The 14th
Jakarta Meeting on Medical Education

19th – 20th November 2022

" **Advancing medical education scholarship: The role of faculty development and community of practice**

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Advancing medical education scholarship: The role of faculty development and community of practice

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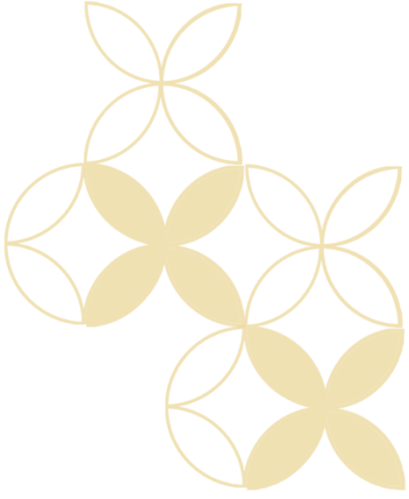**EDITING AND PRODUCTION**

dr. Dewi Anggraeni Kusumoningrum

Chairperson Message

Welcome to the 14th Jakarta Meeting on Medical Education.

It is our great pleasure to welcome you once again in Jakarta Meeting on Medical Education (Jakmed). This year's Jakmed will carry the theme of "Advancing medical education scholarship: the role of faculty development and community of practice". We believe that this theme is highly relevant with current situation and demand of medical education, given there has been so many lessons learned that can be drawn from medical education practice during the pandemic. And we believe that this is the time for us to transform our practices into scholarship. It means that we have to advance sciences of medical education through research, innovation and publication.

We would like to invite our fellow colleagues and students to participate in the discussion of how we can advance medical education scholarship, especially through faculty development and community of practice, throughout the two days meeting. We hope Jakmed can be a melting pot for every medical teacher, health professionals teacher, clinical teacher, biomedical teacher, all undergraduate and postgraduate students and for everyone passionate in medical and health professions education ☺

We have plenary sessions, workshops, symposiums for everyone. A total of 2 plenary sessions, 8 workshops and 1 panel discussion have been prepared and ready to be delivered for you through our virtual Jakmed this year. And we have also allocated many oral and poster presentation sessions where you can share your exciting project with the audiences. Please join this year's Jakmed where together we are going to celebrate the growth and advancement of medical education.

Looking forward to meeting you.

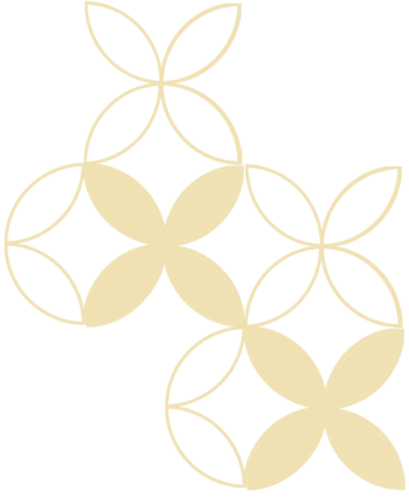**On behalf of the organizing committee,**

Diantha Soemantri
Chairperson

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Conference Schedule

Saturday, 19th November 2022

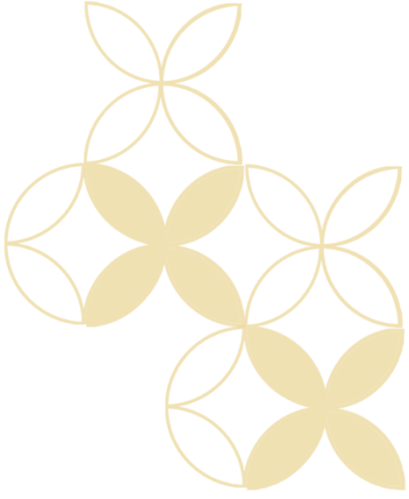| Time	Session Name
09.00–09.30 (UTC+7)	**Opening ceremony**
09.30–10.15 (UTC+7)	**Keynote speech**: Becoming scholars in medical and health professions education: overcoming current and future challenges Speaker: Jennifer Clealand; Moderator: Riwanti Estiasari
10.15–10.30 (UTC +7)	Break
10.30–12.00 (UTC+7)	**Plenary session:** Faculty development program and scholarship in medical and health professions education: two sides of the same coin? Speaker: Yvonne Steinert; Moderator: Rita Mustika
12.00–13.00 (UTC+7)	Lunch Break
13.00–15.00 (UTC+7)	**Free Paper Presentation**
15.30–17.30 (UTC +7)	**Parallel Workshop 1**
	Workshop 1 : Engaging in global community of scholars: networking skills. Facilitators: Rashmi Kusurkar, Vishna Devi, Ardi Findyartini
	Workshop 2 : From practice to paper: development of research ideas

Facilitators: Albert Scherpbier, Astrid Pratidina Susilo, Diantha Soemantri

Workshop 3 : Becoming a proactive mentee and peer mentor
Facilitators: Jo Bishop, Nadia Greviana, Anyta Pinasthika, Aziz Muhammad Putera

Workshop 4 : Optimizing informal faculty development program at the workplace through peer-coaching
Facilitators: Nani Cahyani, Dian Kusuma, Rita Mustika, Estivana Felaza

Sunday, 20th November 2022

Time	Session Name
08.00–10.00 (UTC+7)	**Parallel Workshop 2**
	Workshop 5 : Utilizing social media for professional and scholarship development Facilitators: Komal Atta, Keith Wilson, Ardi Findyartini
	Workshop 6 : Tips to implement best practices in basic science teaching Facilitators: Chen Zhi Xiong, Lee Shuh Shing, Adisti Dwijayanti, Anyta Pinasthika
	Workshop 7 : Becoming resilient students and teachers: Know ourselves better (workshop for students) Facilitators: Nurhanis Syazni Roslan, Fransiska Kaligis, Estivana Felaza
	Workshop 8 : How to provide narrative written feedback Facilitators: Diantha Soemantri, Mardiastuti H. Wahid
10.15–11.30 (UTC+7)	**Panel discussions:** Publishing in medical and health professions education: challenges in limited resource settings Speakers: Thirusha Naidu, Setyo Widi, Nadia Greviana; Moderator: Ardi Findyartini
11.30–12.15 (UTC + 7)	**Alumni Homecoming Session**
12.15–12.30 (UTC+7)	**Announcement:** Best oral and poster presentation
	Closing ceremony

Keynote Speech

Becoming scholars in medical and health professions education: overcoming current and future challenges

Curriculum Vitae

Jennifer Clealand

Jennifer Cleland is President's Chair in Medical Education and Vice Dean (Education), LKCMedicine, Nanyang Technological University Singapore. Prior to this she was the inaugural holder of the John Simpson Chair of Medical Education Research, University of Aberdeen, UK and Director of the Scottish Medical Education Research Consortium (2015-2020). She was Chair of the Association for Medical Education (ASME) from 2013-2018 and Chair of the Association for Medical Education Europe (AMEE) Research Committee (2014-2018). She holds Adjunct/Honorary Professor roles at six universities across four continents. She is an Honorary Fellow of the Royal College of Physicians, Edinburgh, and the Academy of Medical Educators, and an Associate Fellow of the Faculty of Surgical Trainers, Royal College of Surgeons (Edin). She is a member of AMEE's Executive Committee. She holds Editorial positions with the journals Medical Education and Advances in Health Sciences Education. Jennifer (Jen) is known internationally for her research in the areas of student selection and widening access to medicine, performance and assessment, career progression and choices in medicine. She has published over 200 academic papers in top ranking

journals. She is co-editor with Steve Durning, of Researching Medical Education (2015), used as a core text for MHPE globally, with the second edition out in November 2022.
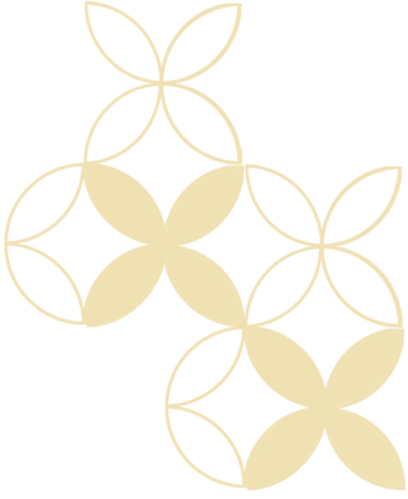
Riwanti Estiasari

dr. Riwanti Estiasari, Sp.S(K) graduated at the Faculty of Medicine, University of Indonesia (FKUI) in 1997 for her undergraduate program. Then she continued to the neurology residency program at FKUI in 2003-2007. In 2008, she joined the Multiple Sclerosis Fellow program at Kyushu University, Japan. Later, in 2013, she continued her study at the Biomedical Doctoral Education Program (FKUI), and got her Doctoral degree in October 2018. Currently, Riwanti is active as a lecturer at the FKUI and a neurologist at Cipto Mangunkusumo Hospital (RSCM) Jakarta. She also serves as Head of Medical Education and Profession Study Program in FKUI.

Abstract

Scholarship is an integral aspect of academia. It shapes the practice of individuals and the field and is often used to inform career progression decisions and policies. This makes it high stakes. Yet it is complex, and ambiguous. As such, it can be difficult to provide guidance to support colleagues in their career development as professional educators and to challenge biases and assumptions about scholarship which may still exist in educational systems and structures. Drawing on Boyer's seminal work, I will describe different types of scholarship and reflect on how these apply to health professions education (HPE), before moving on to describe different types of engagement with scholarship in HPE, including scope of contribution and influence. I intend for this talk to be both theoretical and practical, and will use cases and examples throughout to illustrate key points.

Plenary Session

Faculty development program and scholarship in medical and health professions education: two sides of the same coin?

Curriculum Vitae

Yvonne Steinert

Yvonne Steinert, Ph.D., a clinical psychologist and Professor of Family Medicine and Health Sciences Education, is the Richard and Sylvia Cruess Chair in Medical Education and the former Director of the Institute of Health Sciences Education in the Faculty of Medicine and Health Sciences at McGill University. She is actively involved in undergraduate and postgraduate medical education, educational research, and the design and delivery of faculty development programs and activities. Her research interests focus on teaching and learning in the health professions, the impact of faculty development on the individual and the organization, professionalism and professional identity formation, and the interplay between culture and health professions education. She has written and presented extensively on topics related to faculty development and medical education and was named to the Order of Canada in recognition of her contributions to the advancement of pedagogical principles, faculty

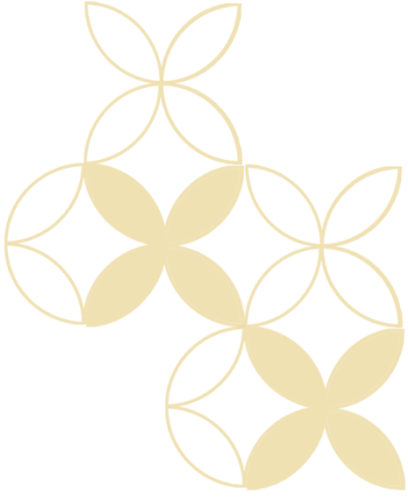development, and new training approaches in Canadian medical education.

Rita Mustika

Dr. dr. Rita Mustika, M.Epid is a senior lecturer of medical education Universitas Indonesia, serving as head of medical education collaboration cluster (MECC IMERI-UI) and head of Department of Medical Education, Faculty of Medicine Universitas Indonesia. Under her leadership, MECC has piloting the collaboration model. Her other responsibilities include faculty development and professional formation curriculum. She is also involved in national mentoring-coaching program.

She explores humanistic climate in medical education for her PhD project. The establishment of several new medical schools in Indonesia has been assisted under her coordination as head of partnership unit. She earned medical degree from Universitas Gadjah Mada, master of clinical epidemiology from UI, received training in dermatology at Kobe University, and her doctorate degree from Universitas Indonesia.

Abstract

Whereas faculty development and scholarship are often viewed as two distinct areas of interest in medical and health professions education, different types of scholarship frequently inform faculty development; at the same time, faculty development often promotes scholarship at the individual and organizational level. Following a discussion of core definitions of faculty development and scholarship, this session will explore the intersection between faculty development and scholarship, identifying areas of distinction and overlap. We will also Identify ways in which faculty development and scholarship can support and strengthen each other's goals and approaches, while striving for excellence in medical and health professions education.

Panel Discussions

Publishing in medical and health professions education: challenges in limited resource settings

Speaker:
Thirusha Naidu
Setyo Widi
Nadia Greviana

Moderator:
Ardi Findyartini

Curriculum Vitae

Thirusha Naidu

Thirusha Naidu is a clinical psychologist in the KwaZulu-Natal department of health and associate professor at the Nelson R Mandela Medical School at the University of KwaZulu-Natal in South Africa. Her research focuses on decoloniality, social justice and equity in global medical and health professions' education and scholarship. Prof. Naidu an inaugural 2019 Fellow for the Karolinska Institute Prize for Research in Medical Education (KIPRIME). She has been a visiting scholar at the University of Michigan Department of Medical Education, Duke University Global Health Humanities Programme and the University of Toronto Wilson Center. She is a member of the Bellagio Global Health Education Initiative. Her published works have appeared in the Academic Medicine, Advances in Health Sciences Education and the Lancet Global Health. She collaborates with medical education scholars globally including the United States, Canada, Mexico, India, Pakistan, Indonesia, the Netherlands and the United Kingdom. In 2021-2022 she was plenary speaker for Research in Medical Education (RIME) at the Association of American Medical Colleges (AAMC); at AMEE2022 in Lyon, France and at the Symposium for the African Forum for Research and Education in Health 2022 in Zimbabwe.

Setyo Widi

Dr. dr. Setyo Widi Nugroho, SpBS(K) completed his undergraduate at the Faculty of Medicine, Diponegoro University in 1988 and completed his Neurosurgery Residency at the Faculty of Medicine, Padjadjaran University in 1998. He then continued his study to the Postgraduate - Doctoral Program at the Faculty of Medicine, University of Indonesia in 2017. He also underwent Gamma Knife Surgery Training in Singapore in 2000 and Introduction to Cranial Neurosurgery and Advanced Radiosurgery Training Course, The Cleveland Clinic Gamma Knife Center in 2017. He is listed as a member of the Association of Indonesian Neurosurgery Specialists (PERSPEBSI) and the World Federation of Neurosurgical Societies (WFNS), full member of the Congress of Neurological Surgeons. He is currently serving as Head of *Majelis Kolegium Kedokteran Indonesia* (MKKI).
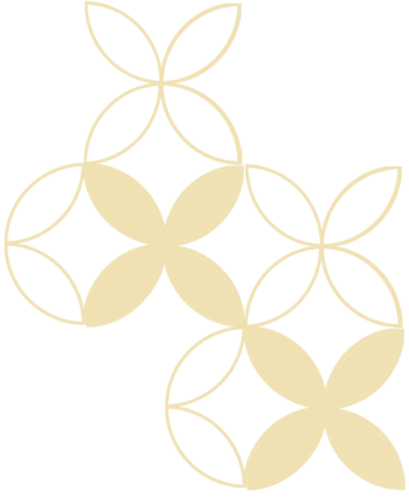
Nadia Greviana

Nadia Greviana graduated as a dentist from Faculty of Dentistry, Universitas Padjadjaran in 2014. Her interest in medical education and health professions motivated her to complete the Master of Medical Education from Faculty of Medicine Universitas Indonesia (FMUI) in 2019. Currently, she is a lecturer in Department of Medical Education, FMUI. Her research interests are assessment, professionalism, student support, and wellbeing.

