

ANZAHPE-AMEA 2015 CONFERENCE



Australian & New Zealand Association for Health Professional Educators
Newcastle City Hall, Newcastle, 29 March – 31 March, 2015
Stakeholder Engagement in Health Professional Education



Asian Medical Education Association Conference
Newcastle City Hall, Newcastle, 30 March – 1 April, 2015
New Directions in Patient-Centred Medical Education

ANZAHPE/AMEA 2015 Abstracts

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As at 20 March 2015

Wednesday 01 April 2015

	Concert Hall	Cummings Room (Level 1)	Mulubinba Room (Level 1)	Hunter Room (Level 2)	Lecture Theatre 3 (UH421 University House)
09:00	Safety & Quality / Accreditation & Standards Oral Presentations Chair: Chris Kerley	Experiential Learning / Patient as Expert Poster Presentations Chair: Robert Duvivier	Students as Partners / Patient as Expert Oral Presentations Chair: Linda Sweet	Competency-Based Education 90 Minute Workshop	Professional Development 90 Minute Workshop
09:00	392 : Promoting Collaboration And Institutionalization Of Continuous Quality Improvement Toward Establishment Of National Independent Accrediting Body Rachmad Bekti	88 : Patient Feeling Experience To Enhance Empathy Banjong Preungprasob	169 : The Fears I Have Erica Cameron-Taylor		
09:05		109 : Early Clinical Exposure Of Preclinic Medical Students Nikom Matlong			
09:10		424 : Team Based Learning As An Instructional Strategy In Pathology Khurshid Anwar			
09:15	213 : The Relationship Between Students' Psychological Scores And Their Academic Achievement At The Faculty Of Medicine, Andhas University Eryeti Darwin	50 : Barriers And Enablers To Simulated Learning In Nurse Education: A Systematic Review Of The Literature. Amal Al-Ghareeb	15 : An Assessment Of The Stress Levels Of Students Entering Medical School In Indonesia Hardisman Dasman		
09:20		284 : Implementation Of Community-Based Education: Case Study In West Java Nita Arisanti			
09:25		411 : Impact Of Human Skills Training On Affective Learning And Empathy Among Pre Med Students Linda Humphreys			
09:30	417 : Economic Evaluation Of Work Place Based Assessment Of International Medical Graduates Andrew Searles	280 : Evaluation Of A Teaching Innovation: Using Stories And Critical Thinking Questions List (Ciq) To Teach Critical Thinking Umamah Kheiriyah	302 : Student Perspectives On Indigenous Health Curriculum - A Pilot In Physiotherapy At Monash University. Alison Francis-Cracknell, Karen Adams	24 : Cultural Competency For The Classroom And Practice Kyle Wilby	212 : Contemplative Practice For Health Practitioners: A Return To The Academy Craig Dalton
09:35		237 : Attitude Of Simulated Patient Toward Rating Scale Checklists In Osce , Role Of Patients As Experts Kalyana Anasask			
09:40					
09:45			383 : Clinical Year Students: Are They More Stressed Than Non Clinical Year Students? Abdus Salam		
10:00			143 : Evaluation Of The Personal Qualities Assessment (Pqa) As A Predictor Of Performance For Medical Students At The International Medical University. Vishna Devi V Nadarajah		
10:15			393 : Does The Presence Of A Mental Health Consumer On An Oral Examining Panel Enhance Student Engagement In Learning? Elisa Yule		
10:30	Morning Tea Break				
