



the 15th Jakarta Meeting on Medical Education

20–21 October 2023

Blended Sessions

**“Post-Pandemic Adaptation:
Nurturing Excellence in the
Continuum of Medical Education”**

Department of Medical Education
Faculty of Medicine Universitas Indonesia





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PROCEEDING BOOK

The 15th Jakarta Meeting on Medical Education

Post-pandemic adaptation: Nurturing excellence in
the continuum of medical education

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Faculty of Medicine, Universitas Indonesia

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Chairperson Message

Welcome to the 15th Jakarta Meeting on Medical Education.

The Jakarta Meeting on Medical Education (JAKMED) has been an annual meeting which gathers medical and health professions teachers, scholars, students, program directors and leaders mainly from Indonesia and other countries to reflect and share ideas on current important issues in medical and health professions education since 2008. The various activities being offered through keynote speech, symposia, panel discussion, workshops and free papers also allow the participants to build network and friendship supporting initiation of community of practice in this area.

For the past 2 years, due to the COVID-19 pandemic, JAKMED had adapted into a full virtual format with similar vision to explore and discuss how to overcome challenges in medical and health professions education in the disruptive era. This year, with the public health control of the pandemic, we believe JAKMED should also readapt to allow blended sessions in two days conference. While we keep the online interactions in keynote speech, symposia and free paper sessions, we move all workshops as in-person sessions which we expect to allow more engagement among participants. The final panel discussion will be set in a hybrid format hence the participants joining JAKMED in person and online can hopefully regroup and discuss together the current national issue in medical and health professions education in Indonesia. As previous JAKMEDs, this year's JAKMED also strives to provide a comprehensive discourse in medical and health professions education; from the best evidence and theoretical concept to translation into practice and from global-regional perspectives to national-local focuses.

The 15th JAKMED in 2023 proudly presents the theme "Post-pandemic adaptation: Nurturing excellence in the continuum of medical education". We would like to provide opportunities for all participants to use the post-pandemic momentum to scrutinize issues in medical and health professions education from the undergraduate, postgraduate and continuing medical education/continuing professional development





the 15th Jakarta Meeting on Medical Education (JAKMED 2023)

continuum. We hope all participants can revisit the concept on 'excellence' which should underline the continuous attempts towards it and not place it as the main aim. The sessions are harmonized to discuss the theme, from our attempts to learn from our failures, how best we can navigate the use of technology, best practices in CME/CPD in our cultural setting to a very timely topic on the preparation of hospital-based residency program driven by the Indonesian new Act in Health 2023. The workshops present more hands-on topics on the best ways to support students including those who have been struggling in their education, initiation of research for young scholars, provision of feedback in clinical setting, teaching professionalism, curriculum development in action, and constructing a systematic CME/CPD program. We are also very proud of all free papers presenters who have shown innovative ideas as well as attempts to overcome practical challenges in medical and health professions education.

JAKMED is here for everyone who teach future generations of medical doctors and health professionals. We are grateful for and very humbled by the continuous support from our international and national colleagues from the United States, the Netherlands, Singapore, Malaysia, Pakistan, and of course Indonesia. We are very thankful for the consistent support and motivation from our academic staff in the Department of Medical Education Faculty of Medicine Universitas Indonesia, colleagues in the Indonesia Association of Medical Education (PERPIPKI), and our deanery members. We would like to welcome you all in the 15th Jakarta Meeting on Medical Education. Hope you enjoy the conference and strive for excellence together with us.

Sincerely,
Prof. dr. Ardi Findyartini, PhD
Chairperson
15th Jakarta Meeting on Medical Education 2023



**the 15th Jakarta Meeting
on Medical Education (JAKMED 2023)**





Conference Schedule

Friday, 20th October 2023

Time	Session Name
08.30–09.00 (UTC+7)	Opening ceremony
09.00–09.45 (UTC+7)	Keynote speech Learning from our failures in medical education Speaker: Lara Varpio; Moderator: Estivana Felaza
09.45–10.20 (UTC +7)	Plenary session Technology-enhanced learning in post-pandemic adaptations Speaker: Peter de Jong; Moderator: Prasandhya Astagiri
10.20–11.35 (UTC+7)	Symposium Continuing professional development (P2KB): best practices in hierarchical and collectivist setting Speaker: Lawrence Sherman, April Camilla Roslani, Budi Wiweko; Moderator: Sandra Widaty
11.35–13.00 (UTC+7)	Lunch Break
13.00–15.00 (UTC+7)	Free Paper Presentation



Saturday, 21th October 2023

Time	Session Name
09.00–12.00 (UTC+7)	Parallel Workshop 1 Workshop 1 : Developing optimum CME/CPD program for health practitioners Facilitators: Ardi Findyartini, Sandra Widaty, Astrid Pratidina Susilo Workshop 2 : Coaching style mentoring for nurturing medical professionalism Facilitators: Rita Mustika, Estivana Felaza Workshop 3 : Juggle the outcome-based education paper works: aligning the learning outcomes, methods, and assessment in the instructional design books (RPS/BRP) Facilitators: Diantha Soemantri, Indri Aulia, Nadia Greviana Workshop 4 : Starting the engine: how to begin your research journey in medical education: workshops for students (student workshop) Facilitators: Lee Shuh Shing, Anyta Pinasthika, Azis Muhammad Putera
12.00–13.00 (UTC+7)	Lunch Break
13.00–15.00 (UTC+7)	Paralel Workshop 2 Workshop 5: Teaching professionalism in clinical settings Facilitators: Rita Mustika, Ardy Wildan, Anyta Pinasthika Workshop 6 : Narrowing the gap: providing feedback in clinical settings Facilitators: Estivana Felaza, Fransiska Kaligis Workshop 7 : Supporting students through remediation: analyzing the needs and identifying strugglers Facilitators: Lee Shuh Shing, Natalia Widiasih, Diantha Soemantri Workshop 8 : Identification of medical student's problem in adaptation and resilience Facilitators: Sri Linuwih Menaldi, Murti Adriastuti, Mardiasuti H. Wahid, Sylvia Detri Elvira
15.00–15.30 (UTC+7)	Snack and Break
15.30–16.30 (UTC+7)	Panel discussions: Preparing for an accountable hospital-based residency program in Indonesia Speakers: Ratna Sitompul, Ari Fahrial Syam, April Camilla Roslani Moderator: Ardi Findyartini
16.30–17.00 (UTC+7)	Announcement: Best oral and poster presentation Closing ceremony



Keynote Speech

Friday,
20th October 2023
09.00 – 09.45
(UTC+7)

Learning from our failures in medical education

Speaker:
Lara Varpio

Curriculum Vitae Lara Varpio

Dr. Varpio is a professor at the Children's Hospital of Philadelphia and the University of Pennsylvania. She is internationally recognized for her expertise in qualitative research and in theories from the social sciences and humanities. To date, across her 16 years tenure in the field, she has secured nearly \$6million in research funding and has published over 160 manuscripts. Her research has won national and international awards. She has given invited talks at hospitals and medical schools around the world, and she has led invited sessions and given plenaries at some of the largest academic medicine conferences in the world.

Moderator:
Estivana Felaza

Estivana Felaza

Estivana Felaza is a lecturer at the Department of Medical Education FMUI since 2007. She graduated from FMUI as a medical doctor in 2004, and finished her master's 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, student support, and faculty development.

Abstract

In medical education, we have historically avoided talking about our failures. When our teaching innovations and/or research goes well, we celebrate. Consequences of such successes are well known; we win awards, gain notoriety in our field, and have the satisfaction of knowing that we made a difference via our efforts. But educational interventions and research do not always go well. Our efforts can fail. When they do, the impact on us can be negative and profoundly felt. This session will offer reflections on failure in medical education. With the helpful reflections of many of our field's top scholars, we will offer reflections on how it feels to fail, how to respond to failure, and how to overcome our failures.



Plenary Session

Friday,
20th October 2023
09.45 – 10.20
(UTC+7)

Technology-enhanced learning in post-pandemic adaptations

Curriculum Vitae

Speaker:
Peter de Jong

Peter de Jong

Peter de Jong is a strategic advisor and senior researcher in the field of Technology-Enhanced Learning at Leiden University Medical Center in The Netherlands. His research interest is in the field of Online and Blended Learning in medical education, and the use of Mixed and Virtual Reality applications. He authored several articles and presented numeral oral, poster and workshop presentations, and is an active member of the Netherlands Association for Medical Education (NVMO). Peter has a Master degree in Medical Technology from Eindhoven University and a PhD in Biophysics/Physiology from Maastricht University. Since 2007 Peter is involved in the International Association of Medical Science Educators (IAMSE). He has served IAMSE as member of the Board, as Vice President, and as the 2009 Program Chair and Site Host for the IAMSE Annual Conference. Peter served as Editor-in-Chief of Medical Science Educator from 2010–2023 and has been named President for 2024–2025.

Moderator:
Prasandhya
Astagiri

Prasandhya Astagiri Yusuf

Dr. Prasandhya Astagiri Yusuf (Sandhy) is an assistant professor at the Department of Medical Physiology and Biophysics, Faculty of Medicine Universitas Indonesia. He is the head of Medical Technology Cluster IMERI since 2019 and head of IMERI-IDEALAB Health Big Data Center since 2021. In February 2022, he was appointed as the head of the Sub Directorate of Business Incubator, Directorate of Innovation and Science Techno Park, Universitas Indonesia.

Dr. Sandhy received his PhD in Auditory Neuroscience (2018) from Hannover Medical School, Germany, and obtained his Master of Biomedical Engineering (2009) and Bachelor of Physics (2006) from Institut Teknologi Bandung. His research interests are in neuroscience and neurotechnology, biomedical signal processing, big data, and artificial intelligence in medicine.



Abstract

In his lecture, Dr de Jong will address the use of technology in medical education. Technology Enhanced Learning is a well-known concept for already many years. During the pandemic, almost all teaching activities were substituted by online education. Post-pandemic, the Blended Learning concept gained interest and technology was used to enhance or even transform traditional teaching strategies. Examples of transformation are the use of virtual and augmented reality in clinical teaching. Dr de Jong will address a few of these applications in the Leiden medical curriculum.



Symposium

Friday,
20th October 2023
10.20 – 11.35
(UTC+7)

Continuing professional development (P2KB): best practices in hierarchical and collectivist setting

Speaker:

Lawrence Sherman
April Camilla
Roslani
Budi Wiweko

Curriculum Vitae

Lawrence Sherman

Professor Lawrence Sherman (FACEHP, CHCP) is President, Meducate Global, LLC, a US-based organisation involved in the assessment of global healthcare education systems worldwide, faculty development for educators of healthcare professionals, and support of continuing professional development in healthcare worldwide. He has been involved in implementing education on six continents worldwide, utilising both international and local educational faculty. He is active in the continuing education profession worldwide, with key involvement and participation in organisations, societies, and academic institutions globally. He is the Social Media Editor for the Journal for Continuing Education in the Health Professions, and is a reviewer for Journal of European CME, Medical Teacher, The Asia Pacific Scholar. He is a frequent speaker at global healthcare conferences and he often moderates consensus panels and curriculum development meetings and also leads the podium skills training sessions and faculty development workshops. He has also hosted an internet radio show focusing on key topics in medical education that is broadcast on the ReachMD platform. He has also been an Educator in Emergency Medicine for the Emergency Medical Institute and Center for Learning and Innovation of the Northwell Health System in Long Island, New York, and has lectured in the Healthcare Communications program at the Center for Communicating Science at Stony Brook University, also in New York.

