Self-Assessed Confidence Level as an Evaluation Tool in Perineal Rupture Repair Training in Indonesia

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ABSTRACT

Background: Maternal and newborn health is a key indicator of a country's medical system; a perimeter that has greatly improved over the past few years in Indonesia. Current maternal and neonatal health still requires further advancement in skills, knowledge and capabilities. One of the morbidities still often found in maternal health is perineal rupture, that can worsen with improper management. To increase effectiveness of care, practitioner confidence is required for a good patient-doctor interaction and assessment of the patient's concerns. Therefore, this study addresses the issue of clinical practice confidence in students through a brief one-day pre-service perineal rupture training.

Summary of Work: Our research was conducted on 5th or 6th year medical students attending a pre-service perineal rupture training on grade 1 and 2 perineal ruptures. Participants were asked to fill out a self-confidence questionnaire (using a modified Likert scale) before and after the training program consisting of lectures, videos, and a hands-on practice session.

Summary of Results: Overall, 52 students were eligible for the study and self-assessed their confidence. Most students (59%) improved confidence after training, raising their confidence score category. Score improvements weren't equally distributed throughout the different questions, with highest improvements in perineal anatomy and perineal rupture repair. Students with previous basic surgical skill training had higher pre-test scores (p<0.005), but other factors such as age and gender had no correlation with confidence results.

Discussion and Conclusions: Most students reported improved confidence after a pre-service perineal rupture repair training. Future training should investigate the relationship between confidence and competence on a more well-distributed population that can further identify the best method for education.

Take-home Messages: Maternal health in developing countries such as Indonesia still require further development and training. Through this research, we aim to observe the effects of a brief one-day perineal rupture repair training in the confidence levels of medical students, which will ultimately lead to clinical practice confidence. Results showed that this training increased confidence levels significantly, and can also indicate areas with the most and least improvement. This self-assessed confidence questionnaire can be further proposed as an evaluation tool for other training programs, especially considering its simplicity and efficiency.
How can photography reflect student self-awareness?

AUTHOR(S):

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ABSTRACT

Background: Reflective practice is a great tool for learning process. It promotes student’s understanding both self and situation that can lead to intellectual growth. Our aim is to improve reflective skills in medical students.

Summary of Work: A descriptive study was conducted in 4th and 5th year medical students of Suratthani Medical Education Center, Thailand on August, 15th 2018. Each student had time to free walking and took the photo that evoked the feelings, thoughts and memories. Four small group reflection were discussed using Gibbs reflective model (1988). Medical teachers facilitated them to explore their emotions and belief system.

Summary of Results: There were 44.45% of medical students participated. Most of them had reflected their feelings and experiences abundantly and openly, few students needed encouragement. But most students should gain more practices in deep listening and learn to reflect others. All pictures were about buildings, nature, people and medical related images. Two-third pictures students expressed were about experiences during medical studies. One-third pictures students expressed were about inner feelings. Some negative experiences became negative feelings and thoughts, but after group sharing it can relief stress and find some solutions. Most students reflected on this practices could help them explore own self, and deepen understanding friends’ feelings through their pictures. Surprisingly it reduced some stress and they got some tips for overcoming it.

Discussion and Conclusions: Reflective practices using photography could help medical students to develop self-awareness and understand others that can improve lifelong learning skills. Also it could lower the stress.

Take-home Messages: Medical teachers should create reflective exercise activities for develop reflective skills to improve student self-awareness. Also more deep listening practices is an essential for reflective practices group.
Research in action - how to teach research skills in undergraduate biomedical students

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ABSTRACT

Background: In order to understand and appreciate clinical research, it is important to integrate research in (bio)medical education. Students develop research skills at a higher level if they are actively involved and participate in realistic research activities. We describe and evaluate our practice-based learning approach in undergraduate students Biomedical Sciences at Radboud University in Nijmegen, the Netherlands.

