soft skills aspects such as leadership, communication, advocacy, collaboration, and managerial. It is supported by numbers and variety of clinical cases , clinical counselors, basic eye service facilities, and standard operating procedures. Obstacles encountered in the absence of learning methods standard for students and the monitoring that has not run optimally.

Conclusion: P₄KMM is an ideal medical education program for medical student to achieve an eye health competence, but still needs improvement for the refinement of the program.

**ORAL
GROUP B (ROOM 2)**

No	Title	Presenters	Institution	Code
1	Perceptions of academic achievers and under-achievers regarding learning environment In Sam Ratulangi University, Indonesia	Linda Maya Tompodung	Sam Ratulangi University	JAKMED 10003 (OB1)
2	Students' Perception of The Educational Environment at Faculty of Medicine Baiturrahmah University	Resti Rahmadika	Baiturrahmah University	JAKMED 10008 (OB2)
3	Exploration of Teaching Skills Required for Medical Student	Sulistiawati Sudarso et al	Medicine Mulawarman University	JAKMED 10021 (OB3)
4	How Objective is Objective Structured Clinical Examination : Can Two Examiners Be Replaced By One ?	Tina Dewi Judistiani	Universitas Padjadjaran	JAKMED 10021 (OB4)
5	Wear What You Learn: An innovative way to foster out-class learning	Mustafa Alshagga	University of Nottingham Malaysia Campus	JAKMED 10049 (OB5)
6	"Bahasa" Indonesian language version of Dundee Ready Education Environment Measure (DREEM) application in dental school setting	Dani R Firman	University of Padjadjaran	JAKMED 10050 (OB6)



Abstract Number : JAKMED10003

Perceptions of academic achievers and under-achievers regarding learning environment In Sam Ratulangi University, Indonesia

Linda Maya Tompodung, Sandra Widaty,

Indah Suci Widyahening

Faculty of Medicine, Sam Ratulangi University – Indonesia

Background: The learning environment is believed to affect the students' achievement, satisfaction and success. It would be useful to have an instrument to identify the features of the educational environment that they perceive differently from students who are succeeding academically in order to design intervention strategies.

Aims: The aim of this research is to compare the perceptions of the educational environment of academic achievers and under-achievers and to identify problem areas that should be remediated. To identify whether there is any gender difference in the perceptions.

Methods: This cross-sectional study was conducted at Sam Ratulangi University (UNSRAT) Faculty of medicine, using DREEM questionnaire. A total number of 105 medical students who were about to undertake IMLE in February 2017 participated in this study. Item as well as scale scores were compared between academic achievers and under-achievers.

Result: The students' perception toward educational environment was positive for overall mean DREEM and for all five DREEM subscales. The overall median DREEM score of the academic under-achievers (136.00) was higher compared to the academic achievers (126.00). While comparing the gender-wise perceptions, the mean score for female students was found to be more positive.

Conclusion: The perceptions of academic underachievers found to be significantly different from those of academic achievers. This study can be

used to re-evaluate the learning environment aspects which are not optimal.

Abstract Number : JAKMED10008

**Students' Perception of The Educational Environment at Faculty of
Medicine Baiturrahmah University**

Resti Rahmadika, Akbar Mardiasuti H Wahid, Retno Asti Werdhani
Faculty Medicine of Baiturrahmah University

Background: Students' perception of educational environment has a significant impact on their behavior and academic progress. The quality of educational environment has been identified to be crucial for effective learning. Identifying the weakness of educational environment and understanding how students perceive the environment will help the institute to facilitate learning.

Aims: The aim of this study was to evaluate students' perceptions in the preclinical phase of educational environment in Faculty of Medicine Baiturrahmah University.

Methods: It was cross-sectional study, the Indonesian version of the Dundee Ready Education Measure (DREEM) inventory was submitted to 595 students in 1st, 2nd, 3rd and 4th year. The data was analyzed using the SPSS 20 software. The survey was performed in January 2017.

Result: Response rate 80,17%. The distributed data was not normal. The overall DREEM median score was 132(92-200).. The median score were found to be highest [135(92-200)] for first year students and the lowest [129(92-158)] for second year students. Different year was significant with four domain: learning process, academic, learning atmosphere, and social environment ($p < 0,005$). It was cross-sectional study, the Indonesian version of the Dundee Ready Education Measure (DREEM) inventory was



submitted to 595 students in 1st, 2nd, 3rd and 4th year. The data was analyzed using the SPSS 20 software. The survey was performed in January 2017.

Conclusion: The present study revealed that all students perceived their educational environment positively. Areas such as inadequate student support and overly teacher-centered teaching still require further improvement.

Abstract Number: JAKMED10013

Exploration of Teaching Skills Required for Medical Student

Sulistiawati Sudarso, Lukas D. Leatemia, Cicih Bhakti Purnamasari
Department of Medical Education, Faculty of Medicine Mulawarman University,
Indonesia

Background: At some point, all medical students will be responsible to conduct an educational activity, either to their peer or junior. The fact is that every medical student is a resident candidate and future faculty member who has a role as a teacher, therefore medical student should be equipped with teaching.

Aims: This study aims to explore what teaching skills are required for medical student.

Methods: This study used a qualitative approach. Data was obtained using the focus group discussion (FGD) for students who have a teaching experience in peer teaching. As much as 15 students is involved in this research. All FGD were audio-taped and transcribed verbatim. The FGD transcripts were analysed thematically.

Result: The results obtained two main themes, preparation and implementation. In preparation theme, students should be equipped with

schedule management skills, content selection and preparation of instructional media. In implementation theme, students should be equipped with presentation skills, self-confidence and time management skill during presentation.

Conclusion: Based on this study, it can be concluded that medical students should be equipped with teaching skills such as teaching preparation and skill whilst teaching.

Abstract Number: JAKMED10021

How Objective is Objective Structured Clinical Examination : Can Two Examiners Be Replaced By One ?

Tina Dewi Judistiani, Yuni Susanti Pratiwi, Khalidatunnur Andrianie
Faculty of Medicine Universitas Padjadjaran

Background: In the era of competency based education of health professionals , the objective structured examinations examinations (OSCE) is the standard assessment method on students performance. One of many suggested efforts to ensure objectivity in OSCE was to have two raters in one station. Limitation of eligible examiners remain a constraint.

Aims: This study was conducted to explore a tough issue on how to prepare objective OSCE examiners for our final year students. Would the examiners have a good agreement in their marks for students' passing the OSCE to reduce the need for two raters ?

Methods: We set a recorded an OSCE simulations for midwifery students in their third year at Universitas Padjadjaran. Twelve students and 16 faculties volunteered to participate in the recorded OSCE process. We analyzed the agreement in the test results of 12 stations by scores and fail-pass criteria from both examiners.



Result: Fleis kappa index from the test results in this study showed that the agreement in the scores and fail pass criteria between the two examiners were poor. Some of the possible factors which may influence this result were the type of check list used (very detailed), differences in the examiners experience in training, preparing the tested procedure and frequency of performing as examiners.

Conclusion: The examiners in our simulated OSCE did not have good agreement in their marks for students' passing the OSCE. Further improvement needed in the examiners' aspect to have objective OSCE.

Abstract Number: JAKMED10049

Wear What You Learn: An innovative way to foster out-class learning

Mustafa Alshagga, Miraal Mavalvala, Aini Hamid, Jessica Price
University of Nottingham Malaysia Campus

Background: A substantial decay of knowledge had been documented among students overtime. Autonomic Nervous System Pharmacology (ANSP) is a core pharmacology topic needs students to apply during clinical years. Mayer's Multimedia Learning principle posits that people learn more deeply from a picture and word than from words alone.

Aims: This study aimed to explore whether Mayer's Multimedia principle could help students' out-class learning of ANSP by repeated exposure to designed core concepts (picture + words) on t-shirts. And which attract students more pictures or words?.

Methods: Pretest – posttest design was used on 71 Year-1 students who allowed to be either in experimental (EG) or in control (CG) group. A retention test was done after two weeks of wearing t-shirts by EG. Eye-tracking and focus group discussion were used to investigate the impact of the intervention.

Result: The scores at pretest (EG mean 3.4 ± 2.0 VS CG 2.0 ± 1.5), posttest (EG 4.3 ± 2.2 VS CG 2.5 ± 1.1) and retention (EG 4.5 ± 2.5 VS CG 3.7 ± 1.6). Repeated-measures ANOVA analysis showed statistically significant improvements due to intervention ($F = 11.4, p = 0.02$) and time ($F = 12.6, p = 0.001$). Eye fixation on pictures was longer than words ($p = 0.02$) by gaze testing. Focus group discussion revealed better out-class engagement.

Conclusion: The Multimedia Learning principle using the t-shirts as learning aid

Abstract Number: JAKMED10050

“Bahasa” Indonesian language version of Dundee Ready Education Environment Measure (DREEM) application in dental school setting

Dani R Firman, Michal Tombs

Faculty of Dentistry, University of Padjadjaran, Indonesia and Postgraduate of Medical & Dental Education, Cardiff University

Background: Teaching in the Dental Faculty, University of Padjadjaran, Indonesia has shifted from the didactic approach to one that is based on problem-based learning. This shift would inevitably create some changes in the educational environment. However, since this change, there has been no systematic evaluation of the educational environment.