11:00	Experiential Learning Oral Presentations Chair: John Hamilton	Evidence and Theory / Professional Development Poster Presentations Chair: Ian Symmonds	Competency-Based Education / Professional Development Oral Presentations Chair: Erica Cameron-Taylor	Simulation 45 Minute Workshops Chair: Amanda Wilson	Experiential Learning 90 Minute Workshop
11:00	400 : The Personal Costs Of Continuity Of Care Experiences For Midwifery Students Linda Sweet	266 : Sketching Activity As Teaching And Learning Strategy Yannick Yannick	39 : Improving The Quality Of Junior Doctor Training Experiences In Psychiatry: A Narrative Review Anthony Llewellyn		
11:05		349 : Factors Contributing To Stress On Problem Based Learning Students Nur Afraini Syah			
11:10		344 : The Use Of Video As An Effective Learning Tool In Anatomy Gusti Revilla			
11:15	97 : Integrating Training In Clinical Medicine, Leadership And Management To Produce Expert Generalist Clinicians To Lead 21st Century Health Care. Chris Kerley, Kiche Neir, Ross Kerridge, Cathie Hull	271 : Medical Students' Perceptions On Cadaver Dissection Siti Nurhalimah	25 : Cumulative Osce In Qatar: A Pilot Project For The Middle East Kyle Wilby	221 : "How To Design And Implement An Effective Human Patient Simulated Education Program" Libby Bancroft, Heather Dewattville-Doe	
11:20		389 : Student Selection Method And Academic Achievement Nita Kusuma			
11:25		307 : Assessment Drives Learning: Alport Foundation Of Australia Contributes To Exit Exam For Ophthalmic Apprenticeship Training Deb Colville			
11:30	188 : A Framework To Enhance Experiential Learning In Multidisciplinary Management In General Practice (Gp) Training Christopher Starling	422 : Holistic - Adaptive Care Model A Conceptual Frame Work For Nursing Practice In Indonesia Yanti Hermayanti	79 : Exploring The Perceptions Of Australian And Us Medical Students And Their Teachers About Clinical Professional Attire Clinton Colace		171 : Bedside Teaching: An Old But Valued Way To Learn Clinical Skills Judith Hudson, Kim Davidson
11:35		31 : The Challenges And Implementation Of Problem Based Learning: An Experience Of An Indonesian University Masrul Muchtar, Hardisman Dasman			
11:40		246 : Team-Based Learning Training Workshop At Ukm Medical Centre: Faculties' Perspectives Abdus Salam			
11:45	84 : Practice And Assessment Of Experiential Learning In Health Professions Training Vishna Devi V Nadarajah, Stefan Kutzsche	141 : A Short Intensive Course For Doctors Planning To Conduct Ward Teaching Rounds In A Foreign Language Sims Sarvari, Patrick Y. Tan	142 : Perception Of Second Year Pharmacy Undergraduate Students On The Educational Values Of Reflective Portfolio Hui Meng Er	29 : A Patient Centred Approach To Sexual Health, Using Hybrid Simulation As A Learning Modality Dianne Ritson, Donna Mak	
11:50		174 : Factors Related To Patient-Centredness In Students In The Joint Medical Program Andra Debeon			
12:00					
12:15					
12:30	Lunch Break				
13:30	AMEA Closing Plenary Chair: Brian Kelly				
13:30	Bring your own device: How can technology help Medical Education? From "Flipped" classrooms to "Just in Time" point-of-care Electronic Medical Records Prof Dawn DeWitt Proudly sponsored by Flinders University				
14:15	Programmatic Assessment For Learning Lambert Schuwirth Proudly sponsored by Hunter New England Local Health District				
15:00	Conference Closing Ceremony				
15:30	Afternoon Tea Break				