Ardi Findyartini

dr. Ardi Findyartini, PhD is an associate professor and currently the Head of Medical Education Unit of FMUI and the Head of Medical Education Center Cluster at IMERI, FMUI. She graduated as medical doctor from FMUI in 2002 and completed her PhD in medical education from Melbourne Medical School, Faculty of Medicine Dentistry and Health Sciences, University of Melbourne in 2012. She has been actively involved in the curriculum development of undergraduate and postgraduate medical programmes and in conducting faculty development programs in FMUI and at the national and international levels. She has been publishing scholarly works and contributing in the review process in national and international peer reviewed journals and conferences. Her research interests are in the curriculum development, interprofessional education and interprofessional collaborative practice, professional development, clinical reasoning, student's adaptation and transition and socio-cultural related issues in medical and health professions education.

Abstract

This panel discussion will elaborate challenges in publishing original research, perspectives and practices in medical and health professions education from Indonesia and other limited resource settings in Global South countries especially in highly reputable international journals. The discussion will be enriched by different perspectives from analysis of current situation in Global South and Global North countries, feasibility and challenges for publishing from clinical teachers who are very busy in clinical setting, and challenges from junior staff embarking career in medical and health professions education. This panel discussion will be conducted in a very interactive manner, and is expected to ignite comprehensive reflections and actionable plan for each participant regarding publication in medical and health professions education.

Alumni Homecoming Session

This session will be delivered in Indonesia

Curriculum Vitae

Pandji Winata Nurikhwan

He is currently served as lecturer (civil servant) in Medical School of Universitas Lambung Mangkurat. He concentrates his work in Medical Education Department since 2019 with speciality in providing curriculum development, assessment, and technological education innovation. He also designated as Head for Information, Communications, and Technology Unit in Medical School of Universitas Lambung Mangkurat since 2020 and developed several information systems in medical education, public services, data archive and management.

Dwita Oktaria

dr. Dwita Oktaria, M.Pd.Ked is one of the staff at the Department of Medical Education, Faculty of Medicine, University of Lampung. Born in Palembang on October 15, 1984, she spent her childhood to adolescence in the city of Bandar Lampung. She completed her undergraduate education in 2007 and the professional stage in 2009 at the Faculty of Medicine, University of Lampung, then served as a lecturer at her alma mater from 2010 until now. From 2013 to 2015, she continued her study at the Master of Medical Education, Faculty of Medicine, University of Indonesia. Her research interest is feedback, especially feedback-seeking behavior, reflection, and

evaluation of learning outcomes. Dwita was also several times involved as a speaker in scientific activities related to medical education such as Jakmed and IAMHPE. Since 2021, Dwita continued her study at doctoral program at the Medical Science Study Program, Faculty of Medicine, University of Indonesia.

Anyta Pinasthika

Anyta Pinasthika is a medical doctor and a master's in medical education. She graduated from Faculty of Medicine Universitas Indonesia (FMUI) in 2019. Ever since she was an undergraduate medical student, she has shown interest in medical education, as she achieved her bachelor's degree with research in medical education and joined student elective module in the same field. She was also an intern at Department of Medical Education FMUI. She finished her master's degree from FMUI in 2022. Currently she is a research assistant in Department of Medical Education FMUI and Medical Education Collaboration Cluster IMERI. Her area of interests includes formative assessment, feedback, medical students and clinical education.
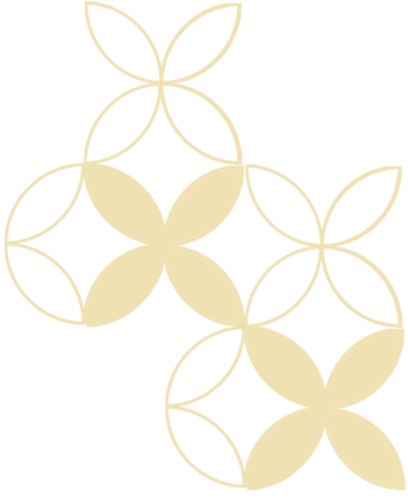
Abstract

Session 1

Many facets of life and the workplace are changing due to technology. Educators embrace a broader, more process-oriented concept of educational technology as new technologies continue to emerge. Technology has been used in medical education increasingly throughout the years. The difficulties facing medical education have largely prompted the increase in technological use. The educational objectives of technology use in medical education include facilitating the acquisition of fundamental knowledge, improving decision-making, enhancing perceptual variety, improving skill coordination, practicing for uncommon or critical events, learning team training, and improving psychomotor skills. These objectives can be met by various technologies. It is important to accept this process-focused understanding and outcome-based expectations of educational technology. With this view, educational technology should be valued in terms of how well the technological process informs and facilitates learning, and the acquisition and maintenance of clinical expertise. Some of the methods accessible to deal with the altering educational environment include technologies like podcasts and videos with flipped classes, mobile devices with applications, video games, simulations (part-time trainers, integrated simulators, virtual reality), and wearable gadgets (google glass). Our study demonstrates how the application of technologies can provide the framework and foundation for tackling many of the difficulties associated

with delivering medical education in the future. The task of medical educators is to use these new technologies effectively to transform learning into a more collaborative, personalized, and empowering experience.

Session 2

Medical education is developing rapidly and have to be balanced with the number growth of doctors who have expertise in their respective fields, especially medical education. Currently in Indonesia, there are not many doctorates in the field of medical education and there are not many institutions that have doctoral programs for medical education. One of the institutions that has a doctoral program in the field of medical education is the Faculty of Medicine, University of Indonesia. Not only administrative requirements, doctorate candidates also need to prepare research proposal and contact the potential promoters. Therefore, this preparation needs to be done carefully in order to give the best results.

Worskhops

Workshop 1

Engaging in global community of scholars: networking skills.

Facilitators:
Rashmi Kusurkar
Vishna Devi
Ardi Findyartini

Curriculum Vitae

Rashmi Kusurkar

Rashmi is a medical doctor from India and has completed her MD in Physiology. She is also a GSMC-FAIMER Fellow 2008. After working in Physiology at the GS Medical College India for several years, Rashmi moved to the Netherlands and pursued her PhD in medical education at University Medical Center Utrecht. Rashmi currently works as a Research Programme Leader at Research in Education at Amsterdam UMC-location VUmc. She currently conducts direct supervision of 12 Dutch and international PhD students; 6 PhD students have graduated under her supervision. Her core expertise is 'motivation in education', which was also the focus of her PhD thesis. She also has several teaching roles within the medical school curriculum. Her most significant achievements include being awarded the Dutch Medical Education Association (NVMO) Best PhD Thesis Prize 2014, being welcomed as Faculty and Page Editor on Self-Determination Theory of motivation, being the Chief Organizer of the 7th International Self-determination Theory Conference, and being a Fellow of the Karolinska Institute Prize for Research In Medical Education 2019. Rashmi is currently also working as a member of the Executive Committee, as well as the Fellowship Committee, of the Association of Medical Education in Europe (AMEE).

Vishna Devi Nadarajah

Professor Vishna is an experienced medical educator and biochemist at the International Medical University in Kuala Lumpur. A graduate of 3 universities across 3 countries, she values diversity as a strength in any institution. She leads the educational strategies, new programme development and international partnerships at IMU as Pro Vice Chancellor for Education and Institutional Development. She is very fortunate to work with a collaborative, committed and talented multidisciplinary team at IMU, and would like to emphasise that it's the values of its people that will carry forward an institution during this unprecedented time. She has over 20 years of teaching experience in the medical, dentistry and pharmacy education. She has published and presented research papers in both biomedical sciences and medical education, supervises research students and reviews for indexed and international journals. Her areas of research in health professions education is in Faculty development, Assessment and Innovative Teaching Learning methods. Prof Vishna has shared her experience and expertise in health professionals education via invitations to speak at conferences, conducting faculty development workshops and collaborative research, appreciating that she has also learnt very much from these collaborative sessions with other educators.

Ardi Findyartini

dr. Ardi Findyartini, PhD is an associate professor and currently the Head of Medical Education Unit of FMUI and the Head of Medical Education Center Cluster at IMERI, FMUI. She graduated as medical doctor from FMUI in 2002 and completed her PhD in medical education from Melbourne Medical School, Faculty of Medicine Dentistry and Health Sciences, University of Melbourne in 2012. She has been actively involved in the curriculum development of undergraduate and postgraduate medical programmes and in conducting faculty development programs in FMUI and at the national and international levels. She has been publishing scholarly works and contributing in the review process in national and international peer reviewed journals and conferences. Her research interests are in the curriculum development, interprofessional education and interprofessional collaborative practice, professional development, clinical reasoning, student's adaptation and transition and socio-cultural related issues in medical and health professions education.

Abstract

Workshop Objective(s)

At the completion of the 2-hour workshop, the participants are expected to:

- Explain the scholarship development framework and identify their opportunities in MHPE scholarship
- Gain knowledge on building research careers in MHPE
- Identify strategies to seek mentors in MHPE
- Develop ideas on how to engage in or develop communities of MHPE scholars

Workshop Description

Scholarship in medical and health professions education becomes a critical part of medical and health professions educators' professional development. This signifies the contribution of research (scholarship of discovery), synthesis and application of information across disciplines (scholarship of integration), applying theory and research findings to practice (scholarship of application), and systematic study of teaching and learning processes (scholarship of teaching) (Boyer, 1990). It has been realized that the endeavor is beyond individual efforts and it requires support from the communities of practice. For individual medical and health professions educators to engage in those communities, they have to be able to first connect and engage and later contribute in the knowledge sharing, mentoring relationships and professional development. This 2-hour workshop will discuss conceptual knowledge and practical skills to engage in the community of practices in MHPE both regionally and internationally to develop scholarship of the individuals and the local communities of practice.

Who Should Attend

Medical and health professions education teachers, graduate students in MHPE, medical and health professionals.

Rundown

Time	Activities	Resource Person(s)
10'	Opening and icebreaking: who we are, who you are, and what passions/roles we have for MHPE?	Rashmi Kusurkar Ardi Findyartini
15'	Modern concepts of scholarship	Ardi Findyartini
20'	Case studies on building research career and engaging in global communities of practice in MHPE – our stories	Vishna Devi Nadarajah Rashmi Kusurkar Ardi Findyartini

15'	Debriefing and sharing from the groups on the reflection of the stories	Vishna Devi Nadarajah
15'	Mentoring in global context	Rashmi Kusurkar
20'	Developing personal action plan for engaging in/developing communities of practice in MHPE	Vishna Devi Nadarajah Rashmi Kusurkar Ardi Findyartini
15'	Debriefing and sharing from the groups	Rashmi Kusurkar
10'	Closing and feedback from the participants: What is one of your take home points from this workshop?	Ardi Findyartini

Saturday,
19th November 2022
15.30 – 17.30
(UTC+7)

Facilitators:
Albert Scherpbier
Astrid Pratidina S.
Diantha Soemantri

Workshop 2

From practice to paper: development of research ideas

Curriculum Vitae

Albert Scherpbier

Professor Scherpbier is Professor of Quality Promotion in Medical Education and was Dean of the Faculty of Health, Medicine and Life Sciences and Vice Chair of Maastricht University Medical Centre from May 2011 till June 2020. 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 more than 300 papers in international peer reviewed 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 (more than 60 finished). 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 especially accreditation. To convince the Ministry that we need a quality assurance system "Scherpbier 1.0" was published in 2008. In 2015, "Scherpbier 2.0 "was published to realise a more simple and less bureaucratic accreditation system. This system is now in place. He is also involved in changing the role of Academic Health Centers in the region. "Research and innovation with and for a healthy region"for the whole country. His stament in that respect always has been: "Think global, act local".

Astrid Pratidina Susilo

Astrid Pratidina Susilo is a researcher in medical education and an anesthesiologist. She graduated as a medical doctor from Universitas Airlangga and an anesthesiologist from Universitas Indonesia, and had a Master of Public Health and PhD in health profession education at Maastricht University the Netherlands. Astrid is an academic staff in the Faculty of Medicine Universitas Surabaya Indonesia. Her research interest is communication skills training, patient safety, interprofessional education, and pain education. She has published books and articles in national and international journals, and become a reviewer in different national and international journals. Astrid has been teaching research methodology for

students in pharmacy and medicine for more than 15 years, and become research supervisor for undergraduate, master, and doctoral students.

Diantha Soemantri

Diantha Soemantri, MD, MMedEd, PhD is an associate professor in Department of Medical Education, Faculty of Medicine Universitas Indonesia. Graduated as a medical doctor from Faculty of Medicine Universitas Indonesia in 2005, acquired MMedEd title from University of Dundee in 2007 and PhD in the same field from University of Melbourne in 2013. She is now the head of Master in Medical Education Program in Universitas Indonesia and responsible for the multi- and interprofessional curriculum of Health Sciences Cluster. Since 2018, she is appointed as the vice director of medical education of the Indonesian Medical Education and Research Institute (IMERI). Her research interests are student assessment, reflection and feedback, interprofessional education and collaborative practice, and professionalism development.

Abstract

Research is the backbone of science development and advancement. Medical teachers are obliged to conduct research and scientific inquiry, in parallel with their obligations to teach students and all other managerial work. However, embarking on research may not be challenging for some. One of the most common problem academicians face is finding the time to do research and prioritizing research work among all other teachers' tasks. Therefore, looking at our daily educational practices and developing research ideas based on them may be a way to overcome the challenge of having to prioritize both teaching and research.

This workshop is aimed at examining how daily educational practices can be transformed into worthy and publishable research ideas. The workshop will be started with some reflections from the workshop facilitator based on current research experiences. The workshop will employ participant-centered learning approach thus small group exercises will take the most of the workshop's duration. Within the small group exercise, participants will brainstorm research ideas based on their educational practices, and discuss the possible angle of the research and its feasibility. Feedback from all workshop facilitators will be provided during the plenary presentation session. The workshop will be closed with a wrap up presentation by all workshop facilitators.

Workshop 3

Becoming a proactive mentee and peer mentor Facilitators

Curriculum Vitae

Jo Bishop

Jo Bishop is the President of the Australian & New Zealand Association for Health Professional Educators (ANZAHPE) which is the peak organisation for practitioners involved in the education and training of health professionals in Australia and New Zealand. Listed below is her several educational roles:

- Curriculum Lead, Medical Program, Bond University, Gold Coast, Australia
- Associate Dean, Student Affairs and Service Quality, Faculty of Health Sciences and Medicine, Bond Unviversity, Gold Coast, Australia
- Editorial Board member of MedEdPublishOnline
- Member of the Anatomical Society for over two decades
- Member of International Association of Medical Science Educators (IAMSE)
- Led the writing of the learner wellbeing chapter in the Understanding Medical Education; Evidence, Theory and Practice textbook
- Contributed to the publication of the medical student wellbeing – a consensus statement from Australia and New Zealand in 2019

Her top areas of expertise and interests in medical and health professions education are learner well-being, faculty well-being, mentoring, curriculum development, and community of practice.

Nadia Greviana

Nadia Greviana graduated as a dentist from Faculty of Dentistry, Universitas Padjadjaran in 2014. Her interest in medical education and health professions motivated her to complete the Master of Medical Education from Faculty of Medicine Universitas Indonesia (FMUI) in 2019. Currently, she is a lecturer in Department of Medical Education, FMUI. Her research interests are assessment, professionalism, student support, and wellbeing.

Anyta Pinasthika

Anyta Pinasthika is a medical doctor and a master's in medical education. She graduated from Faculty of Medicine Universitas Indonesia (FMUI) in 2019. Ever since she was an undergraduate medical student, she has shown interest in medical education, as she achieved her bachelor's degree with research in medical education and joined student elective module in the same field. She was also an intern at Department of Medical Education FMUI. She finished her master's degree from FMUI in 2022. Currently she is a research

assistant in Department of Medical Education FMUI and Medical Education Collaboration Cluster IMERI. Her area of interests includes formative assessment, feedback, medical students and clinical education.