Summary of Work: Freshman students who started their study Biomedical Sciences between 2015 and 2018 were prepared for clinical research activities at the start of their study. In the first semester, they collected data on themselves concerning body weight, body circumferences, fat mass, bone mass, heart rate, ECG findings, genetic variants, lifestyle habits, physical activity and food consumption. All data were entered into one (anonymous) Student Research Database. In the second semester, all students defined their own research questions, performed the statistical data analyses and wrote a short research paper. The research papers were assessed with the use of a rubric by experienced researchers. The program is still running and the students currently involved (n=100) will be asked for their experiences and appreciation of this practice-based learning approach in spring 2019.

Summary of Results: At this moment, the Student Research Database includes data from 298 individual students. Until now 272 short research papers have been made and assessed. The mean grades (range) were 6.4 (4.7 - 9.5) in 2016, 6.6 (2.3 - 9.2) in 2017 and 6.5 (4.0 - 9.3) in 2018. The experiences and appreciation scores of students will be presented at AMEE 2019.

Discussion and Conclusions: It is feasible and attractive to implement research skills in undergraduate programs by practice-based learning. Students experience research by performing measurements and collect data in their own group and they are more connected with the data collected. Using these, more personal, data when performing statistical analyses and writing research reports will introduce them gently in the world of clinical research.

Take-home Messages: It is feasible and attractive to implement research skills in undergraduate programs by practice-based learning. Students develop research skills at a higher level if they are actively involved and participate in realistic research activities.
How do residents develop self-efficacy through clinical training? A qualitative study

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ABSTRACT

Background: Self-efficacy is the 'belief in one’s capabilities to organize and execute the courses of action required to produce given attainments' (Bandura, 1997). Self-efficacy has demonstrated positive correlations with students’ performances in undergraduate medical education (Sevgi, 2013). However, a few quantitative studies revealed that interview or simulation training increased the level of self-efficacy in postgraduate training settings (Robert, 1998). Thus, studies that explain what kind of experience is effective or how residents develop their experiences to enhance self-efficacy have been rarely conducted. The purpose of this study is to explore how residents develop self-efficacy in clinical training qualitatively.

Summary of Work: Qualitative semi-structured interviews of five Japanese postgraduate medical residents at Okinawa Chubu Hospital and Okayama University were undertaken, recorded, and transcribed. The transcripts were analyzed based on Steps for Coding and Theorization (Otani, 2008), which is a sequential and thematic qualitative data analysis technique.

Summary of Results: Two main experiences were identified to develop residents' self-efficacy: First, 'Successful clinical experience with autonomy and responsibility' was the most effective factor in enhancing residents' self-efficacy. Additionally, thankfulness from patients and attending physicians' approval reinforced the efficacy. Autonomy is an attitude of having one's own choice in managing patients. Responsibility was a force that obliges residents to take charge of their patients. Second, 'Role model of a close member' influenced self-efficacy positively. Spending time with well-trained senior doctors inspired the resident doctors to attain the same performance level and improve their sense of self-efficacy.

Discussion and Conclusions: Successful clinical experience is strongly related to mastery experience, which is the most effective way of creating a strong sense of efficacy. Additionally, in postgraduate clinical settings, autonomy and responsibility, that are crucial qualities for clinicians, are powerful factors that strengthen the mastery experience. As young doctors, residents felt a huge gap between their goals to contribute to patients' management and actual abilities. Thus, these mastery experiences have a great power to develop self-efficacy. Role modeling is a vicarious experience in which seeing similar people succeed strengthens self-efficacy. The closer the relationship, the deeper is its influence on self-efficacy.