April Camilla Roslani

Professor Dr. April Roslani graduated with honours from the University of Wales in 1995, and received the Master of Surgery from the University of Malaya in 2003, graduating top of her class. Upon completion of colorectal surgical training with the National University Hospital Singapore in 2007, she set up the Colorectal Surgery Unit in University of Malaya, and was



appointed Associate Professor in 2009. She is currently Professor, Head of General and Colorectal Surgery. The Colorectal Surgery Unit currently deals with the largest number of colorectal cancer cases in the country, and leads the way in evaluating new techniques for fistula and haemorrhoids treatment.

A member of various national and international professional bodies, her areas of expertise include general surgery and colorectal surgery, in particular, surgery for colorectal cancer (including laparoscopic resections), haemorrhoidal surgery and fistula surgery. She is also a well-published academician, and is often invited to speak on these subjects locally and abroad.

Her research interests are in colorectal cancer and anorectal diseases, for which she has won a number of international awards, and she is a local resource person for surgical management of inflammatory bowel disease, drawing on experience gleaned from the Mayo Clinic, USA, and St. Mark's Hospital, UK.

She is currently Senior Vice-President for the College of Surgeons, Academy of Medicine of Malaysia, Treasurer for the Malaysian Society of Colorectal Surgeons, and Council member for the Asia Pacific Federation of Coloproctology, ASEAN Society of Colorectal Surgeons and ASEAN Federation of Surgical Colleges (including the Education Committee). In addition, she sits on the National Sub-specialty Training Committee for Colorectal Surgery, and is the lead for the National Curriculum project in General Surgery. Through these roles, she works towards advancing colorectal surgical standards within the country.

Budi Wiweko

Prof. Budi Wiweko is an expert in obstetrics and gynecology, particularly in the field of in vitro fertilization. Beginning as a reproductive technology research fellow at Hyogo College of Medicine, he formed an interdisciplinary team alongside university colleagues, the government, private sector, and professional organizations to establish Indonesian reproductive technology service centers. Being actively involved in education and professional organizations both domestically and internationally, he founded the Indonesian Reproductive Medicine Research and Training Center (INA-REPMED), and currently the Vice Director of the Indonesian Medical Education and Research Institute (IMERI) FKUI, the president-elect of the Indonesian Society of Obstetrics and Gynecology, Chairman of the Indonesian Ministry of Health's Health Technology Assessment Committee, member of the Indonesian National Academy of Sciences, the founder and general secretary of the Asian Society for Fertility Preservation (ASFP), and a former president of the Asia Pacific Initiative on Reproduction (ASPIRE). Professor Wiweko achieved various national and international awards and has done numerous medical research and innovation. Currently he has published 179 original articles indexed in Scopus and Pub-Med, with H-Index 11. His passion for obstetrics and gynecology and notable experiences allows him to contribute his expertise in the scope of reproductive fertility and endocrinology to further enhance women's reproductive health.



Sandra Widaty

Sandra Widaty is a consultant dermatovenereologist experienced in dermatology and venereology, further specializing in tropical skin infections, hair and nail problems, wound healing, and medical education. She has been actively involved in research about fungal infection, scabies infestation, management of hair disorders, and medical education, especially in dermatology and venereology residency education. She has published various international and national papers and has several Intellectual Property Rights. She's currently doing research about skin microbiome and hair-related research. These research activities are funded by grants and other collaborations.

She is the chief editor of Journal of General - Procedural Dermatology and Venereology Indonesia; a reputable international journal which has been established for more than 5 years. She is currently the peer reviewer of several well-accredited international journals as well as an editor and peer reviewer in national journals, books, and guidelines in Indonesia. She is also active in community services, focusing in education and disease management of children in boarding schools. She received her title as a dermatovenereologist and consultant from Universitas Indonesia and her PhD from Universitas Gadjah Mada, Indonesia.

Abstract

The notion of "lifelong learning" in medical practice remains pivotal. The notion implies the need(s) for opportunities for professionals to continue develop themselves personally and professionally. It is then pertinent for communities of practice to provide these opportunities properly in the forms of CPD and CME, taking into account the sociocultural contexts (for example, in hierarchical and collectivist settings, like in Indonesia) that might affect how these programs might be best developed and implemented.



Workshops

Saturday,
21st October 2023
09.00 – 12.00
(UTC+7)

Workshop 1

Developing optimum CME/CPD program for health practitioners.

Facilitators:
Ardi Findyartini
Sandra Widaty
Astrid Pratidina
Susilo

Curriculum Vitae

Ardi Findyartini

Prof. Ardi Findyartini, MD, PhD is a Full Time Professor in Medical Education, Faculty of Medicine Universitas Indonesia, Jakarta, Indonesia. She is currently the Head of Medical Education Unit and Head of Medical Education Center IMERI at the faculty. She's been actively involved as the resource person in the faculty development programs in Indonesia, regionally and internationally.

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 actively publishes and reviews scholarly works in national and international journals and an active member of international communities of practice in medical and health professions education. Her current research focuses are faculty development, clinical teaching, clinical reasoning, curriculum development, professionalism, interprofessional education and cultural related issues in medical education area.

Sandra Widaty

Sandra Widaty is a consultant dermatovenereologist experienced in dermatology and venereology, further specializing in tropical skin infections, hair and nail problems, wound healing, and medical education. She has been actively involved in research about fungal infection, scabies infestation, management of hair disorders, and medical education, especially in dermatology and venereology residency education. She has published various international and national papers and has several Intellectual Property Rights. She's currently doing research about skin microbiome and hair-related research. These research activities are funded by grants and other collaborations.

She is the chief editor of Journal of General - Procedural Dermatology and Venereology Indonesia; a reputable international journal which has been established for more than 5 years. She is currently the peer reviewer of several well-accredited international journals as well as an editor and peer reviewer in national journals, books, and guidelines in Indonesia. She is also active in community services, focusing in education and disease management of children in boarding schools. She received her title as a



dermatovenereologist and consultant from Universitas Indonesia and her PhD from Universitas Gadjah Mada, Indonesia.

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.

Abstract

Workshop Objective(s)

At the completion of the 3-hour workshop, the participants are expected to:

- Reflect on the CME/CPD programs that have been engaged with personally and professionally
- Explain the principles in designing CME/CPD programs for health professionals
- Develop a design for CME/CPD programs for certain outcomes

Workshop Description

Health professionals should engage with continuing education and professional development to stay updated in terms of knowledge, skills and professional behaviours and in order to provide high quality, comprehensive and excellent patient care. Continuing Medical Education (CME) is the process by which health professionals engage in activities designed to support their continuing professional development (CPD). These activities are supposed to be learner-centered and can be focused not only on clinical care, but also on those attitudes/skills necessary for the individual to contribute as an effective administrator, teacher, researcher, and team member in the healthcare system.

The CME/CPD programs may include a various range of structured teaching learning activities for health professionals, including but not limited to training programs, attending local or overseas scientific updates program conducted in-person or online, conferences/symposia/seminar/workshops, distance learning programs, presentations and publications of research as well as self-study and other more informal activities.

CME/CPD systems vary worldwide with comparable standards that can be implemented across countries. Different health professional organizations



in Indonesia have been conducting CME/CPD activities for their community of practice. As part of the continuum of medical education, CME/CPD should be informed by a robust educational design allowing for multi-modal, episodic, and interactive approaches to facilitate the attainment of intended outcomes.

This 3-hour workshop aims to engage health professionals and organizers of CME/CPD to reflect on the current practice and implement the principles of the best practices of CME/CPD through interactive and hands-on activities.

Who Should Attend

Medical and health professions education teachers, medical and health professionals, members of CME/CPD organizers

Rundown

Time	Activities	Resource Person(s)
15'	Opening and icebreaking: who we are, who you are, and what is CME/CPD programs to you?	Ardi Findyartini Sandra Widaty
15'	Group work 1: Reflections on current CME/CPD programs being engaged personally or organized (What were the outcomes? What went well? What did not work well?)	Ardi Findyartini Sandra Widaty
15'	Debriefing and sharing from the groups	Ardi Findyartini
15'	Interactive lecture 1: Reflection on the CME/CPD programs in Dermato-venereology	Sandra Widaty
15'	Interactive lecture 2: Best practices in CME/CPD – frameworks and international standards	Ardi Findyartini Sandra Widaty
20'	Group work 2: From the health professional's perspective: Developing personal learning plan for CPD (reflecting on your practice: a. What knowledge/skills/behaviours would you like to enhance in the next 1 year? b. Have you addressed these needs before? How did you do it? c. What kind of CME/CPD activities would you like to engage? Why so?)	Ardi Findyartini
15'	Debriefing and sharing from the groups	Ardi Findyartini Sandra Widaty



20'	Group work 3: From the CME organizers: Designing the CME/CPD program (using case study or one option from the group)	Sandra Widaty
15'	Debriefing and sharing from the groups	Ardi Findyartini Sandra Widaty
15'	Closing remarks and take home: What is (are) your take home point (s)?	Ardi Findyartini
15'	Opening and icebreaking: who we are, who you are, and what is CME/CPD programs to you?	Ardi Findyartini

Saturday,
21th October
2023
09.00 – 12.00
(UTC+7)

Workshop 2

Coaching style mentoring for nurturing medical professionalism

Facilitators:
Rita Mustika
Estivana Felaza

Curriculum Vitae

Rita Mustika

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

She explored 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 the Head of Partnership Unit. She earned her medical degree from Universitas Gadjah Mada, master of clinical epidemiology from Universitas Indonesia, received training in dermatology at Kobe University, and her doctorate degree in medical education 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)

After this workshop participants will be able to:

- Identify the principles, steps, and benefits of coaching-style mentoring for nurturing humanism-professionalism medical students
- Create a mental model of themselves as a mentor who utilizes coaching-style mentoring

Workshop Description

A professional medical doctor is a scientist who applies science to solve other people's health problems. Medical schools create experiences that can help students gain medical knowledge, skills, and the ability to connect with others. The best way to build the ability to create deep connections so that doctors can gain patient's trust is by nurturing humanistic values within themselves. Mentoring is believed to be one of the effective ways to nurture humanism. Mentoring creates a relationship between the student as the mentee and the teacher as the mentor, providing students with direction and feedback. The mentor shows the mentee the best way to do things based on their experience and expertise in the same field. Even though a mentor usually has more experience in the same field, the situation is not always the same. The difference in era or generation could influence the problems the students face that are difficult to solve by the mentor who has never experienced such a situation. Hence, coaching could become a method that can help.

Coaching is a process to empower someone to solve a problem or achieve one's optimum potential. The coach doesn't have to be someone experienced in the same field; they don't provide the answer to the problems through their own experience. A coach provides coaching by engaging in a meaningful conversation that could assist the coachee in finding the answer to problems from within themselves.

The nature of coaching and existing interaction between medical teachers and students makes coaching-style mentoring suitable for nurturing humanism. Moreover, Coaching-style mentoring could nurture humanism and professionalism because even mentors from different generations could mentor students with this style.

This is a three-hour workshop introducing a coaching-style mentoring method for nurturing the humanism-professionalism of medical students at any level. At the end of the workshop, participants will see themselves doing coaching-style mentoring during their interaction with medical students at any level. The workshop will begin with sharing the example of using coaching in medical education and a lecture about coaching-style mentoring principles for nurturing medical students' humanism-professionalism. Participants will also have a chance to try the coaching-style mentoring in pairs. The workshop will be closed with a group reflection. This is an introductory workshop; hence all medical teachers are welcome in this workshop.



