Conference book

International Symposium on One Health Approach for Health Profession Education & 2nd National Scientific Meeting of IASHE

"Towards an Integrated Health Service System using One Health Approach"

Organized by AIDIPROKESI & INDOHUN

14th-17th APRIL 2014
East Parc Hotel, Yogyakarta, Indonesia
it the correlation between anxiety and factors which caused students' facing OSCE.

**Methodology:** This research is a qualitative descriptive research with cross sectional used with interview. Samples were taken from all second and third year students as many of 135 students who participated in OSCE. To investigate, the researcher used two kinds of research instruments, OSCE checklist and anxiety rating scale which were filled by students, then it was conducted statistics test using Pearson Product Moment correlation test. Qualitative method was done after doing the quantitative with interview to explore further.

**Results:** Anxiety score in this research was about 73-141, with an average 100.66 and deviation standard 12.55, whereas OSCE grade showed that the lowest score was 40 and the highest was 92 with the average 71.5; deviation standard 10.52 and the probability > 0.001 (0.396>0.01). From the interview was obtained that factor caused students' anxiety were OSCE atmosphere and the examiners.

**Conclusion:** Most of students suffered nervous when facing OSCE. After analyzing through Pearson correlation test was obtained that there was not any positive correlation between students' anxiety and OSCE grade. Factors caused students' anxiety were OSCE atmosphere and the examiners.

**Keywords:** anxiety, OSCE grade, students, examiners.

**Health Promotion Module:**

**Key Towards Successful One Health Approach**

Khalib Abdul Latiff

**Background:** Health-related issues are a major eco-socio-system crisis of the globe that is created solely by human activities for the sake of development and due to feint ignorance. As a result, both environment and livings including humans are in verge of menace. It requires an intensive review on the existing organizational practices while empowering people, particularly regarding the way the programs are being governed and delivered. We believe that the success of all intervention efforts is a sum mutual effects between health care providers and the health care clients. The only module that can be used to strengthen is health promotion. By manipulating the existing health promotion module through accommodating the core concept of one health approach, we hope the favorable health success is slowly be materialized.

**Method:** Resourced by USAID, SEAHOUN and MyOHUN, two days curriculum review workshop was planned and organized. All the current health promotion modules and curriculums for several postgraduate candidates in public health programs were reviewed by a team of stakeholders. The existing course description, learning outcomes and activities were thoroughly examined and rephrased in line to the core competency expectation of one health initiative. Then the proposed health promotion modules were intensively discussed and debated by the participants.

**Results:** Generally the current modules were well accepted and satisfied by the participants and stakeholders. By incorporating the principle of one health, although it was challenging, the stakeholders feel the module is extremely superb.

**Discussion:** The review process has revealed two main benefits. First, it strengthens the current existing curriculum, and secondly, it creates several opportunities in carrier developments and pathways for candidate who is specializing health promotion. Therefore, health promotion is undoubtedly the most appropriate module to ensure the sustainable success of one health approach.

**Portfolio Implementation as a Tool in Assessing Students' Competences: Community Medicine Module Experience**

Fika Ekayanti, Erike A. Suwarsono, Witi Ardini

**Background:** Community Medicine Module is one of the distinct module in Medical Study Program (MSP) of Faculty of Medicine and Health Sciences of UIN Syarif Hidayatullah Jakarta. It represents the local specific competence of MSP, rural doctor. The module was held in public primary care services (Puskesmas)
surrounding Tangerang district within 15 October to 14 November 2012. Portfolio was one of the assessment tool that contributed 40% of total summative. 

Method: Students were asked to develop portfolios of their activities done in the module. Group of activities and information on how to develop the portfolio were given in the instruction book and explained in an interactive class session. Tutor in campus and preceptor in Puskesmas would have weekly discussion with a group of students to monitor students' progress. Both tutors and preceptors have followed a workshop about the module and portfolio. Portfolio exam was held in the fifth week of the module.

Results: Based on qualitative analysis, portfolio showed clear description of students' activities through reports and reflections. It can describe how deep the students' analysis and level of competences in knowledge, skills and attitude. Other advantages of using portfolio were tutor can directly give feedback from students' reports, students learned how to reflect and manage their time. By quantitative analysis that data were gathered by questionnaires, showed that 95% tutor and assessor supported the use of portfolio because it can assess all aspects of students' competences, and 59.45% students also had the same views. However, the concern in module implementation were that the distant from Puskesmas and campus was too far, especially to meet the tutor; portfolio was time consuming; the discrepancies in score between the preceptors and tutors, and less feedback and easy score were given by the preceptor.