Take-home Messages: Realization of the processes involved in developing self-efficacy among physicians-in-training can make their development more effective.
Stimulating reflective learning and practice in anaesthesiology residents with the obstetric anaesthesia diary

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ABSTRACT

Background: Anaesthesia training is based on the principle of constructivism, whereby residents construct new knowledge and understanding through task-centred, experiential practice. However, despite experiential learning, our residents reported low levels of reflective learning. Challenges reported included clinical and time pressures, lack of stimuli and a platform for reflection. We designed the obstetric anaesthesia diary, using the principles of the ALACT model (Action, Looking back, Awareness, Creating alternative methods, Trial), consisting of clinical and non-clinical open-ended questions. This qualitative study was conducted to explore the usefulness of the diary in stimulating reflective learning in the ACGME-I six core competencies.

Summary of Work: The study involved 15 residents and was conducted at the KK Women's and Children's Hospital, Singapore from 1 January to 30 December 2018. Pre-exposure focus group interviews were conducted prior to the introduction of the diary in order to explore the challenges with reflective learning. Participants were then given the reflective diary, which consisted of simple reflection instructions and trigger questions - their reflections were subsequently discussed with their mentors. Post-exposure focus group interviews were conducted after 3 months to explore the usefulness of the stimuli and diary. An inductive and iterative process of information collection, analysis and thematic classification was used.

Summary of Results: The participants were able to complete the learning cycle with the diary. Five positive learning outcomes were achieved: (1) a focus on patient well-being, (2) a transfer from superficial to deep learning in the clinical and non-clinical domains, (3) an increased ability to make clinical, professional and ethical judgments, (4) an insight into individual competencies and deficiencies, and (5) an awareness for interprofessional communication and collaboration.

Discussion and Conclusions: The diary is a simple, resource-appropriate platform to stimulate reflective learning and deep learning in anaesthesia training. The use of the diary created opportunities for formative feedback, and allowed validation of further explorations and trials.

Take-home Messages: The acquired reflective learning skills in reflection and exploration could be applied to other subspecialty training in anaesthesia and translated to other forms of learning and clinical situations.
Developing students' academic questioning skills: reliability and validity of an evaluation sheet

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ABSTRACT

Background: Developing students' academic questioning skills not only nurtures students' self-learning skills, but also can encourage them to ask good questions in future academic conferences, activating further scientific investigations. We have launched a program to develop questioning skills in three steps: 1) encourage students to ask as many questions as possible in classes, 2) develop a reliable and valid evaluation sheet for questions, and 3) make students ask many good questions in academic conferences using the evaluation sheet. Here, we report the results of the second step.

Summary of Work: This study was approved by the Tohoku University Research Ethics Board. We have created an evaluation sheet for questions consisting of: 1) importance, 2) originality (unexpectedness), 3) rhetoric, 4) whether micro or macro level (5-point scale) and 5) who benefits (3-point scale: questioner only; questioner plus audience; all including presenter). We tested the reliability of the evaluation sheet in three academic conferences (gastroenterology, hematology, and nursing) by asking reviewers (5 to 10 conference attendees belonging to other universities or hospitals) to evaluate questions asked in certain sessions using the evaluation sheet. We also asked reviewers to assess content validity (5-point scale).

Summary of Results: The average measure intraclass correlations for the five items (importance, originality, rhetoric, micro or macro, and 'who gets benefit') were 0.276, 0.683, 0.022, 0.823, 0.153 in the first trial (gastroenterology, 14 questions, 5 reviewers), 0.690, 0.550, 0.142, 0.852, 0.632 in the second trial (hematology, 16 questions, 6 reviewers), and 0.795, 0.627, 0.625, 0.874, 0.779 in the third trial (nursing, 17 questions, 10 reviewers), respectively. The mean content validity scores of the five items above were 4.5, 3.7, 4.3, 4.3, 4.3 in the first trial, 4.4, 3.6, 3.5, 3.6, 4.6 in the second trial, and 3.9, 4.0, 3.6, 3.1, 4.6 in the third trial, respectively.

Discussion and Conclusions: We have developed an evaluation sheet for good academic questions, with high inter-rater reliability and content validity.