Contemplative Practice For Health Practitioners: A Return To The Academy

Daig Dalton¹,

Faculty Public Health Medicine, NSW, Australia

Introduction/ Background

Contemplative practice and variants of meditative practice were the foundation of the original "academy" and are common to all great wisdom traditions including Greco-Roman philosophical schools, Asian religious and Christian contemplative traditions. Eastern contemplative practices have gained increasing popularity in North American universities since their introduction in the 1960's and are now being introduced from North America back into Bhutan's universities and public service settings. The workshop presenter integrated mindfulness sessions into an AusAid sponsored public health surveillance course in Bhutan, short courses for staff at Hunter New England Health and is course coordinator for an undergraduate course "Buddhist and other Contemplative Traditions" at the University of Newcastle.

On one level contemplative practice brings the practitioner into the present and enhances their awareness. On a deeper level it assists the practitioner to transcend the artificial boundaries created by the ego's focus on "I" or "me" to recognise the interdependencies in complex systems. The benefits of contemplative practice relate to many themes under exploration in health and medical education including professional development, enhancing experiential learning and creating an openness to the challenges of inter-professional learning, shared decision making and acknowledging the expertise of patients.

This presentation discusses a theory of "how contemplation works", recent research on the impacts of contemplation, and the evaluation of a pilot program of a weekly one hour contemplative program for public health practitioners in Newcastle. The second half of the workshop will be an experiential engagement in contemplative practice.

Purpose/Objectives

- Explore contemplative practice as the foundation of "academic" practice dating from Greco-Roman times and the relevance of these practices to current health and medical education.
- Understand the contemplative practices common to Greco-Roman philosophical schools and Christian and Buddhist contemplative traditions.
- Workshop participants will experience several short sessions of contemplative practice to gain insight into the practices.

Method or Issues for exploration/ideas for discussion

Workshop participants will receive a brief overview of the history, benefits, and methods of contemplative practice. Participants will be introduced to a basic mindfulness meditation technique as the basis of contemplative practice followed by an exercise using analytical and nonanalytical contemplation. Participants may wish to "test" the methodology by bringing their own ethical or personal or professional challenge to contemplate during the practice session.

The Relationship Between Students' Psychological Scores And Their Academic Achievement At The Faculty Of Medicine, Andalas University

Eryati Darwin¹, Kuswardani Susari Putri², Rózi Sastra Purna³

¹School of Medicine, Andalas University, Padang, Indonesia

²School of Psychology Andalas University, Padang, Indonesia

³School of Psychology, andalas University, Padang, Indonesia

Background:

Faculty of medicine, is liable in educating physicians with ethic and moral values have the up to date knowledge and skills, and able to perform a good communication in the doctor-patient relationship. Therefore the Indonesian Medical Council encourages medical schools to undertake psychological test as one of student selection criterias. However, the national selection system does not adopt such provisions.

Purpose:

This study aimed to determine the relationship between students' psychological score and their academic achievement.

Methods:

Psychological test was carried out to measure some of the psychological aspects of selected students of the Faculty of Medicine in 2011. The aspects were general abilities (intelligence and social judgment), working style (accurateness, endurance, and tolerance to stress), and personality (self-adjustment, interpersonal skills, self-confidence, motivation and persistence). Psychological profile was scored based on the aggregate score from each of these aspects. The relationship between the aspects of psychological test and Grade Point Average (GPA) as the proxy of academic achievement were then statistically tested.

Results:

Of the 163 students, 84% had psychological profile score above the minimal requirement for medical education, which means that these students have potential and capacity above of minimal requirements that must be owned by someone who will learn in medical school. There were 16% of students with the psychological profile score right on the minimal requirement, which means that these students have marginal potential and capacity to learn in medical school. The psychological profile scores was significantly related to students' GPA at the end of their academic stage. Students' intelligence quotient (IQ) and self-confidence were also found to be significantly related to GPA, but there were no relation with the other psychological components

Conclusion:

There is a relationship between psychological test score with the academic achievement medical students of Andalas in academic stage. The next assessment will be conducted at the end of the profession stage

Development Of Meta-data Of Information Drilled Access System (Midas) For Clinical Clerkship

Silaruks¹, Thawatchai Khummaung¹

Khon Kaen Hospital, Khon Kaen, Thailand

Introduction/ Background:

Despite cloud system is a much more efficient and cost effective way to deal with information management, it is rarely use for clinical clerkship in Thailand. Facing a huge of documents and delayed response is a main problem not only for faculties but also for institutions. The Meta-data of Information Drilled Access System (MIDAS) is the first project using cloud system for managing clinical clerkship information as a real-time assessment with linking all stakeholders.

Purpose/Objectives:

To develop the system of information management for clinical clerkship based on cloud collaboration system.

Methods or Issues for exploration/ideas for discussion:

Team collaborators consisting of a regional hospital, Khon Kaen Hospital, and two universities, Khon Kaen University and Mahasarakham University, reviewed the existing system. The collaborators defined the information needs of each clerkship and designed flow of reports and assessments. User permissions and permission levels were mentioned. The MIDAS was developed and has been tested. Learning environment such as WiFi, digital TV, and any wireless devices was adapted to suit the system.