Aims: This study aimed to 1) develop a Bahasa” Indonesian language version of the Dundee Ready Education Environment Measure, 2) to examine the psychometric properties and validity of the questionnaire, and 3) to assess preclinical dental students’ perceptions of their learning environment using the translated version of DREEM.

Method: The cross-cultural back-translation method was used to develop the translated version and it was piloted with a sample of students. A cross-



sectional online questionnaire was administered to all cohort (556 preclinical dental students) and 477 respondents were completed all items (85,79%). The questionnaire was examined for its reliability and validity.

Result: Confirmatory factor analysis was conducted to examine the psychometric properties of the questionnaire, results of which have indicated some limitations in using the full questionnaire in this educational context.

Conclusion: Further analysis was conducted to examine the perceptions of pre-clinical students of the learning environment. The implication of findings are suggestions for future research are explored.

**ORAL
GROUP C (ROOM 3)**

No	Title	Presenters	Institution	Code
1	Six Barriers and Six Innovation of Case Presentation Implementation in Clinical Medical Education	Muhammad Ansari Adista	Syiah Kuala University	JAKMED 10004 (OC1)
2	The Obstacles of giving feedback in clinical skills training at the Faculty of Medicine Universitas Muhammadiyah Palembang	Putri Zalika Kesuma	Universitas Muhammadiyah Palembang	JAKMED 10005 (OC2)
3	Association of Students' Perceptions Toward Clinical Learning Environment With Self Perceived Clinical Competence at The End of Clinical Rotations	Ristarina Paskarina Zaluchu	Nommensen HKBP University	JAKMED 10011 (OC3)
4	Education in Increasing Stair Climbing Behaviour and Its Impact to Vital Signs in Atma Jaya University Students	Inggrid Melisa Dewi	Atma Jaya	JAKMED 10041 (OC4)
5	The Influence of Clinical Supervision on the Achievement of Student's Competence in Basic Obstetric Ultrasound Examination Skills Among Post Graduate Medical	Herlambang	University of Jambi	JAKMED 10053 (OC5)



	Students During Clinical Rotation in Department of Obstetric and Gynecology			
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Abstract Number : JAKMED10004

Six Barriers and Six Innovation of Case Presentation Implementation in Clinical Medical Education

Muhammad Ansari Adista, Marcellus Simadibrata, Rita Mustika
Faculty of Medicine, Syiah Kuala University

Background: Case presentation is a part of reflection in experiential learning in Kolbs learning cycle. Literatures demonstrates many benefits of case presentation. But, there is a mismatch between clinical educators' expectation and students' perceptions of case presentation, so that the students cannot obtain an optimum benefits of case presentation.

Aims: This research was conducted to explore in depth process of case presentation implementation and also to identify its implementation barriers in teaching hospital of Unsyiah Medical School.

Methods: Qualitative research with case study. Study case theme is case presentation implementation in Dr.Zainoel Abidin teaching hospital . Data were taken using in-depth interview with 6 education coordinators and 18 clinical teachers, focus group discussions with 57 students, observation, and document studies. analysis through three stages including reduction, presentation, conclusion.

Result: Case presentation is an usefull teaching. But, there were various barriers that can influence the benefit of case presentation. The clinical teachers are lack of time allotted, Students are lack of preparations about

case presentation, and lack understanding about case presentation method. Teaching hospitals are less variation of patients in some cases. Form of modules containing learning outcomes and objectives clearly, form of assessment, comfortable rooms supporting case presentation is yet exist.

Conclusion: There are various barrier factors of case presentation implementation. This barriers must becoming parameters on monitoring and program evaluation to improve the the quality of a case presentation was associated with improved students' scores overtime and better out-class learning engagement.

Abstract Number : JAKMED10005

The Obstacles of giving feedback in clinical skills training at the Faculty of Medicine Universitas Muhammadiyah Palembang

Putri Zalika Kesuma, Kamalia Loyal

Medical Faculty of Universitas Muhammadiyah Palembang

Background: Clinical skills is one of core competencies that should be had by a doctor. To achieve these competencies, the learning method that can be used is the clinical skills training in a small group that requires teacher's role as a facilitator. Giving feedback from facilitator is important and has a power for helping student gauge their performance and making action plans for improvement. In fact, not all facilitator give a feedback in the process of clinical skills training.

Aims: The purpose of this study is to explore why the teacher does not give a feedback in clinical skills training at the Faculty of Medicine Universitas Muhammadiyah Palembang.



Methods: This qualitative study used phenomenology design and incorporated teachers' interviews and observations of several learning sessions in clinical skills training at the FM UM Palembang.

Result: A total of 6 teachers' interviews, and 4 observations of learning sessions in clinical skills lab have been completed. Almost all informants understand about giving feedback in clinical skills process, but not all of them practice it seriously. The role of feedback not only giving impact for student but also for teacher. Some factors that can be an obstacle for giving feedback process are understanding of teacher about feedback, workload, characteristic of student, and time managing for discussion.

Conclusion: This study showed that the role of giving feedback and the obstacle in clinical skills training. We need to do more elaboration about some factors that enhance teacher for improving their skills to give a feedback and how student make use of the feedback in learning.

Abstract Number: JAKMED10011

**Association of Students' Perceptions Toward Clinical Learning
Environment With Self Perceived Clinical Competence at The End of
Clinical Rotations**

Ristarín Paskarina Zaluchu

Faculty of Medicine Nommensen HKBP University

Background: Students' level of confidence regarding their medical competency could give insights of curriculum achievement. Previous studies have found significant correlations among learning experience perceived by students with their actual performance. However, only a few studies investigating the association among perceived educational environment and self perceived clinical ability.

Aims: We conducted cross sectional survey to evaluate relationship among students' perceptions of their learning environment during clinical placement with their perceived clinical competency.

Methods: CLEQ (Clinical Learning Environment Questionnaire) and Graduates' Competency Questionnaire were administered to two cohorts of FM Nommensen students' who has just completed their clerkship. We analyzed relationship of two variables by using Fisher Test. We also measured correlation of CLEQ subscales with perceived competency. Informed consents were obtained from participants.

Result: 69 (80%) subjects returned the questionnaires. Cronbach Alpha for CLEQ were 0,784. Most students at FM Nommensen rated positive of their clerkship experience (n= 60 86,95 %). 59 participants perceived themselves as clinically competent. There were no association revealed among students' perceptions toward clinical learning environment with self perceived clinical competence ($p = 0.582$). Among the five subscales in CLEQ, perception of cases were correlated with perceived competency ($r= 0,377$) $p= 0,001$).

Conclusion: Our study found that students' perception of clinical learning environment is not related with their perceived ability. However, having experienced varied and sufficient cases contributed to their level of confidence.



Abstract Number: JAKMED10041

Education in Increasing Stair Climbing Behaviour and Its Impact to Vital Signs in Atma Jaya University Students

Inggrid Melisa Dewi, Elisabeth Rukmini

Atma Jaya Faculty of Medicine Jakarta Indonesia

Background: Today, we are faced with increasing physical inactivity worldwide which seriously implicate in escalating risk on premature death and non-communicable diseases. Thus increasing people's activity level is very important. Stair climbing is one of activity freely available in all sectors, yet people rarely choose stairs because of another alternative, the lift. Hence, an intervention is needed to encourage people in climbing stairs.

Aims: This study have three aims: compare change of behaviour and vital signs in pre and post intervention subjects, compare change of vital signs between intervention and control group, and get the most effective intervention method.

Methods: The research took place in Pluit and Semanggi. This study used observation and general examination to collect quantitative data. Data was then analyzed with Kurskal-Wallis test. Otherwise qualitave data collected from interview was analyzed with content analysis method, as qualitative data was analyzed by inter raters.

Result: Analysis shows that intervention to increase stair climbing behaviour in Pluit and Semanggi campus doesn't have significant statistic change. The result of vital sign analysis in Pluit campus also doesn't change significantly, but Semanggi campus' change significantly in respiratory rate. Vital sign analysis result between intervention and control group shows significant change in all vital signs in Pluit campus' subject except in sistole blood pressure. In Semanggi campus subject, all the vital signs doesn't

change significantly except in the respiratory rate. Based on qualitative data analysis, the most effective intervention is poster.

Conclusion: There is no behaviour change in current study. Another intervention is needed to induce behavioral change.