Take-home Messages: Good questions could be measured by the current evaluation sheet, which might enable us to teach questioning skills systematically.
Critique - Crisis Resource management improvement through Intellectual Questioning of authority - a pilot

AUTHOR(S):

- Gene Chan, National University Hospital Singapore, Singapore (Presenter)

ABSTRACT

Background: The primary aim of this study is the examine the effect of a teaching intervention on a residents ability to challenge clearly wrong decisions by a superior during a simulated life-threatening crisis. In our secondary objective, we aim to examine the influence of personality, and the superiors gender on their ability to challenge incorrect decisions. We hypothesise that the residents lack skills and confidence to challenge clearly incorrect decisions by a superior during a life-threatening crisis, and that a male specialist would less likely be challenged compared to a female specialist. This study is conducted in an Asian population where hierarchy plays an important part in our society.

Summary of Work: This is a pilot study. We invited residents of postgraduate year 2 of training from various residency programs like internal medicine, emergency medicine and surgery/orthopaedics. We ensure that they have completed their ACLS certification. Participants are randomly allocated into the control or intervention arm. The intervention arm will receive a 30 minute lecture on crisis resource management and targeted teaching of cognitive skills required to monitor and challenge a superiors decision. 2-4 weeks later, the participants will take part in a simulation scenario and assessed based on 6 challenge points with serious incorrect management decisions made by the specialist. A debrief session will be conducted thereafter.

Summary of Results: We recruited 11 Doctors (PGY2) for our pilot study. In the control arm, 2/5 doctors challenged the superior who was female in both cases. In the intervention arm, 4/6 doctors challenged the superior. For these, the ratio of male and female was equal.

Discussion and Conclusions: The intervention of a lecture on crisis resource management and a targeted teaching of cognitive skills required to challenge a superior's decision resulted in more than twice the number of challenges made by the PGY2 doctor. Doctors in the control group seemed to challenge if the superior was a female. But in the intervention group, the numbers were equal for male and female superiors.

Take-home Messages: A targeted lecture equiped junior doctors to challenge errors made by superiors. Further studies should be done with larger numbers for better correlation and significance.
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Time of Session: 0830-1015
Location of Presentation: Foyer B, Level 2

“It unsticks your mind”: Using a Narrated Musician’s Masterclass as an Introduction to Competency-based Medical Education and Coaching

AUTHOR(S):

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ABSTRACT

Background: Conveying the importance of direct observation and feedback is a major task in faculty development during the transition to competency-based education (CBME). Little is known about how best to achieve this goal. Musicians however have a strong coaching culture. We included a live cello masterclass in a faculty/trainee workshop in order to demonstrate coaching practice and highlight its use of observation and feedback.

Summary of Work: After a brief introduction on CBME, one faculty member who is also an amateur cellist worked on a classical piece with his professional coach, followed by a moderated 60 minute discussion with the audience. A subset of the attendees was subsequently interviewed to explore their reactions to the workshop. The interviews were then transcribed and a thematic analysis was performed according to Braun & Clark's 6-step framework.

Summary of Results: The subset consisted of 3 trainees and 10 faculty. Mean time since medical school graduation was 3.5y (Trainee) and 21.4y (Faculty). Twelve had prior participation in music or sports. Themes emerging from the transcripts were that the demonstration a) triggered reflection on their own teaching/learning habits, b) highlighted indicators of high quality teaching in general, and c) clearly was an educational tool with a beneficial effect on the audience including changed perspectives on the giving and receiving of feedback. Some common subthemes included recognition of inadequacies/challenges of observation in medicine (10 respondents), the importance of personal teaching skills improvement (7), the realization of time commitment needed (6), the benefits of observing a faculty member in the role of the trainee (6), and the importance of timely feedback (5).

Discussion and Conclusions: Inclusion of a moderated live music masterclass in an introductory faculty and trainee workshop appears to be an effective way to bring participants to a realization and articulation of key aspects of coaching and observation.