Rundown

Time	Activities
09.00- 09.30	Ice-breaking overview of the workshop
09.30-10.00	Utilizing coaching for maintain wellbeing of medical students: lesson learned from FMUI
10.00-10.45	Coaching-style mentoring: Principles, benefit & steps
10.45-11.30	Hands-on session
11.30-12.00	Group Reflection & Closing

Saturday,
21th October
2023
09.00 – 12.00
(UTC+7)

Workshop 3

Juggle the outcome-based education paper works: aligning the learning outcomes, methods, and assessment in the instructional design books (RPS/ BRP)

Facilitators:
Nadia Greviana
Diantha
Soemantri
Indri Aulia
Rahma Tsania
Zhuhra

Curriculum Vitae

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.

Diantha Soemantri

Professor Diantha Soemantri, MD, MMedEd, PhD is a full 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.

Indri Aulia

Indri Aulia, MD, MMedEd, is a plastic surgeon and medical teacher currently practicing under the Subdivision of External Genitalia, Divison of Plastic Surgery, Department of Surgery, Faculty of Medicine Universitas Indonesia-Cipto



Mangunkusumo Hospital. She completed her general medical education in 2009 at Andalas University. She then graduated as a plastic surgeon in 2017 at the University of Indonesia and received her Master's in Medical Education from Universitas Indonesia in 2020.

Abstract

Workshop Objective(s)

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

- Practice the constructive alignment principles in developing instructional design book in outcome-based education
- Demonstrate the ability to compose learning outcome
- Selected student-centred active learning methods and assessment according to the learning outcome
- Calculate credits for module/block

Workshop Description

In outcome-based education, curriculum is the main component of educational program that aims to ensure the constructive alignment between the learning processes with the achievement of the expected learning outcomes of the graduates. Educational program is assessed based on its specific curricula designed for the related program and its accountability depends on the availability and validity of the curriculum documents. The preparation of the curriculum is a continuous cycle that starts from analyzing the needs of graduates, defining the learning outcomes, determining suitable learning methods and assessing the achievement of learning outcomes, followed with the program evaluation as curriculum is a dynamic plan and needs to be continuously updated and improved. Instructional design book is formulated to guarantee the right learning and evaluation process at the module or course level, which should always refer to the macro curriculum level of the study program. This workshop aims to provide simple guidelines for participants to be able to practice constructive alignment principles in developing instructional design book in outcome-based education.

Who Should Attend

Medical & health professions teachers, study program administrators, module/course/ block coordinators



Rundown Time	Activities	Resource Person(s)
09.00–09.15'	Ice breaking and program overview	Nadia Greviana
09.15–10.00'	Constructive alignment principles in outcome-based education	Diantha Soemantri
10.00–10.30'	Practice: Composing the learning outcomes	Nadia Greviana Indri Aulia Rahma Tsania
10.30–11.00'	Component of instructional design book & credit (SKS) calculation	Indri Aulia
11.00–11.30'	Practice: Learning methods, credit calculation, and assessment	Nadia Greviana Indri Aulia Rahma Tsania
11.30'	Plenary, reflection, and take home messages	Indri Aulia

Saturday,
21th October
2023
09.00 – 12.00
(UTC+7)

Workshop 4

Starting the Engine: How to Begin Your Research in Medical Education

Facilitators:
Anyta
Pinasthika
Azis
Muhammad
Putera
Lee Shuh Shing

Curriculum Vitae

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.

Azis Muhammad Putera

Azis Muhammad Putera is a research assistant currently working at the Medical Education Center Research Cluster (MedEC), Indonesian Medical Education and Research Institute (IMERI-FMUI). Previously, he underwent a research internship at the same institution under the supervision of Professor Ardi Findyartini. He is also a



practicing general practitioner currently participating in the obligatory national internship program for freshly graduated doctors. He has taken several short courses in medical and health professions education and has co-authored several papers published in reputable medical education journals. He is a trained peer-counselor. He is interested in medical education, especially in the fields of student engagement, peer and near-peer mentoring, and scholarship of teaching and learning (SoTL).

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.

Abstract

Workshop Objective(s)

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

- Explain the basics of research in medical education
- Formulate a research question on medical education
- Identify the appropriate methodology based on the research question in medical education

Workshop Description

Despite engaging in learning medicine in their daily activities, the topic of 'medical education' as a research interest might be relatively new for medical students. However, some students have already started their research in the field, further encouraging and inviting other students to get to know about medical education. Hence, this workshop aims to help students and researchers to begin their journey on research in medical education. This workshop will further explain the basics of research in medical education and discuss how to formulate a research question in medical education from daily experiences as a medical student.

Who Should Attend

Medical students and researchers who are interested in starting their journey on medical education research



Rundown Time	Activities	Resource Person(s)
09.00–09.15'	Introduction and Ice Breaking	Lee Shuh Shing Anyta Pinasthika Azis Muhammad Putera
09.15–10.00'	Starting your research in medical education	Lee Shuh Shing
10.00–10.45'	Formulating research question from your daily experiences as a student	Azis Muhammad Putera
10.45–11.15'	Overview on methodology in medical education research	Anyta Pinasthika
11.15– 11.45'	Activity: Formulating and Refining Research Question	Lee Shuh Shing Anyta Pinasthika Azis Muhammad Putera
11.45–12.00'	Take Home Message	Lee Shuh Shing Anyta Pinasthika Azis Muhammad Putera

Saturday,
21th October 2023
13.00 – 15.00
(UTC+7)

Workshop 5

Teaching Humanism–Professionalism in the Clinical Setting

Facilitators:
Rita Mustika
Ardy Wildan
Anyta Pinasthika

Curriculum Vitae

Rita Mustika

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

She explored 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 the Head of Partnership Unit. She earned her medical degree from Universitas Gadjah Mada, master of clinical epidemiology from Universitas Indonesia, received training in dermatology at Kobe University, and her doctorate degree in medical education from Universitas Indonesia



Ardy Wildan

Ardy is a medical staff at the Endocrine, Metabolism, and Diabetes Division, Department of Internal Medicine, FMUI-RSCM. He obtained his MD and Internal Medicine specialist from FMUI. He worked as fostership assistant at Universitas Papua and since then became interested in Medical Education. Right now, he is pursuing his subspecialist degree at FMUI.

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)

After this workshop participants will be able to:

- Explain the principles of teaching humanism-professionalism in the clinical setting
- Create a meaningful teaching experience to teach humanism-professionalism in the clinical setting

Scope of Discussion

In this workshop participants will discuss the following scope:

- The principles of teaching humanism-professionalism in the clinical setting: lesson learned from collaborative exploratory research
- Creating meaningful sessions for learning humanism-professionalism

Workshop Description

This is a two-hour workshop discussing the teaching of humanism-professionalism in the clinical setting. At the end of the workshop, participants can explain the principle of creating learning activities to develop humanism-professionalism in the clinical setting. The workshop will begin with sharing the result of a collaborative exploratory study aimed at creating a learning module for teaching professionalism in clinical settings done by three medical institutions in Indonesia. Participants will discuss the learning activities in their setting. The workshop will be closed with a group reflection. This is an introductory workshop hence, all medical teachers especially those who are involved in teaching professionalism in clinical setting are welcome in this workshop.



Rundown

Time	Activities
13.00–13.15'	Ice-breaking overview of the workshop
13.15–13.30'	The principles of teaching humanism–professionalism in the clinical setting; lesson learned from collaborative exploratory research
13.30–13.45'	Creating a meaningful session for learning humanism–professionalism
13.45–14.15'	Group Work
14.15–14.45'	Group Presentation
14.45–15.00'	Take Home Message

Sunday,
21th October 2023
13.00 – 15.00
(UTC+7)

Workshop 6

Narrowing the gap: Providing Feedback in Clinical Settings

Facilitators:
Estivana Felaza
Fransiska Kaligis

Curriculum Vitae

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's 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.

Fransiska Kaligis

Fransiska Kaligis is a psychiatrist and lecturer from Faculty of Medicine Universitas Indonesia. She completed her degree in Medicine from Universitas Indonesia in 2001 and graduated as Psychiatrist in 2008. She has been a Consultant in Child and Adolescent Psychiatry since 2011, as well as finished her Doctorate degree in 2022 with a Dissertation about resilience and coping mechanism against stress in transitional-age youth. She joined clinical teacher training when she began her career as a medical lecturer in 2013 and had the opportunity to also joined advanced clinical teacher training in 2016 which was conducted by Faculty of Medicine Universitas Indonesia (FMUI) in collaboration with University of Melbourne. Currently she is also part of team members from Clinical Teacher training who shares the topic "Giving Constructive Feedback" together with other team members from Medical Education Department in FMUI. She has published in national and international publications, with her main topic of interest in adolescent and youth mental health and education.



Abstract

Workshop Objective(s)

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

- Describe the principles of constructive feedback
- Discuss the factors influencing feedback practice in clinical settings
- Demonstrate to skill of providing constructive feedback in simulated settings

Workshop Description

Learning in the clinical setting is filled with experiences that serve as main focus of learning for students. On the other hand, the unique characteristics of clinical environment might hinder the effective learning process from occurring. Clinical environment is very much known for its time constraints, unpredictability of cases and learning opportunities, various work demands, and even the engagement of multiple levels of learners at the same time.¹⁴ To ensure learning took place in the midst of such dynamic environment, effective interaction between clinical teachers and students in the form of feedback is essential.

Feedback from clinical teacher become an important component in evaluating whether the performance shown by students has met the standards performance that are expected by the program. Feedback has shown to be beneficial in helping students increase their performance in clinical reasoning ability, communication, and clinical procedural skills.¹⁵⁻¹⁷ Information given through feedback assist students in identifying the improvement they need to make and suitable strategies they can implement.

Rundown

Time	Activities
10'	Ice Breaking
10'	Introduction to the workshop (and pre-test)
20'	Principles of constructive feedback
20'	Factors influencing feedback practice in clinical settings
30'	Role play: Giving constructive feedback
20'	Plenary: Giving constructive feedback
10'	Reflections and take-home messages Post-test



Sunday,
21st October 2023
13.00 – 15.00
(UTC+7)

Workshop 7

Supporting students through remediation: analyzing the needs and identifying strugglers

Facilitators:
Lee Shuh Shing
Natalia Widiasih
Diantha Soemantri

Curriculum Vitae

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.

Natalia Widiasih

Dr. dr. Natalia Widiasih, Sp.K.J. (K), M.Pd.Ked. is a forensic psychiatric consultant who is trusted to serve as Head of the Forensic Psychiatry Division at the Department/KSM of Mental Health Sciences, Faculty of Medicine, University of Indonesia (FK-UI) – National Central General Hospital, dr. Cipto Mangunkusumo (RSUPN–RSCM), as well as Chair of the FK-UI Psychiatric Medicine Specialist Education Study Program (Prodi). He completed all levels of his education at FK-UI, including obtaining a Doctorate degree in 2022 with a dissertation topic on "Psychomedicolegal Analysis in Forensic Psychiatry Practice". Not only active in the FK-UI – RSCM environment, dr. Natalia also regularly serves as a resource person to train the skills of psychiatrists and law enforcers at the national level.