Abstract Number: JAKMED10053

The Influence of Clinical Supervision on the Achievement of Student's Competence in Basic Obstetric Ultrasound Examination Skills Among Post Graduate Medical Students During Clinical Rotation in Department of Obstetric and Gynecology

Herlambang, Department of Obstetric and Gynecology Faculty of Medicine and Health Sciences University of Jambi

Amelia Asro, Department of Medical Education Faculty of Medicine and Health Sciences University of Jambi

Background : The Indonesian Medical Doctor's Standard of Competence places the mastery of basic obstetric ultrasound examination on competence 4, it means that students are able to independently conduct the examination. Clinical teacher in clinical setting play a significant role to facilitate post graduate student to mastery these skills. Supervision with constructive feed back has shown positive impact on the achievement of student's competence. We know that assessment drives learning, every learning process should assess to determine student achievement. DOPS is one of assessment method which can provide the simple method to assess skills achievement.

Aim : The aim of this research is to know the influence of clinical supervision on the achievement of post graduate medical student competence in basic obstetric ultrasound examination skills by using DOPS as assessment method. We also assess student's knowledge in the beginning of their rotation and in the end of their 10 weeks clinical rotation in Department of



Obstetric and Gynecology.

Methods : In the beginning of 10 weeks clinical rotation in Department of Obstetric and Gynecology, we gave a pre-test that contained questions that could assess the students' initial knowledge about basic obstetric ultrasound examination to 21 post graduate medical student, as students are given instructional media in the form of modules and videos to be learned during rotation, we also conducted three times clinical supervision about basic obstetric ultrasound examination facilitated by clinical teacher with fetomaternal consultant background. We involve the real patient with first, second and third trimester pregnancy during the ultrasound supervision. Students are also expected to be practising independently and actively with as much as pregnant patient they can find. In the end of their clinical rotation, we gave post test with the same question as the pre test to once again asses their knowledge about basic obstetric ultrasound. Finally we asses their achievement of competence using DOPS. Each of them experience DOPS with real patient who have first, second and third trimester pregnancy as they thought before. The results of pre test and post test is processed by computer program to assess improving student's knowledge of basic obstetric examination skills.

Results : The results shows a significant difference in the results of pretest and posttest. There is an increase in the average score of pretest and post test students after obtaining the teaching media and clinical supervision. In the pre test we obtain the mean value 26.14; minimum value of 20; and a maximum value of 48. In the Post test we obtain the mean value 85.13, a minimum value of 60, and a maximum value of 91. The value of all individuals are also increase. In the analysis with Wilcoxon statistical test shows significant differences which means there are improving student's knowledge of basic obstetric examination skills. DOPS shows very good achievement, most of students can pass the exam well.

Conclusion : clinical supervision together with teaching media in the form of module and ultrasound video give positive result to improve achievement of student's competence in basic obstetric ultrasound examination skills.



**ORAL
GROUP D (ROOM 4)**

No	Title	Presenters	Institution	Code
1	The Correlation Between Academic Anxiety and Regulation in Learning at First Year Students of Medical Faculty Malahayati University	Ratu Mutiara Utami	Malahayati University	JAKMED 10006 (OD1)
2	Comparison of Learning Style Preferences Among First Year Medical and Dentistry Students in Udayana University	Putu Gede Sudira	Udayana University	JAKMED 10020 (OD2)
3	Overview of the interprofessional collaborative practice in Indonesia	Rezki Yeti Yusra	Universitas Indonesia	JAKMED 10045 (OD3)
4	Students' Perception on IPE Domains (Intra and Inter Professional Learning)	Irma Siregar	Health Polytechnic of Kemenkes Semarang	JAKMED 10047 (OD4)
5	The Correlation Between Gender and Achievement Of Clinical Competence: A Review on Psychological Profile in Medical Students	Sri Linuwih SW Menaldi	University of Indonesia	JAKMED 10052 (OD5)

Abstract Number: JAKMED10006

**The Correlation Between Academic Anxiety and Regulation in Learning
at First Year Students of Medical Faculty Malahayati University**

Ratu Mutiara Utami Sri Maria Puji Lestari
Medical Faculty of Malahayati University

Background: Self-regulation in learning is a metacognition process that regulates the process of planning, monitoring and evaluation in learning activities. The first year Medical students have a higher risk of experiencing anxiety in academic activities. Some of the causes are academic pressures, new educational environments, and high expectations from family, themselves and society. Academic anxiety can affect self-regulation in student learning.

Aims: To determine the correlation between academic anxiety and regulation in learning in first year students of Medical faculty Malahayati University.

Methods: This was quantitative research with cross sectional approach. The sample of the research was the first year students of Medical Faculty of Malahayati University with the graduation of Senior High School 2016. The analysis was through Gamma test with SPSS For Windows.

Result: From 242 samples with value $\hat{t} \pm = 0,05$ obtained the result p-value = 0.000 with correlation coefficient (r) = - 0.974. The correlation coefficient indicates a negative direction with a strong correlation strength, this means the lower the academic anxiety the higher the self-regulation in learning, and the higher the academic anxiety the lower the self-regulation in learning.



Conclusion: There is a correlation between academic anxiety and self regulation in learning at First Year students of Faculty of General Medicine of Malahayati University.

Abstract Number: JAKMED10020

Comparison of Learning Style Preferences Among First Year Medical and Dentistry Students in Udayana University

Putu Gede Sudira, Made Rini Damayanti S, I Gusti Agung Ayu Andra Yusari,
Komang Januartha Putra Pinatih, Dewa Putu Gde Purwa Samatra
Udayana University, Indonesia.

Background: Learning style is the way learners perceive, interact, and give responses toward their specific learning environment. New university students are being exposed into a newer and more specific learning environment compared to high school.

Aims: This research aims to explore and compare first year medical and dentistry students' dominant learning style in Faculty of Medicine Udayana University.

Methods: A cross-sectional study using Honey and Mumford Learning Style Questionnaire in Indonesian language was done to both medical and dentistry students in their first days of college. The questionnaire consists of 80 random questions represent type and preference of learning styles. The Mann-Whitney method was used for statistical analysis.

Result: There were 235 (83%) medical students and 48 (17%) dentistry students who responded this research. The median data of activist, reflector, theorist, and pragmatist learning style in medical students respectively were 11 (2-18), 16 (7-20), 14 (6-20), and 14 (8-20). In dentistry students were 11.25 (\pm 0.472), 17 (11-20), 14 (8-18), and 15 (8-18). The Mann-

Whitney test showed similarities in among subgroup tested (20 subgroup learning preference) in both medical and dentistry group of students.

Conclusions: The dominant learning style preference in both medical and dentistry groups was high preference pragmatist. The comparison of learning style preferences in both medical and dentistry students were similar.

Abstract Number: JAKMED10045

Perceptions of Interprofessional Collaborative Practice in Indonesia

Rezki Yeti Yusra¹,Ardi Findyartini², Diantha Soemantri²

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Faculty of Medicine Universitas Indonesia

²Department of Medical Education, Faculty of Medicine, Universitas Indonesia

Background : Effective interprofessional collaborative practice can strengthen and optimize health care. Assessment of collaborative practice is important in healthcare setting to assess the effectiveness of a team's interprofessional collaborative practice. Assessing it objectively in a health care setting can be performed using valid instruments. The interprofessional health team collaboration assessment instrument that has been validated in Bahasa Indonesia is the Collaborative Practice Assessment Tool (CPAT). This study aims to describe the interprofessional collaborative practice for health practitioners in Indonesia using CPAT.

Method : This was a cross sectional study conducted as a subsequent stage of previous study which validated Collaborative Practice Assessment Tool (CPAT) in an Indonesia health care setting. A total of 304 respondents of medical and health personnel at Cipto Mangunkusumo Hospital were involved from March to June 2017. The data was analysed using SPSS 20.0 with Kruskal Wallis test due to abnormal distribution of the data.



Result : The Indonesian version of CPAT consists of 8 components: 1) relationships among members, 2) team barriers, 3) relationship of the team with community, 4) coordination and role sharing, 5) decision-making and conflict management, 6) leadership, 7) missions, meaningful purpose, goals, 8) patient involvement, responsibility and autonomy. The study showed no significant differences in the total score of perceived collaborative practice according to age, gender, professional background, and length of work in the profession. However, there was a significant difference in the team barrier component based on the profession, age and length of work in the profession. The significant difference in the team barrier component was evident in the professional group of doctors and nurses (score of 16 vs 14, $p = 0.008$). Also, it is showed that age group may contribute to the different perceptions of the team barrier: 20-30 years and 31-40 years (score of 14 vs 15, $p = 0,026$), 20-30 years with > 50 years (score of 14 vs 17.5, $p = 0,000$), and the 31-40 years with > 50 years (score of 15 vs 17.5, $p = 0.001$). Finally, there was a significant difference in the team barrier component based on the length of work: working for 1-5 years with 5-10 years (score of 14 vs 15, $p = 0.016$) and > 10 years (score of 14 vs 15, $p = 0.006$).

Conclusion : This study showed that the nurses perceived more barriers in practicing interprofessional collaborative care.. Younger age group and shorter length of working experience perceived more obstacles compared to older age group and longer length of working. Further research needs to explore factors that may hinder the interprofessional collaborative practice in Indonesia.