Aziz Muhammad Putera

Azis Muhammad Putera is a final-year medical student at Universitas Indonesia. He underwent a research internship at the Medical Education Center Research Cluster (MedEC), Indonesian Medical Education and Research Institute (IMERI-FMUI) under the supervision of r. Ardi Findyartini. He has taken several short courses related to medical and health professions education and co-authored several papers published in reputable medical education journals. He chaired the Mentoring Division of his batch's Department of Academics for several years and is a trained peer-counselor. He is interested in medical education, especially in the fields of student engagement, peer and near-peer mentoring, and curriculum design.

Abstract

Workshop Objective(s)

At the end of the workshop, the participants are able to:
- Describe the concept of peer mentorship
- Describe the factors influencing peer mentorship in medical students
- Discuss opportunities in implementing peer mentorship in undergraduate medical students curriculum
- Develop action plans on how to become a proactive mentee and peer mentor

Workshop Description

Implementing peer-mentoring in medical education curriculum has been a challenge for faculty and students alike. Even so, literature on medical education has pointed out the benefits of peer-mentoring in undergraduate medical students for both mentors and mentees. These advantages include academic and emotional support, also personal and professional development, achieved through the comfortable and mutual relationship of peer mentoring. Peer-mentoring also plays an important note on transition to various learning environments in medical education. Some of the factors that could influence peer-mentoring are to become an active mentor and a proactive mentee. Feedback is also an important factor in peer-mentoring, as students who are aware of how to give and seek feedback properly could optimize and achieve even more benefits through peer-mentoring. This workshop will provide tips and tricks on how to conduct peer-mentoring with proactive mentees and active mentors amidst the busy formal medical education curriculum.

Who Should Attend

Medical students and faculty members.

Rundown

Time	Activities	Resource Person(s)
10'	Introductions and ice breaking	Facilitators
30'	Peer mentorship: principles, findings, and recommendations to incorporate peer mentorship into curriculum	Jo Bishop
10'	**Open discussions**: Reflection on the current peer mentorship program & factors influencing peer mentor-mentee relationship: generational characteristics, sociocultural, etc.	Nadia Greviana
15'	Opportunities and experiences in peer mentoring for undergraduate medical students	Aziz Muhammad Putera
25'	Role of feedback & SRL in peer mentorship: how to become a proactive mentee and mentor	Anyta Pinasthika
25'	**Breakout rooms**: Roleplay using SRL-MAT approach	Facilitators
15'	Reflections and Take Home Message: Action Plan on Peer Mentorship	Nadia Greviana

Saturday,
19th November 2022
15.30 – 17.30
(UTC+7)

Facilitators:
Nani Cahyani
Dian Kusuma
Rita Mustika
Estivana Felaza

Workshop 4

Optimizing informal faculty development program at the workplace through peer-coaching

Curriculum Vitae

Nani Cahyani

Dr. dr. Nani Cahyani Sudarsono, Sp.KO, is a lecturer at the Faculty of Medicine, University of Indonesia (FKUI) since 1998. She completed her Doctoral Profession study in 1987. After completing her Sports Medicine Residency Program, she began to actively teach at the Department of Physiology and the FKUI Sports Medicine Study Program. She also works as a consultant at the FKUI Exercise Clinic. In 2014, she served as Education and Student Affairs Manager for 4 years and in 2018 was appointed as the Head of the FMUI Academic Quality Assurance Unit until 2021. In 2018, she completed his doctoral studies in the Doctoral Program in Medical Sciences. Currently, apart from being a lecturer at FKUI, Dr. Nani is head of the Center for Sports and Exercise Studies (CSES) Cluster of Indonesian Medical Education and Research Institute (IMERI) FKUI and Head of the Sports Medicine Study Program, FKUI.

Dian Kusuma

Dr. dr. Dian Kusuma Dewi, M.Gizi , Sp.KKLP is a medical doctor and lecturer at Family Medicine Division, Community Medicine Department, Faculty of Medicine Universitas Indonesia. She was born in Jakarta, November 13th, 1974. She was a medical doctor graduated from Universitas Trisakti class of 2002. She continued her study and got Master of Nutrition degree from Universitas Indonesia in 2010. She was also successfully finished her study as family medicine specialist in 2020 and also and get her Ph. D degree from Universitas Indonesia in 2022. Now she works as a lecturer at Community Medicine Department, Faculty of Medicine University of Indonesia, and a nutrition practitioner at Sukhavita Clinic: antiaging and wellness center. Until now, she has been working in many programs and seminars regarding health community, nutrition, and family medicine. Furthermore, she is actively engaged in various organization such as The Association of Indonesian Family Physicians and Indonesian Medical Nutrition Society.

Rita Mustika

Dr. dr. Rita Mustika, M.Epid is a senior lecturer of medical education Universitas Indonesia, serving as head of medical education collaboration cluster (MECC

IMERI-UI) and head of Department of Medical Education, Faculty of Medicine Universitas Indonesia. Under her leadership, MECC has piloting the collaboration model. Her other responsibilities include faculty development and professional formation curriculum. She is also involved in national mentoring-coaching program.

She explores humanistic climate in medical education for her PhD project. The establishment of several new medical schools in Indonesia has been assisted under her coordination as head of partnership unit. She earned medical degree from Universitas Gadjah Mada, master of clinical epidemiology from UI, received training in dermatology at Kobe University, and her doctorate degree from Universitas Indonesia

Estivana Felaza

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. She is currently pursuing her doctorate degree in FMUI. Her area of interests are in the field of teaching-learning, students support, and faculty development.

Abstract

Workshop Objective(s)

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

- Explain the common problem in developing skills to become an excellent medical teacher
- Identify the benefit of using coaching for faculty development
- Demonstrate coaching for faculty development
- Develop the plan to do peer-coaching

Workshop Description

An excellent medical teacher needs to possess various skills to support students learning. Moreover, Harden's framework shows at least there are 8th roles of medical teachers in medical education. To gain the skills to teach, usually, medical teachers join a workshop or other formal form of the faculty development program. However, the disruptive situation in the working environment nowadays sets insight into a more informal form of faculty development. Learning from other areas of work such as business and sport, coaching seems like a good option to facilitate informal faculty development for medical teachers. In this workshop, we will learn how to use coaching for informal faculty development in each participant's setting.

Scope of Discussion

- Common pitfalls in developing skills to become an excellent medical teacher: lesson learned from UI
- Coaching to change behavior: lesson learned from Fat to Fit Program
- Principle of Coaching and Mentoring for Faculty Development

Workshop Participants

Medical teacher, administrator/ leader/ manager/ faculty developer of the medical institution.

Rundown

Time	Activities	Resource Person(s)
10'	Introduction & overview	Rita Mustika
20'	**Discussion & ice breaking**	Estivana Felaza
20'	**Interactive lecture 1:** Common pitfalls in developing skills to become an excellent medical teacher: lesson learned from UI	Nani Cahyani
20'	**Interactive lecture 2:** Coaching to change behavior: lesson learned from Fat to Fit Program	Dian Kusuma Dewi
20'	**Interactive lecture 3:** Principle of Coaching and Mentoring for Faculty Development	Rita Mustika
20'	**Group work:** Using Peer-Coaching for Faculty Development	All resource persons as the facilitators
10'	Reflections & personal action plan	Rita Mustika

Workshop 5

Utilizing social media for professional and scholarship development

Curriculum Vitae

Keith Wilson

Dr Keith W Wilson is an Associate Professor at Dalhousie University in Eastern Canada. He holds his PhD in Psychology from the University of Aberdeen and medical degree from Memorial University of Newfoundland. He is a Fellow of the College of Family Physicians of Canada and works clinically in Geriatrics. In his educational roles, he is Chair of the Committee on the Assessment of Student Performance (CASP) in undergraduate medical education, Chair of the Evaluation Committee Postgraduate Family Medicine, Chair of the Promotions Committee Dept of Family Medicine, and Editorial Board member of MedEdPublish. His areas of interest in health professions education include assessment, mentoring, curriculum design and integration of technology. His expertise in information technology has been sought at the local, provincial and national levels in Canada. Outside of the above, Dr. Wilson greatly enjoys travel, playing cello and sailing.

Komal Atta

Komal Atta is a medical doctor graduated form Shifa College of Medicine, Islamabad Pakistan. She also holds Master degrees in Physiology and Medical Education. Her thesis for Master on Medical Education was on 'Exploring factors enabling curriculum viability'. Komal has a great interest on online distance education and use of social media and has been involved in a lot of workshops and webinars pertaining to the toics and other important topics in medical education. In year 2020-2021 she was awarded as an AMEE top influencer. She is currently he Director Medical Education, UMDC, The University of Faisalbad, Pakistan.

Ardi Findyartini

dr. Ardi Findyartini, PhD is an associate professor and currently the Head of Medical Education Unit of FMUI and the Head of Medical Education Center Cluster at IMERI, FMUI. She graduated as medical doctor from FMUI in 2002 and completed her PhD in medical education from Melbourne Medical School, Faculty of Medicine Dentistry and Health Sciences, University of Melbourne in 2012. She has been actively involved in the curriculum development of undergraduate and postgraduate medical programmes and in conducting faculty development programs in FMUI and at the national and international

levels. She has been publishing scholarly works and contributing in the review process in national and international peer reviewed journals and conferences. Her research interests are in the curriculum development, interprofessional education and interprofessional collaborative practice, professional development, clinical reasoning, student's adaptation and transition and socio-cultural related issues in medical and health professions education.

Abstract

Workshop Objective(s)

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

- Explore modern concepts of scholarship
- Develop an awareness of using social media as a scholarly activity
- Explore practical examples of using social media as scholarship
- Develop a personal action plan using social media in your professional development

Workshop Description

Medical and health professions education teachers and professionals are expected to engage in professional development and scholarly activities. Professional development in teaching aligns with current definition of scholarship which has been expanded beyond research. In addition to scholarship of research or discovery, there are scholarships of teaching, integration and application (Boyer, 2000). All activities and achievements which fulfill the criteria: clear goals, adequate preparation, appropriate methods, significant results, effective presentation and reflective critique (Glassick et al 1997), are considered scholarship. With current rate of social media use and the vast opportunity to engage academics and scholars through different social media platforms around the world, this workshop will discuss the modern concept of scholarship while encourage the participants to reflect on their use of social media for professional and scholarship development. Current evidence will be highlighted through highly interactive sessions. The workshop will also discuss practical examples of using social media as scholarship. At the end of the workshop, the participants are also given time to develop a personal action plan using social media as one of their professional development platforms.

Workshop Participants

Medical and health professions education teachers, students, medical and health professionals.

Rundown

Time	Activities	Resource Person(s)
15'	Opening and icebreaking: who we are, who you are, and what social media have we been using?	Keith Wilson Komal Atta Ardi Findyartini
15'	Modern concepts of scholarship	Keith Wilson
15'	Case study on social media use for scholarship and professional development	Keith Wilson Komal Atta Ardi Findyartini
15'	Debriefing and sharing from the groups	Ardi Findyartini
15'	Examples of social media use for professional and scholarship development	Komal Atta
15'	Developing personal action plan for utilizing social media for professional and scholarship development	Keith Wilson Komal Atta Ardi Findyartini
15'	Debriefing and sharing from the groups	Ardi Findyartini
15'	Closing and feedback from the participants: What is one of your take home points from this workshop?	Keith Wilson

Workshop 6

Tips to implement best practices in basic science teaching

Curriculum Vitae

Chen Zhi Xiong

As Assistant Dean (Education), Chen Zhi Xiong is committed to support the school's leadership in creating a cross-disciplinary and trans-disciplinary education experience. He has a deep interest in broadening medical students' learning beyond the traditional boundaries of clinical medicine in order to prepare them to better meet the healthcare needs of tomorrow. He serves as Deputy Education Director (Health Professions) for Physiology, Chairperson of Asia-Pacific Biomedical Science Educators Association (APBSEA) and Resident Fellow of King Edward VII Hall where he live among students including those from health professions and life sciences.

Sitting at the crossroads between biomedical sciences and health professions, he is exploring ways to enhance education in both areas with specific interests in the role of biomedical sciences in health professions education, medical education technology and faculty development. To do so, he serves on the medical school's Phase 1 committee, Medical Education Round committee and Medical Education Technology Enterprise committee and support in faculty development programs organised by CenMED and CDTL, and the MHPE program offered by Maastricht University.

Lee Shuh Shing

Lee Shuh Shing, currently a medical educationalist at Centre for Medical Education in Yong Loo Lin School of Medicine NUS (NUS Medicine). She graduated with a PhD from University of Malaya in Education. She has been actively involved in education specifically in higher education and medical education. She previously worked in the Faculty of Medicine, University of Malaya, Malaysia as a medical educationalist. Her role is to plan and revamp the MBBS Curriculum and carrying out research in medical education. Currently, she is attached to the Centre for Medical Education, National University of Singapore as a medical educationalist. Her roles in this department are conducting faculty development and conducting research. At the same time, she also works with the faculty members to design training modules for health professionals and medical students. Her research areas are students' cognition, teaching and learning, and qualitative research and published several book chapters in these areas.

Adisti Dwijayanti

Adisti Dwijayanti graduated as a medical doctor in 2007 and continue as a lecturer in the preclinical department, medical pharmacy, Faculty of Medicine Universitas Indonesia. As an academic staff, she involved in basic medical science modules and basic clinical skills modules for undergraduate medical students. She also joined the medical education unit. Her interests in medical education are best practices to design, deliver teaching materials, and assessments related to pharmacology and prescribing.

Anyta Pinasthika

Anyta Pinasthika is a medical doctor and a master's in medical education. She graduated from Faculty of Medicine Universitas Indonesia (FMUI) in 2019. Ever since she was an undergraduate medical student, she has shown interest in medical education, as she achieved her bachelor's degree with research in medical education and joined student elective module in the same field. She was also an intern at Department of Medical Education FMUI. She finished her master's degree from FMUI in 2022. Currently she is a research assistant in Department of Medical Education FMUI and Medical Education Collaboration Cluster IMERI. Her area of interests includes formative assessment, feedback, medical students and clinical education.

Abstract

Workshop Objective(s)

At the end of the workshop, the participants are expected to:
- Described the best practices in medical science teaching
- Apply the best practices in medical science teaching in their own context

Workshop Description

The Flexner Report emphasized the importance of linking the scientific principles underlying human biology and disease to the clinical decision making that is central to effective medical practice. Medical schools are challenged to incorporate new biomedical knowledge into limited curricula time using an ever-increasing number of faculty for whom medical education is not the highest priority. The level of detail at which the basic sciences need be taught for clinical practice has been challenged by students and clinicians. During preclinical courses students too often perceive biomedical sciences as not being "relevant" to clinical care. In the modern context, learning biomedical science relevant to the practice of medicine does not mean the rote memorization of details. Rather, both physicians and biomedical science educators must conceptually understand the pathway (or other process) and know when it is clinically important to know the details. And, eventually apply this knowledge and to

improve decision making for an individual patient. This workshop aims to discuss the role of biomedical science in medical curricular, the science behind how students learned and how to conduct biomedical science teaching so that the knowledge gain is relevant to the practice of medicine.

Workshop Participants

All educators teaching medical students.