Diantha Soemantri

Professor Diantha Soemantri, MD, MMedEd, PhD is a full 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

Workshop Objective(s)

After completing the workshop, participants are able to:

- Identify struggling students and the needs for a remediation process
- Develop a remediation program based on students need and the required competencies that need to be attained.

Workshop Description

The process of achieving competencies are not always a straight line process for some students. Thus, it is important for medical teachers to be able to identify potential strugglers early on and supporting their remediation program based on each individual learning needs. Therefore this workshop is expected to equip participants with the ability to identify struggling students, their learning needs and support them by providing a needs-based remediation program. This 2-hour workshop will be an interactive workshop discussing the concepts and principles of remediation in medical education, identification of struggling students on each learning domain and appropriate structure of remediation program. The workshop will predominantly consist of group discussion, case study, debriefing and reflection.

Scope of Discussion

The topics to be discussed in this workshop include:

- Concept and principles of remediation in medical education
- Identification of struggling students: on knowledge, skills and affective domains
- Structure of remediation program

Rundown

Time	Activities
5'	Opening and introduction
15'	Interactive lecture: Concepts and principles of remediation in medical education
30'	Group discussion: case study Identifying different strugglers in different contexts
10'	Debriefing
15'	Interactive lectures: Structuring a remediation program
30'	Group discussion: case study Creating a tailored remediation program
15'	Reflection and summary: How to conduct and optimize a remediation program



Sunday,
21st October 2023
13.00 – 15.00
(UTC+7)

Workshop 8

Identification of medical student's problem in adaptation and resilience

Facilitators:
Sri Linuwih Menaldi
Murti Andriastuti
Mardiastuti Wahid
Sylvia Detri Elvira

Curriculum Vitae

Sri Linuwih Menaldi

Dr. Dr. Sri Linuwih Menaldi, Sp.KK(K) completed her professional medical education at the University of Indonesia in 1981. She then continued her residency in Dermatovenereology at Universitas Indonesia and graduated in 1992 and obtained the title of consultant in the field of Tropical Dermatology in 2001. She completed her Doctoral degree from Universitas Gadjah Mada in 2013. She is active as a clinical teacher and lecturer, currently serves as an Associate Professor and Medical Staff in the Division of Tropical Dermatology, Department of Dermatovenereology, FKUI-RSCM. Also a leprologist, she currently serves as the Chair of the Indonesian Morbus Hansen Study Group (KSMHI) for the 2021-2024 period.

Murti Andriastuti

Murti Andriastuti, MD, PhD, is a consultant pediatrician in hematology and oncology (pediatric hemato-oncologist) and an associate professor of pediatrics currently working at the Department of Child Health, Faculty of Medicine Universitas Indonesia, Cipto Mangunkusumo Hospital. Currently, she also serves as the Manager of Academic and Student Affairs of FMUI. She graduated as a pediatrician in 2002, recognized as a consultant pediatric hemato-oncologist in 2011, and received her PhD in Medicine from Universitas Indonesia in 2015.

Mardiastuti Wahid

Mardiastuti H. Wahid, graduated from FMUI, earned her Master of Science from Western Illinois University and became a consultant in Clinical Microbiology and received her PhD in Medical Education from Universitas Gadjah Mada. 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.

Sylvia Detri Elvira

Sylvia Detri Elvira, MD, is a consultant psychiatrist and psychotherapist. She completed her medical education at the University of Indonesia in 1985. She then continued her residency in Psychiatry at the Universitas Indonesia and



graduated in 1992. She received the title of Consultant Psychiatrist in the field of Psychotherapy from the Indonesian Psychiatric College in 2005.

Sylvia Detri Elvira is a lecturer and practicing psychiatrist supervising residents in FMUI's psychiatry residency program. She is an expert in the field of Psychotherapy, currently listed as head of the Psychotherapy Division, Department of Psychiatry, FKUI-RSCM.

Abstract

In medical education, students should have soft skills such as adaptation and resilience, so that they can survive and success. They need these soft skills since they have a high burden during their learning process. However, adaptation and resilience can also become major issues in medical education. Problems in adaptation and resilience may occur when first year medical students enter medical school. It is when they face transition period from high school to higher education. It also happens when they enter clinical stage that makes students have to take care real patient's condition. As a result, these obstacles will impact on student's performance in the future. Therefore, medical teachers should have the capability to identify these issues as early as possible. Some tools used to assess student's soft skill are available, in particular to assess resilience and adaptation for university students. Nevertheless, they have many limitations such as costly and using tools only is rather difficult to determine what problems that the students have. It sometimes requires observation and active listening to what happened to the students, to understand their strength and weakness to support them in the adaptation process. In order to overcome this problem, this workshop aimed to train medical teachers' capability in identify student's adaptation and resilience problems. Participants will be divided into groups, discuss simulated cases and present it in plenary.



Hybrid Panel Discussion

Saturday,
21st October 2023
15.30 – 16.30
(UTC+7)

Preparing for an Accountable Hospital-Based Residency Program in Indonesia

Speaker:

Ratna Sitompul
Ari Fahrial Syam
April Camilla
Roslani

Curriculum Vitae

Ratna Sitompul

Prof. Dr Ratna Sitompul, MD is a professor of ophthalmology, specializing in ocular infection and immunology, from Faculty of Medicine Universitas Indonesia (FMUI) – Cipto Mangunkusumo National Hospital. She graduated as medical doctor, continued her training in ophthalmology and finished her doctorate from Universitas Indonesia. She is currently the President of Indonesian Ocular Infection and Immunology Society of Indonesian Ophthalmologists' Association. She was the Dean of FMUI from 2008 to 2017. She was also the Head of Ophthalmology Training program of FMUI and the vice chairwoman of Indonesia Ophthalmology Collegium.

In 2022, she was appointed as the coordinator of monitoring and evaluation of the national program to increase the production of medical doctors and specialist in training through AHS in Indonesia. She is an avid advocate on medical education and national public health system, working closely with both medical and governmental institutions in generating constructive policies.

Ari Fahrial Syam

Ari Fahrial Syam is a Professor in Internal Medicine Faculty of Medicine Universitas Indonesia. His research interest is gastroenterology, specifically *Helicobacter pylori* (*H. pylori*) infection, GERD, and IBS. His Scopus H-Index is 19 with 119 papers documented by June 2023. One of his most impactful publications is the Indonesian *H. pylori* Wide Study, one of very few *H. pylori* research conducted nationally which result is used as benchmark data for further *H. pylori* studies in Indonesia. In 2018, Prof. Ari was given the title of Professor in Internal Medicine from the FMUI with an Inauguration speech "The Future of Medical Research in the Era of Disruption and Precision Medicine: Research on *Helicobacter pylori* in Indonesia as a Model".

He is elected as the Dean of the Faculty of Medicine Universitas Indonesia for his second term in 2021, leading a Faculty that consists of more than



5000 students. He has been successful in increasing FMUI's reputation through collaboration with international faculties, increasing FMUI's international publication, increasing the number of staff with Ph.D degree, increasing the number of Professors in FMUI, and sending crisis medical teams to several natural disasters in Indonesia, including the earthquake that hit Cianjur, West Java in 2022. He brings FMUI to contribute more to the community.

He served as the Chairman of the Asian Medical Dean Network for 2018-2020, an organization for leading medical institutions in the Southeast Asian Region. From 2018 until June 2023, he served as the Regional Ambassador of the Association of Academic Health Centers International (AAHCI) Southeast Asia Regional Office. Now, he serves as the Vice President of the Indonesian Medical Education Institution Association (AIPKI) and President of Indonesian State Medical Faculties (AFKNI).

His passion as a clinician has led him to educate patients through many platforms, namely nationally televised Programs, radio, news, and blogs. He has also created a mobile application named "Apa kata Dokter" and a series of books titled "Goresan di Tengah Kesibukan" specifically educating people concerning current health issues, especially COVID-19.

April Camilla Roslani

Professor Dr. April Roslani graduated with honours from the University of Wales in 1995, and received the Master of Surgery from the University of Malaya in 2003, graduating top of her class. Upon completion of colorectal surgical training with the National University Hospital Singapore in 2007, she set up the Colorectal Surgery Unit in University of Malaya, and was appointed Associate Professor in 2009. She is currently Professor, Head of General and Colorectal Surgery. The Colorectal Surgery Unit currently deals with the largest number of colorectal cancer cases in the country, and leads the way in evaluating new techniques for fistula and haemorrhoids treatment.

A member of various national and international professional bodies, her areas of expertise include general surgery and colorectal surgery, in particular, surgery for colorectal cancer (including laparoscopic resections), haemorrhoidal surgery and fistula surgery. She is also a well-published academician, and is often invited to speak on these subjects locally and abroad.

Her research interests are in colorectal cancer and anorectal diseases, for which she has won a number of international awards, and she is a local resource person for surgical management of inflammatory bowel disease, drawing on experience gleaned from the Mayo Clinic, USA, and St. Mark's Hospital, UK.

She is currently Senior Vice-President for the College of Surgeons, Academy of Medicine of Malaysia, Treasurer for the Malaysian Society of Colorectal Surgeons, and Council member for the Asia Pacific Federation of Coloproctology, ASEAN Society of Colorectal Surgeons and ASEAN Federation of Surgical Colleges (including the Education Committee). In addition, she sits on the National Sub-specialty Training Committee for Colorectal Surgery, and is the lead for the National Curriculum project in



General Surgery. Through these roles, she works towards advancing colorectal surgical standards within the country.

Ardi Findyartini

Prof. Ardi Findyartini, MD, PhD is a Full Time Professor in Medical Education, Faculty of Medicine Universitas Indonesia, Jakarta, Indonesia. She is currently the Head of Medical Education Unit and Head of Medical Education Center IMERI at the faculty. She's been actively involved as the resource person in the faculty development programs in Indonesia, regionally and internationally.

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 actively publishes and reviews scholarly works in national and international journals and an active member of international communities of practice in medical and health professions education. Her current research focuses are faculty development, clinical teaching, clinical reasoning, curriculum development, professionalism, interprofessional education and cultural related issues in medical education area.

Abstract

The Indonesian Government has just issued a decree regarding health, health system, and healthcare delivery ("UU Kesehatan 17/2023"), transforming many aspects of healthcare in the country, including residency program. Before the decree was officially issued, Indonesia had been adopting the University-administered residency system. The current law, however, permits the delivery of Hospital-administered residency program. Considering this is a new milestone in Indonesian PGME system, there needs to be a robust discussion on how to develop accountable hospital-based residency programs and the anticipation of challenges.



Free Paper Presentation

OA-1 **The Importance Of Critical Appraisal Training to Deepen the Understanding of Evidence- based Medicine among Undergraduate Medical Students: A Systematic Review of Randomized Controlled Trial Studies**

Yehuda Tri Nugroho Supranoto¹, Fona Qorina²

¹Department of Clinical Epidemiology and Evidence-based Medicine
(CEEBM), National Referral Hospital Dr. Cipto Mangunkusumo

²Evidence-based Health Policy Center IMERI FKUI

Background: Evidence-based medicine (EBM) is the conscientious, explicit, judicious, and reasonable use of the best evidence from pre-clinical to clinical research to make decisions about the care of individual patients. To perform a better quality of formulating EBM, skill to critical appraisal (CA) some research articles is necessary to be inculcated to the undergraduate medical students. Teaching the CA skills not only improves knowledge about research methodology and statistics in pre-clinical and clinical research, but also improved attitudes toward use of the medical literature. EBM may be taught across a variety mode. However, limited evidence currently exists in order to inform educators as to the most effective method of teaching and increasing students' competency in EBM.