Abstract Number: JAKMED10047

Students' Perception on IPE Domains (Intra and Inter Professional Learning)

Irma Siregar, Health Polytechnic of Kemenkes Semarang, Central Java, Indonesia
Background: Present and future health workforce are tasked with providing health-services in the face of increasingly complex health issues. Their skill of collaboration must be prepared and developed since they are in the university through Inter profesional Education (IPE). IPE domains include ethic, communication, role and responsibility and teamwork.

Aims : Health Polytecnic in Indonesia has just started the implementation of IPE by finding the effective model and developing it into the curriculum. This study wanted to know students' perceptions on IPE domains which were learned with PBL Learning as intra and interprofessional learning .

Methods: The 40 freshman students were divided into two groups and each group was divided into two subgroups. The control group was from one department (Dental Therapist) and the intervention group was from six different departments (Nurse, Midwife, Dental Therapist, Nutrition, Environmental Health and Health Analysis).The data were collected by questionnaires and observational checklist.

Result: The perception on the control group on IPE domains was good on ethics (60%), communication (55%) and team work (55%) but poor (45%) on role and responsibility. On the other hand, the perception of the intervention group was good on ethics (65%), teamwork (45%) and role and responsibility (55%) but poor on communication (40%). The students in intervention group was more satisfied (65%) with this method of learning than the control group (40%).



Conclusion: IPE domains could be implemented in intra and inter professional learning. The result showed that interprofessional learning was more satisfied than intraprofessional learning.

Abstract Number: JAKMED10052

The Correlation Between Gender and Achievement Of Clinical Competence:

A Review on Psychological Profile in Medical Students

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Iwan Dwiprahasto², Ova Emilia², Yayi S Prabandari²

¹Faculty of Medicine, University of Indonesia

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Background: Over the past few decades, some medical schools in various countries worldwide show that the number of female medical students is increasing and it is more likely that the number is much greater than male students. The impact of gender in medical profession is associated with learning process, patient satisfaction, competencies of doctors produced by the medical schools, including selection of their career in medicine. There are no differences in cognitive ability between women and men; however, the biggest contribution in the learning process associated with gender in medical education is interpersonal skill. In keeping with the psychological development, women are more likely to have interest in building a more friendly interpersonal relationship than men. The psychological profile including the aspects of personality and reasoning may be considered as predictors in educational attainment.

Aim: To obtain a description about the presence of associated gender differences in learning process at medical faculty based on students' psychological profile.

Method: The subjects of study were fourth-year medical students, i.e. 63 students in the no-risk group and 67 students in the at-risk group based on psychometric assessment at the beginning of their medical education program. The study was conducted using cross-sectional design. Statistical analysis was performed using mean values of non-parametric test, i.e. the Mann-Whitney test, to evaluate differences in clinical competence of both group and logistic regression, which was used to evaluate the correlation between gender and achievement of clinical competence.

Results: In the present study, multivariable analysis with logistic regression test was performed for all respondents. We found no significant difference between female and male students in terms of clinical competence achievement. However, in the at-risk group, the clinical competence of female students was better than the male students regarding the aspects of history taking and professionalism.

Conclusion: There is an association between gender and the learning process in medical profession, particularly in the aspect of doctor-patient relationship. A greater concern should be given for medical students, especially the male medical student to have more practice in communication skill, empathy, and patient care.



Poster Presentation

POSTER

GROUP A (STUDENT)

No	Title	Presenters	Institution	Code
1	Relationship between learning style and learning outcomes on medical students of Tarumanagara University	Fanny Sekar Ayu Septyadi	Universitas Tarumanagara	JAKMED 20002 (PA1)
2	The Correlation of Students' Perceptions About The Role of Tutors on The Quality of Independent Learning in Medical Faculty Students.	Reni Rusdi	Malahayati University	JAKMED 20007 (PA2)
3	Methods to Teach Critical Thinking for High School Students	Riry Ambarsarie	University of Bengkulu	JAKMED 20010 (PA3)
4	The Correlation of Self Confidence and Motivation with Communication Ability in PBL Method for Medical Students at Medical Faculty of Malahayati University in 2017	Rivaldi Limbanadi	Universitas Malahayati	JAKMED 20012 (PA4)
5	Fresher's Week A Burden or An Advantage? Perspective from the Freshman of Faculty of Medicine Universitas Padjadjaran (FMUP) Batch 2017	Astrid Feinisa Khairani	Universitas Padjadjaran	JAKMED 20036 (PA5)



Abstract Number: JAKMED20002

Relationship between learning style and learning outcomes on medical students of Tarumanagara University

Fanny Sekar Ayu Septyadi, Enny Irawaty
Universitas Tarumanagara

Background: Since the learning method applied based on student centered, students has been responsible for the process and their own learning outcomes. One of various learning styles is VARK (Visual, Auditory, Readwrite and Kinesthetic).

Aims: The purpose of this study is to know the learning style that is used by the medical students of Tarumanagara University and its relation with their learning outcomes. Good learning outcomes are mostly achieved by students who use kinesthetic and visual learning styles.

Methods: The method of this study was cross sectional by using VARK questionnaire which contains 16 questions in order to know the learning style used by the students and the learning outcomes were obtained from score of GPA (Grade Point Average) in 1 semester.

Results: Most students used auditory (33,9%) learning style, followed by kinesthetic (31,7%). Most of male students use kinesthetic (45,5%) learning style and most of female students use auditory (34,5%) learning style. This study found that there was relationship between VARK learning style with the learning outcomes on medical students of Tarumanagara University with p value 0,031.

Conclusion: Learning outcomes are relevant to learning styles used by the students.

Abstract Number: JAKMED20007

**The Correlation of Students' Perceptions About The Role of Tutors on
The Quality of Independent Learning in Medical Faculty Students.**

Reni Rusdi, Sri Maria Puji Lestari
Medical Faculty of Malahayati University

Background: Since 2008 Medical Faculty Of Malahayati University has implemented PBL (problem based learning) by means of tutorial method. In its process, there are some problems that need to be researched further pertaining to the role of tutors who vary in facilitating tutorials and the quality of self-learning in students.

Aims: To determine the correlation of students perceptions about the role of tutors on the quality of independent learning in Medical Faculty Students Batch 2014 Malahayati University.

Methods: This research is a quantitative study. The design was analytical survey with cross-sectional approach. The sample consisted of 236 students of Malahayati University Batch 2014. Survey instruments were in the form of two questionnaires adapted from short tutor evaluation questionnaire and self-study and reporting process questionnaire.

Result: The result of the survey, it is obtained that students perception about the role of good tutors 198 students (83,9%). Whereas the quality of good students independent learning 187 students (79,2%). The result of chi square test shows p-value students perception about the role of tutors on the quality of independent learning is 0,000 (p value = 0,05)



Conclusion: There is a correlation of students perceptions about the role of tutors on the quality of independent learning in Medical Faculty Students Batch 2014 Malahayati University

Abstract Number: JAKMED20010

Methods to Teach Critical Thinking for High School Students

Riry Ambarsarie

Faculty of Medicine and Health Science University of Bengkulu

Background: Critical thinking is a crucial skill for living life. It is regarded as must-have important skill for student in modern era education. Current literature reveals that critical thinking strategies in high school classroom can improve student academic performance.

Aims: The reason why teaching critical thinking skills becomes important for teachers to answering the needs of students. Critical thinking skill will help students not only to seek information but also developing their ability to recognize type of information needed.

Methods: This paper using a literature review method.

Result: Critical thinking skill in students will be hard to improve by using only conventional teaching method (teacher-centered). Teachers have to developed an effective teaching methods to help students in learning critical thinking concept. Some characteristics of effective teaching methods among others are challenge students to know, not memorize students think about what they learn and continue to learn it independently.

Conclusion: It is required an effective and appropriate teaching methods for students in high school, for example using questioning technique, how to discuss the new idea (value line), quick-write activity, etc.

Abstract Number: JAKMED20012

The Correlation of Self Confidence and Motivation with Communication Ability in PBL Method for Medical Students at Medical Faculty of Malahayati University in 2017

Rivaldi Limbanadi, Sri Maria Puji Lestari
Fakultas Kedokteran Universitas Malahayati

Background: Communication skills are very necessary aspect in the method of Problem Based Learning in the Faculty of Medicine. This is very important because in the PBL method students are required to be able to communicate effectively. There are several factors that affect the ability of communication that confidence and motivation.

Aims: To know correlation level of confidence and motivation with communication skills in the method of problem based learning at the students of Faculty of Medicine Universitas Malahayati.

Methods: The study was a quantitative research with cross sectional approach. The study population was the student of Faculty of Medicine 2016 Malahayati many as 327 people. Data analysis using chi square test.

Result: 180 respondents found the student of Faculty of Medicine 2016 Malahayati University. Most respondents have confidence in the category of confidence by 100 votes (55.6%). Most respondents have the motivation in both categories as many as 96 people (53.3%). And most of the respondents have the communication skills in both categories as many as



98 people (54.4%). Bivariate analyzes confidence with communication capability was obtained $p\text{-value} = 0.000$, $OR = 936.00$.