Rundown

Time	Activities	Resource Person(s)
10'	Welcome and Introduction	Chen Zhi Xiong Lee Shuh Shing Adisti Dwijayanti Anyta Pinasthika
10'	Do basic sciences exist?	Chen Zhi Xiong
10'	Open discussion 1: What is the role of medical sciences?	Adisti Dwijayanti Anyta Pinasthika
10'	How do students learn?	Lee Shuh Shing
10'	Open discussion 2: Why are students not learning?	Adisti Dwijayanti Anyta Pinasthika
10'	Break	
10'	What is NUS Medicine doing?	Chen Zhi Xiong
10'	Are these pedagogically sound? (SS)	Lee Shuh Shing
10'	Breakout groups: How can you apply these?	Chen Zhi Xiong Lee Shuh Shing Adisti Dwijayanti Anyta Pinasthika
20'	Open discussion 3: Breakout groups report back	Adisti Dwijayanti Anyta Pinasthika
10'	Take-home messages and wrap-up	Chen Zhi Xiong Lee Shuh Shing Adisti Dwijayanti Anyta Pinasthika

Workshop 7

Becoming resilient students: Knowing ourselves better

Curriculum Vitae

Nurhanis Syazni Roslan

Nurhanis is a lecturer in the Department of Medical Education and the Exam Coordinator in School of Medical Sciences, Universiti Sains Malaysia. Her research areas and publications include assessment, curriculum, professionalism, and wellbeing, and recently won the IMU-Ron Harden Innovation in Medical Education award for her work in promoting junior doctors resilience. Nurhanis also serves as the associate editor for the EIMJ journal and an active reviewer for various journals. She is active in teaching and faculty development in medical schools and postgraduate conjoint programs.

Fransiska Kaligis

Dr. dr. Fransiska Kaligis, SpKJ(K) graduated as a doctor at the University of Indonesia in 2001. She then continued her specialist education in psychiatry at the University of Indonesia Specialist Medical Education Program and graduated in 2008. In 2011, Fransiska completed her subspecialty and Obtained a Consultant degree in Child and Adolescent Psychiatry from the University of Indonesia. In 2022, she received her Doctorate in Medicine, University of Indonesia. Fransiska is a Clinical Educator in the FKUI Psychiatry Study Program. She is an expert in the field of Child and Adolescent Psychiatry, currently listed as staff at the Child and Adolescent Psychiatry Division, Department of Mental Health Sciences FKUI-RSCM

Estivana Felaza

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. She is currently pursuing her doctorate degree in FMUI. Her area of interests are in the field of teaching-learning, students support, and faculty development.

Abstract

Workshop Objective(s)

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

- Describe the concept of resilience
- Describe the factors influencing resilience in medical students
- Discuss suitable tips to become more resilient

Workshop Description

Resilience, defined as the ability one has to stand tall and thrive despite the many challenges he/she is facing, has been recognized as one of the most important aspect needed to perform optimally in medical school. When problem occurred, resilient student is able to deal with the problem and recover from it. Medical students are dealing with heavy academic burden, and clinical workload which makes them prone to developing burnout. Resilience protects students from experiencing burnout, a condition which might later lead to academic and even mental health problems.

Studies on resilience shows that resilience can be learned and promoted. Many factors, including social support and coping mechanism, affect the development of resilience. By understanding the concept of resilience and the factors affecting it, students can find ways to strengthen their resilience in order to optimize their learning experience in medical school.

Scope of Discussion

- Concept of resilience
- Factors influencing resilience in medical students
- Tips and tricks to become more resilient

Rundown

Time	Activities
10'	Ice breaking
10'	Introduction to the workshop
20'	Concept of resilience
20'	Factors influencing resilience in medical students
20'	Group discussion: Tips and tricks to become more resilienr
20'	Reflections and take-home messages

Workshop 8

How to provide narrative written feedback

Curriculum Vitae

Diantha Soemantri

Diantha Soemantri, MD, MMedEd, PhD is an associate professor in Department of Medical Education, Faculty of Medicine Universitas Indonesia. Graduated as a medical doctor from Faculty of Medicine Universitas Indonesia in 2005, acquired MMedEd title from University of Dundee in 2007 and PhD in the same field from University of Melbourne in 2013. She is now the head of Master in Medical Education Program in Universitas Indonesia and responsible for the multi- and interprofessional curriculum of Health Sciences Cluster. Since 2018, she is appointed as the vice director of medical education of the Indonesian Medical Education and Research Institute (IMERI). Her research interests are student assessment, reflection and feedback, interprofessional education and collaborative practice, and professionalism development.

Mardiastuti Wahid

Mardiastuti H. Wahid, graduated from FMUI, earned Master of Science at Western Illinois University and became a consultant in Clinical Microbiology. Mardiastuti is now Study Program Director of Clinical Microbiology FMUI. She was the Chair of Indonesian Clinical Microbiology College. Besides microbiology, she also studies medical education. She is the research coordinator of the Department of Medical Education FMUI and was the secretary of Association of Indonesian Medical Education (Perhimpunan Pengkaji Ilmu Pendidikan Kedokteran Indonesia; PERPIPKI). Mardiastuti also has experience as a Coordinator of Undergraduate Education in the Department of Clinical Microbiology FMUI, member of Medical Education Unit (MEU), and has published articles in medical education. Her research interests in medical education is problem-based learning and curriculum development.

Abstract

Feedback is one powerful tool for learning. Many studies have proven the power of feedback in impacting learning, but mostly those studies examined the verbal direct feedback from teachers and students. However fewer studies dealt with written feedback, especially in medical education. Given the value of feedback, it is also important to understand how written feedback can be an effective tool for learning as well. Equipping teachers with the ability to not only provide verbal feedback, but also narrative written feedback is considered paramount. Therefore, this workshop is aimed to introduce participants with the ways to provide narrative written feedback.

This 2-hour workshop will consists of interactive lecture, small group exercise and presentation. Basic principles of feedback delivery, focusing on written feedback, will be discussed. The interactive lecture will be followed by small group exercises to examine examples of students' tasks and their written feedback and appraise them using a predetermined rubric. The results of the group exercises will be discussed in the plenary presentation. The workshop will be closed with a wrap up presentation by all workshop facilitators.

Free Paper Presentation

Oral Presentation Group 1

Saturday, 19th November 2022
13.00 - 15.30 (UTC+7)

OA-1 **The Perception of Self-Directed Learning Abilities Among The Pre-Clinical Undergraduate Medical Students of Faculty of Medicine, Universiti Teknologi Mara**

Nurul Alimah Abdul Nasir[1], Hong Wei Han[2], Vinod Pallath[2]

[1]Department of Medical Education, Faculty of Medicine, Universiti Teknologi MARA, Malaysia
[2]Medical Education and Research Development Unit, Faculty of Medicine, Universiti Malaya, Malaysia

Background: Self-directed learning (SDL), a key component of life-long learning, is crucial among healthcare professionals. The ever-evolving knowledge on medicine will require healthcare professionals to always update themselves on the latest information in ensuring the betterment of patients. Therefore, SDL skills needs to be developed in medical students since their undergraduate years.

Aim of study: The aim of this study was to assess the SDL perceived abilities and determine factors that promote or deter the SDL among pre-clinical medical students in Universiti Teknologi MARA (UiTM).

Method: A mixed model design was used in this study. A validated 20-item SDL Instrument (SDLI) questionnaire was used to determine the level of students' SDL abilities quantitatively. Then, students were asked to answer open-ended questions on what they perceived as the promoting or deterring factors on implementing SDL.

Results: From this study, high SDLI scores were observed among these students which suggested them to have good SDL abilities. There were no significant differences on the SDLI scores between genders, different academic background and different academic year. Guidance and support from the lecturers and faculty are important influencing factors among these students, both in promoting and deterring the implementation of SDL. These factors also influence the level of motivation for the students to learn. Distractions from current technology and social media play a big role as a deterring factor of SDL. Teaching innovations that incorporate social media and technology may promote SDL.

Conclusion: The influencing and deterring factors gathered from this study should influence lecturers and faculty to design appropriate teaching-learning activities that will guide and support SDL among the students.

OA-2 Leadership Training to Improve Medical Students' Personal Qualities: Facilitator Assessment

Ni Wayan Diana Ekayani, Rima Kusuma Ningrum, I Made Pariartha

Medical Education Department, Faculty of Medicine and Health Sciences, Universitas Warmadewa, Indonesia

Background: SMedical students should develop leadership competency to contribute in improving the quality of health services and patient safety. Many medical schools conducted leadership training, but the impact is difficult to evaluate because most of them focused on cognitive development. Assessment from other perspectives could be a way to get a better picture to evaluate the impact of leadership training.

Aim of study: This study aimed to explore the effect of leadership training in developing medical students' personal qualities based on the facilitator assessment.

Method: This study was a descriptive qualitative study using secondary data from written assessments by four facilitators in online leadership training. The leadership training is designed based on demonstrating personal qualities domain of the Medical Leadership Competency Framework (self-awareness, managing yourself, continuing personal development, and acting with integrity). The training was conducted for 15 days consisting of workshops and student project sessions. Each facilitator facilitated 10 medical students and filled out three assessment sheets while observing medical students making student projects. We analyzed 12 documents using the thematic analysis method.

Results: We revealed 19 sub-themes related to four elements of demonstrating personal qualities domain. Each sub-theme shows the development of medical students in improving their personal qualities and informed the elements that need to be improved. Self-reflection and feedback are crucial aspects of developing leadership competency.

Conclusion: Facilitator assessment provides a different perspective on students' leadership development and becomes a triangulation to evaluate the impact of leadership training. Leadership training may help the development of medical students' personal qualities, but faculty should have a plan to support, motivate, and facilitate their development intra-curriculum or extra-curriculum.

Keyword: leadership training, leadership competency, personal quality

OA-3 Exploring the Social Media Usage among Medical Students in Indonesia

Elvan Wiyarta[1,2], Justinus Kurniabudhi Novarianto[2,3], Yehuda Tri Nugroho Supranoto[2,4], Maritza Andreanne Rafa Ayusha[1,2], Chaina Hanum[2,5], Nadia Greviana[2,5], Ardi Findyartini[2,5]

[1]Undergraduate Medical Program, Faculty of Medicine, Universitas Indonesia
[2]Medical Education Center IMERI, Faculty of Medicine, Universitas Indonesia
[3]Medical Education Unit, Faculty of Medicine Soegijapranata Catholic University
[4]Undergraduate Medical Program, Faculty of Medicine, Universitas Jember
[5]Department of Medical Education, Faculty of Medicine Universitas Indonesia

Background: Medical education has been impacted by the growth of social media. It is essential to investigate how efficiently medical students use social media platforms, since they provide unique potential to promote student active learning. However, to our knowledge, there have been few studies addressing the use of social media by medical students, even though social media have the potential to aid in student learning.

Aim of study: To explore the use of social media by medical students in Indonesia.

Method: This is a cross-sectional, mixed-methods study using a sequential explanatory approach. The subjects are pre-clinical and clinical year medical students from 90 medical schools in Indonesia. We evaluate social media platforms used by individuals and the aim of social media usage. At the end of the questionnaire, open ended questions were distributed to explore the aim of social media usage. Descriptive statistics and content analysis were conducted to analyse the data.

Results: Data from 1,122 individuals showed social media largely used by medical students were Instagram (51%), YouTube (38.6%), Whatsapp (66%) and Tiktok (29%). The aim of social media usage varies, including entertainment (34%), academic study (6%), organisational requirements (5%), and socialising (20%), with the remainder being a mix of the aforementioned reasons (36%). The content analysis emphasises the significance of social media usage, which includes: (1) increasing collaboration, connectivity, communication, sharing, and discussions (2)

providing motivation and role modelling (3) enabling students to access sources of support in learning and information access.

Conclusion: In Indonesia, medical students use a variety of social media platforms which to some extent develops medical students' personal and professional identity. This data may be used to further construct social media-based learning for students in the digital era.

OA-4 **Teaching Quality of Care and Patient Safety in Undergraduate Medical Education Program in Indonesia**

Arthur H.P. Mawuntu*, Ardi Findyartini**, Akmal Taher**, Diantha Soemantri**

*)Student, Doctorate Program in Medical Science, Faculty of Medicine, Universitas Indonesia, Jakarta, Indonesia
**)Lecturer, Doctorate Program in Medical Science, Faculty of Medicine, Universitas Indonesia, Jakarta, Indonesia

Background: Medical graduates will be mostly involved in the health services that require them to work under certain standards, especially regarding quality of care (CoC) and patient safety (PS). However, limited information is available on the current situation of CoC and PS education in undergraduate medical education programs in Indonesia.

Aim of study: To establish current knowledge about CoC and PS teaching in undergraduate medical education programs in Indonesia.

Method: This is a narrative synthesis study. Original articles in Bahasa Indonesia and English about CoC and/or PS and their evaluation in undergraduate medical education programs in Indonesia were electronically search in Pubmed, Google Scholar, and Garuda using keywords, synonyms, and subject headings. Titles and abstracts of publications between 2015 and 2021 were screened by one reviewer and checked by the second. Full text articles were screened using five eligibility criteria. Data from the texts were interpreted qualitatively.

Results: The initial search resulted in 17 articles. The reviewed articles mostly aimed at the PS competencies evaluation on the health personnel and not the education method/curriculum. Most discussion on PS were derived from the inter-professional education (IPE) topic. After a deeper review, we found only two articles studied PS education in undergraduate programs and no article specifically studied CoC. The first article found that neither students nor teachers perceived that the PS components were clearly addressed in the national examination. The other article mentioned that the medical school under study has no PS curriculum in its undergraduate program and the PS education is only slightly introduced across modules.

Conclusions: The CoC and PS teaching are not adequately evaluated in Indonesia. The IPE is the most common topic used to discuss PS. Further study is needed to identify the gap between the taught CoC and PS topics for the medical education program graduates and the competencies demanded by the health services.

OA-5 Students' Perceptions of Dental Academicians' Influence as Role Models

Mas Suryalis Ahmad[1,2], Foong Chan Choong[2], Jessica Cockburn[3]

[1]Faculty of Dentistry, Universiti Teknologi MARA, Malaysia
[2]Faculty of Medicine, University of Malaya, Malaysia
[3]Princess Margaret Hospital, University Health Network, Canada

Background: Academicians have been found to be effective role models, who acquire potentials to promote students' intellectual, personal, and professional development. Nevertheless, aspects pertaining to role modelling among dental academicians are yet to be thoroughly explored. Aim of study: This study was conducted to investigate students' perceptions of dental academicians' role modelling, in terms of the way the students are influenced, the impact of role modelling, qualities of a good role model, as well as challenges and strategies to developing academicians as role models.

Method: 30 undergraduate dental students (Year 1 to Year 5; 6 students representing each academic year) participated in a focus group discussion (5 groups, divided according to academic year), conducted using semi-structured questionnaire, developed from previous studies. The audio-recorded sessions underwent verbatim transcription and thematic analysis.

Results: Dental students noted feeling inspired by academicians' success and achievements, manner of communication, display of knowledge and skills, passion for teaching and guiding, work ethics and personal demeanour. They perceived that academicians' role modelling may affect their psychological health, personality, characteristics as well as motivation to succeed. Dental students opined that preferred role model qualities of an academician include 1) Clinical attributes- e.g. being knowledgeable, competent, professional, ethical; 2) Teaching skills- e.g. using interactive and personalised teaching style; 3) Personal qualities- e.g. being supportive, respectful, empathetic, fair, and punctual. Challenges in developing academicians as role models include having individuals with the wrong intentions in joining the academia, lack of time and opportunity, resistance to change, and generation gap.

Students noted that academicians should undergo training to develop soft skills and instructional abilities, while faculty must establish a well-structured mentor-mentee program.

Conclusion: Dental academicians' role modelling potential and qualities should be developed to support students' learning needs and overall development.