Aim of study: The aim of this study is to provide the best available evidences of the types of methods and the outcomes of teaching CA as a part of EBM skills training among undergraduate medical students.

Method: We conducted systematic review of randomized controlled studies searched in several electronic databases such as Google Scholar, PubMed, ScienceDirect, and Cochrane Library with keywords formulated using Boolean strategies and MeSH terms. We adhered the PRISMA guideline to conduct this review. The risk of bias analysis was done by integrating the risk of bias (RoB) 2 tools recommended by Cochrane Handbook for Systematic Review of Intervention.

Results: From 6 included high quality randomized controlled trial studies, we found the majority articles evaluated the beneficial impact of CA



training in the enhancement of knowledge, skills, and attitude of students in implementing EBM. We also found some recommendations of methods in teaching EBM including team-based learning, group discussion, case simulation, workshop, and blended learning. The outcome of this training measured different instruments.

Conclusion: CA is one of the main skills that has to be implemented daily by medical students to develop their critical thinking towards EBM. A multifaceted approach of CA training not only improved skill and knowledge but also the attitudes and self-confidence of students in implementing EBM.



OA-2 Fostering Digital Professionalism in Society 5.0: The Relationship of Medical Students' Roles in Extracurricular Activities

Dwiretno Pangastuti¹, RA Rose Khasana Dewi¹, Dwi Fitrianti
Arieza Putri¹, Akbar Bahauddin Habibi Anggara²

¹Faculty of Medicine, Universitas Brawijaya

²Bachelor Study Programme of Medicine, Universitas Brawijaya

Background: To adeptly navigate the digital landscape in the era of Society 5.0, digital professionalism has become indispensable for medical students. As widely used, social media emerges as a powerful platform for cultivating digital professionalism. Meanwhile, extracurricular activities tend to involve students with social media activities.

Aim of study: This study aims to investigate the relationship between medical students' roles in extracurricular activities, their engagement with social media, and their utilization of AI (Artificial Intelligence) chatbots within the framework of Society 5.0. Through this exploration, we aim to provide insights into how extracurricular activities can be leveraged as a means to learn digital professionalism and its implications for medical education in the digital era.

Method: Data for this study were collected through surveys administered to second-year medical students. The survey included questions about the students' roles in extracurricular activities, their level of engagement with social media (active or passive), the frequency of their social media use, and how often they utilized AI chatbots. A total of 87 participants filled out the survey. Spearman's rank correlation coefficient (Spearman's rho) was employed to analyze the data.

Results: Firstly, there was no significant correlation found between the roles of medical students in extracurricular activities and the frequency of their social media usage ($p = 0.984$). However, a significant positive correlation emerged between students' roles in extracurricular activities and their tendency to actively engage in social media ($p = 0.012$, $r = 0.267$). Lastly, a significant positive correlation was observed between students' extracurricular roles and the frequency of their AI chatbot usage ($p = 0.005$, $r = 0.296$).

Conclusion: Students' roles in extracurricular activities correlate with active social media engagement and increased AI chatbot usage. These insights highlight the potential of extracurricular activities to foster digital professionalism among medical students and shape the future of medical education and practice.



OA-3 The Effects of Punishment and Discipline among Military Medical Student: an Evaluation Study

Venty Muliana Sari S¹

¹The Republic of Indonesia Defense University

Background: Medical military faculty environment represents a unique and distinct educational setting characterized by the integration of routine teaching and learning activities with military education and training. The Republic of Indonesia Defense University (RIDU) has clearly defined rules, regulations and hierarchical structure. However, military medical cadets can easily distracted during learning activities and various form of punishments administrated by the lecturers.

Aim of study: The study is aimed to evaluate the effects and implications of punishment on cadet's behaviour, psychological well-being, and their disciplinary development.

Method: A valid and reliable questionnaire consist of 12 questions regarding punishment number and type, as well as cadet's opinion on punishment impact, were surveyed to 227 military medical cadets of RIDU with consecutive sampling method.

Results: About 94,5% cadets (121/128) had received punishments. Disciplinary deviation are mostly minor mistake such as being drowsy in class, missed out the assignment or talking to classmate. Types of punishment including corporal punishment, verbal reprimands, and written penalties. The most frequent punishments are being instructed to do exercises in place, direct admonishment in class and additional assignments. Of 6 questions regarding effects and implications of punishment on cadet disciplines, respondents agreed that punishment can foster motivation to become better learners (77,7%), effectively prevent other types of rule misconduct (75,2%), stimulate student not to repeat the same mistakes (74,4%), providing a deterrent effect (73,5%), improve learning performance (67,8%) and increasing academic achievement (66,9%).

Conclusion: Punishment is a classic approach to enhance the student's discipline. Deviation during teaching and learning activities often occurred among cadets that lead them to be experienced with various type of punishment. Although the punishment shows its effectiveness in improving cadet's discipline, further strategies to ameliorate the cadet's discipline must be devised for better medical education process.



OA-4 How Preclinical Medical Students Adapt to Learning Disruption due to COVID-19 Pandemic?

Lathifa Putry Fauzia¹, Mora Claramita², Rachmadya Nur Hidayah²

¹Master in Medical and Health Professions Education, Gadjah Mada University ²Department of Medical, Health Professions Education and Bioethics, Faculty of Medicine, Public Health, and Nursing, Gadjah Mada University

Background: The global impact of the COVID-19 pandemic has significantly disrupted medical education, compelling a shift to online learning with its associated challenges. Preclinical medical students had to adapt quickly to achieve expected competencies. Limited research exists on students' adaptation strategies.

Aim of study: This study sought to explore key strategies students employed in adapting to learning disruption.

Method: This was a qualitative study involving preclinical medical students. Respondents were selected based on purposive stratified sampling method. In-depth interviews were used to identify students' adaptive learning strategies after the disruption of medical education due to COVID-19 pandemic. A modified grounded theory approach was used to analyze transcripts, guiding the generation of the concepts.

Results: Seventeen students from three cohorts who underwent preclinical stage during COVID-19 pandemic were interviewed. Initial endeavors focused on self-driven adaptations, which included diverse experimentation to improve academic performance, balancing academic and personal life, and fostering a positive mindset. Students with previous experience of online learning during high school adapted more quickly. However, because they had never previously experienced offline learning in medical school, they had to adapt again when the learning environment returned to offline. When those strategies proved insufficient, students sought assistance initially from peers for academic issues and from family for moral or financial supports. Finally, as the institution's representative, they would reach an academic mentor to seek advices on learning strategies.

Conclusion: Preclinical medical students primarily employed independent strategies to deal with learning disruptions caused by the COVID-19 pandemic. However, they also sought external supports from peers, family, or institution when necessary. Understanding these strategies can assist faculty in designing support systems to help students in developing learning strategies to effectively adapt to future disruptions.



OA-5 Tools for Effective Development of Virtual Reality in Medical Education

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Background: The rapid progress of technology offers a transformative path for medical education, with Virtual Reality (VR) presenting unique prospects to enhance learning. Integrating VR in medical education demands substantial investments but promises immersive learning experiences for students and practitioners, though challenges of cost and content quality must be navigated.

Aim of study: This study is aimed to guide the effective development of VR-based medical education, ensuring its benefits are optimized for improved undergraduate medical student learning experience.

Method: The quantitative method is used to measure the difficult topics which is assessed using a questionnaire administered to 120 second year students in Medical Faculty Universitas Warmadewa Denpasar Bali. The research then continues qualitatively with in-depth interviews conducted with 10 students to understand how VR can assist them in learning and to anticipate any fears they may have about using VR, which can be addressed by the institution.

Results: This study found that anatomy is the most needed topic in the form of virtual reality (93%), as this medium can assist students in having a strong visual experience by providing them the opportunity to explore the body's organs and systems on a larger scale, as well as uncovering details that are difficult to see in conventional images or models. According to the students, VR can aid in comprehending the human body's structures in detail, including the locations of organs and systems that are typically quite complex for them. They also added that this in-depth visual experience cannot be obtained through conventional teaching media such as books, videos, or mannequins. However, some students are concerned that VR might make them dependent on the devices, even though they are expected to have a strong theoretical knowledge without having to rely on VR technology.

Conclusion: This study guides the tools and methods for facilitating effective development of VR-based medical education.



OB-1 Grit and Burnout in Medical Residents: a Systematic Review

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Background: Burnout is defined as a prolonged response to chronic stressors in a demanding environment. It is increasingly found in medicine, especially within residency programs, and can lead to negative outcomes such as early retirement, psychiatric instabilities, and increased rates of medical errors. Grit, or perseverance for long-term goals, has been considered an important trait in medicine. Higher levels of grit significantly affect a resident's performance in academics, and it is hypothesized to play a big role in managing burnout. Understanding its role in burnout would potentially open new possibilities for early intervention, leading to better-quality physicians.

Aim of study: To understand the relationship between grit and burnout in medical residents.

Method: This systematic review was performed according to PRISMA guidelines and included 10 studies from systematic searches across Pubmed, Science Direct, Cochrane & Wiley Online Library. Risk of bias analysis was performed using the Newcastle-Ottawa Scale (NOS).

Results: All studies show that grit is inversely associated with overall burnout ($p < 0.05$). Higher grit is associated with lower emotional exhaustion ($p < 0.05$), lower rates of depersonalization ($p < 0.05$), and a higher sense of personal accomplishment ($p < 0.05$). Higher grit is also found to increase psychological well-being ($p < 0.001$). Grit is higher in women compared to male and higher in first years. Some protective factors against burnout include good relationships with peers, exercise, financial adequacy, and the ability to plan for the future. Measurement of grit is done by administering the Short Grit Scale (GRIT-S) survey, which has been validated in one of our included studies.

Conclusion: This systematic review shows that grit and burnout are associated. The measurement of grit during a residency program can hopefully aid in identifying residents at risk for burnout and allow for quick implementation of targeted interventions to reduce negative outcomes of burnout.



OB-2 Beyond the binary: Exploring the complexities of bullying perception

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Background: Surgery residency programs are considered more prone to bullying incidents. One of the reasons is related to the working conditions of a surgeon with more stressors and risks almost all the time. This stressor will lead to unwanted responses in facing or solving a problem. Bullying in the surgical residency program is closely associated with depression, anxiety, and the risk of burnout, and it turns into suicidal ideation.

Aim of study: This study was conducted to identify the perception of bullying in the Plastic Reconstructive and Aesthetic Surgery residency program, Faculty of Medicine, Universitas Indonesia. We evaluate the perception of bullying among the residents and attendings through a series of acts that are shown in medical-themed films, which we chose in the same field of surgery.

Method: Residents and lecturers in this residency program were chosen by stratified random sampling by considering the residency stages of the residents and the years of teaching for the attending. The responses were collected by showing them 15 scenes in medical-themed films and then filling out a perception rating scale for the act of bullying in every video. The perception was measured by a global rating scale ranging from 0 (no act of bullying) to 10 (clearly bullying).

Results: Forty-six participants were approached. Eight of them were lecturers (17.4%), and 38 of the participants were residents (82.6%). This study found that the perception of bullying showed a wide variety between each group in the residents and the lecturers. It shows a significant result in the perception of bullying for five videos with prominent bullying acts ($p < 0.05$). However, other videos without prominent bullying acts identified very varyingly.