Lesson learnt: Portfolio appropriately used as an assessment tool for students in clinical phase. Things to be concerned are time estimation, discussion process by preceptor and tutor, and result quantification to portfolio results.

03/5

Community Oriented Curriculum Contributes in Retaining Doctors in Rural.
A Study in Nusa Tenggara Timur, Indonesia
Nicholas Edwin Handoyo, Yayi Suryo Prabandari,
Gandes Retno Rahayu

Background: Rural places have different and unique characteristics in health problems compared to urban area. Some of those are low income, limited resources, shortage and misdistribution of medical workforce. Not many doctors are willing to work in rural. Nevertheless, there are some who stayed for years in rural. How to develop this willingness during training in medical school?

Methods: Qualitative research. Thirty five participants living for > 10 years in rural joined the study. Four general practitioners joined focused group discussion. Other thirty one general practitioners were interviewed, transcribed, and analyzed qualitatively using Open Code 3.6. Two researchers analyzed independently and discussed the results.

Result discussion: Intervention to improve doctors retention in rural should be synergistically done through health service system and education system. Community oriented curriculum and reflection play great contribution in developing personality traits and willingness to work in rural. Other factors found to contribute were sharing between students or from doctors to students, teamwork, religion, teaching the teachers, and participation in student organization.

Conclusion: Community oriented curriculum and reflection were suggested as the main strategy of intervention through curriculum to retaining doctors in rural.
PI/1

Effect on Videos of Anamnesis for Medical Students' Communication Training: Faculties' View

Marita Fadhilah, Fika Ekayanti, Rizkiani Juleshodia Wulandari, Witi Ardini

Background: Communication skills have been taught in Basic Clinical Skills (BCS) since 2005. However, there was no certain guide for teaching those skills to the students. In 2013, we started to develop the videos of anamnesis to improve the students' communication skills training by using the teaching grant of Health Professional Education Quality Project.

Goal: To describe the effect of those videos from the faculties' point of view.

Method: Descriptive study was conducted at FMHS on January 2014. Faculties were asked to watch the videos of anamnesia. Thereafter, the faculties filled up a questionnaire that comprised their perception on effect of those videos. There were four items questionnaire with Likert Scale of 0-2 (disagree to agree) and open question for comments.

Results: There were 20 staffs involved in the study. Seventy percent of the staffs doubted that the students has achieved the communication skills, whilst the rest was disagree. Although the faculties that had difficulties in demonstrating the communication skills were 10% but all of the staffs were agree that the videos would give advantages for tutors and students and 85% were agree to have the video duration less than 15 minutes.

Discussions: The innovation of using the video as media for increasing students' performance has already known as its advantage. However, in many videos for BCS practice, the process and content skills has not been clearly identified. This video innovation has tried to acknowledge those for the students.

Conclusion: The perception of faculties for using videos of anamnesis in teaching communication skills were positive. All faculties were agreed that the implementation of those videos would improve students' motivation and learning processes. Furthermore, tutors felt this method would bring them teach students at ease.

Take home messages: It is recommended to have the same survey from the students' view in order to identify their perception on effect of the videos.

PI/2

The Use Of Video In Improving Physical Examination Skills Among Medical Students : Faculty Perspective

Puput Arum C, Nouval Shahab, Achmad Zaki, Yanti Susianti

Objective: To survey the faculty preceptors' views on using video in order to improve physical examination skills among medical students.

Method: This descriptive study was conducted at FMHS on January 2014. Twenty faculty preceptors were randomly invited to participate in this study. All of the subjects were asked to watch our own video of physical examination skills. Their experiences in teaching physical examination skills and their views on those videos were assessed using validated four item questionnaire and open question for comments. Each item questionnaire was graded using Likert Scale of 0-2 (disagree to agree). Data were reported as number and percentage.

Results: Twenty faculty preceptors were enrolled in this study. Seventeen preceptors (85%) felt uncertain that the students have achieved the learning outcome of physical examination skills. Two preceptors (10%) agreed that they had some difficulties in demonstrating the physical examination skills. Eight preceptors (40%) were not sure whether they found any difficulties in demonstrating the skills or not, whereas twelve (60%) disagreed. All of the participants (100%) completely agreed that the videos were able to improve the preceptors and students performance.

Conclusions: All faculty preceptors strongly agreed that using videos in teaching physical examination skills would improve the students performance. Moreover, the videos would make the faculty reliably demonstrated those clinical skills.