Oral Presentation Group 2

Saturday, 19th November 2022
13.00 - 15.30 (UTC+7)

OB-1 **A Project-Based Interprofessional Education for Undergraduate Students at Universitas Islam Indonesia: Lessons Learnt**

Diani Puspa Wijaya, Riana Rahmawati

Faculty of Medicine, Universitas Islam Indonesia, Yogyakarta

Background: The Faculty of Medicine UII initiated a project-based Interprofessional Education (PrBL IPE) program aimed to develop students' awareness of the importance of collaboration across disciplines in addressing society's problems and phenomena. The PrBL IPE involved students from Medicine, Pharmacy, Psychology, Islamic Religious Education, and Islamic Family Law. There were 270 students involved in this project, divided into 32 small groups (6-8 students per group). Each group consisted of students from at least two study programs, one of them was Medicine. Each group of students visited a mosque, met the community leader(s), identified problems or phenomena in the community, and discussed these situations from their point of view under the supervision of a field facilitator (lecturer from the study programs involved). Students proposed a problem-solving strategy and discussed its feasibility with their supervisor and community leaders. Further, they submitted field reports and reflections to be presented on campus.

Aim of study: To evaluate the implementation of the program for further development.

Method: An evaluation survey through questionnaires to field supervisors and focus group discussions with students and field supervisors.

Results: The activities were mainly divided into three phases: 1) pre-project supervisor meeting, which includes all field supervisors from all study programs, 2) pre-project briefing for students, 3) implementation, and 4) reporting. The field supervisors perceived the pre- project meeting was critical to share the project goals, improve their knowledge of the basics of collaborative practice, along with technical discussions about the PrBL implementation. A questionnaire for students showed that the briefing effectively provided an introduction to the PrBL activities in IPE. The recommendation is the existence of examples of trigger cases that can be discussed in the coordination meeting between field supervisors and students. The results of the evaluation through FGDs with students and field supervisors obtained that PrBL activities are important to realize the importance of collaborating with various disciplines in solving problems in the community, program development needs to be compiled comprehensively and involve the community actively, communication skills and team work are important skills in this activity.

Conclusion: PrBL in IPE has advantages in training students from a variety of different background to be able to better communication and teamwork with other profession.

OB-2 Faculty Perspectives on Theories and Best Practices of Flipped Classroom: A literature review

Afifah K. Vardhani[1*], Diantha Soemantri[2]

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[2]Department of Medical Education, Faculty of Medicine Universitas Indonesia, Jakarta,

Indonesia

Background: Flipped classroom is based on the idea of inverting the traditional teaching method because it is changed to put what is commonly done in the classroom instead of what students do outside the classroom. In the flipped classroom, students watch the content videos at home and engage in teacher-guided problem-solving, instructions, analysis and discussions in class. In order to execute the flipped classroom model successfully, staff must undertake some preparations including understanding what it is, its fundamental theory, and how to accomplish it.

Aim of study: The purpose of this study was to examine best practice to implement flipped classroom based on faculty perspective.

Method: A systematic literature search performed using the Wiley Online Library, PubMed, Universitas Indonesia e-Resources, and ERIC databases. The inclusion criteria were fundamental theory, learning theory, faculty preparation, and best practice of flipped classroom related to health profession education which had well-designed methodology. The exclusion criteria were student perspective and experience.

Results: Findings of 41 articles were included in the review. Flipped classroom denotes learning process in which there is an inversion of the learning procedure, under constructivism approach and social learning theories. Learning objective, technology utilization, learning method, assessment, and active learning are required in arranging both pre-class and face-to-face session to achieve an effective flipped classroom.

Conclusion: The findings suggest an important need to gain theories and practices in order to implement a successful flipped classroom.

OB-3 **What motivates centennials students of health professions to choose health professionals studies: Humanitarian, Cultural or Societal factors?**

Ita Armyanti*, Iit Fitrianingrum**, Agustina Arundina Triharja Tejoyuwono***

Department of Bioethics and Medical Education. Faculty of Medicine, Universitas Tanjungpura, Indonesia*
Department of Biology and Pathobilogy. Faculty of Medicine, Universitas Tanjungpura, Indonesia**
Department of Public Health, Faculty of Medicine, Universitas Tanjungpura, Indonesia***

Background: The status of Indonesia as one of lower-middle-income country in South-East Asia, affect the motivation of students to opt the health professions studies. The Pandemic Covid-19 shifted the centennials generation motivation in choosing health professionals studies.

Aim of study: To investigate the motivation of new health professions student as centennials generation.

Method: Three-hundred and twenty-eight first year students in Faculty of Medicine Universitas Tanjungpura, from three health professions majors in Pharmacists, Nurses, and Doctors included in total sampling method. This research using cross-sectional designed. The analysis was conducted to identify the motivation and the distribution among sex and the higher-education admission selection.

Results: All respondents were first year students who entered through national selection (with and without test) and paper-based test held by Universitas Tanjungpura. The components consist of 30% of the non-test path, 40% of the test path, and 30% through self-exams. The majority of respondents born in 2003 (97.6%) and 2004 (2.4%). The distribution of respondents based on gender is 125 people (38.1%) and 213 women (61.9%). Approximately 52.3% of respondents said the desired to help others were the main motivation and 34.7% stated the motivation were to make their parents proud. The rest stated that the motivation were because the health profession provided a higher social status/prestige (5.6%), provided better income in the future (6.4%), and the desire of their parents (1%).

Conclusion: The motivation to select health professions studies classified into culture factors (gender differences), humanitarian factors (desired to help others) and societal (prestige and high-income).

OB-4 Student Engagement In Curriculum Development: A Scoping Review in the Undergraduate Medical Education Context

Bayu Prasetya Alfandy[1,3], Diantha Soemantri[2,3], Nadia Greviana[2,3]

[1]Undergraduate Medical Education Program, Faculty of Medicine, Universitas Syiah Kuala, Indonesia

[2]Department of Medical Education, Faculty of Medicine, Universitas Indonesia, Indonesia, 3Medical Education Centre, Indonesia Medical Education and Research Institute, Universitas Indonesia, Indonesia

Background: Medical students should hold more prominent roles as partners rather than comported as receivers in medical education. However, student engagement in curriculum development (CD) is still lacking.

Aim of study: We conducted scoping review to explore the extent of studies examining student engagement in CD.

Method: The literature search was conducted at three electronic databases (PubMed, Scopus, SpringerLink) using some relevant keywords and resulted in 2574 articles. Duplication removal, title and abstract screening, and full-text review were performed as a part of the filtering procedure, thus 17 articles were included.

Results: This study revealed various roles and formats of student engagement in CD, comprised of formal structure (i.e: curriculum committee members) and informal structure where students were simply encouraged to provide feedback towards the curriculum. In terms of recruitment, student representatives often stem from a selection procedure while at fewer medical schools student representatives were appointed directly based on certain criteria. Student engagement in CD leads to the presence of pragmatic solutions to the curricular needs, promotes collaborative cultures within medical schools, embraces students' soft, and promotes improvement in faculty development.

Conclusion: Since student engagement positively impacted various aspects of undergraduate medical education, such sustainable activity was recommended for medical schools in a wider setting.

OB-5 Telehealth Related Medical Education for Medical Students in the Age of COVID-19: A Literature Review

Shakira Amirah, Muhammad Fahd Abdurrahman, Sydney Tjandra

Faculty of Medicine, Universitas Indonesia, Indonesia

Background: Telehealth, including telemedicine, is a new rapidly-evolving concept with an advantage to provide increased access to high-quality healthcare that is efficient and cost-effective, especially during the COVID-19 pandemic. The digital revolution along with the COVID-19 pandemic has given rise to various types of innovations that allow interaction between doctors and patients online. Unfortunately, despite the development of technology, the existing technology is actually beyond the capacity of users, including health workers. There is still limited data and regulation regarding telehealth education for medical students.

Aim of study: The aim of this literature review is to unfold problems on optimizing medical education regarding telehealth for medical students.

Method: The literature was searched by accessing the PubMed, PubMed Central, and Google Scholar databases. The literature search was conducted from July 28, 2022, to August 30, 2022, using the keywords of "medical education", "telehealth education" OR "telemedicine education", and "covid-19".

Results: The use of telehealth has opened up new concerns, including openness, trust, and doctor-patient communication. Teaching telehealth to medical students during the pandemic will certainly provide high-quality health services for patients. The telehealth teaching included in the curriculum is also closely related to the sustainability of telehealth use in the future. Medical education related to telehealth can be explored in terms of education and training, support from training, learning materials in the curriculum, cost-effectiveness, and work experience related to patients and health workers. This telehealth learning can utilize various study methods such as flipped classroom, simulation-based education, panel discussion, e-visit telehealth, and workshop and video-based introduction.

Conclusion: Telehealth has enormous potential not only for medical students but also for other curricula and patients. With its well-integrated use and ease of access, the use of telehealth will provide optimal impact for technology-based treatment or other healthcare services.

Oral Presentation Group 3

Saturday, 19th November 2022
13.00 – 15.30 (UTC+7)

OC-1 Conceptualization of Feedback Literacy for Malaysian Medical Students: A Concept Paper

Mohamad Nabil Mohd Noor[1], Chan Choong Foong[1], and Jessica Grace Cockburn[2]

[1]Medical Education and Research Development Unit (MERDU), University of Malaya, Malaysia
[2]Department of Surgical Oncology, Princess Margaret Hospital, University Health Network Toronto, Ontario, Canada

Background: Feedback literacy is crucial for medical students to make sense of feedback received and use it to improve future performance. A feedback literate learner may benefit optimally from the feedback process and drive their learning progress efficiently. However, the conceptualization of feedback literacy is lacking for medical students.

Aim of study: This concept paper aims to initiate a study to conceptualize medical students' feedback literacy based on perspectives of medical students, medical educators, and patients. Based on the derived concept, an instrument to measure medical student feedback literacy will be developed and the psychometric properties of the instrument will be evaluated. Hence, the levels of feedback literacy among Malaysian medical students will be determined.

Method: Following an exploratory sequential design, first, medical students, educators and patients will be interviewed. Thematic analysis is used to explore codes/themes that explain medical student feedback literacy. Based on the derived codes/themes, initial items to measure feedback literacy are developed into a questionnaire. The items will be

revised based on expert validation and a pilot study. Subsequently, a national online survey will be administered on the medical student population. To validate the questionnaire, data collected will be analyzed for its psychometric properties (e.g., construct validity, reliability). A measure of feedback literacy will be proposed. Last, feedback literacy among the collected sample will be determined.

Results: -

Conclusion: Findings from the study may provide well-defined characteristics that describe a feedback literate medical student. A valid and reliable questionnaire will be produced to objectively gauge levels of self-reported feedback literacy. The findings may also guide medical school to develop interventions in nurturing feedback literate learners.

OC-2 **Innovative Online Bedside Teaching as BeST for Authentic Learning Using Hypothetico-deductive Approach and Gagne Instructional Model Complemented with eLearning Tools**

Shahid Hassan*, Hasnain Zafar Baloch**

School of Medicine* and Department of e-Learning**, International Medical University, Malaysia

Background: Corona-19 pandemic was an unprecedented challenge disrupting all on campus F2F learning. To continue clinical education especially Bedside Teaching (BST) became a daunting practice. However, authors considered it workable with innovative, collaborative, interactive and dynamic online approach to deliver BST online. Putting together some of the educational pedagogies complemented with eLearning tools helped to design and develop new learning experience with students engagement. It was possible by dividing the session into several chunks keeping with students' engagement and motivation. Gagne's instructions model was explored to create BST Online named BeST. BeS in acronym dually represent Be(Side) Teaching, literally meaning teaching anyways. In BeST each step addresses a form of communication that transfer information to long term retention in a typical contextualised learning experience tested with prior knowledge and feedback.

Aim of study: The objective was to design and develop an Online BST, which is collaborative, interactive, dynamic, and able to address the disruption of hospital teaching during the Covid-19 pandemic.

Method: Model has been designed with hybrid instructional strategies that follows learning resources and determine leaning activities applied to Gagne's 9 events to meet the learning outcome in online bedside teaching during the emergency remote teaching. To evaluate the model after implementation an online survey as Questionnaire-based Evaluation of Reflective Practice (QERP) was designed to complete the questionnaire using a 5-point Likert scale across fully agreed to fully disagreed options.

Results: 82 responses were received with overall high level of agreement for all 6 items developed from Gibb's reflective cycle.

Conclusion: BeST has helped to lessen the students' frustration of Covid pandemic in continuing clinical teaching with their engagement and achievement of LO. BeST is now a readily available model to cope with new challenges in future. Video-based eLearning materials created for each BeST is expected to transfer knowledge with longer retention.

Note:

The research has been published in EiMJ with intent of sharing with global community during the COVID-19 pandemic. Scan the QR code or access https://bit.ly/FullArticle_BeST to read the full article.

OC-3 **A Scoping Review of Dental Student Admission System: Criteria, Methods, and Results**

Akhyar Dyni Zakyah, Diantha Soemantri

Departemen Pendidikan Kedokteran, Fakultas Kedokteran Universitas Indonesia, Jakarta, Indonesia

Background: There is no consensus on the most appropriate dental student selection system. A systematic review of the medical student admissions system exists, but not for dental students. This makes it harder for dental faculties to set the appropriate system for admission.

Aim of study: To map the criteria, methods, and results of the dental student admission system.

Method: A scoping review based on Arksey and O'Malley (2005). The literature search was carried out using the keywords 'selection', 'admission', 'selection method', 'selection criteria', 'selection outcome', 'dental students', 'dentistry', combined using boolean operators and MeSH. The journal data centers that will be used are MEDLINE, ProQuest and Web of Science.

Results: The initial search showed 1,233 literature which was filtered to obtain the articles used in this study. There were 27 articles searched from three journal databases. Of these, 21 articles measured cognitive abilities, 11 measured affective abilities, and 8 measured psychomotor abilities. For cognitive abilities, the methods used were grades in high school (ATAR, GCSE), grades when graduating from undergraduate programs (undergraduate GPA), entrance examinations result (DAT, UKCAT, SSAT, TPA), and academic achievements. For affective abilities, the methods used were conventional interviews, MMI, SJT from UKCAT, and written empathy tests by reflecting on news headlines. For psychomotor abilities, the methods used were manual dexterity test, chalk carving test, wax carving test, and wire bending. Student performance, as a result of the admission process, was mostly measured by academic ability both at the preclinical and clinical stages, although there were two studies that measured the correlation of affective abilities with professionalism at the preclinical stage.

Conclusion: The selection criteria for dentistry were academic, affective, and psychomotor aspects with psychomotor aspects being the least used. There is no agreement on the effectiveness of the affective and psychomotor aspects because the achievement measured is academic performance. There are gaps in the literature regarding the effectiveness of the affective and psychomotor aspects that still need to be researched.

OC-4 Adequacy of Safe Laparoscopic Cholecystectomy Topics in Surgical Textbooks

Adianto Nugroho[1,2], Toar JM Lalisang[3], Akmal Taher[4]

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[3]Department of Surgery, Faculty Of Medicine, Universitas Indonesia
[4]Department of Urology, Faculty Of Medicine, Universitas Indonesia

Background: The ultimate goal of laparoscopic cholecystectomy is to finish the surgery safely, for the patient as well as for the surgeons. Although safety measures have been encouraged, doctors' attitudes toward these safety concerns are still vary. The conventional approach to teaching laparoscopic cholecystectomy placed more emphasis on technical abilities, such as dissection methods and procedural stages. For medical students and surgical residents, surgical textbooks continue to be the primary source of information. It should go through the basics of surgery, like safety precautions.

Aim of study: Assess the adequacy of safe laparoscopic cholecystectomy topics in Surgical Textbooks.