Conclusion: Bullying is a significant issue among surgical residents. It is important to address or report any act of bullying. It is found that many factors played a role in the perceptions of the act of bullying, such as characteristics of the generation, family or domestic issues, socio-economy status, personal stress management, and psycho-social development.



OB-3 Medical Education during the COVID-19 Pandemic: Identifying the Research Priorities using Bibliometric Analysis

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Background: The COVID-19 pandemic is a disruptive event affecting the organizational routines of myriad sectors, including education in medicine. Medical educationalists have put effort into tackling challenges promoted by the pandemic, and numerous studies in medical education have been done to find the best practices for educational adaptation during the pandemic. Consequently, the research landscape in the medical education field may transform.

Aim of study: We aim to assess the topic priorities of medical education research during the COVID-19 pandemic.

Method: This study employed bibliometric analysis based on the metadata of published literature in the PubMed database between 2020 and 2023. The search was performed on August 24th, 2023, using the keyword 'Medical Education' and its synonyms. All metadata was then processed using VOSviewer 1.6.19 software for network, overlay, and density visualization.

Results: Metadata from a total of 313,982 publications was included for bibliometric analysis. Curriculum, clinical competence, and simulation training were the most explored topics in their relation to the other topics in medical education, with total link strengths of 3269, 3237, and 669, respectively. Accordingly, they were among the top topics in medical education research, according to the density visualization. From the overlay visualization, it is known that the majority of research topics were published in 2021, while there were fewer within the 2022–2023 periods. Interestingly, research topics about technology application in the teaching-learning process, such as computer simulation, artificial intelligence, virtual reality, and augmented reality, increased significantly during the COVID-19 pandemic.

Conclusion: This study has shed light on the topic mapping of medical education research in the last four years. We conclude that the COVID-19 pandemic has altered the research priorities of medical education worldwide. Accordingly, these findings may assist scholars in identifying the future work of medical education research.



OB-4 Exploring the Relationship between Sleep Quality and Academic Performance among Medical Students: A Global Literature Review

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Background: Sufficient sleep is known to enhance cognitive function, particularly memory retention. Poor sleep quality and daytime sleepiness can negatively impact students' physical and cognitive health, as well as academic performance. This study aims to investigate whether inadequate sleep quality contributes to poor academic performance in medical students by analyzing current global research.

Aim of study: This research seeks to understand the potential connection between insufficient sleep quality and academic underperformance among medical students.

Method: A systematic review was conducted using Pubmed, Cochrane, and Science Direct databases with the keywords '(Sleep quality) AND (Medical students) AND (academic performance)' to identify relevant studies.

Results: The review included 11 studies with a total of 4413 medical students. These studies consisted of 10 cross-sectional designs and 1 case-control study, conducted in various countries including France, Saudi Arabia, Morocco, Pakistan, Jordan, Sudan, and Iran. Among the findings, 8 studies showed a significant association between poor sleep quality and reduced academic performance. Conversely, 2 studies found no significant correlation, while 1 study intriguingly suggested that inadequate sleep quality might be linked to improved academic outcomes.

Conclusion: The synthesis of global research underscores the positive relationship between satisfactory sleep quality and academic performance. This highlights the importance of medical students prioritizing optimal sleep quality to support their academic achievements.



OB-5 The Relationship Between Metacognitive Skills And Computer Based Test (Cbt) Scores In First Year Students Faculty Of Medicine Riau University

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Background: The use of CBT as an assessment of academic achievement of medical students is widely applied in Indonesian medical faculties. One of the internal factors that affect the academic achievement of medical students is metacognitive skills. However, research in Indonesia on the relationship between metacognitive skills and academic achievement of medical students provides different results. Therefore, it is necessary to conduct research to confirm the relationship between metacognitive skills and academic achievement of medical students.

Aim of study: This study aims to determine the relationship between metcognitive skills and CBT scores in first-year students of the Faculty of Medicine, Riau University.

Method: The population in this study were all first year students of the Faculty of Medicine, Riau University. Data were collected using the Metacognitive Awareness Inventory (MAI) questionnaire. The research data were analyzed quantitatively with percentages and statistically analyzed using the Spearman test.

Results: The results of this study indicate that most students' metacognitive abilities are in the well-developed category. Based on the correlation test, it was found that there was no relationship between metacognitive skills and CBT scores in first-year students of the Faculty of Medicine, Riau University.

Conclusion: There was no relationship between metacognitive skills and CBT scores in first-year students of the Faculty of Medicine, Riau University.



OC-1 Artificial Intelligent in Anatomy Education : Narrative review

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Background: Artificial intelligence (AI) refers to computer systems that analyze data in order to identify meaningful patterns, make decisions and predictions, and perform tasks historically requiring human- level intelligence without explicit human instructions. The use of AI were disrupted during the Covid- 19 pandemic, with the onset of remote teaching was universally shared by medical education include anatomy discipline.

Aim of study: This article are narrative review to study the potential use of artificial intelligent in anatomy education, beside that we also identify the weakness or threat in infuse-ing AI in the anatomy education.

Method: Literature review from database such as google scholar, pubmed, and embase to search both of the potential and peril use of AI in anatomycal education.

Results: AI are currently integrated into anatomy online learning systems for student learning through three dimensional anatomical model development, virtual dissection, anatomy gamification, virtual reality (VR) and augmented reality (AR). Artificial intelligence is also being engaged in the online simulation of surgery and autopsies. AI also can be use for student monitoring, e.g as "online proctoring" to confirm that students are not cheating in remote computer-based examinations. The landscape of anatomy education is increasingly used in anatomycal education. Beside that the use of AI also have tension with the older traditional educational models in term of anatomical structure, healthcare practice, diversity, inclusion and social justice, student support, and also student learning engagement.

Conclusion: The anatomy education community must engage in carefully accepted approaches to the further advancement and integration of anatomy education technologies.



OC-2 Enhancing Handover Competence in Medical Students: A Critical Literature Review of Training Interventions

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Background: Inadequate handovers can compromise patient care due to lost, missed, or misinterpreted information. Many junior doctors feel underprepared in delivering handovers, despite competency in structured handovers being an entrustable professional activity (EPA) for medical students (Sheng et al., 2020). A gap remains in assessing handover education in undergraduate medicine.

Aim of study: This critical literature review aims to evaluate interventions in undergraduate handover training and their impact on medical students' attitudes, behaviors, and patient outcomes.

Method: Search terms derived from the research question "How does handover training in medical students affect handovers?" were used in databases such as Web of Science, ERIC, Education Source, Medline, and Embase. Inclusion criteria covered 2015–2022 papers on handover training for medical students, excluding studies not involving medical students or focusing solely on tools rather than educational interventions. Five studies meeting criteria were critically appraised using the Joanna Briggs Institute tool for quasi-experimental studies. Data extraction followed Best Evidence Medical Education's guidance, with outcomes classified by Kirkpatrick's model.

Results: The studies involved 3rd and 4th year medical students ($n = 19$ to $n = 240$). While interventions varied, results generally indicated short-term advancements in Kirkpatrick's level 2, with improved handover performance post-workshop in standardized cases, denoting Kirkpatrick level 3. Statistically significant enhancement was observed immediately post-workshop (Reyes et al., 2016; Holt et al., 2020) and one year later (Reyes et al., 2016). Notably, Reyes et al. (2016) and Stojan et al. (2016) reported significant improvement in Kirkpatrick's level 4a.

Conclusion: The five studies, rated satisfactory or good, contribute to handover education research by applying educational theory principles and exploring long-term outcomes. They also add evidence to Kirkpatrick's level 3 and 4. However, further research is required to establish best practices in undergraduate handover education and assess whether interventions yield consistent global results.



OC-3 Failing to Fail in Dental Education in Indonesia: An Explorative Study

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Background: In medical education, several studies have shown that assessments provided by clinical instructors are only sometimes consistent with the actual competencies of medical students. This condition can harm students, clinical instructors, and even patients. Research on inadequate student competence assessment, known as 'failing to fail,' has not yet been conducted in dental education in Indonesia.

Aim of study: This study aims to explore the failing to fail phenomenon among dental clinical instructors in Indonesia.

Method: This descriptive qualitative study employed in-depth interviews with ten informants. Interview recordings were transcribed verbatim and analysed using the SCAT (Steps for Coding and Theorisation) method. Document analysis was chosen as a data triangulation method, and member-checking procedures were conducted for data validation.

Results: Failing to fail was found in reducing requirements, lowering standards, and changing the assessment format. The causes of failing to fail were categorised into four stages. The pre-decision stage consists of incorrect perceptions of assessment by instructors, inadequate assessment skills of instructors, limited assessment time, and an unfavourable faculty-to-student ratio. In the driver stage, instructors' lack of understanding of competency levels, the phenomenon of failing to pass, the absence or difficulty in using assessment rubrics, inadequate facilities and resources, and poor clinical and professional performance of students were the contributing factors to failing to fail. In the primary decision stage, instructors' lack of expertise in the tested material and the desire to maintain good relationships with students or their parents were the factors. In the communication stage, there were recommendations from the faculty and a need for remedial programs. Failing to fail can affect instructors, students, patients, and the public image of the profession and educational institutions.

Conclusion: Failing to fail should be prevented by providing assessment and professionalism training and establishing support systems for instructors, providing assessment training and support systems for students, and creating an optimal assessment system and an ideal faculty-to-student ratio to facilitate remedial programs for students.



OC-4 Acupressure for Patient Self-Care: A Promising Addition to Undergraduate Medical Education

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Background: The COVID-19 pandemic over the past 3 years has brought about challenges in accessing healthcare, prompting the emergence of innovations in healthcare services, such as telemedicine. Nevertheless, telemedicine itself sometimes encounters obstacles in delivering therapies to patients. There is a need for non-pharmacological methods that are relatively simple to assist in patient self-care. Acupressure can be a choice of non-pharmacological method that is relatively easy to teach to patients. Currently, acupressure is not part of the undergraduate medical student's syllabus.

Aim of study: The following literature review presents current developments of acupressure teaching for patient self-care in various medical conditions. This review aims to further incorporate acupressure teaching into undergraduate medical student's syllabus with sufficient evidence.

Method: Literature search on publications about acupressure teaching in the past 5 years was done in publication databases like Google Scholar, PubMed and EMBASE. Eligible literatures are then reviewed.

Results: Literatures reviewed demonstrate a significant increase in knowledge scores following acupressure training session, validating its ease of teaching. Additionally, the effectiveness of acupressure in managing various conditions is well-supported by the reviewed literature.

Conclusion: Acupressure is one of the healthcare methods that has been proven for its benefits and safety, making it suitable for achieving optimal levels of health. With current evidence in hand, incorporation of acupressure teaching into undergraduate medical student's syllabus, whether as a core syllabus or a supplemental one, might be warranted. The development of a curriculum on acupressure is expected to enhance the competencies of medical students, enabling them to better educate the community about patient self-care.



OC-5 Performance of Artificial Intelligence (AI)-driven Large Language Model in Solving Neurology Board-Style Questions: A Comparison between AI Platforms and Neurology Residents of Faculty of Medicine Universitas Indonesia (FMUI)

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Background: AI-driven large language model (LLM), such as ChatGPT 3.5, Bing, and Google Bard, has emerged as innovative tools in medical education. These platforms might assist medical students in answering the questions. The performance of these AI-platforms has been reported in medical examinations of various specialties, including neurology. However, currently, no data reported in Indonesia.

