#5M1 (24993)
Veterinary preceptors' motivations for teaching veterinary students in community practice locations

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Background: There is a paucity of research regarding veterinary preceptors' motivations to teach veterinary students in community practice locations, and how these motivations may differ between preceptors on the basis of species focus or veterinary practice location.

Summary of Work: A 13 item questionnaire was utilized to determine veterinary preceptors' motivations for teaching veterinary students. A total of 101 preceptors (33.70% mixed animal practitioners) were included in the study. Fortyt-three (42.60%) participants worked in a rural location.

Summary of Results: Contributing back to the veterinary profession and intellectual stimulation from teaching were rated as important motivations for teaching. As compared to companion animal preceptors, mixed animal preceptors were significantly more motivated by the potential to recruit future veterinarians to their practice (p = .006), and food animal preceptors were significantly more motivated by the opportunity to promote their field of veterinary practice (p = .012). The potential to recruit future veterinarians to their practice was a significantly stronger motivator for rural preceptors than for non-rural veterinary preceptors (p = .03).

Discussion and Conclusions: The response rate was so good that we may conclude our EPC tutors to experience their facilitation work as positive, even more positive than in earlier inquiries. A major contributing factor may be that we have now the generation of GPs who themselves have experienced EPC visits as students. The positive reputation of tutoring may also have an effect.

Take-home messages: Both students, facilitators, patients and also the faculty benefit from EPC.
#5M3 (26504)
Transformative Learning at the FMUL: Lessons from 20 years of Community Teaching outside the health system

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Background: The Lancet Report in 2010 called stakeholders’ attention for the need for ‘a global social movement to promote a new century of transformative professional education. Transformative learning is one proposed outcome to achieve this goal as the highest of three successive levels, moving from informative to formative to transformative learning’.

Summary of Work: Since 1995 the FMUL first year students (n=350) were sent every year to the community (in small groups) to visit two institutions which mission is to support vulnerable people outside the health system (prisons, old age homes, centres for refugees, etc.). Following these visits each student returns to the institution to interview one user or a technician. An individual portfolio is requested as well as a presentation in group at the ‘Seminar to Share Experiences’ of the ‘main message students got from the visits as future health professionals’.

Summary of Results: Evidence on positive results will be presented, concerning students’ personal and professional development, based on: a) written evaluation made each year by students b) written evaluation made by same students after 6 years when they are in their first year of medical practice c) report from the committee responsible for faculty external evaluation

Discussion and Conclusions: The main factors responsible for positive results appear to be: a) Institutions selected by the quality of their mission b) Quality of tutors c) Individual and group reflexion from students d) The objectives of portfolio e) The range of 60 excellent institutions offering different opportunities for strong and relevant experiences

Take-home messages: Despite being an extremely demanding learning experience (administrative support, costs with transports, time required with some institutions far from faculty, ...) there is evidence that the objectives of this innovative teaching/learning experience were achieved.

#5M4 (26116)
Preclinical Medical Students as a transformer: Student and Health care provider

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Background: Community-based learning is an essential skill for Med-student in the 21st Century. To transfer knowledge studied in class, Med-students need to select proper media to access the target group. Community radio could provide two-way communication, students and villagers, for contributing health promotion and disease prevention.

Summary of Work: Third year Med-students do health broadcasting to the poor. Steps of works: analyzing the common health problems, consulting with authorized persons in the village, health knowledge-developing, pretesting, implementation and evaluation. They prepare health care messages which adapted to suit local needs. Every morning, village leader broadcasts the knowledge on air, and ending with questions to the audiences to ask and let them ask about the topics they need.

Summary of Results: Three year experiences, about 80% of requested topics are about chronic and seasonal diseases. Most of feedback are positive and show about audience engagement. The responding is increasing day by day.

Discussion and Conclusions: Knowledge acquired in class and PBL-SDL abilities could fulfill Med-students to be a great health promoter and educator. This activity helps Med-students to learn not only health problems and researches, but also communication skills, learning by doing, self-directed learning, cross-cultural understanding, creative thinking and having public mind. The study finding supports the imperative roles of local broadcasting to disseminate educational messages that significantly affect listeners. Med-students act as transformer, being student in class then act as a health educator in community. Med-students in pre-clinical years could create excellent activities, relevant to their knowledge.