Method: We formulated a comprehensive set of topics, related to safe laparoscopic cholecystectomy (anatomy, critical view of safety, 3-step conceptual roadmap, bailout strategy) to assess the adequacy of textbooks in common use. We assessed 12 surgical textbooks widely available to students in Indonesia, scoring the presence of information provided by each book on each of the topics. The scores indicated how fully the topics were considered: not at all, partly, and adequately. No attempt was made to judge the quality of the information.

Results: The maximum score that a book could achieve was 50. The majority of textbooks provide a good description of how anatomy, procedures, and dissection technique are traditionally taught. Only the surface-level elements of the Critical View of Safety are discussed in half of the textbooks we studied. Timeout, a checklist, and a bailout strategy are examples of injuries that weren't sufficiently described.

Conclusion: Surgical textbook covers the essential topic of laparoscopic cholecystectomy, mainly on the technical aspect, and still not adequately described its non-technical part. Systematic revision of current textbooks might improve knowledge and practice toward a safety attitude of surgical procedure.

OC-5 The Importance of Learning with Patients: Post-pandemic Takeaways on Learning Professionalism in Clinical Settings

Rita Mustika[1], Anyta Pinasthika[1], Nadia Greviana[1]

[1]Medical Education Collaboration Cluster, IMERI FKUI

Background: Increasing demands for high-quality healthcare require medical schools to attain various competencies, including the competency of professional and humanistic physicians. This process could be done through a wide range of interactions with teachers, peers, colleagues, and the healthcare community in which students immerse through socialization. These meaningful learning experiences become more important as students are faced with unpredictable learning opportunities in the clinical learning environment. The nature of learning in clinical settings is conducted in a workplace-based service-oriented manner, directly involving students in providing patient care with limited time; students may also be exposed to the dilemma and other venues to develop their professionalism. However, professional development programs have been reported to have focused more on professionalism lapses, remediation, and knowledge retention of the concept of professionalism rather than its practice. To effectively nurture professional and humanistic physicians, this study explores how medical students perceive learning professionalism in clinical settings.

Method: This is a qualitative phenomenology study involving medical students on clinical rotations at Faculty Medicine Universitas Indonesia. Respondents are chosen through a purposive sampling method, considering gender and clinical year variations. Data was collected through focus group discussions and analyzed with thematic analysis.

Results: A total of three focus group discussions were conducted involving 31 clinical students. The result showed that professionalism was associated with how students learn with patients and provide comprehensive healthcare according to standards. The existence of negative role models, especially by clinical teachers, becomes a critical issue that needs to be addressed and discussed in nurturing professionalism. Moreover, social restrictions related to the COVID-19 pandemic has impacted learning professionalism through limited exposure to patients and clinical learning environment, including clinical teachers. Amidst the limited opportunities, learning professionalism was not explicit, making it even harder for students to imply specific issues.

Conclusion: Students' interactions with the clinical learning environment, especially with patients and clinical teachers as role models, become the key to practicing and learning professionalism in clinical settings. These findings have become important takeaways in curriculum design on professionalism.

OC-6 Developing a National Electronic Portfolio for Medical Education: A Report from Indonesia

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[1]Faculty of Medicine, Public Health and Nursing, Universitas Gadjah Mada
[2]Faculty of Medicine, Universitas Indonesia

Background: Portfolio is an assessment approach in medical education that is relevant to the application of programmatic assessment. Portfolio is not limited to documenting and compiling student's achievements but also monitoring students' progress and reflective educational journey. Hence, a portfolio should be able to reflect the students' personal progress towards the outcomes of the study program. This study aimed to develop a national electronic portfolio application that may be used by medical schools in Indonesia. The study was an initiative supported by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia.
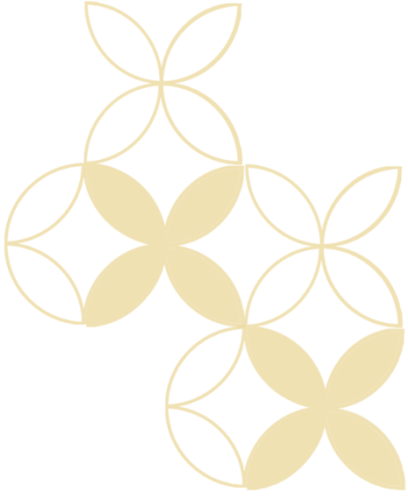
Method: The development applies participatory action research to create an electronic portfolio platform for medical education in Indonesia. The development was based on principles of portfolio for outcome-based education to allow data points and graduate outcomes from each school of medicine to be aligned to national competency standards (Standar Kompetensi Dokter Indonesia/SKDI). All medical schools in Indonesia were invited to an introductory webinar on the national electronic portfolio system and application. Medical schools were offered to use the application electronic portfolio system as a pilot program.

Results: A total of 33 medical schools joined the pilot implementation of the national electronic medical education portfolio. The medical schools represent all 6 regions of Indonesia based on the Indonesian Medical Schools Association (AIPKI). Each medical school dispatches students, academic advisors, and administrators/coordinators to participate in the pilot implementation. A total of 424 students, 189 academic advisors and 104 faculty administrators are recorded in the system by 31 October 2022. Based on the pilot implementation, the study showed that each medical school has distinct graduate outcomes that are aligned with the national competency standards/SKDI. Each institution has different data points in its assessment system. Some institutions need assistance in aligning their assessment system to the current outcome-based model. The pilot

implementation of the national electronic portfolio encourages medical schools to ensure the alignment or their curricular outcomes and assessments to the national competency standards. Portfolio implementation also triggers institutions to use reflective inquiries in learning.

Conclusion: The national medical education electronic portfolio can facilitate medical schools with different graduate outcomes to see outcomes achievement and milestones towards SKDI accomplishments. The national portfolio implementation triggered medical schools not only to train reflective inquiries to the students, but also to reflect on their current implementation of outcome-based education. Future portfolio development is required to ensure that it provides more student autonomy in providing learning proof submission.

Keywords: electronic portfolio, national level, programmatic assessment, medical school, medical education, Indonesia

Oral Presentation Group 4

Saturday, 19th November 2022
13.00 - 15.30 (UTC+7)

OD-1 **Clinical Medical Education during COVID-19 in Indonesia: Results from a Nationwide Study**

Reynardi Larope Sutanto[1,2], Kevin Tjoa[1,2]
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[2]Indonesian Medical Students Executive Boards Association - Bersejawat, Jakarta, Indonesia

Background: The COVID-19 pandemic unleashed unprecedented social change. In education, on-site teachings were largely replaced by online ones. Such transitions are especially challenging in medical education as medical students need offline clinical rotations to become skilled physicians. This led to feelings of empowerment but also disenfranchisement for some medical students in Indonesia.

Aim of study: To gather nation-wide data regarding student perception and clinical medical education conditions in Indonesia during the COVID-19 pandemic.

Method: This mixed qualitative-quantitative descriptive preliminary study was conducted in April-August 2021. Qualitative data were gathered through interviews and FGDs exploring real-time conditions of clinical education: facilities, teaching methods, tuition fee, institutional support. Quantitative data were gathered through questionnaire looking for SKDI knowledge and skills competence fulfillment pre and during the pandemic, perceived institution role, and students' willingness to participate in healthcare service during pandemic.

Results: Our interviews and FGDs with student representatives of medical schools across Indonesia showed high variations existed between institutions regarding teaching methods, where some universities partially

or totally stopped clinical rotations, had longer length of study, no tuition fee adjustment, and limited institutional support for PPEs and COVID-19 surveillance. Our nationwide questionnaire of 321 respondents from 37 universities (private:public ratio 6:4) showed that unmet knowledge of SKDI 4A, 3B, and 3A items are 29.0%, 52.4%, and 46.2% respectively while unmet SKDI 4A and 3 skills are 47.6% and 69.0%. Around 44% of students expressed that universities did not adequately address these knowledge and skills gap. Most students preferred offline clinical rotations (79.75%) and would participate in pandemic healthcare service (67.91%; 88.10% if given PPEs).

Conclusion: Most Indonesian medical students felt they have lowered clinical knowledge and skills due to the pandemic and their institutions did not give adequate help towards them. A nationwide policy to address these issues is direly needed.

OD-2 **The Association and Development of Online Learning Effectiveness Questionnaire (SCORE-1), Students' Characteristics, and Psychopathology Profile of Medical Students of Universitas Indonesia: A Cross-sectional Study**

Naufal MA, Susanto BA, Wibowo RS, Asyura MMAZ, Aurelie N, Ferdinand E, Verdianti FU, Prayogo YS, Wijaya MF, Ayusha MAR

Medical Student, Faculty of Medicine, Universitas Indonesia

Background: The COVID-19 pandemic in 2020 caused learning activities to be conducted online. With it, psychopathology is also on the rise. The link between them has neither been tested nor is it known what other factors correlate with it.

Aim of study: This study was conducted to investigate the relationship between the effectiveness of online lectures, students' characteristics, and psychopathology among the students of FMUI.

Method: This cross-sectional study was conducted using SCORE-1 questionnaire and SRQ-20 with 252 respondents across 3 batches that have experienced online learning. Exploratory factor analysis (EFA) was conducted to determine the fit of groups set during the questionnaire design. Varimax rotation was used with an Eigenvalue cutoff of 0.5. Thematic analysis along with univariate, bivariate, and multivariate analysis were performed for qualitative and quantitative data, respectively.

Results: The questionnaire is verified valid (significantly correlated) and reliable with Cronbach's Alpha of 0.739, though two items were removed due to redundancy. EFA revealed three distinct facets, which are perceived effectiveness ($Q_{1.1-1.6}$, $Q_{2.4}$), external factors ($Q_{1.7}$ & $Q_{2.5}$), and ideal interactivity ($Q_{2.1}$ & $Q_{2.2}$), which were in accordance with designed grouping and questionnaire items. Spearman's rho correlation discovered correlation between psychopathology score and online learning effectiveness ($r_s = -.212$, $p = .001$), along with other bivariate relationships. Moreover, conducted logistic regression showed that students' characteristics, perceptions, and behaviors along with psychopathology are exceptional predictive factors to SCORE-1 score (accuracy = 73.2%, $p_{Hosmer-Lemeshow} = .952$, $R^2 = .353$)

Conclusion: Online learning effectiveness was significantly found to be negatively correlated with psychopathology score. Furthermore, it was also discovered that factors most affecting online learning effectiveness were internal rather than external.

OD-3 ## Profile of Medical Students' Self-Regulated Learning Strategies During The PTMT Period

Catharina Widiartini, Miko Ferine, Fajar Personal Revelation, Prasetyo Tri Kuncoro, Marsya Bunga

Faculty of Medicine, Universitas Jenderal Soedirman, Indonesia

Background: Pembelajaran Tatap Muka Terbatas (PTMT) or limited face-to-face learning was issued by the Indonesian government to overcome learning loss during the COVID-19 pandemic. This change in the learning environment could affect the use of learning strategies in carrying out Problem-Based Learning (PBL) group discussions as one of the main learning methods in the faculty of medicine in Indonesia or elsewhere. The implementation of self-regulated learning (SRL) metacognitive learning strategies in different learning environments might be different in terms of kind, frequency, and intensity.

Aim of study: To describe the profile of SRL metacognitive learning strategies in conducting PBL group discussions during the PTMT period.

Method: A descriptive quantitative observational study was conducted on 199 purposively sampled undergraduate students of The Faculty of Medicine, Universitas Jenderal Soedirman. The respondents chose the implementation frequency (always, frequently, rarely, never) of each of the learning strategies during the PTMT period. The 22 examples of learning strategies were adapted from the MSLQ, LASSI, and A-SRLS questionnaires, as well as based on local context. The data was analyzed univariately.

Results: Most (70.4%) respondents were women and had an average age of 19.6 years. "Being open to change based on feedback received in PBL group discussions" (fine-tuning) was always applied by most students. "Evaluating achievement at the end of each study session during PBL group discussions" (fine-tuning) was rarely applied by most of the 2nd and 3rd-year students. "Reading a material while formulating questions to help focus which references need to be read further in the PBL group discussion" (monitoring) was rarely applied by most of the 1st year students.

Conclusion: the profile of the implementation of learning strategies during the PTMT period has been identified. Efforts need to be made to improve students' abilities in implementing learning strategies that are rarely used.

OD-4 **Self-reported eHealth Literacy among First Year Undergraduate Medical Students**

Zwasta Pribadi Mahardhika

Medical Education Center, Faculty of Medicine Yarsi University, Indonesia

Background: As the future workforce in medicine, medical students should be able to find, understand, and apply health information available on electronic platforms in their practice. They must be knowledgeable about online health information resources and capable of evaluating relevant online information in order to assist patients and patients' families in gaining access.

Aim of study: The purpose of the study was to assess eHealth literacy among first-year undergraduate medical students at Yarsi University. The specific goals were to: 1) identify self-reported levels of eHealth literacy, and 2) compare levels of health literature searching skill before and after intervention.

Method: A comparison design was used in this study. Two hundred and seventeen undergraduate medical students took part in two 2-hour feedback sessions. Before the session, participants were asked to complete the eHealth Literacy Scale and a self-reported pre-post questionnaire on health literature searching skills. The data collected was analyzed using a descriptive statistical method and the Wilcoxon test.

Results: Participants responded that the Internet is a useful or very useful tool in helping them make health-related decisions. Furthermore, participants felt that it is important to be able to access health resources on the Internet. The majority of the participants either agreed or strongly agreed that they felt comfortable using the Internet with awareness of what information is available and of their skill to find information. Only about half of those respond agreed or strongly agreed that they were confident in using Internet information to make health decisions. Based on their self-assessment method and Wilcoxon test, there was a significant improvement in seven of eight health information skills.

Conclusion: This study clearly acknowledges that the training intervention provides a significant opportunity to improve medical students' information literacy skills.

OD-5 **Development and Evaluation of Web-Based Online Exam Application for Prescription Writing Exam in the Faculty Of Medicine University Lambung Mangkurat**

Pandji Winata Nurikhwan

Medical Education Department, School of Medicine,
Universitas Lambung Mangkurat

Aim of study: This study aimed to: (1) design and manufacture device test online for exam writing recipe, (2) knowing quality device test online by ISO-9126 standard on aspects functionality, efficiency, usability, reliability, and portability.

Method: Method used is Research and Development Software using the waterfall model. Stages development consist of stages analysis needs, stages design, stages implementation, and stages testing. Respondent study is 5th semester student of study program medical as many as 104 students. Data collection techniques for variable functionality and variables usability using questionnaire. Test data source reliability using Web Application Performance Test (WAPT) and portability test data sources using several web browsers. Data analysis in study this use analysis descriptive and test- for quality device test online.

Results: This study obtained: (1) device test online for help evaluation process results study student with features: test data input, display analysis completeness report individual or group, and print report made for completeness assessment learning. (2) device test online has Fulfill standard ISO-9126 quality on aspect function walk 100% and sub characteristics security with level security level 2 or medium, on the aspect efficiency with average time for load page accepted, on the aspect of usability is obtained score alpha cronbach adequate, in terms of reliability obtained test case results using WAPT and on the aspect portability gained results that no there is current error Runs on tested desktop and mobile browsers.

Conclusion: Application this running and applied as source study on exam writing prescription.

PA-1 **Correlation Between Progress Testing Score with Semester Achievement Index Academic of Medical Student of Baiturrahmah University**

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[2]Lecturer of the Faculty of Medicine, Baiturrahmah University, Padang

Background: The Indonesian Medical Professional Education National Standard (SNPPDI) is part of the competency-based medical education standard used in Indonesia. A medical student who has graduated to become a doctor must have mastered all the scientific topicscovered by the SNPPDI. The learning evaluation process is expected to be able to assess the ability of students to analyze various cases of diseases covered by the SNPPDI. One of the learning evaluation processes is a progress test, which is a series of repeated tests that can be used to assess the improvement in competencies that have been achieved by students.