Aim of study: The objectives of the study were to examine the performance of chatbot AI platforms in solving neurology board-style questions compared to neurology residents and to analyze its contributing factors.

Method: This is a cross-sectional study using 100 questions from the neurology national board preparation test which was conducted in four batches from 2021 - 2023. We compared the test results with the response of ChatGPT 3.5, Bing, and Google Bard for overall score, topic, and topic domain score. Contributing factors were divided into topic domain, question type, and question length. Statistical analysis was performed using the SPSS program (version 23.0).

Results: A total of 40 neurology residents completed the tests. The mean score of neurology residents (57.95 ± 11.4) was higher than ChatGPT 3.5, Bing, and Google Bard which were found to be 42.00, 51.00, and 36.00, respectively. Neurology residents achieved the highest score in 9 topics (50%), compared to only 6 topics (33.3 %) for Bing, 4 topics (22.2%) for ChatGPT 3.5 and none for Google Bard. Out of 4 topic domains, neurology residents also showed the highest score in 3 topic domains (75%). The accuracy of Bing ($p.0.016$) and Google Bard ($p.0.017$) is significantly different across topic domains. ChatGPT 3.5 showed significantly less accuracy in text-figure questions ($p.0.019$). All of the AI platforms showed higher accuracy with less question length insignificant statistically.

Conclusion: The study showed that the performance of neurology residents outperformed chatbot AI platform. Bing has the highest performance among them. The performance of AI platforms depends on many factors.



PA-1 Challenges and recommendations for ethical issues in telemedicine services: a literature narrative

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Background: Telemedicine services cannot be avoided in the era of digitalization and have increasingly become an essential service since the pandemic. Doctor-patient meetings that were previously face-to-face via telemedicine have become virtual face-to-face, which has several obstacles, including issues of medical ethics. Considerations of patient confidentiality, confidentiality of patient data, and informed consent. need to be anticipated so that telemedicine services remain high-quality and ethical.

Aim of study: This research aims to synthesis the main ethical issues in existing telemedicine services and practices.

Method: The method used is a literature review. The literature search used data engine PUBMED and OVID. The criteria of articles using English and Indonesian language, available in full text article, and publications in the last five years; from 2019 to 2023.

Results: The results of the literature review show aspects such as informed consent (information about the risks and benefits of remote therapy) and autonomy, patient privacy and confidentiality, protection of data security, malpractice, quality of service, and the doctor-patient relationship.

Conclusion: There are still many ethical problems in telemedicine practice that require clear rules to ensure fair access, quality of service, professional responsibility, respect for patient privacy, data protection, and confidentiality
Keywords: telemedicine ethics; ethics; telemedicine barriers; privacy; confidential.



PA-2 Pandemic Adaptation: Online Study Could be Interesting and Enjoyable with Games

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Background: Quick adaptation of learning were crucial during pandemic. Although conduct online learning is not easy, but the quality of the learning should be equal with face to face learning. Online learning is also designed to provide an atmosphere that facilitates collaboration between students. When you switch to online learning, the Problem Based Learning (PBL) learning method ideally still be able to motivate students to learn. One way to induce motivation is to use games in learning. They are considered fun and create motivation to learn.

Aim of study: The aim of this research is to determine students' subjective experiences of learning online using games in PBL.

Method: This research uses quantitative descriptive methods. This research uses secondary data from the results of a bold PBL learning evaluation. Thirty-two students who learned PBL using dare games filled out the Intrinsic Motivation Inventory (IMI) questionnaire which has been validated and has been used in educational research. The results of the evaluation are then explained descriptively.

Results: From the IMI questionnaire, 32 students got a positive subjective experience from measurements with the IMI questionnaire. The self-report results from the IMI questionnaire are, Interest/enjoyment subscale with a mean of 5.8, value/usefulness subscale with a mean of 5.6 and choice subscale 4.6. Intrinsic motivation according to students' subjective experiences is assessed as obtained from this activity referring to the interest/enjoyment subscale.

Conclusion: The PBL learning method with games perceives students positively using the IMI questionnaire on the interest/enjoyment scale. This means that online PBL with games can produce students' intrinsic motivation. Learning methods using games can be developed and used continuously to make learning fun and interesting. Keywords: game method, intrinsic motivation, online learning, self-determination theory, problem-based learning.



PA-3 Addressing the Post-Pandemic Era: Mitigating the Impact of Clinical Learning Deficits among Medical Students during the COVID-19 Pandemic

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Background: The COVID-19 pandemic was brought on by the transmission of the SARS-CoV 19 virus and started in the Chinese province of Wuhan. One of the nations most impacted by the COVID-19 outbreak is Indonesia, a nation known for its medical education. The educational community is implementing the government policy of Large Scale Social Restriction (PSBB) as a Study From Home (SFH) initiative to stop the virus's spread. Medical students must demonstrate their ability to adjust fast by applying online self-learning without receiving direct criticism. Clinical learning using the Clinical Skill Lab (CSL) approach must be used to develop medical students who are adept at performing anamnesies, physical examinations, and supporting examinations to determine the patient's diagnosis in accordance with the 2012 Standards of Competence of Doctors Indonesia (SKDI) standards. CSL presented a unique issue for medical students at the time SFH was implemented because it was conducted online without the benefit of actual field experience, limiting the extent to which it could be implemented. Since 2023, there has been a decrease in the COVID-19 cases in Indonesia, leading to the elimination of the Large-Scale Social Restrictions (PSBB) policy, including the implementation of the Stay-At-Home (SFH) measures. Thus, during the Covid-19 pandemic, medical students must be able to change and pursue the outdated clinical skills.

Aim of study: This study seeks to examine the effects of the COVID-19 pandemic on clinical learning using Clinical Skills Lab (CSL) methodologies. It aims to propose solutions to stakeholders in order to optimise the clinical education of medical students through CSL, in alignment with the Indonesian Doctor Competence Standards (SKDI) of 2012, in the aftermath of the pandemic.

Method: This article is a literature study derived from several articles uploaded in various credible journals such as PubMed, Google Scholar, EBSCO, and Web of Science. The keywords used in the search are clinical learning, medical students, skills lab, COVID-19 pandemic, and post-pandemic era.



Results: Significant findings from multiple sources have indicated that online CSL has a negative impact. The COVID-19 pandemic is attributed to various factors, including personal, social, organisational, physical, and virtual reasons. The in-person execution of the Clinical Skills Lab (CSL) is crucial for fostering self-assurance among medical students. Furthermore, the use of online learning has resulted in a decrease in available possibilities for students to engage in self-development activities, primarily due to spatial constraints. The utilisation of online platforms for clinical learning has been observed to have a detrimental impact on the level of student engagement, hence hindering the attainment of optimal learning outcomes. Several strategies can be implemented to facilitate the transition from clinical learning during the pandemic to the post-pandemic period such as the readiness of methods and precautions; Suitable presentation of clinical skills content; Readiness of expert staff; Technological preparedness; and Readiness of students.

Conclusion: The Clinical Skills Lab (CSL) must be conducted in person if medical students are to develop confidence. Due to space limitations, using online learning has also reduced the number of opportunities for students to participate in self-development activities. In order to facilitate the adjustment of medical students to the post-pandemic era, it is imperative to implement focused methods.



PA-4 Preliminary Survey Of Students' Readiness To Face Offline Study Post Pandemic Covid-19

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Background: The improving situation and recovery from the covid-19 crisis have led the type of teaching learning activities went back to offline in the Faculty of Medicine, University Pelita Harapan.

Aim of study: The aim of the study is to assess students' readiness, along with survey content validation through piloting projects and expert judgment.

Method: A cross-sectional research was conducted using G-Form survey.

Results: 16 voluntary respondents from the 2020 batch participated, comprising 4 males and 12 females, aged between 19 to 23 years old. The respondents' readiness was 87.5%, but 62.5% of them expressed fear towards offline activities. Despite this fear, the majority of respondents were able to adapt at a rate 87.5%. Stress levels experienced during offline and online studies were nearly balanced, with 56.3% for offline and 43.8% online. The dominant learning style among the 10 respondents was independent learning, while the rest preferred study group. Other factors assessed included adaptability to offline learning, time management, strategies to facing offline study, and the potential difficulties in interacting with lecturers and peer groups. All of them showed support for the readiness of offline study. Expert validation of the content involved 2 doctors with a background in medical education and 1 senior doctor in the biomedical field. Survey item improvements primarily focused on technical aspects of language usage, ensuring that the language did not alter the purpose of the survey questions. Question related to coping mechanisms were considered to be reformatted into multiple choice format but still providing short answer for other response.

Conclusion: The survey result indicated that students' readiness to offline learning were good, as the respondents demonstrated the ability to navigate changing situations effectively. Each questionnaire item were understandable and aligned with the research objectives. However, ongoing support from the faculty remains essential to prevent negative stressors and academic failure risk factors for the students.



PA-5 Facilitating generic skills development using active learning approaches

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Background: Healthcare workers who possess generic skills are associated with better doctor-patient relationships, higher diagnosis accuracy, and fewer medical errors. Several studies indicated that active learning approaches may facilitate generic skills development; however, these methods are not commonly implemented in medical education.

Aim of study: This study aims to find out the influence of active learning approaches employed in the Medical Education (ME) Elective Block at Atma Jaya Catholic University of Indonesia, School of Medicine and Health Sciences (AJCUI SMHS) on facilitating fourth-year students' generic skills development.

Method: This is an experimental quantitative study using one group pre-test-post-test design (n= 35 students). Participants were randomly distributed into four mentoring groups. Each group was expected to identify, analyze, and develop creative, innovative, and tangible solutions toward a specific health inequity issue. Flipped classroom, interactive lectures, working groups and mentoring sessions were employed. Participants were asked to fill Indonesian adaptation of self-assessment generic skills assessment tool at the beginning and end of the block. This 5-likert scale assessment tool consisted of 33 statements that were grouped into six domains. Normality test was performed, and an appropriate two-sample paired correlation test was done using IBM SPSS ver. 22 to analyze the data.

Results: Participants felt least capable of performing social judgment skills (Mpre = 2.77 + 1.05, Mpost = 2.94 + 1.38, $\Delta = 0.17$), while participants felt most confident performing teamworking skills (Mpre = 3.88 + 0.68, Mpost = 4.38 + 0.58, $\Delta = 0.5$). Analytical and communication skills showed the most improvement ($\Delta_{\text{analytical}} = 0.76$ and $\Delta_{\text{communication}} = 0.76$). Overall, participants' ability in performing analytical, perseverance, teamwork, communication, and global abstraction skills were significantly improved ($p < .05$), while the improvement in social judgment was not significant ($p > .05$).

Conclusion: The interactive learning methods employed in this block were successful in facilitating participants' generic skills development.



PA-6 Effectivity of a Leadership Course for Hospital Managers and Health Students Using Massive Open Online Course

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Background: Developments and innovations in education are taking place very quickly. The utilization of information technology is a necessity. Distribution and utilization of knowledge become more effective with the support of information technology. Learning by using IT, such as learning videos, is very attractive for students where their generation is a generation that was familiar with technology when they were young. The learning process using technology can be a solution for students so that they can study freely anywhere and anytime because they can access this knowledge through a digital platform.

Aim of study: Develop learning media for students, academia, and hospital practitioners in improving leadership skills, managerial and communication skills to support the competence of health managers through the Massive Open Online Course (MOOC).