Conclusion: There is a correlation between the level of self-confidence by learning communication skills in PBL methods. There is no correlation between motivation and communication skills in PBL methods.

Abstract Number: JAKMED20036

Fresher's Week A Burden or An Advantage? Perspective from the Freshman of Faculty of Medicine Universitas Padjadjaran (FMUP) Batch

2017

Astrid Feinisa Khairani, Randy D Hidayat, Yuni Susanti Pratiwi, Muhammad Hasan Bashari, Nur Melani Sari, Achadiyani, Susi Susannah, Dany Hilmanto, Yoni Syukriani Fuadah
Faculty of Medicine Universitas Padjadjaran

Background: The first week of a freshman attending medical education is very important. Fresher's week in FMUP is known as Oppek (Orientasi Pengembangan Pendamping Kemahasiswaan). It is organized by senior students under supervision from the Faculty. Topics about soft skills and curriculum are given through lecture, interactive discussion, and games.

Aims: The purpose of this study is to analyze freshman perspective on the urgency of Oppek program for the medical students.

Methods: This research was a descriptive cross sectional study using an electronic questionnaire survey consists of 10 questions describing freshman perspective on the urgency of Oppek program for them. Questionnaire was given to the freshman batch 2017. The questionnaire was distributed to freshman before and after completed the Oppek program.

Result: From 332 freshmans: 70,5% female, 29,5% male. 76,8% medical, 14,2% veterinary medicine, and 9% midwifery students. 86,1% knew Oppek before it started, and they (62.9%) knew from the seniors. After Oppek, most of them strongly agree they became familiar with the faculty environment. Tutorial introduction is the most helpful topic (39,2%), and batch's performance is the most enjoyable (44%). 81,3% freshman expressed their expectation is fulfilled. 95.8% of the freshman recommend Oppek to be held.

Conclusion: Freshman expressed advantages from the fresher's week (Oppek FMUP). The topics and activities helped them to be familiar with the faculty environment, and prepared them facing medical education in FMUP.



POSTER
GROUP B (ASSESSMENT/CURRICULUM)

No	Title	Presenters	Institution	Code
1	The Relationship of Student Prior Knowledge on Final Score in Family Medical Module in Clerkship	Yanti Harjono	UPN Veteran Jakarta	JAKMED 20014 (PB1)
2	Relationship Between Grade Point Average (GPA) Graduate Students Faculty of Medicine Universitas Muhammadiyah Palembang and Results of Comprehensive Examination with Firsttaker Graduations of Uji Kompetensi Mahasiswa Program Profesi Dokter (UKMPPD)	RA Tanzila	Universitas Muhammadiyah Palembang	JAKMED 20016 (PB2)
3	Validation of the Metacognitive Awareness Inventory for Use in the Preclinical Stage of Medical Education	Rukman Abdullah	Universitas Sultan Ageng Tirtayasa	JAKMED 20025 (PB3)
4	Quantitative Assessment of Inter-professional Simulated Team Training on Cardio-Pulmonary Resuscitati	Radi Muharris Mulyana	Cipto Mangunkusumo Hospital	JAKMED 20030 (PB4)
5	Osce : Location	Osler Sutanto	Universitas Padjadjaran.	JAKMED 20033

	Differences Influence The Average Score And Passing Level			(PB5)
6	Assessing Evidence- Based Practice (EBP) Teaching and Learning in Medical Education	Gita Sekar Prihanti	University of Muhammadiyah Malang	JAKMED 20035 (PB6)



Abstract Number: JAKMED20014

**The Relationship of Student Prior Knowledge on Final Score in Family
Medical Module in Clerkship**

Yanti Harjono, Hanna Windyantini

Public Health Medical Faculty UPN Veteran Jakarta

Background: Prior knowledge stands out as a key variable affecting student achievement. Prior knowledge may influence students to sort out important information, make conclusions and provide the ability when the knowledge is reused. Bloom (1965) stated affirmed that prior knowledge may account for one-half of the variance of student learning outcomes. In community-based learning, the evaluation undertaken emphasizes the integration between assessment and teaching that is appropriate to the constructivist approach to education. Family medicine is one of the modules Community Health Oriented Program (CHOP) implemented at Undergraduate Program UPN Jakarta Medical faculty at the 7th semester. Implementation of family medicine is carried out at the Public Medicine clerkship.

Aims: The purpose of this study was to determine student prior knowledge on final score in family medical module in clerkship.

Methods: This research uses descriptive analytic research design, using Cross Sectional approach. The population used is the whole class of 2009 UPN Jakarta medical student. The number of samples used by 62 respondents who have all met the inclusion and exclusion criteria. The inclusion criteria in this study is the class of 2009 who directly has passed CHOP family medical module and family medicine clerkship in Department of Public Health UPN Jakarta. Sampling method used is non probability purposive sampling and statistical analysis used is spearman test.

Result: There is no correlation between the scores of CHOP family medical module in undergraduate program with the score of the family medicine clerkship of public health at the class of 2009 UPN Jakarta Medical Faculty ($p = 0.695$).

Conclusion: There is no correlation between the score of CHOP family medicine module in undergraduate Medical school with the score of family medicine clerkship module of public health department at the medical student of UPN Jakarta class of 2009.

Abstract Number: JAKMED20016

**Relationship Between Grade Point Average (GPA) Graduate Students
Faculty of Medicine Universitas Muhammadiyah Palembang and Results
of Comprehensive Examination with Firstaker Graduations of Uji
Kompetensi Mahasiswa Program Profesi Dokter (UKMPPD)**

RA Tanzila, Putri Zalika, Kamalia Layal
FK Universitas Muhammadiyah Palembang

Background: The standard of students in completing a higher education is expressed in the form of GPA (Grade Point Average). The determination of graduation of graduated students is currently determined in the Uji Kompetensi Mahasiswa Program Profesi Dokter (UKMPPD). Currently there are still many medical faculty students in Indonesia who follow UKMPPD but have not been able to pass the UKMPPD as a firstaker graduate. One type of evaluation of graduated students in Faculty of Medicine Universitas Muhammadiyah Palembang before following UKMPPD is Comprehensive Exam. Students who pass the comprehensive exam can follow UKMPPD.

Aims: This study aims to examine the relationship between GPA of graduated students and Comprehensive Exam Scores on firstaker UKMPPD graduation.



Methods: This research is an observational research with cross-sectional design, the sample used is students of Faculty of Medicine Universitas Muhammadiyah Palembang class of 2008. Data is analyzed by Spearman correlation test.

Result: The result shows significant correlation between GPA of graduated students and firsttaker UKMPPD graduation with value $p = 0,008$ ($\alpha = 0,05$) and also significant correlation between Comprehensive Exam value with firsttaker UKMPPD graduation with p value = $0,010$ ($\alpha = 0,05$).

Relationships Between Grade Point Average (GPA) Graduated Students Faculty of Medicine Universitas Muhammadiyah Palembang and Result of Comprehensive Examination with Firsttaker Graduations of Uji Kompetensi Mahasiswa Program Profesi Dokter (UKMPPD).

Conclusion: So it can be concluded that there is a relationship between GPA of graduated students and scores of Comprehensive Examination with the graduation of firsttaker UKMPPD. Need further discussion on other factors that affect the graduation of firsttaker UKMPPD to students in Faculty of Medicine Universitas Muhammadiyah Palembang to play a role in determining the next policy

Abstract Number: JAKMED20025

Validation of the Metacognitive Awareness Inventory for Use in the Preclinical Stage of Medical Education

Rukman Abdullah, Diantha Soemantri
Universitas Sultan Ageng Tirtayasa

Background: During educational process, medical students are expected to develop critical thinking, clinical reasoning and problem solving. These cognitive attributes are supported by students' metacognition. One way of

measuring students' metacognition is through the administration of Metacognitive Awareness Inventory (MAI).

Aims: The purpose of this study is to test the validity and reliability of the Indonesian version of MAI.

Methods: A cross-sectional study was conducted to assess the Indonesian version of MAI for students in the preclinical phase. The study was divided into three stages: language adaptation, pilot study and validation stage. It involved semester 2, 4 and 6 students of the Faculty of Medicine University of Malahayati Bandar Lampung. An exploratory factor analysis was conducted to examine the number of factors emerged from the data, along with other statistical analysis methods to test the reliability of the instrument.

Result: Seven hundred and fifty-seven questionnaires were eligible for analysis. One item was dropped due to the low correlation coefficient. The correlation coefficient of the remaining 51 items were in the range of 0.158 to 0.561, which was beyond the threshold value of 0.074 (df-2: 755) and significance level of 5%. Following the principal component analysis with promax rotation, 5 components were extracted, namely preparation, monitoring, regulation, strategy, and assessment of cognition. Cronbach- α of the Indonesian version of MAI was categorized as very good at the level of 0,904.

Conclusion: The Indonesian version of MAI has met the criteria for construct validity, specifically related to content validity and internal structure. The next challenge is to test the impact of the use of MAI in assessing preclinical years students' metacognition.