Take-home Messages: Using a narrated live music coaching demonstration can efficiently lead to audience self-reflection, recognition of high-quality educational practices, and changed perspectives about CBME.
Medical student perceptions of their knowledge and skills in pharmacology in their first and final clinical years

AUTHOR(S):
- Shane Bullock, Monash University, School of Rural Health, Australia (Presenter)
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ABSTRACT

Background: Pharmacology and therapeutics is important in medical education because it provides the scientific basis for safe and rational prescribing of medications. Students and junior doctors report feeling poorly prepared with respect to clinical pharmacology.

Summary of Work: Students in their first clinical year and final clinical year in our university's medical course, were surveyed as to the perceptions of their knowledge and skills in pharmacology, and valued aspects of their teaching and learning experience.

Summary of Results: Student knowledge of drug actions, adverse drug reactions (ADRs), pharmacokinetics and drug interactions were surveyed. Student ratings of knowledge of drug actions and ADRs was found to be different across the two clinical years, with the ratings higher in the final year. No such difference was found for pharmacokinetics and drug interactions. Final year students were also asked about their confidence to manage a patient's treatment using particular medications. The highest level of confidence was for antihypertensives and opioids, with the lowest level noted for anticonvulsants. First year clinical students wanted to know more about detail on individual drugs, ADRs, drug interactions, as well as antimicrobial drug choice and dosage. Final year students perceived their pharmacology experiences to be challenging in nature and indicated a desire for more formal systematic teaching of pharmacology and more prescribing practice.

Discussion and Conclusions: The findings suggest that across the clinical years, students perceive their knowledge of drug actions and ADRs improving. This was not found to be the case for pharmacokinetics and drug interactions. These aspects of knowledge are important components of medication management and patient safety but are complex to understand. Improved structured opportunities for integrated and applied learning in the clinical years of these aspects, as well as reinforcement of underlying threshold concepts, may be helpful.

Take-home Messages: Medical students value their pharmacology and therapeutics education, but want more formal teaching across their course. Some aspects of pharmacology and therapeutics knowledge, such as pharmacokinetics and drug interactions, are particularly complex and would benefit from more integrated and applied student learning opportunities, as well as reinforcement of threshold concepts. Medical students want more prescribing practice in the final year of their course.
Evaluation of Scholarly Concentration Programs at Inha University College of Medicine

AUTHOR(S):
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- Yeon Ji Lee, Inha University College of Medicine, Republic of Korea

ABSTRACT

Background: Scholarly concentration (SC) programs are curricular experiences that allow medical students to study specific subjects (both medical and nonmedical) in-depth beyond the conventional medical school curriculum. Inha University College of Medicine introduced SC programs at 2011. SC programs have 4 tracks which are (1) clinical programs (hospitals, local clinics etc.) (2) research programs (basic medicine, research laboratories, pharmaceutical companies etc.) (3) service programs (medical service, missionary service, welfare facilities etc.) (4) social programs (FDA, Ministry of Health and Welfare, law firms, newspaper companies etc.). The aim of this study is to compare the levels of achievement in the tracks and know whether there are differences in achievement among 4 tracks.

Summary of Work: At 2017, 50 second grade students participated in SC programs with either one 8weeks program or two 4 weeks programs. The programs were 76 in total. Students' achievements were evaluated in three fields which were the proposal (50%, autonomy & level of difficulty), the fulfillment (25%, attendance, attitude & performance) and the reports (25%, written report & presentation).

Summary of Results: There were 31 clinical programs, 8 research programs, 17 service programs and 20 social programs. The achievement scores were almost same in the proposal of clinical programs, research programs, service programs and social programs (48.9±4.2, 50, 50, 50). In the field of fulfillment the scores were 24.1±2.5, 24.9±0.4, 25 and 24.9±0.4 and in the field of reports, the scores were 18.6±1.6, 20.0±2.2, 18.9±2.1, 19.2±1.2.