Results:

The MIDAS composes of 3 components including (i) online document template, (ii) real-time collaborated feedback system and (iii) remote repository. Online document template consists of a set of activity log, SOAP note and other online documents for students. Real-time collaborated feedback system provides new style of feedback which all teachers can work together in any student's documents simultaneously via cloud system. Students also get feedback via online notifications and responses to teacher's comments in the same time or later until the work has completed. Remote repository allows users to set permission, access, share, and manage documents from anywhere on any devices.

Work flow of the MIDAS: each student has to complete activity assignment and record in online document template everyday. All teachers can check and give a feedback to each work collaboratively and the system send a notification note to shared group immediately. Once students reply to the question or comment of the teacher, the system also sends a notification to shared group as a cycle. All of the documents in the system can be searched, downloaded, and managed online.

Conclusion:

The MIDAS facilitated any existing information system and supported new paradigm of clerkship learning via cloud system. The main three components including online document template, real-time collaborated feedback system, and remote repository

provided accelerated learning cycle, high levels of student engagement and achievement, and high quality training. Such capability of the MIDAS can deliver valuable templates for other collaborators, particularly for inter-professional learning.

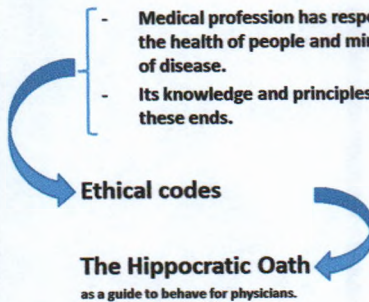
The Relationship Between Students' Psychological Score and Their Academic Achievement at The Faculty of Medicine - Andalas University



Eryati Darwin, Kuswardani Susari Putri, Rozi Sastra Purna
Faculty of Medicine-Andalas University
Padang-Indonesia

Introduction

- Medical profession has responsibilities to protect the health of people and minimize the ravages of disease.
- Its knowledge and principles must be directed to these ends.

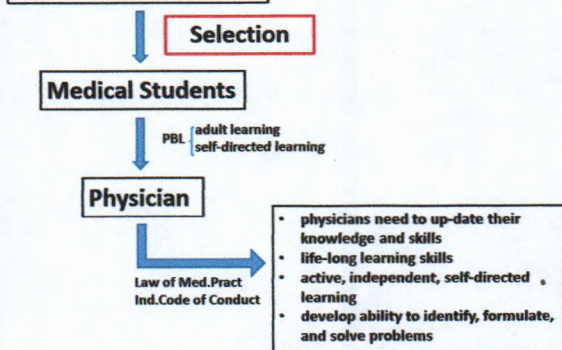


Duties of a Doctor

Respect for human life and be professional → 4 domain:

1. Knowledge, skills and performance
2. Safety and quality
3. Communication, partnership and teamwork
4. Maintaining trust

Highschool student



PBL Process

To develop:

1. Knowledge
basic and clinical sciences in context
2. Skills
scientific reasoning, critical appraisal, information literacy, the skills of self-directed, life-long learning
3. Attitudes
value of teamwork, interpersonal skills, the importance of psychosocial issues



Requirements of a Medical Student

Faculty of Medicine in Indonesia

Faculty of Medicine	Accreditatin				Total
	A	B	C	Unaccredited	
State	12	5	7	-	24
Private	5	19	17	9	50
	17	24	24	9	74

Medical Student Selection System in Andalas University

1. National Selection:

- a) Selected from the best students from all high schools in Indonesia

final examinations cover a number of subjects: general knowledge, biology, physics, chemistry, mathematics, Indonesian and English

- b) Selected through a university admission examination system

Biology, Physics, Chemistry, Mathematics, Indonesian and English

2. Local Selection

Aim of Study

- To determine the relationship between students' psychological test results and students' academic achievement in preclinical and clinical stages

Methods

- Longitudinal study
- Sample: Selected students of Faculty of Medicine Andalas University in 2011
- Psychological test
- The relationship of aspects of psychological test and student Grade Point Average (GPA) index in preclinical stage and clinical stages were statistically tested.