Abstract Number: JAKMED20030

**Quantitative Assessment of Inter-professional Simulated Team Training
on Cardio-Pulmonary Resuscitation**

Radi Muharris Mulyana, Hadiki Habib, Imamul Aziz Albar, Septo Sulistio
Emergency Department of Cipto Mangunkusumo Hospital

Background: Team training on resuscitation is a common approach as a continuation of individual training. Such training are based on simulated cardiac arrest cases, following a certain hospital protocol and participated by inter-professional team. Assessment of the CPR output are needed in order to evaluate the effectiveness of the training outcomes.

Aims: As a preliminary study to perform quantitative assessment towards the effectiveness of CPR in inter-professional simulated team training. Quantitative assessment uses the measurement of cardiac compression depth and rate as a surrogate for CPR effectiveness. Semi-quantitative assessment are added to assess the adherence to hospital protocol, communication, and team work.

Methods: This is a descriptive cross-sectional observational study. Participants were 7 teams of 6 (1 doctor and 5 nurses). All are Basic Life Support-certified. Each team have to manage a simulated cardiac arrest case according to hospital protocol. Quantitative assessment performed using the R series device and RescueNet program from Zoll.

Result: Median duration of case management are 740 seconds (range 482-1127 seconds). Time proportion used for CPR within the case are 31.92% (range 15.29-45.18%). Within the CPR, median time proportion of cardiac compression are 85.82 % (range 80.37-90.17%). Accuracy of compression depth are 35.96% (range 17.92-54.87%) while compression rate are 34.7% (range 15.22-93.47%). Combined accuracy of depth and compression are

11.96% (range 0.38-44.04%). Semi-quantitative assessment result for adherence and team work are 39.5% (range 33.5-45.5%).

Conclusion: Result of quantitative and semi-quantitative assessment are fairly low. Many factors should be addressed in the subsequent team training to improve the performance of the inter-professional simulated team training.

Abstract Number: JAKMED20033

Osce : Location Differences Influence The Average Score And Passing Level

Osler Sutanto, Titing Nurhayati
Universitas Padjadjaran

Background: The execution of written or practice exam often requires more than one test location due to the quantity of students that exceed the capacity of the examination room or any other factors. Objective Structured Clinical Examination (OSCE) is one of the practical exams that all medical students must attend. Therefore, in order to meet the exceeding number of students taking the OSCE examination, it requires multiple locations. This study intends to analyze the relationship between mean value and passing rate influenced by different location, by the means to evaluate the OSCE examination conducted at Faculty of Medicine Universitas Padjadjaran.

Method: Analytic cross sectional study was performed on 134 OSCE participants of the Dermatomusculoskeletal and Hematoimmunology Systems during the 2015 - 2016 academic year. The mean and graduation rates for each test room in different locations were analyzed using ANOVA.

Result: The results obtained from the different test location against the mean value of each test room are $p = 0.01$ and for the pass rate of each test room is $p = 0.024$.



Conclusion: It can be concluded that the difference in test locations influences the mean value and passing rate because it has significant results when analyzed using ANOVA.

Abstract Number: JAKMED20035

**Assessing Evidence-Based Practice (EBP) Teaching and Learning in
Medical Education**

Gita Sekar Prihanti

Faculty of Medicine University of Muhammadiyah Malang

Background: Evidence-based practice (EBP) represents a critical skill as professional organizations have called for increased training in EBP for all health care professions and at all levels of education. EBP training assisted by Medical and Health Research Statistics (MEARS) staff.

Aims: As educators in Faculty of Medicine University of Muhammadiyah Malang (FMUMM) implement EBP training, there exist a need to evaluate the programmatic impact of new curricula and to document the competence of individual trainees.

Methods: A cross sectional study was conducted on 495 medical student in FMUMM consist of clinical rotation, fourth year, third year, and second year. The study subjects were distributed questionnaire that consisted of 53 question which related to the knowledge, future use, attitudes, personal application and use of EBP.

Result: The mean EBP score of medical students in clinical rotation were higher than those in preclinical. From Anova test, the result showed there is significant differences of EBP score between years ($p = 0,000$). EBP score of medical student in clinical rotation not significantly different with fourth year ($p = 0,024$) but significantly different with second and third year ($p =$

0,000). EBP fourth year is significantly different with third and second year ($p = 0,006$, $p = 0,000$).

Conclusion: There exist a need to improve the EBP curricula. Spiral curriculum, contextual learning, various learning method, EBP module in clinical rotation, increasing practical exercises and spreading the EBP are important



**POSTER
GROUP C (CURRICULUM)**

No	Title	Presenters	Institution	Code
1	Soft Skills Development in Learning at Undergraduate Midwifery Program	Yulizawati	Andalas University	JAKMED 20015 (PC1)
2	Determinants of Medical Students' Interests on Rural Practices	Khairinnisa	Sriwijaya University	JAKMED 20017 (PC2)
3	Compatibility Evaluation of Learning Materials According to Standar Kompetensi Dokter Indonesia 2021 in Medical Faculty of Sriwijaya University	Anindya Ayu Puspitasari	Sriwijaya University	JAKMED 20019 (PC3)
4	Factors affecting UNISSULA Medical Students to pass CBT National Competence Examination	Pujiati	Universitas Islam Sultan Agung	JAKMED 20024 (PC4)
5	Student's Perception About Problem-Based Learning Curriculum Faculty of Medicine Universitas Lampung	Rika Lisiswanti	Universitas Lampung	JAKMED 20029 (PC5)
6	Effect of Circadian Preference on Objective Structure Clinical Examination (OSCE) of Medical Students	Gita Amelia	Padjajaran University	JAKMED 20032 (PC6)
7	Code STEMI Simulation : Integration Between Medical Guideline and	Hadiki Habib	Cipto Mangunkusumo Hospital	JAKMED 20042 (PC7)

	Emergency Services			
8	Implementation of Peer Assisted Learning on Retaker Against Graduation of CBT Exam on Student Competent Test of Doctor Profession	Slamet Sudi Santoso	Muhammadiyah Jakarta University	JAKMED 20051 (PC8)
9	The Influence of Teaching Media in the Form of Modules and Videos on Improving Knowledge About Basic Obstetric Ultrasound examination Among Post Graduate Medical Students During Clinical Rotation in Department of Obstetric and Gynecology	Amelia	University of Jambi	JAKMED 20054 (PC9)
10	Teaching Bioethics and Humanities to Preclinical Students to Raise an Ideal Doctor	Salma Nur Amalia	Jenderal Soedirman University	JAKMED 20055 (PC10)



Abstract Number: JAKMED20015

Soft Skills Development in Learning at Undergraduate Midwifery Program

Yulizawati, Detty Iryani

Undergraduate midwifery program Faculty of Medicine Andalas University

Background: Demand for the world of work to the worker candidate criteria considered higher only. The world of work is not only prioritize the academic skills (hard skills) is high, but also attention skills in terms of the values inherent in someone or often known as soft skills aspect.

Aims: The objectives of this research are to identify some factors that hinder the development of soft skill in the SCL implementation, to identify resources to support implementation of SCL, and to introduce a strategy and process to implement the SCL that will be able to develop students' soft skills.

Methods: to identify resources to support implementation of SCL, and to introduce a strategy and process to implement the SCL that will be able to develop students' soft skills.

Result: The research discovered that the type of soft skills that need to be developed for the alumni in the future are, among others, communications skills, work as a team, network building, problem-solving skills, conflict resolution, and facing stress.

Conclusion: In conclusion, our research recommends incorporation of a soft skills development program. The research also discusses some limitations and areas for future exploration.

Abstract Number: JAKMED20017

Determinants of Medical Students' Interests on Rural Practices

Khairinnisa, Rizma Adlia Syakurah, Mariatul Fadilah
Sriwijaya University

Background: Misdistribution of physicians is still an issue until now. Finding determinants from medical students that show interest to work in rural areas is important for medical institutions and policy makers to craft effective policy to encourage young physicians to work in rural areas.

Aims: The aim of this study was to discover students' interest and determinants towards working in rural areas.

Methods: The subjects were medical students from all medical faculty in Sumatera. Participants were asked to fill an online questionnaire consist of 19 factors that affect students' interest towards working in rural areas.

Result: Resulting in 1124 responses, 66.5% of the respondents were interested to work in rural area. Significant determinants were: past experience of visiting rural area ($p = 0.001$), careers opportunity ($p = 0.001$), family's socioeconomic status ($p = 0.001$), proximity to family ($p=0.001$), rural area's facilities ($p=0.002$), culture of rural community ($p=0.005$), students' lifestyle ($p=0.005$), rural curriculum ($p=0.007$), proximity to spouse ($p=0.031$) and university location ($p=0.049$). Past experience of visiting rural area (OR 2.281, $p = 0.001$) was the most determining factor.

Conclusion: Medical students were interested to work in rural areas with past experience of visiting rural area as the most influential determinant.