Discussion and Conclusions: In the achievement scores of SC programs there were no difference in the field of proposal. But in the field of fulfillment the scores in clinical tracks were lower than other tracks. In the field of reports, the highest scores were in research tracks and the lowest scores were in clinical tracks. The reason of lower scores in clinical tracks is due to relatively lower interest in clinical tracks that seem less challenging than other tracks to the medical students.

Take-home Messages: There were differences in the achievement of SC programs among 4 different tracks.
The Development of Practice-Based Reflective Learning Tools for Electronic Consultations

AUTHOR(S):
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ABSTRACT

Background: Electronic consultations (eConsults) between primary care providers (PCPs) and specialists provide a unique opportunity to use real patient presentations and consultative exchanges between providers to develop innovative educational activities. The purpose of this portion of study is to develop two eConsult reflective learning tools (RLTs) for PCPs and specialists that document learning arising from eConsults.

Summary of Work: Two multi-specialty eConsult programs were selected for investigation in Canada and the USA. Six experienced eConsult users and members of the research team reviewed existing reflective practice instruments and recommended modifications to optimize the applicability to eConsults. First, a validation exercise was completed by Subject Matter Experts to draft two preliminary RLTs (one for PCPs and one for specialists). Second, edits to the draft tools were made during a 3-round Delphi consensus building process that consisted of 36 providers in the US and Canada. The Delphi panel indicated importance of including each RLT item using a five-point Likert scale ranging from definitely include to definitely exclude. Consensus was defined as 70% agreement on a single item, or 80% or greater on two adjacent items at either end of the Likert scale. Third, a testing phase with 7 providers in the US and Canada was conducted. A pilot of the RLTs in real time is currently underway.

Summary of Results: After 3 rounds, consensus was reached for 3 items in each RLT. Revisions were made to other items based on suggestions of the Delphi panel. Testing of the RLTs with previous eConsult cases showed the use of the tools to be feasible. Piloting in real time is ongoing until later in the spring 2019, followed by participant interviews.

Discussion and Conclusions: Two RLTs have been developed using best practice principles. RLTs for eConsults have the potential to align and integrate continuing professional development for physicians with their medical practices.

Take-home Messages:
1. The primary benefit of electronic consultations is improving access to care for patients. However, there is a secondary benefit of learning opportunities for healthcare providers. 2. RLTs may facilitate physicians' professional practice learning needs.
Medical Students’ Performance of Group Discussion in Problem Based Learning: Can it Influence A Cognitive Performance?

AUTHOR(S):

- Yeny Dyah Cahyaningrum, Medical Education Department, Faculty of Medicine, Universitas Islam, Indonesia (Presenter)

ABSTRACT

Background: Problem based learning encourage students to have the ability of self directed, collaborative, contextual, and student centered. Group discussion is an important learning activity in problem based learning. Students are given problems and encouraged to learn solving problems in the small group. The ability of students to discuss will reflect their cognitive abilities. The aim of this study knew the influence of student performance in the group discussion to the cognitive performance.

Summary of Work: This study was an analytical study with a cross sectional approach. We conducted an analysis of 610 students who attended the undergraduate learning. The students were assessed during group discussions. This assessment was carried out by the tutor and did with a form that has been validated. We analyze the influence for 24 block in undergraduate training. The block was consisted of 7 block in the first year, 7 block in the second year, 6 block in the third year, and 4 block in the fourth. The analysis was used to determine the effect of performance of the discussion on another cognitive abilities (block exams, achievement indexes, and quizzes). Data analysis was carried out by linear regression to determine the correlation between each assessment and the influence.

Summary of Results: This study was conducted on 610 students in undergraduate medical education. In all phases, the discussion performance contributes to variations in the written test scores, the final exam, and the achievement index in that semester (R square between 0.88-0.96). In each block, the discussion performance has a strong correlation with academic performance (r between 0.93-0.97). The final exam, quizzes, and achievement indexes together influence the discussion ability (p <0.05).