Method: MOOC Leadership in Hospital Management is packaged based on blended learning in a Learning Management System (LMS) called e-LOK. This MOOC course is not only intended for UGM hospital management master students but can also be attended by students of other fields or professionals/practitioners at the hospital. Teaching materials in videos and teaching modules will be developed and integrated into the LMS, where participants can learn asynchronously. Participants will also participate in synchronous discussion sessions with sources from within and outside the country. An assessment system will be integrated into the LMS asynchronously to evaluate participants' understanding.

Results: The Leadership in Hospital Management course contains three sub-courses, namely leadership, entrepreneurship, and communication. The three sub-courses are embodied in 13 materials taught by professional and experienced national and international speakers in their fields. This course starts in August–October 2023 and is attended by 145 participants from undergraduate students, postgraduate students, academics, researchers, and management from various hospitals. Apart from being required to take a blended learning course, participants will also receive assignments in the form of quizzes in each sub-course to test their level of understanding while taking the course. Pass participants will receive certification recognized by the Association of Indonesian Medical Education Institutions (AIPKI) if they meet the specified requirements.



Conclusion: MOOC Leadership in Hospital Management is expected to be an effective learning medium in increasing the knowledge and competence of hospital managers in terms of leadership which can improve the quality of health services in hospitals. Keywords: Leadership, Hospital Management, eLearning, MOOC, LMS.



PA-7 First Experience of Massive Open Online Course (MOOC) in Neurology Department Faculty of Medicine Universitas Indonesia Using Moodle Platform in Pandemic COVID-19 Era : Student's Satisfaction and Problem

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Background: The outbreak of COVID-19 has transformed the teaching method from commonly face to face (offline) into online. This signature adaptation also occurred in neurologic scientific events in Indonesia, which commonly held offline. Despite already introduced in 2008, Massive Open Online Course (MOOC) gain less popularity in neurology. Therefore, organizing first MOOC was challenging.

Aim of study: The aimed of this study was to analyze student's satisfaction to MOOC and Moodle as MOOC platform, student's problem and choice of upcoming course in relation to student's demographic factors namely gender, age and professional background.

Method: This was a cross sectional study using subset items of post-MOOC questionnaire from 10 course organized by Neurology Departemen FMUI on March-April 2021. The questionnaire was non-standardized and comprised of quantitative measurement with Likert scale and qualitative measurement with both closed and open questions.

Results: A total 486 participants registered in this MOOC but only 436 (89.7%) who submitted the questionnaire and became the subject of this study. Most of the subject were female (58.9%), age \leq 40 yo (70.3%) with median age 35 (28 - 68) yo and specialist background (84.4%). The majority of subjects showed scale 1 (very satisfy) and scale 2 (satisfy) for satisfaction to MOOC (98.2%) and Moodle platform (89.5%). Less than a half (42.7%) of the subjects found problem during the course with predominantly connectivity issue (71.5%). There was significantly higher proportion of non-specialist background for scale 1- 2 satisfaction to Moodle platform ($p=0.026$). Subjects age $>$ 40 yo showed significantly higher proportion of having problem than younger age ($p=0.050$). More than a half (57.3%) prefer offline method for upcoming course.

Conclusion: This first experience of implementing MOOC showed very good satisfaction level in which more than 80% of the subjects felt satisfied to very satisfied to both the MOOC itself and the Moodle platform. Further study is needed to elaborate in more detail other factors that influence students satisfaction to online learning, in particular MOOC, with standardized questionnaire.



PB-1 Enhancing the psychological well-being of medical students during the transition from the pandemic to the post-pandemic era

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Background: The COVID-19 epidemic has significantly altered the societal structure, impacting several segments of the population, including office employees, students, and particularly medical students. The abrupt transformation resulting from the epidemic imposes a psychological weight on medical students, given their condensed educational structure and distinct learning approaches in comparison to students at other prominent universities. On order to safeguard the psychological well-being of medical students within evolving circumstances, including but not limited to the pandemic and its aftermath, a comprehensive approach rooted on targeted scientific inquiry is needed.

Aim of study: The purpose of this study was to examine the effects of the Covid-19 pandemic on the psychological well-being of medical students throughout the period of transitioning out of the pandemic, as well as to identify successful approaches for enhancing their psychological well-being.

Method: The research was carried out using the method of literature study by scrutinizing articles from credible journals such as Google Scholar, PubMed, NCBI, and EBSCO. The keywords used in the study are medical students, the COVID-19 pandemic, the post-pandemic era, and psychological well-being.

Results: The COVID-19 pandemic has drawn attention to the psychological state of the many impacted populations, including medical students without exception. The pandemic has a significant influence on medical students since for around three years, nearly all of the challenging teaching and learning activities must be completed online. Consequently, there is a reduction in students' access to interactive educational experiences, which may result in a diminished level of motivation, self-assurance, and interpersonal engagement, thereby impacting their potential to pursue a medical profession in the forthcoming years. The initial stages of the transition towards the post-pandemic era also exert a significant influence on medical students, necessitating adequate room and time for adaptation. Because of this, worry and anxiety are frequent among students. In these times of transition, pursuing medical studies requires a strong social network of family and college friends, a spirit of studying, and a suitable educational system.

Conclusion: The pandemic has a significant influence on medical students since for around three years, nearly all of the challenging



teaching and learning activities must be completed online. The initial stages of the transition towards the post-pandemic era also exert a significant influence on medical students, necessitating adequate room and time for adaptation. Social support from family and colleagues plays an important role.



PB-2 Health Workers Perception On Implementation Of Interprofessional Collaboration On Antenatal Care In Puskesmas Andalas

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Background: Maternal Mortality Rate (MMR) can be prevented by optimal Antenatal Care (ANC). Optimal quality of ANC requires health workers' role through Interprofessional Collaboration (IPC). IPC can improve the quality of health services.

Aim of study: The purpose of this study was to determine the perception of health workers towards IPC in ANC.

Method: This research is a descriptive study using a cross-sectional design. The sample were 40 health workers who were determined by the total sampling method. The study used an Interdisciplinary Education Perception Scale (IEPS) questionnaire.

Results: The 33 health workers (82.5%) had a good perception of IPC implementation on ANC with the collaborative evidence component had the highest percentage (90%) and the understanding of other professions had the lowest percentage (62.5%); furthermore there is no bad perception of each component of perception (0%). Doctors, dentists, and nurses had a good perception of IPC in ANC with the highest value (100%), followed by midwifery (87.5%) and pharmacy (66.7%). nutritionists and medical laboratory technologists have a moderate perception of IPC in ANC (66.7%).

Conclusion: Most of health workers have a good perception on the four components of perception except the nutritionists and the medical laboratory technologists who have moderate perception on the component of competency and autonomy as well as the component of understanding of other professions so that efforts are needed to improve these competencies.



PB-3 Analysis of Social Media Use in Medical Students: A scoping review

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Background: The high spike in usage within social media platforms has significant implications for users' mental health, particularly in terms of anxiety. In the case of social media, its impact on mental health has been highlighted by various parties and is considered a source of concern. Students are active users of social media and occupy the highest position. Social media use is significantly associated with increased depression, mood disorders and anxiety in adolescents. In addition, it was found that the prevalence of poor mental health is high in medical students.

Aim of study: Against this background, this study was conducted to contribute to the literature on various determinants of the intensity of social media use among medical students.

Method: The PubMed, Web of Science and Cochrane Library databases were searched with the search strings 'social media use' AND 'medical students' for articles published between January 2022 and October 2022. Articles are excluded if (1) examining the intensity of social media use as a risk factor for other outcomes or (2) involving hospitalized patients or participants under medical care.

Results: The 11 studies identified were classified into categories according to the determinants investigated and their effect on the intensity of social media use. The study found performance expectations, perceived trust and social influence as the main factors influencing social media use.

Conclusion: Medical students are susceptible to different risk factors for social media use. When designing interventions to lower social media use among college students, key determinants need to be considered.



PB-4 Piloting Interprofessional Education Module In Medical Residency Program

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Background: Implementing Inter Professional Education (IPE) curricula in residency has gone through contextual challenges and opportunities. However, it is undoubtedly necessary to start early, especially in medical residency program to gain wholesome understanding and further clear implementation in their education.

Aim of study: The aim of this study is to propose practice points of implementing IPE module in residency program throughout contextual experiences from the medical residents.

Method: We reviewed the implementation of IPE module in case-study based experience from new medical residents in an integrated course in Faculty of Medicine, Universitas Andalas within two period of time: January 2023 and July 2023. The IPE module was held for four weeks within each semester. 93 medical residents in January and 94 ones in July 2023 were experiencing IPE module based on WHO standards with various learning activities: interactive lectures, role play, games and quizzes, self-reflection tasks, and group session with teachers from different departments and professions (physicians, midwives, nurses, pharmacists, psychologists). We evaluate their experiences via self-administered questionnaire related to the overall integrated course evaluation in each week-session.

Results: We held ten to eleven session of IPE module with various learning activities for new residents. The learning activities emphasized to build basic understanding of IPE implementation during residency training as well as collaborative practice readiness and preparation. Residents reported general satisfaction, building understanding and empathy towards other fields and professions, and developing new knowledge related collaborative practice.

Conclusion: This pilot implementation of IPE module in residency curricula proposed contextual yet significant acknowledgement to build the readiness and understanding in each new medical residents to implement inter professional collaboration during their journey to be specialist.



PB-5 The Relationship Between Non-Academic Activities and Professional Identity Formation in Indonesian Medical Students

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Background: Non-academic activities are an integral part of the professional development process for medical students. The COVID-19 pandemic has presented additional challenges in shaping the professional identity of both students and healthcare practitioners, as well as in fostering student participation in various learning activities and non-academic pursuits. Although reflections on non-academic activities have been used to assess the formation of professional identity, the direct relationship between these two factors has not been thoroughly explored.

Aim of study: This study aims to investigate the connection between non-academic activities and the stages of professional identity formation among medical students. It seeks to understand how non-academic activities impact the development of professional identity and professionalism in medical students during the COVID-19 pandemic.

Method: The research is a cross sectional studies using Developing Scale questionnaire to measure the stages of professional identity formation in medical students; and reported time span each week involvement in nonacademic activities. The datas were collected by sending forms online to medical students across Indonesia and analyzed using SPSS. Recommendations will be provided for medical students and relevant policy stakeholders regarding this issue.

Results: The investigation is ongoing, and as of the present time, definitive results have yet to be reached.

Conclusion: The investigation is ongoing, and as of the present time, conclusions have yet to be reached.



PB-6 Different Types of Stressors as Perceived by 2020 Malahayati University Medical Students

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Background: Medical students at the Faculty of Medicine faced considerable challenges during their medical education, resulting in stress among them.

Aim of study: This study aims to identified the types of stressors encountered by medical faculty students.

Method: A descriptive study was conducted using the Medical Student Stressor Questionnaire (MSSQ) as a well-established and reliable measurement tool.

Results: Among the 140 respondents from the batch 2020 of Malahayati University's Medical Faculty, the highest average stressor score was associated with Academic-Related Stressors (ARS), scoring 2.18. This indicates that ARS can lead to stress at the severe level. On the other hand, the lowest average score was linked to Social-Related Stressors (SRS), scoring 0.83, indicating that SRS causes only moderate stress.

Conclusion: The stressors causing severe level of stress among medical students are primarily related to academics (ARS). Hence, it is crucial for students to be vigilant and adequately prepare themselves when facing such stressors.



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