Abstract Number: JAKMED20019

Compatibility Evaluation of Learning Materials According to Standar Kompetensi Dokter Indonesia 2021 in Medical Faculty of Sriwijaya University

Anindya Ayu Puspitasari, Rizma Adlia Syakurah, Mariatul Fadilah
Sriwijaya University

Background: Curriculum in medical education organizes the study materials for teaching and learning activities related to the medical science so medical students have standardized competence as a medical profession. Making curriculum and teaching material as accordance to national standard is vital and in need of constant evaluation

Aims: This study aimed to evaluate the compatibility of learning materials that applied in medical education of Sriwijaya University based on SKDI 2012 as a reference for medical education institution in Indonesia.

Methods: This study was in qualitative approach using documents analysis. Data used were block modules at all pre-clinical stages and department modules of clinical stage. Data were categorized and put info checklist, then analyzed and evaluated for their compatibility with SKDI 2012.

Result: Material coverage of three categories of areas of competence, diseases list, clinical skills list are respectively 90,2%, 85,4%, and 71,5% in pre-clinic and 65,3%, 94% and 90,9% in clinic. The blocks and departments module are categorized and evaluated from comprehensiveness and compatibility with SKDI 2012 resulting in 7 exceptional block modules and 3 exceptional department modules out of 29 blocks and 15 departments modules.

Conclusion: Learning materials in the medical faculty of Sriwijaya University still need improvement to be highly compatible to SKDI 2012.

Abstract Number: JAKMED20024

**Factors affecting UNISSULA Medical Students to pass CBT
National Competence Examination**

Pujiati, Ely Nurhidayati

Fakultas Kedokteran Universitas Islam Sultan Agung (UNISSULA)

Background: It was reported that the first taker graduation rate of the CBT National Competence Examination for Unissula Medical Students is still 83% and the re-taker graduation is 25%. Improvement efforts should be considered to overcome the problem.

Aims: This study aimed to evaluate the factors that predict Unissula Medical Faculty students to pass the CBT National Competence Examination", "Some evaluated variables predicted students to pass CBT national competence examination. No core attributes of professionalism predicted students to pass the examinatio.

Methods: This cross sectional study used final year students of clinical phase who took National Competence Examination on May 2017/2018 as the study population. Data of factors affecting students to pass CBT National Competence Examination were collected using questionnaires. Data of National examination results were taken from secretariat of the Program.

Result: A total of 134 students participated the study. Variables of age, GPA, CBT tryout score, length of study in clinical program, percentage of presence during the expert treatment program predicted students to pass CBT national examination ($p=0.000$ 95% CI=5.094-39.124, $p=0.000$ 95% CI=9,083-80.84 $p=0.000$ 95% CI=1.397-2.257, $p=0.000$ 95%CI=0.114-0.437, $p=0.000$ 95%CI=1,024-1,052, respectively). There were no core attributes of



professionalism that predicted students to pass the CBT National examination.

Conclusion: The produced questionnaire to evaluate professionalism was reliable and valid.

Abstract Number: JAKMED20029

Student's Perception About Problem-Based Learning Curriculum Faculty of Medicine Universitas Lampung

Rika Lisiswanti, Merry Indah sari, Dwita Oktaria, Asep Sukohar
Fakultas Kedokteran Universitas Lampung

Background: The curriculum is a set of plans and arrangements regarding graduate learning achievements, study materials, processes and assessments used as guidance in the organization of education. The curriculum is developed according to the character of students, resources, national or local policies, geographical conditions or local geographical conditions, politics, and advances in information technology and medical progress.

Aims: This study aims to evaluate the implementation of Problem-Based Learning (PBL) of the Medical Education Study Program of Faculty of Medicine, University of Lampung (PSPD FK Unila) from the student's perception.

Methods: This study was a qualitative research by investigating the perception of students to the curriculum of Medical Education Program Faculty of Medicine, University of Lampung. The total samples of 50 people consisting of 20 students of class of 2013, 10 students of class of 2014, 20 postgraduate are divided by RSAY and RSAM. The data were collected with

Focus Group Discussion (FGD). Then made the transcripts and coding then categorization and conclusions.

Result: Overall PBL curriculum design was good enough but there were still lack. The PBL can motivate students to learn from the problem. PBL can improve lifelong learning skills. Helping students achieve the competence of being a doctor. There were few lecturers, frequent scheduling and curricula not fully spiral and integration curriculum.

Conclusion: According student's preception, there were good curriculum and there needs to be improvement from the number of lecturers and scheduling

Abstract Number: JAKMED20032

Effect of Circadian Preference on Objective Structure Clinical Examination (OSCE) of Medical Students

Gita Amelia F, Titing Nurhayati, Raden Angga Kartiwa
Padjadjaran University

Background: The circadian type affects the daily alertness level of a person, so that in one day, each type performs the most at different times.

Aims: The aim of this study was to determine whether circadian preferences affect the Objective Structured Clinical Examination (OSCE) passing percentage.

Methods: The study was cross sectional design. A total of 201 university students were asked to fill out the reduced version Morningness-Eveningness Questionnaire (rMEQ) to determine the circadian type, while the OSCE's data was taken from the evaluation laboratory of the university's medical faculty.



Result: There was no significant difference between OSCE and circadian type in all three OSCE sessions. There were significant differences between pass percentage in the second and third sessions of the OSCE when compared with the first session of the middle type, with the second session (OR = 3.20 CI 95% 1.05-9.72), third session (OR 5.60 IK 95% 1.73-18.14).

Conclusion: This study showed that there were significant difference between pass percentage in the second and third sessions in the middle type, but there was no difference in morning and evening.

Abstract Number: JAKMED20042

**Code STEMI Simulation : Integration Between Medical Guideline and
Emergency Services**

Hadiki Habib, Eka Ginanjar, Arief Mansjoer, Septo Sulistio, Radi Muharris Mulyana,
Imamul Aziz Albar, Donna Ariska, Tommi Juliandi, Nurlaili Komara, Musni,
Sumartini, Yudi Elyas, Yayang Bayu, Putri Bralianti, Affan Priyambodho, Yogi
Prabowo
Emergency Unit Cipto Mangunkusumo Hospital

Background: ST Elevation Myocardial Infarct (STEMI) is cardiac emergency that need immediate medical intervention. Definitive treatment based on clinical guideline for onset less than 12 hours is primary Percutaneous Intervention (PCI). Implementation of this guideline in PCI capable hospital need to be assess for educational purposes.

Aims: We try to implement this concept in real life situation in Emergency Unit together with Comprehensive Cardiac Services unit and cardiology division by using simulation, and try to identify obstacle and pitfall during STEMI management.

Methods: A high fidelity simulation was done with specific scenario and pre simulation briefing with actors who act in simulation. We determined specific times of evaluation which were Door (time patient arrive),

Diagnosis (electrocardiography performed), Decision to perform primary PCI, Delivery patient to cardiac unit, and Definitive treatment"

Result: Total door to definitive time is 110 minutes (guideline standard ≤ 90 minutes) and door to diagnosis time was 8 minutes (guideline standard ≤ 10 minutes), decision time 20 minutes from arrival, delivery time is 100 minutes from arrival. The most time consuming process were administrative task during admission and billing, administrative task during consultation between emergency unit and cardiac unit, blood sampling and chest x-ray, telephone consultation to cardiologist, and family education.

Conclusion: High fidelity simulation can be performed to test the implementation of clinical guideline of STEMI in hospitals and help identify obstacle and pitfall during STEMI management.

Abstract Number: JAKMED20051

**Implementation of Peer Assisted Learning on Retaker Against
Graduation of CBT Exam on Student Competent Test of Doctor
Profession**

Slamet Sudi Santoso, Gladys Dwiani Tinovella Tubarad
Medical Studies Program of Medicine and Health Faculty
Muhammadiyah Jakarta University

Background: The Competency Test of the Medical Profession Program (UKMPPD) aims to guarantee the medical professional graduated which is competent and nationally standardized, but in fact not all first-time students (first taker) pass the test which is then called retaker. The number of retakers increases each period, this becomes a challenge.

Aims: This study aims to determine the success of Peer Assisted Learning method to graduation retaker of PSKD FKK UMJ on CBT UKMPPD exam.



Methods: This research use descriptive method with secondary data in the form of Computer Based Test Competence (UK CBT) from National Committee of Competency Test of Student Program of Doctor Professional Program (PNUKMPPD) period May 2016 - November 2016.

Result: Results showed retaker mostly women (64%), aged 26 years old (36%), force 2009 (52%), academic GPA ≤ 2.75 (88%), profession GPA ≥ 3.00 (100%). Graduation result of May 2016 period is 4 people (16%), August 2016 is 6 people (28,57%), and November 2016 is 6 people (40%).