Aim of study: This study aims to determine the relationship between progress test scores and the Semester Achievement Index (IPS) for students at the Faculty of Medicine, Baiturrahmah University, Padang.

Method: This study uses an analytical observational method with a cross sectional approach using secondary data with a total sample of 299 students of the Unbrah medical education study program consisting of 2 batches, namely the 2019 and 2020 classes and selected using a total sampling technique. The data used in this study are progress test scores

and semester achievement index. Analysis of the data used is the Chi-Square correlation test.

Results: Based on the results of data analysis, there is a relationship between the progress test scores and semester achievement index for students of the Unbrah medical education study program with p = 0.001 (p <0.05). The average value of the progress test is 29.29 and the average semester achievement index is 3.04.

Conclusion: There is a correlation between progress test scores and semester achievement index for students at the Faculty of Medicine, Baiturrahmah University, the greater the progress test scores, the greater the semester achievement index for FK Unbrah students.

PA-2 Students' Feedback of Online Large Group Teaching Session

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Background: The maximizing use of online teaching in a large group has been helpful during the pandemic. However, various student responses regarding implementing online teaching sessions are not well documented. Students' feedback are needed to determine the improvement points for an online session.

Aim of study: This study aimed to gain students' feedback on online group teaching sessions.

Method: We conducted a descriptive observational study using an online self-administered questionnaire for the 1st-year students of psychology after completing the online large group teaching sessions for basic philosophy in January 2022. The interactive lectures via online classes were established with clear rules with a specific teacher. We used univariate analysis to obtain the reflective responses from the students.

Results: 137 psychology students had filled out the questionnaire. Most of them admitted that they could gain positive reflection during and after the lecture, participate well in the discussion, and do not hesitate to share their opinions. They felt some enlightenment after the session. However, some students are still reluctant to share their thoughts due to their insecurities and cultural influences.

Conclusion: Students' feedback of online large group teaching is mostly onward to a positive attitude. The interactive teaching method during online classes influences the response. Further class samples with other topics and teachers are needed to expand the results as well as qualitative analysis.

PA-3 Kagamadok Alumni Mentorship Program: An Innovation of Institutional-Based Mentorship Program for Young Health Alumni

Eta Auria Latiefa, Fajrul Falah Farhany,
Kamila Muyasarah, Salshabila Zavinaura
Faculty of Medicine, Public Health, and Nursing
Universitas Gadjah Mada, Indonesia

Background: The transitional phase from college to professional work is an inevitable period. The graduates must determine their career pathway which involves several distinctive features and difficulties. Moreover, the COVID-19 pandemic has affected the decision-making process, by adding the uncertainty of opportunities. The university has a role in guiding students to choose their career paths. One solution that can be provided is through a mentorship program, which is considered to have potential benefits for alumni in developing their careers.

Aim of study: This paper describes the framework implementation of Kagamadok Alumni Mentorship Program (KAMP) in 2022.

Method: KAMP is an initiation program from the Gadjah Mada Medical Alumni Family (Kagamadok) which received support from the Faculty of Medicine, Public Health, and Nursing Universitas Gadjah Mada. The mentees are fresh graduates from medical, nursing, and health nutrition degrees, while the mentors are alumni of the faculty as well.

Results: Until this article was made, KAMP has completed two batches involving 27 mentors and 58 mentees. Before the mentoring begins, a training session is conducted to harmonize participants' perception. The batch starts with a leadership lecture. KAMP provides 7 group-based mentorships tailored to mentees' backgrounds and preferences: medical academia & clinician, nutrition academia & clinician, nursing academia & clinician, and entrepreneurship. Two-hour-long interactive online sessions are scheduled weekly for 2 months with an average of 8 sessions. The first half sessions feature mentors' sharing sessions, conveying career experiences. Later half sessions require mentees to present career plans as well as for implementing the knowledge they have gained.

Upgrading sessions are held in the middle of the timeline to enhance mentee's soft skill development. Mentorship as per batch is closed with a closing ceremony and evaluation survey.

Conclusion: KAMP is expected to be an innovation that could provide a mentorship framework for preparing alumni career readiness.

PA-4 The Trend of Research Output by South East Asian Medical Students Before and During Covid-19

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Background: Research benefits medical student and plays a significant role in medical education process. Pandemic situation has been a burden to medical education in several aspects, but it might also be the new topic that can be explored by medical professionals, including medical students. Though its importance, there is sparse data and trends in medical student research in South East Asia (SEA).

Aim of study: Our study aims to describe the pattern of research published by medical student in SEA before and after pandemic situation.

Method: Literature search was conducted on PubMed Medline online database to identify research articles published by medical student in SEA. Type of literature, year of published, origin of medical student, topic of journal, and citation of the journal were extracted. Variables were described and analyze using Microsoft Excel.

Results: We collected 60 PubMed-indexed research articles, 14 titles before and 46 titles during the pandemic. This study counted a year-to-year upward trend with a surge of research number in 2019. The most common topic was neurosurgery (28.3%) during pandemic era, meanwhile the topics of publication were similar before the outbreak. Meta-analysis (34.7%) was the most prevalent type of journal during COVID-19 and case report (50%) was a dominant type of articles before COVID-19. Out of 14 and 46 titles, 45 times and 438 times cited, respectively.

Conclusion: Literature publication authored by medical student showed an exponential upward trend. A higher number of citation as well as higher type of publication were observed indicating a better quality of medical student research. For sustainability or even more growth, this should be maintained with the supporting of the medical education system.

PA-5 **Blended Teaching Readiness Analysis in Medical Teaching Staff In Facing The Post-Covid-19 Transition Period: A Mixed Method Approach**

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Background: The competence of faculty in conducting e-learning is one of the preconditions for e-learning implementation in a university. Technology is seen as the "Holy Grail" of removing restrictions imposed on the education system by the 2019 coronavirus disease (COVID-19). However, success depends on the motivation of the teacher. This paper provides a comprehensive assessment of educator readiness for the transition to blended learning during the COVID-19 crisis.

Aim of study: This research aimed to comprehensively assess the readiness of the medical teachers on blended learning transition as a response to the impact of COVID-19 on the modalities of instructional implementation.

Method: A parallel mixed-methods study involved 10 medical teachers from Faculty of Medicine and Health Sciences, University of Bengkulu. Researchers used data from research questionnaires and interview guides. This study used a survey questionnaire titled "K to 12 Blended Teaching Readiness" adopted by Graham et al. (2019) to collect quantitative data on the readiness of the teachers.

Results: Overall, teachers were somewhat prepared for the transition to blended learning (M=2.48). This means that teachers have a moderate willingness to adopt blended learning modalities in response to the impact of the f the COVID-19 pandemic on instructional implementation. The two data sets generated from the survey and interviews were placed in a broader comparative perspective to determine points of convergence, elaboration, and divergence. An interesting point that is further emphasized is that some quantitative and qualitative results may differ, but the challenges in these aspects of blended learning can be

turned into opportunities for medical teachers in the conduct of blended learning.

Conclusion: This research comes at a difficult time. The main change was in the methods used. For example, face-to-face interviews were not possible and a remote approach was used. This method limited the interaction with respondents to explain specific topics. A relatively small number of samples also focused on a single context and level of education. Quantitative results are limited by their ability to generalize, while qualitative results can also suffer from reaching saturation. In general, medical schools and their faculty are encouraged to carefully consider the evidence collected in this study in preparing classrooms for efficient and effective implementation as part of this study. Based on the empirical results of, a blended learning preparatory program for medical teachers should be developed by medical schools.

PA-6 Global Research Network-Based Bibliometric Analysis of Interprofessional Education in Healthcare

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Eny Retna Ambarwati[4], Erna Rochmawati[1]

[1]Master of Nursing, Universitas Muhammadiyah Yogyakarta
[2]Master of Hospital Administration,
Universitas Muhammadiyah Yogyakarta
[3]Medical Education Departement,
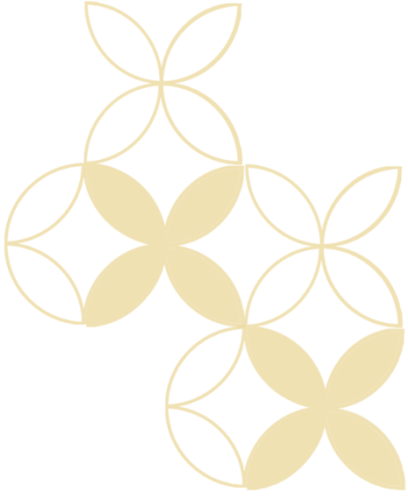Universitas Muhammadiyah Yogyakarta
[4]Midwery Departement, Sekolah Tinggi Ilmu
Kesehatan Akbidyo Yogyakarta

Background: More and more people are seeing the value of interprofessional education (IPE) in programs for health professionals. IPE is part of the curriculum for students in the health sector so that they can continue to be good at what they do. IPE is expected to have an impact on the skills, attitudes, and cognitive abilities of students who will later provide services to the community.

Method: Searching journal titles from Scopus electronic databases for publications published between 2012-2022 with "interprofessional education" as the principal keyword Analysis of article mapping using the bibliometric software VOS viewer.

Results: The analysis of 2092 articles retrieved from Scopus produced findings covering 2012–2022. Network IPE is closely related to student activities, professionalism, teamwork, positive attitude, and the need for research on Interprofessional Simulation to increase students' understanding of IPE.

Conclusion: IPE is the best way for different healthcare services to work together to implement the patient safety paradigm. To achieve good benefits in healthcare, interprofessional education must be done. Hopefully, interprofessional collaboration will increase engagement between hospital services and patients.

Poster Presentation Group 2

Saturday, 19th November 2022
13.00 - 15.30 (UTC+7)

PB-1 The Correlation between Medical Students' Stress during COVID-19 Pandemic and Performance in Online PBL Tutorials

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Background: Problem-based learning (PBL) tutorial, known as a student-centered educational method, aims to develop students' problem-solving skills. These past two years, the learning process in higher education has massively been shifted to online learning due to COVID-19 pandemic, including PBL tutorial sessions. Recent studies have shown students' difficulty coping with covid-19 disruption which leads to stress. Meanwhile, students' active participation during online sessions of PBL tutorial discussion is needed for optimal achievement of learning objectives.

Aim of study: This study aims to identify the perceived stress level of medical students of Universitas Brawijaya class of 2020 during COVID-19 pandemic and determine its correlation with their performance during online PBL tutorials.

Method: This study was an analytic observational study using the cross-sectional approach. Primary data was obtained by distributing instruments PSS-10 questionnaire via google form. Secondary data was

obtained from the average score of their three-semester performance during online PBL tutorials. A total of 89 respondents participated in this study. Data analysis is carried out by using the Spearman test.

Results: Based on the PSS-10 category, most of the medical students felt moderately stressed in as many as 56 respondents (62,92%). There were 31 respondents (34,83%) who felt mildly stressed, while only 2 respondents (2,25%) who felt severely stressed. There is a significant relationship (P=0.046) between perceived stress level and students' performance during online PBL tutorials. The correlation is weak and shows the opposite direction (r=-0.212).

Conclusion: Results indicate that during online learning due to COVID-19 pandemic, most medical students felt moderately stressed. There is a weak negative correlation between perceived stress and performance during online PBL tutorials. As the perceived stress increases, bad performance tends to occur.

PB-2 Differences in Reflection Skills of Undergraduate and Clinical Medical Students

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[2]Student, Faculty of Medicine Universitas Lampung, Indonesia

Background: A doctor graduate is expected to be able to recognize and overcome the problem of limited abilities and identify learning needs to overcome these limitations. Therefore, medical students must be trained to be able to do self-reflection. Non-reflective doctors will continue to carry out routine activities and not open themselves up to discussions, have a narrow perspective in their practice, and find it difficult to adjust their practice. The integration of reflection teaching still seems to be a hidden curriculum with an unstructured approach. During the clinical stage, the process of reflection seems to be forgotten in daily activities.

Aim of study: Knowing the difference in the self-reflection ability of undergraduate and clinical stage students of the Faculty of Medicine, Universitas Lampung.

Method: This research is using cross-sectional design. Samples were taken using a simple random sampling technique. The total sample in this study was 260 people, consisting of 130 undergraduate students and 130 clinical stage students of the Faculty of Medicine, Universitas Lampung. The instrument used in this study was Indonesian adaptation of Metacognitive Awareness Inventory (MAI) questionnaire. Statistical analysis using unpaired t-tests.

Results: The average reflection skills score of undergraduate students is 162.06 ± 16.06 and the average reflection skills score of clinical stage students is 161.77 ± 17.57. After the unpaired t-test, a p-value = 0.88 was obtained.

Conclusion: There is no statistically meaningful difference between the reflection skills of undergraduate students and the clinical stage. The skill scores of clinical stage students tend to be lower than those of undergraduate students. It is necessary to explore in depth the application of the concept of reflection and reflective practice in the clinical stage whether it has been integrated in the daily teaching and learning process.

PB-3 **Cardiology Trainees' Attitudes Towards Clinical Supervision: A Multi-Centred Study**

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Background: Clinical supervision (CS) encourages trainees' independence and prepares them to be future supervisors; however, several factors might influence trainees' attitudes towards CS (e.g., gender, years of training, and hospital types). Nevertheless, no studies have been conducted on cardiology training and the Asian population. This study investigates gender, year of training, and hospital types' effects on Indonesian cardiology trainees' attitudes towards CS.

Method: This study was a multi-centred, cross-sectional study involving 388 cardiology residents from eight Indonesian universities conducting cardiology training. Cardiology Clinical Supervision Scale (CCSS), a previously validated scale, were utilized to record trainees' responses. Analyses on the gender and university's location (inside or outside Java Island) were conducted using Mann-Whitney Test, while the training years' and universities' effects on trainees' attitudes were subjected to Kruskal-Wallis Test; a P-value of <0.05 reflected a significant result.

Results: Among 388 responses, most respondents were male (n=229; 59,02%) and attended universities in Java Island (n=262; 67,52%). Most trainees were in their 2nd–3rd year of training (n=95; 24.48% each). There was no significant difference between male and female trainees (U (N$_{male}$=229, N$_{female}$=159)=17908.50, z=-0.27, p=0.78) and those studied in universities inside or outside Java (U (N$_{Java}$=262, N$_{non-Java}$=126)=15237.00, z=-1.23, p=0.22). The university significantly affects trainee's attitudes toward CS (H(7)=47.38, P<0.01), with the interaction between universities F and B, F

and C, F and E, A and C, and A and E (p<0.05) were causing the difference. Trainees' training year also affected the trainees' response (H(2)=14.278, P<0.01).

Conclusion: The attitudes of cardiology trainees towards CS, as reflected by CCSS, were significantly influenced by training year and university but not gender or university location. The knowledge of the factors that affected clinical supervision might provide insightful information for further improvement of clinical supervision in cardiology training and guide further evaluation.

Keywords: Cardiology clinical supervision scale, Cardiology training, Clinical supervision, Postgraduate training

Relationship Between Burnout Level and Self-Efficacy in Online Learning Faculty of Medicine Medical Students Tanjungpura University

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[3]Department of Medical Education and Bioethics, Faculty of Medicine, Tanjungpura University, Indonesia

Background: The Covid-19 pandemic impacted the transition from face-to-face learning to online learning, which can increase the risk of burnout and decrease self-efficacy in medical students. Burnout and self-efficacy can affect medical students' learning ability and learning process, so the authors are interested in knowing the relationship between burnout levels and self-efficacy in medical students.

Aim of study: This study aims to determine the type of relationship between burnout level and self-efficacy of medical students of the Faculty of Medicine Tanjugnpura University during online learning.