Take-home messages: The earlier communal experience, the better professionalism
Has enhanced Community Learning had an impact on student experience in the new C21 programme at Cardiff, UK?

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Background: The Community Learning programme is based on evidence from a BEME Systematic Review (Dornan 2006), and international papers on the effect of immersing students in community health care practice. It aims to add clinical and contextual relevance to learning in the early years, develop early confidence in consulting with patients and develop reflective learning. It has been a huge logistic exercise, to get 6000 students to four geographical locations twice a week, and to source and engage a diversity of health care providers across the NHS to facilitate sessions within their teams.

In the longer term, it aims to encourage students to consider a career in communities and in underserved areas of Wales.

Summary of Work: Measuring the impact of Community Learning after its first year, using the following measures:

- Student discussion group themes and survey feedback
- Sampling student reflective writing based on community learning
- Tutor feedback
- External peer review
- Attendance and participation

Summary of Results: The evaluation data will be presented. Students have shown delighted and active participation, engaging with their new placements enthusiastically. Feedback from tutors about student performance and professionalism has been very positive. Peer review by Keele University will be presented.

Discussion and Conclusions: Future plans for enhancing Community Learning include the development of a 5th campus, aligning and contextualising social sciences learning further, extending community learning into each year of the curriculum, development of a rural and urban health theme, and a multi-professional student-run ward.

Take-home messages: Community Learning can be extended beyond traditional ‘Primary Care’ boundaries, using learning spaces with newly emerging community teams that are not usually engaged by undergraduate placements.

Free Clinics for the Uninsured: A Teaching Opportunity

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Background: Two clinics serve uninsured clients, free of charge. Patients are asylum seekers from many countries. One clinic is run by the Ministry of Health, while the other is run by Physicians for Human Rights, an independent non-governmental organization. Both clinics are used for teaching students. Some of the activities are extra-curricular, others are electives: Students shadow the volunteer doctors, participate in activities outside the clinic, prepare seminars on selected topics and submit papers describing their experience to their schools.

Summary of Work: The goals of this effort are to expose the learner to an unusual population, to make the learner aware of socio-economic, psycho-social and political issues, and to stimulate interest, discussion and intervention by the students. A separate teaching goal is to understand the fundamental differences between the two clinics. Students served as advocates for patients.

Summary of Results: The outcome is a line of students who volunteer at the clinic on a permanent basis, two students developed software for one of the clinics, which has become the standard tool. Two papers were written by students and submitted to their Schools. Two students followed patients going on home visits.

Discussion and Conclusions: Conclusion: Students can become aware of the modest, resource-poor way of practicing medicine under difficult circumstances. They are exposed to governmental and non-governmental efforts to resolve these issues. Take-home messages: Teaching at such clinics increases social awareness of learners.
Does posting in community centre influence students' passion to work in primary health care?

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Background: Health services problem in Indonesia is due to inequality number of doctor in primary health care (PHC). The community-based curriculum that involved posting student in PHC has been known to give impact of students' willingness to work in PHC. The objective of this research was to evaluate the impact of student placement in PHC on their passion to work after graduation.

Summary of Work: This was a cross sectional research to evaluate the impact of student placement in PHC. A validated questioner was distributed to the 60 students who rotated in Public Health Department, Faculty of Medicine, Universitas Padjadjaran, Indonesia. They were placed in PHC in Southern part of West Java for 5 weeks and worked under supervision of local preceptor. They were asked to response on their learning experience in PHC and whether it was contributed to the choices of their future work. This research was conducted in 2014.

Summary of Results: More than 60% of students agreed that placement in PHC influence their willingness to work.

Discussion and Conclusions: The result concludes that placement in PHC did influence students' willingness to work in PHC after graduation. Their experiences of living and working in remote areas motivated them to be more mature and worked for the community. The problems in living facility could interfere this willingness. The medical school should provide facility that was suitable for living and learning. The engagement with local preceptor and community strongly influenced this willingness.

Take-home messages: The community-based education should be strengthen to provide more opportunity for students to learn.