

Title: The early clinical elective program that improve student professionalism and institution development

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Context and setting: Competency based education has become mandatory National curriculum policy for Medical School in Indonesia by the introductory of National Competency Standard (NCS) for Medical Doctor in 2006. Three years incorporating CBE in Faculty of Medicine Universitas Brawijaya did not change the students' professional development either in teaching learning or assessment methods. Professionalism and professional development which are part of novel stated competency domain in NCS, yet to be part of curriculum change in our school. Using flexible principle of elective program we have introduced serial new principles in modern teaching learning such as one minute preceptorship (OMP) model for clinical encounter, using student e-portfolio, and early clinical context exposure to improve professionalism of students

Why the idea was necessary: The top-bottom approach in curriculum reform have been failed to improve teacher understanding of novel education principles and teaching attitude. The formal new curriculum also did not give students opportunity to learn adequately professionalism principles and early clinical context of their future environment. The important notion of early clinical exposure as early profession exposure and giving rich context for professional development among students were translated heavily in knowledge content integration. The bottom-up and non disrupting curriculum reform should be strategically elaborated in very innovative way to avoid unnecessary conflict. Elective program which or student selective component concept become promising strategy as entry point to promote change.

What was done: First time in 39 years old institution history, two week programmatic early clinical/hospital and community health care elective programs were introduced by incorporating OMP teaching methods among forth semester students. It also has become pilot implementation of using online platform to manage course in medical education. Serial meeting which had lead clinician and public health practitioner teacher of 10 clinical department and public health department involvement in 40 clinical and 2 public health elective topics which were all took place in real health care practice either in hospital or community health centre. The elective program which were created as fun part of medical education has been designed to introduce OMP model for topic course leaders which also the contributor of new curriculum. Online reflections were designated to be filled by students on the end of week I and week II. Written feedback must be given by tutor every last week.

Evaluation of results and impact: Most of students told that the elective program those mostly introducing clinical context of profession they interested were meaningful for their professional development (69.5%) and give richer context in understanding professionalism (64.2%), improve their confident to be doctor (96.3%). OSCE mark of those who took highly interactive hospital based and Primary Health Care based got higher score in communication station compare with other topics. Students said that this had written empathic statements more on the end of course compared to early reflection. The online platform usage in course management was seen either by student and teacher to be interesting, more practical and green (50.4%), and confidently featuring capacity of modern institution management (57.7%).