Method: This study used an analytic design with a cohort method. Burnout level and self-efficacy were measured three times within two months. Researchers used total sampling to draw a total sample of 134 people. Spearman Rank correlation was used to test the correlation between burnout on self-efficacy.

Results: The results showed that burnout had a significant negative correlation with self-efficacy (r_s=-0.635, p<0.001). The analysis of each burnout dimension shows that the dimensions of emotional exhaustion and depersonalization negatively correlate to the level of self-efficacy. The dimension of reduced personal achievement positively correlates with the level of self-efficacy.

Conclusion: There is a negative and significant relationship between burnout and self-efficacy in medical study program students at Tanjungpura University.

PB-5 Differences in Communication Skills Ability in First Semester and Seventh Semester Students of the Faculty of Medicine, Universitas Baiturrahmah

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[2]Undergraduate Student, Faculty of Medicine, Universitas Baiturrahmah, Padang, Indonesia
[3]Dermatology Department, Faculty of Medicine, Universitas Baiturrahmah, Padang, Indonesia

Background: Interpersonal communication skills are one of the skills needed by a doctor. In interprofessional callaboration, doctors need to communicate with nurses, pharmacists, and other health workers. This communication skill can be trained during the education period.

Aim of study: To determine the difference in communication skills between semester 1 and semester 7 students.

Method: This study was conducted from December 2021-April 2022. The type of research is unpaired categorical comparative analytic. The affordable population is medical students in Semester 1 and Semester 7 with 104 samples using the proportional stratified random sampling technique. The instrument used is the Interpersonal Communication Competence Scale (ICCS) questionnaire. The data used are primary data with univariate data analysis presented in the form of frequency distribution and bivariate analysis using the T-Test. Previously, the normality test was carried out first, if the data was not normally distributed then continued with the homogeneity test, if the data was still not normally distributed, then continued with the Mann-Whitney test. Data processing using a computerized SPSS program.

Results: The difference in communication skills between students in first semester and seventh semester with $p < 0.001$. The communication skills of first semester students who dominate are less, namely 26 people (50.0%), communication skills of seventh semester students who dominate are good, namely 30 people (57.7%).

Conclusion: There is a difference in the average communication skills of students in semester 1 and semester 7, Faculty of Medicine, Universitas Baiturrahmah.

Keywords: medical student; first semester; seventh semester; communication skills

PB-6 **Antecedents of Physician Work Engagement and Its Impact on Patient Centricity in Disadvantaged Areas: Moderating Effect of Public Service Motivation**

Andy Andy[1], Ferdi Antonio[1]

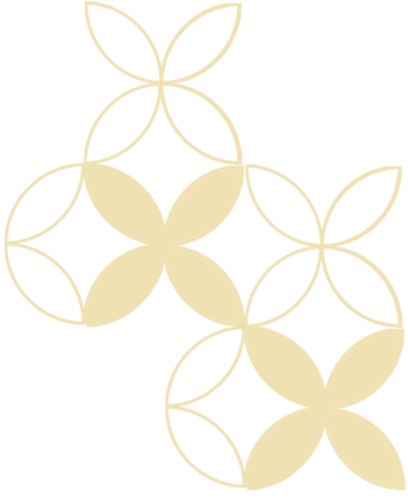[1]Department of Hospital Administration, Faculty of Medicine, Universitas Pelita Harapan

Background: Disadvantaged areas need the same attention as developed areas in terms of the quality of health services. However, the obstacles faced are related to the work engagement of health workers, especially physicians.

Aim of study: This study aimed to examine the effect of the antecedents of work engagement and its impact on patient centricity in emergency physicians who worked at hospitals in disadvantaged areas in Indonesia. Furthermore, the role of public service motivation as a moderator between work engagement and patient centricity was investigated in this study.

Method: A quantitative survey was conducted in March 2022 using a purposive sampling technique with a cross-sectional approach to collect data from non-managerial emergency physicians working for above one year in the hospitals in East Nusa Tenggara. A total of 183 responses were analyzed using partial least squares-structural equation modeling (PLS-SEM).

Results: The direct influence on work engagement was found to be the strongest from physician autonomy (standardized coefficient 0.289, T-statistics 3.105, $p<0.05$). Work engagement positively predicted patient centricity (standardized coefficient 0.665, T-statistics 11.169, $p<0.05$). Public service motivation showed a positive moderating effect (standardized coefficient 0.270, T-statistics 4.191, $p<0.05$). The predictive value of the model (R^2 0.751 and Q^2 0.615) showed adequate predictive capability.

Conclusion: This research model demonstrated the antecedents of work engagement in which physician autonomy has the most significant effect on work engagement, and work engagement has a large effect on patient centricity with the moderating effect of public service motivation, therefore policymakers need to consider it to improve the quality of healthcare.

Poster Presentation Group 3

Saturday, 19th November 2022
13.00 - 15.30 (UTC+7)

PC-1 **Lecturer Evaluation by New Students Regarding Online Lectures in COVID-19 pandemic at the Faculty of Medicine, Syiah Kuala University**

Rima Novirianthy, Zulkarnain, Muhammad Ansari Adista
Faculty of Medicine, Universitas Syiah Kuala, Banda Aceh

Background: The COVID-19 pandemic has had a major impact on the teaching and learning process in medical education. Online learning is becoming the new normal in medical education institutions around the world. Faculty of Medicine USK has made innovations related to online PBL and Skills Lab learning. Some issues are related to lecturer readiness, discipline, student satisfaction, and the lack of interactive learning from online teaching. Attention every medical education institution. The purpose of this research is to encourage online learning first-year students who started their study period during the COVID-19 pandemic at the Faculty of Medicine, Syiah Kuala University.

Method: Using an online questionnaire (Gform) compiled on a Likert scale combined with open-ended questions for student opinions on improvements and future expectations for learning during the COVID-19 pandemic. Questionnaires were given to 167 first-year preclinical new students who started their education period during the COVID-19 pandemic. The questionnaire was constructed to assess student satisfaction with lecturers in carrying out online learning related to interactions, multimedia mastery, material mastery, and lecturer discipline during online lectures.

Results: Overall, students are satisfied with the lecturers' ability to use online multimedia devices (97%). Students are also satisfied with the interaction with lecturers, the lecturer's communication skills in delivering lecture material online (80%), and the ability to answer questions and student responses online (92%). The lecturer's punctuality in starting and studying lectures got student satisfaction of 81%. Some students are still experiencing network problems while studying online. Other things that need to be improved by lecturers are interactions in online classes to motivate students, as well as supporting innovations in the form of website-based applications for quizzes such as Quiziz and Kahoot. Lecturers are also expected to provide open materials before the lecture takes place. The lecturer's punctuality in starting and starting lectures must also be improved. Students also think that the learning skills/skills lab will be easier to reach if it is done face-to-face (Offline/Offline). Students also hope that the COVID-19 pandemic will end soon.

Conclusion: Online learning in the COVID-19 pandemic is the new normal. Improving the quality of online lectures is very important for medical education institutions. Evaluations for lecturers from students regarding the quality of the implementation of online lectures must be carried out regularly, and become an evaluation of the study program evaluation.

PC-2 ## Medical Students' Flourishing, Resilience, and Well-Being: Phenomenological Perspective from Indonesia

Andre SG Samosir

College of Medical, Veterinary & Life Sciences, University of Glasgow, UK
Faculty of Science and Information Technology, Parahyangan Catholic University, Indonesia

Background: Despite being a burgeoning research topic, well-being is still a neglected issue to a large degree in Indonesia. In educational context, well-being may play an important part in students' resilience, achievements, and future flourishing in life. Moreover, while there have been rapid changes in the landscape of Indonesian medical education, there is an assumption that those who succeeded in entering medical school were amongst the most talented, competent, and capable component of the society, and as such more impervious to well-being issues.

Aim of study: A paucity in the literature concerning the well-being of the medical student population in Indonesia was identified. The purpose of the study was to gain an understanding of the well-being of medical students with a focus on the students themselves.

Method: Specifically, the well-being of Indonesian medical students is explored using semi-structured interviews of 46 third and fourth-year undergraduate students in 10 Indonesian medical schools, acquired by means of purposive and snowball sampling methods. Giorgian descriptive phenomenology was employed to analyse the data.

Results: Post-analysis, an essence of what being well is for the students emerged: it is being fulfilled, empowered, and grateful. The students acquired a sense of flourishing as a person throughout medical school, and their resilience developed along the way. There are many contributors that influence both the students' well-being and resilience. Resilience-related issues were interestingly pronounced when participants discussed negative aspects of their lives, and were closely related to sense of deficiency. Echoing scholars' concern, mention of systematic intervention from the schools in developing and maintaining students' well-being and resilience was scarce.

Conclusion: Overall, the findings helped rectifying the Euro-American bias in the literature regarding the topic, while to some extent agreeing with previous studies. Further recommendations are presented.

PC-3 Association between Gender, Clinical Year, and Personality with Burnout in clinical students of Faculty of Medicine University of Indonesia

Tazkiya Purwati Ariviani[1], Natalia Widiasih Raharjanti[2]

[1]Faculty of Medicine, Universitas Indonesia
[2]Department of Psychiatry, Faculty of Medicine, Universitas Indonesia

Background: Clinical medical students experienced many challenges during their studies which made them prone to experience to burnout. Burnout is a state of physical, emotional, and mental exhaustion due to long-term involvement in demanding situations. Among the factors that may contribute to burnout development, this study aims to know the association between gender, clinical year, and personality with burnout in clinical students of the Faculty of the Medicine University of Indonesia.

Method: This is a cross-sectional study among 187 clinical students of the Faculty of the Medicine University of Indonesia. Personality was assessed by Big Five Inventory (BFI) questionnaire, and burnout was detected by Copenhagen Burnout Inventory (CBI). Association between gender and the clinical year was analyzed using Independent T-Test, and association between personality and burnout were analyzed using Spearman's correlation test.

Results: The burnout prevalence of the Faculty of Medicine University of Indonesia reached 30.5%, with a higher score in females (44.08 ± 13.47) compared to males (39.20 ± 15.55) and higher in first clinical year students (44.11 ± 14.03) compared to second-year clinical student. (39.90 ± 14.82). There is a high positive correlation between neuroticism with burnout ($r = 0.61$, $p < 0.05$), a low negative correlation between conscientiousness with burnout ($r = -0.358$, $p < 0.05$), a low negative correlation between and extraversion with burnout ($r = -0.223$, $p < 0.05$), and a very low negative correlation between agreeableness with burnout ($r = -0.175$, $p < 0.05$).

Conclusion: This study revealed a significant correlation between gender, clinical year, and personality (neuroticism, conscientiousness, extraversion, and agreeableness). Hence, vulnerable groups of clinical medical student can be detected and given more attention. Stress management and clinical year preparation materials could also be given to the students before entering clinical year, so they are more prepared mentally. Further research regarding job-related burnout in clinical year

medical student can be established to explore the situational factors of burnout.

PC-4 Aspects and Factors Affecting Self-Efficacy

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Background: Self-efficacy is important for medical students who are faced with various academic demands and pressures to get academic achievement. If individuals have high academic self-efficacy, they will be more active and diligent in academic activities, on the contrary, individuals with low academic self-efficacy are doubts about their own abilities. Academic self-efficacy is the belief that a person can manage the situation and give positive results to academic achievement.

Aim of study: To identify aspects and factors that affect self-efficacy.

Method: This research is a literature review study that was collected from several research and books (9 journals and 4 books).

Results: Self-efficacy refers to beliefs related to a student's ability to achieve and complete learning tasks with predetermined results and targets. There are three aspects of self-efficacy, that are level, generality, and strength. Some factors influence self-efficacy, that are internal factors and external factors. Internal factors that affect self-efficacy are resilience, learning motivation, interest, and patience. While the external factors affect academic self-efficacy, that are attachment style, parental social support, and goal orientation.

Conclusion: Students who have high self-efficacy tend to choose challenging tasks with a high level of difficulty, and conversely, students who have low self-efficacy will choose tasks with low levels of difficulty. Further research on self-efficacy is needed in the development of medical education.

PC-5 **Medical Students's Perceptions of Online Learning**

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Background: Teaching learning process in Faculty of Medicine, Pelita Harapan University experienced significant changes during pandemic covid-19. Bachelor's or academic phase was purely done through online learning in 2020. All the student are sent home as a result of government's policies during pandemic.

Aim of study: To get student perception on online learning during pandemic.

Method: A qualitative research using Focus Group Discussion (FDG) conducted on 21 student last August 2020 from batch 2019, 2018 and 2017 consist of 7 males and 14 females.

Results: FGD produced 4 themes, consists of understanding on online learning, advantages, disadvantages and student's feeling. All the student understand well the situation of online learning and be able to adapt with the changes. There are flexibility and time efficiency in learning, for out town student they have more quality time with family member, daily needs supported by the family, economic cost in some ways, and could repeat the recorded lesson material over and over as advantages. Some of the disadvantages are electricity and wifi issues in some area, lost focus in studying or distracted by family members, no learning atmosphere and low motivation, not always be able to provide their own practical tools or clinical skills stuff, miscommunication in tasks, temptation to cheat on exam, missed lots of fun activities on campus, and missed group studying, only small number of student feel more comfortable in studying alone. The worries of being incompetent, unprepared and feeling isolated are what they feel as medical students.

Conclusion: Quick response from the faculty is very important to support student adaptation's process in online learning.

Keywords: Online learning, Student perception, Focus Group Discussion

PC-6 Developing A Community of Practice Through Social Media to Facilitate Continuing Education of Medical Practitioners in Medical Research

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Background: The emergence of COVID-19 has highlighted the significance of research in educating medical practitioners on all aspects of this novel virus. It demonstrated the necessity for good research skill besides clinical practice for medical practitioners. Social distancing due to pandemic has accelerated the utilization of social media to deliver educational content and served as a medium for continuing medical education (CME). However, most medical practitioners do not currently have access to a community of practice using social media to learn how to conduct medical research.
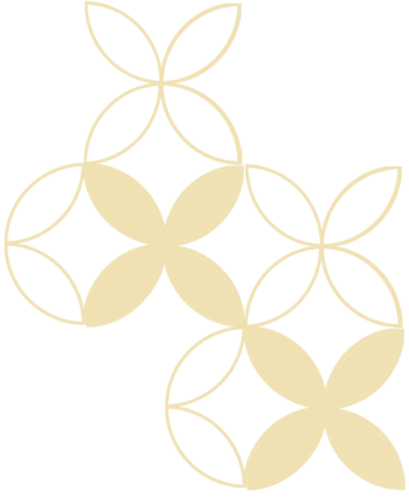
Method: Six postgraduate medical students from different majors used social media platforms to launch a community of practice consisting of medical practitioners. An Instagram account (@arcandcoresearch) was created containing educational content relating to medical research to attract medical practitioners. Sharing sessions are conducted once a month using zoom meetings. The participants of the sharing session are then invited to a WhatsApp group where they can discuss anything about medical research. The objectives of this project are to raise medical practitioners' awareness regarding health literacy and enhance their knowledge and skill in doing medical research.

Results: Since February 2022, 312 accounts have followed the Instagram, 68 medical practitioners have participated in the sharing session, and 58 participants have joined the group discussion. Reflecting on the project, they reported satisfaction in content delivery, gained support in doing medical research, and felt more prepared to design a research method. Furthermore, social media utilization, non-institutionalized project, and the diversity of the initiators' educational background increased the accessibility of this project.

Conclusion: This community of practice in medical research is well accepted. The participant's knowledge and skill development after joining this project will be evaluated more thoroughly. It will be scaled up by conducting workshops to provide participants practical experience in performing research and recruiting international speakers.

Keywords: social media, community of practice, continuing medical education, medical research

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