The Psychological Test

1. General Abilities

- Intelligence
- Theoretical Ability
- Numerical reasoning
- Social Judgment
- General knowledge

2. Working Style

- Accurateness
- Endurance
- Orderliness
- Decision making
- Stress tollerable

3. Personality :

- Open Mindedness
- Self-adjustment
- Interpersonal skills
- Self-confidence
- Ambition
- Motivation
- Persistence
- Independency

- Academic stage
- Profession stage

Results

The Relationship between General Ability of the Medical Students in Class 2011 with GPA

General Abilities	Grade (%)				p
	Poor	Fair	Good	Excellent	
Intelegence		43,6	35,6	20,9	<0,05
Theoretical Ability		50,3	47,9	1,8	
Social Judgment	30,1	57,1	12,3	0,6	
General Knowledge		46,0	54,0		<0,05

The The Relationship between Working Style of the Medical Students in Class 2011 with GPA

Working Style	Grade (%)				p
	Poor	Fair	Good	Excellent	
Accurateness		11,0	44,8	44,2	
Endurance	1,8	17,2	47,9	33,1	<0,05
Stress Tollerable	4,3	16	47,9	31,9	

The The Relationship between Personality of the Medical Students in Class 2011 with GPA

Personality	Grade (%)				p
	Poor	Fair	Good	Excellent	
Self Adjustment	4,3	15,3	46,0	34,4	<0,05
Interpersonal Skills	4,3	14,7	47,2	66,3	
Self confidence	4,9	43,6	41,1	10,4	
Motivation	0,6	16	55,8	0,6	<0,05

Psychology Profile of the Medical Students in Class 2011

Psychology Profile	Description	%
High Average	Potential and capable	49
Average	Potential and capable with guidance	35
Low Average	Potential and capable with supervision	16
		100

DISCUSSION

- Admission to Faculty of Medicine Andalas University 2004-2012
 - Selected from best students of the high schools (10%)
 - National Entrance Examination (50%)
 - Local Entrance Examination (40%)
- Evaluation in Academic Stage
- Student achievement with different admission
 - Future comparisons of dropouts from class 2011 is higher in students with local entrance examination

EVALUATION



INPUT

PROSES

OUTPUT

Psychotest Results and Students Achievement

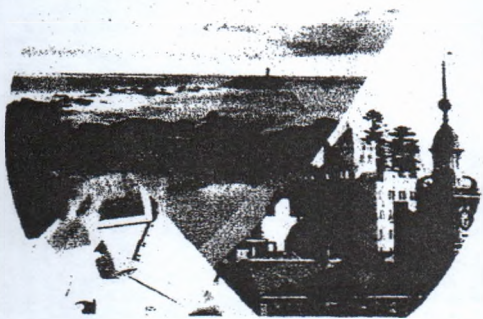
- ↓ Student Achievements are related to Intelligence, general knowledge, endurance, self adjustment and motivation in Academic Stage
- ↓ Theoretical ability, Social Judgment, Accurateness, Stress tollerable, Interpersonal skills, Self-confidence → seem not associated with GPA in Academic Stage
- ↓ Such psychological components may be seen to be related with students professional behavior in the Profession Stage
- ↓ Numerical reasoning, Ordesliness, Decission making, Open Mindedness, Ambition, Persistence, Independency → will be studied at Profession Stage

↓ **Seven Area Of Competence (IMC)**

1. The professionalism (moral, ethics, dicipline, aware of law and socio-cultural)
 2. Self Development and Introspective
 3. Effective Communication
 4. Management Information
 5. Scientifc Basic of Medical science
 6. Clinical Skills
 7. Management of health Problems
- ↓ **PBL in Faculty of Medicine**
1. Adult learning
 2. Self-directed learning
 3. Family-Oriented Medical Education

Selection Criteria

Potential and capable



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Certificate of Attendance

This is to certify that

Eryati Darwin

has attended the

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Asian Medical Education Association Conference***

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