Conclusion: Peer Assisted Learning Method on retaker in PSKD FKK UMJ succeeded increasing the percentage of graduation on CBT UKMPPD exam

Abstract Number: JAKMED20054

The Influence of Teaching Media in the Form of Modules and Videos on Improving Knowledge About Basic Obstetric Ultrasound examination Among Post Graduate Medical Students During Clinical Rotation in Department of Obstetric and Gynecology

Amelia Dwi Fitri¹, Herlambang², Anggelia Puspasari¹

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University of Jambi

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University of Jambi

Background: Current medical education curricula refers to the Indonesian Medical Doctor's Standard of Competence 2012. Competencies are detailed in seven general areas of competence to be achieved by medical student. Clinical skills mastery is an important element determining the quality of professionalism of medical higher education graduates. The Indonesian Medical Doctor's Standard of Competence places the mastery

of basic obstetric ultrasound examination on competence 4, meaning that students are able to independently conduct the examination. Currently, post graduate curriculum at Faculty of Medicine and Health Sciences University of Jambi has not facilitated obstetric learning media and learning process for obstetric ultrasound examination yet, therefore there needs to be an innovation in teaching methods and teaching media that can encourage the achievement of post graduate student's ability in basic obstetric ultrasound examination

Aims: The aim of this research is to develop teaching media in the form of obstetric ultrasound module and video. This teaching media was given to post graduate medical students during 10 weeks clinical rotation in Department of Obstetric and Gynecology. Furthermore, these two teaching media will be used as a research instrument to assess its influence in improving student's knowledge of basic obstetric examination skills. Researchers will also assess student's perceptions of the effectiveness of these two instruments in helping them learn basic obstetric ultrasound examination during their 10 weeks clinical rotation.

Methods: This research begins by developing the teaching media in the form of obstetric ultrasound module and video facilitated by fetomaternal consultant. Sample in this research are 21 postgraduate medical students in 10 weeks clinical rotation at Department of Obstetric and Gynecology. We gave a pre-test that contained questions that could assess the students' initial knowledge about basic obstetric ultrasound examination, as students are given instructional media in the form of modules and videos to be learned during rotation, students are expected to learn by using both media independently and try to practice with using ultrasound, at the end of the rotation the students are given a post test to reassess students' knowledge by using the same question. Then the results of pre test and post test is processed by computer program to assess its influence in improving student's knowledge of basic obstetric examination skills.



Result: The results shows a significant difference in the results of pretest and posttest. There is an increase in the average score of pretest and post test students after obtaining the teaching media. In the pre test we obtain the mean value 25.24; minimum value of 10; and a maximum value of 50. In the Post test we obtain the mean value 82.48, a minimum value of 50, and a maximum value of 90. The value of all individuals are also increase. In the analysis with Wilcoxon statistical test shows significant differences which means there are improving student's knowledge of basic obstetric examination skills. Based on the qualitative analysis of perceptual instrument, all students have positive perception toward the addition of this teaching media.

Conclusion: The giving of teaching media in the form of module and ultrasound video give positive result to improve the student's knowledge of basic obstetric examination skills. This research is expected to provide new innovations in the standards of clinical rotation education curriculum, to be an early pioneer that can be an example to be developed in other clinical rotation department

Abstract Number: JAKMED20055

**Teaching Bioethics and Humanities to Preclinical Students to Raise
an Ideal Doctor**

Salma Nur Amalia, Dewi Emala Kartika, and Muhammad Ridwansyah
Faculty of Medicine, Jenderal Soedirman University, Purwokerto

Background: Occupations in the medical field, mainly physicians are jobs that are related to many people specially patients and other medical personnel. Therefore, besides having great communication skills, physicians are required to understand others physically and mentally.

Aims: The goal is to increase and improve the understandings of human values by prioritizing bioethics principles to students. Students are expected to have the ability of empathy, compassion, and social awareness as an application of learning bioethics in becoming a doctor in the future.

Method: On the block of bioethics and humanities, there are some projects, such as community service, art projects, games and movies which deals with bioethics and humanities. Later on, students are required to fill in reflection log books on what they have learned during the whole process of the block.

Result: Community service will increase students' understanding by going directly to vulnerable groups. Through art projects, students can apply and express what they have learned from community service to others. While educational games, movies and reflection log books are aimed to make students reflect themselves. Therefore, students' understandings of bioethics and humanities are then applied and enhance through these activities.

Conclusion: Teaching bioethics and humanities can enhance students understandings and prepare them in facing the process of making decisions that often collide with ethical issues. Hopefully, will create morally educated doctors.



POSTER
GROUP D (TEACHING AND LEARNING

No	Title	Presenters	Institution	Code
1	Effectiveness of Audiovisual Method in Introducing Clinical Clerkship to Medical Students.	Mardian Safitra	Sriwijaya University	JAKMED 20018 (PD ₁)
2	The Effect of Tutorial on Students' Knowledge from Clinical Students' Perspective	Adinda Syarifah Noor	Universitas Padjadjaran	JAKMED 20031 (PD ₂)
3	The Chancing of SScLE Modul: HRH in Successful Sepsis Campaign to Program pendidikan Jarak Jauh	Peni Kistijani Samsuria Mutalib	Universitas Indonesia	JAKMED 20039 (PD ₃)

Abstract Number: JAKMED20018

Effectiveness of Audiovisual Method in Introducing Clinical Clerkship to Medical Students.

Mardian Safitra, Mohammad Zulkarnain, Rizma Adlia Syakurah
Sriwijaya University

Background: Having adequate information on clinical clerkship is important to determine medical students' readiness to undergo such different stage of their study. Thus, finding effective ways to introduce clinical clerkship to medical students becoming even more important.

Aims: This study aims to compare the effectiveness of audio-visual method compared to traditional lecture method in introducing clinical clerkship to medical students.

Methods: This study used quasi experimental with non-equivalent pretest-posttest technique. Medical students were divided into two groups of thirty-five. Each group was given different method of clinical clerkship introductory, intervention group was given videos and the comparison group was given lectures. Students' basic knowledge and their preparedness were evaluated.

Result: The increase on medical students' knowledge and readiness on clinical clerkship using audio-visual method was statistically higher than lectures ($p = 0,001$). However, both audio-visual method and lecture method were proven statistically significant ($p = 0,001$), so did the improvement between before and after the intervention ($p = 0,001$) but the improvement in audio-visual method was higher (22,77%) than lecture method (9,82%).



Conclusion: Audio-visual method was proven to be effective to introduce clinical clerkship compared to lecture. However, combination using both methods can be considered and studied in the future.

Abstract Number: JAKMED20031

**The Effect of Tutorial on Students' Knowledge from Clinical Students'
Perspective**

Adinda Syarifah Noor, Indah Amelia, Nandina Oktavia
Faculty of Medicine, Universitas Padjadjaran

Background: One of the objective of tutorial method as part of Problem-Based Learning (PBL) curriculum is to facilitate students to gain knowledge that integrates basic and clinical science, which can be applied in clinical work. There has been no research or evaluation that evaluate whether this objective has been achieved.

Aims: This study aims to explore the clinical students' perception on the effects of tutorial on knowledge in the clinical rotation phase, as an evaluation of PBL curriculum at the Faculty of Medicine, Universitas Padjadjaran (FMUP).

Methods: Qualitative study with phenomenological approach was performed on seven clinical students of FMUP regular class of 2013 which was undergoing clinical rotation. Data collection is done by focus group discussion (FGD).

Result: Most of the students stated that their knowledge in clinical rotation phase is still insufficient. The lack of knowledge caused by lack of basic science gained in pre-clinical phase. This condition forced the students to learn the subjects that supposed to be learnt in pre-clinical phase. Some of

them said that the knowledge gained in tutorial can be applied in clinical phase, some of them said the opposite.

Conclusion: The clinical students perceived that tutorial has not given sufficient knowledge, causing lack of knowledge in clinical rotation phase.

Abstract Number: JAKMED20039

**The Chancing of SCeLE Modul: HRH in Successful Sepsis Campaign to
Program pendidikan Jarak Jauh**

Peni Kistijani Samsuria Mutalib, Anindya P Susanto, Arindha R Pramesti,
M Suhaeri, Edrial N Eddin, Meny Hartati
Universitas Indonesia

Background: Non-SCeLE could help and support SCeLE e-learning engine. Open access SCeLE becomes a hope of many medical students whom interested in this HRH-TROPHID module. One Click doesn't exist in SCeLE but only could be accessed with SIAK-NG student bar code.

Aims: Institutional Competition Funding by Departement of Research and High Education Republic Indonesia could also help socialized the effect of HRH in health burden to peoples, policy and decision maker via Doctors. This report of running SCeLE will tell us the SWOT analysis and result.

Methods: IT-Trial and performance, Bayesian Analysis and Mathematic model.

Result: In 24 hours, 2 weeks-2 months with the value of the pre-mid-post test, and motivation/ product could be transfer to SIAK-NG 4 SKS at the internship stage as accredited by the ministry of Research and High Education. SCeLE + WA could be done for a senior doctor, SCeLE + SIAK-NG are good for UI students, SCeLE open access is good for Non-UI



national and international student. Free for all attendance in these paperless already build.

Conclusion: SCeLE still running, with or without SIAK-NG. SCeLE module HRH as the power of heritage culinary, food-energy crisis should be known by decision and policy maker to fight health burden.



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