Discussion and Conclusions: Students performance in group discussion of Problem Based Learning can be a predictors of a cognitive performance. The concept of assessment for learning can be used in the assessment of student performance in group discussion.

Take-home Messages: The good students have a good willingness to learn and have a good ability in the context that being discussed. The assessment of group discussion can encourage the medical student to understand the knowledge.
What Do You Want to Learn? Goal Setting in a Second Year Student Emergency Medicine Rotation

AUTHOR(S):
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ABSTRACT

Background: Exposure to Emergency Medicine (EM) is a crucial aspect of medical student education yet has historically been absent from training until 3rd or 4th year required or elective rotations. Michigan State University offers a new curriculum with EM as a mandatory rotation in the 2nd year. Research has been limited to determine what students want to learn from this type of early experience and if their goals are realistic. Goal setting helps students take ownership of their learning process, but unrealistic goals can be a hindrance. How realistic are the goals and strategies formulated by students prior to an early clinical EM rotation?

Summary of Work: We analyzed learner’s short essays (n=45) using a qualitative conventional content analysis with an inductive approach (Hsieh 2005, Elo 2008). We used open coding, axial coding and selective coding to identify and categorize the goals that students set. Constant comparison was used to determine if students identified why goals were important and described strategies to accomplish them. Content experts identified if the strategies that students described were sufficient to reach their goal. Discrepancies were resolved through a process of deliberation until consensus was achieved.

Summary of Results: All students described one (n=33) or more goals in their essay. In total 64 goals were identified. Most frequently identified: physical examination (n=15), differential diagnosis (n=10), getting to know the EM practice (n=10), history taking (n=7), procedures (n=5), and working on autonomy (n=4). Most students (n=39) described strategies to achieve their goals. According to content experts those steps were useful (n=27), not very practical (n=10) or lacking (n=2). Only 20 students explained why the goal was important for them (e.g. to gain confidence or to reduce anxiety).

Discussion and Conclusions: The majority of goals formulated align with the Core Entrustable Professional Activities and are therefore are realistic in this setting. Half of the students were able to identify useful strategies for achieving their goals. Further research will focus on whether the students feel that they accomplished the goals they set for themselves.

Take-home Messages: Students need further training to identify useful strategies to accomplish goals.
The role of the preceptor and reflection stands out in nursing students' clinical skills training in practice

AUTHOR(S):
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ABSTRACT

Background: Clinical skills form a core part of nurses' professional work. Their theoretical understanding of skills and competence in performance are related to patient safety and efficient care. However, studies reveal that newly-graduated nurses doubt their ability in clinical skills, and fear risks of injuring patients. There is a lack of evidence on how nursing students learn clinical skills during their clinical practice. The aim was to explore how development of clinical skills occurs.

Summary of Work: An ethnographic approach was used. Data were collected by participant observations, informal conversations and interviews during clinical practice at an emergency department at a university hospital in Sweden. Data were analysed in an interactive collective process interwoven with data gathering.

Summary of Results: The preceptor has a central position in order to enhance learning and socialisation into clinical skills. Learning styles by the students influenced the relation to the preceptor and how their interaction played out. Preceptors and students showed different approaches in potential learning situations regarding practical skills. The way in which they interacted influenced how the student acted in the performance of practical skills. A tension was described between previous experiences from learning clinical skills at the clinical skills center and the clinical practice. In some cases, the students expressed that they understood that different performance was possible without the patient being injured but data also showed a difference from guidelines that could jeopardise patient safety.

Discussion and Conclusions: A salient theme was the role of perceived professional identity of the nursing student. The relation to the preceptor and also how expectations of, and space for, reflection played an important role in the formation of proficiency in clinical skills. There is a need for building continuity between the ways that students' experiences are organised across university-based and practice-based learning to enhance nursing students' learning and socialisation into practical skills.

Take-home Messages: The preceptor's role should be highly considered in skills training in practice. Reflecting on actions is essential for developing and learning practical skills, and thus to develop a professional identity as a nurse.