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POSTER PRESENTATION

Schedules & Groups

GROUP 3

Theme : Assessment, Learning Environment, and Reflections
Rooms : IMERI FMUI Building, 1st floor, Exhibition Area

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Fathidhiya Ramadhan
- P3-12** Students' Perception as an Institutional Challenge: Dynamics of Students' Perception toward Learning Environment at Sylah Kuala University Faculty of Medicine
Dedy Syahrizal
- P3-13** Student Perception of Using Logbooks as Learning Media for Prescription Writing in Block 3.4
Diani Puspa Wijaya
- P3-14** Internal Formative Assessment as Predictor for National Examination Computer-Based Score
Yuni Pratiwi
- P3-15** Comparing the results of OSCE in blocks based on the CSL delivering Methods (main and review CSL)
Nesyana Nurmadilla
- P3-27** Examining the Use of Two Instruments to Assess Reflective Writing in Undergraduate Professionalism Course
Nadia Greviana
- P3-32** Relationship between e-Professionalism Knowledge on the Utilization of Social Media by Regular Students of FMUI batch 2014
Anindhita Soekowati
- P3-35** Analysis of Readiness of Medical Profession Students for Computer-Based Competency Test Online at Sam Ratulangi University
Anggun Rizty Proklamasia
- P3-38** Graduation Constraints of Retaker Students of Medical Profession Study Program at Faculty of Medicine Sam Ratulangi University
Herlina Wungouw

P3-15

Comparing the results of OSCE in blocks based on the CSL delivering Methods (main and review CSL)

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Background

Clinical skills learning (CSL) in Faculty of Medicine, Universitas Muslim Indonesia has become activities that require a large amount of effort. The ability of students in doing some skills can be seen during clinical skills examination. For undergraduate students, the skills were assessed in the format of Block OSCE. In the beginning of competence based curriculum implemented in UMI, each of clinical skills was delivered in 3 hours namely 2 hours as the main CSL and 1 hour as the review CSL, then the examination was run at the end of the blocks. Since the second semester of 2018-2019, the delivering of CSL was reversed of 1 hour as the main CSL and 2 hours as the review CSL.

Aims

The aim of this study is to compare the results of OSCE for both CSL delivering method. The data were obtained from medical education unit (MEU). There were OSCE results of batch students 2016 and 2017 in both block Cardiology and block Endocrine and Metabolism. Student of 2016 underwent 2 hours main CSL and 1-hour review CSL while students of 2017 underwent 1 hour main CSL and 2 hours review CSL. The difference between groups was analyzed using chi-square.

Methods

The data were obtained from medical education unit (MEU). There were OSCE results of batch students 2016 and 2017 in both block Cardiology and block Endocrine and Metabolism. Student of 2016 underwent 2 hours main CSL and 1-hour review CSL while students of 2017 underwent 1 hour main CSL and 2-hour review CSL. The difference between groups was analyzed using chi-square.

Results

There were 176 students of 2016 who participated in the OSCE of Endocrine Block compared to 158 students of 2017 on the same block. The result was not significantly different between two groups. In the block Cardiology, 172 students of 2016 participated in the OSCE compared to 159 students of 2017. There was significant difference between groups. Significant results also existed when the total number of student 2016 compared to total number of student 2017 who participated in the OSCE ($p < 0.05$).

Conclusion

The results of OSCE were higher in the group with a reversed CSL delivering method.



COMPARING THE RESULTS OF OBJECTIVE-STRUCTURED CLINICAL EXAMINATION IN BLOCKS BASED ON THE CLINICAL SKILLS DELIVERING METHOD

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INTRODUCTION

In the beginning of competence-based curriculum implemented in Faculty of Medicine Universitas Muslim Indonesia (FoM UMI), each of clinical skills was delivered in three hours; two hours as the main clinical skills lab (CSL) and one hour as the review CSL. To optimize students in practicing skills, the delivering of clinical skills was reversed of one hour as the main CSL and two hours as the review CSL. At the end of the blocks, the ability of students in doing some skills were assessed in the format of Objective-Structured Clinical Examination (OSCE).

AIM OF STUDY

To compare the results of OSCE for both CSL delivering method.

METHOD

The OSCE results from students batch 2016 and 2017 were obtained from Medical Education Unit's (MEU's) archives. Student of 2016 underwent two hours main CSL and one hour review CSL, whether students of 2017 underwent one hour main CSL and two hours review CSL in both block Cardiovascular and block Endocrine and Metabolism. The difference of OSCE results between groups was analyzed using Chi-Square test.

RESULTS

A total of 665 OSCE results were enrolled in this study. There were 172 students of 2016 who participated in the OSCE of Cardiovascular Block compared to 159 students of 2017 on the same block. In the Block Endocrine and Metabolism, 176 students of 2016 participated in the OSCE compared to 158 students of 2017.

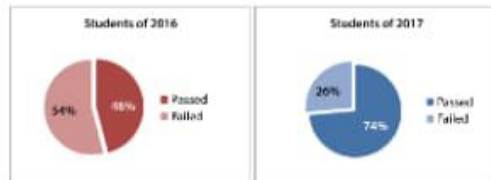


Diagram 1. Percentage of OSCE Exam Passes on the Cardiovascular Block

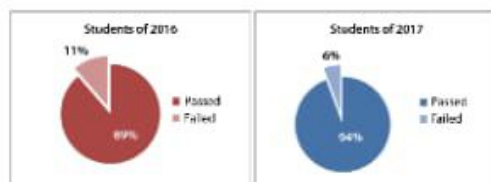


Diagram 2. Percentage of OSCE Exam Passes on the Endocrine and Metabolism Block

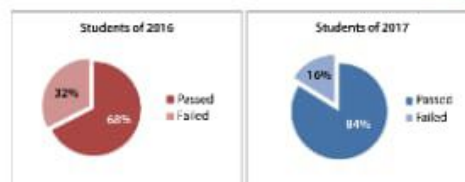
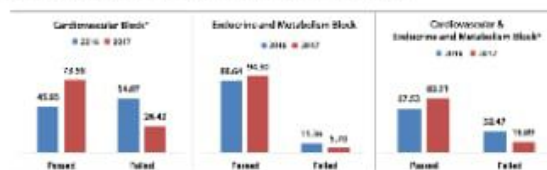


Diagram 3. Percentage of OSCE Exam Passes on the Cardiovascular Block and Endocrine and Metabolism Block

There was significant difference of OSCE result between students of 2016 and students of 2017 in the Block Cardiovascular ($p < 0.0001$). On the other hand, OSCE result from both groups in Endocrine and Metabolism Block was not significantly different. When the total number of OSCE result in Block Cardiovascular and Endocrine and Metabolism was compared between students of 2016 and students of 2017, the OSCE result was significantly different between both groups ($p < 0.0001$).

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*Data were analyzed using Chi-Square Test, $p < 0.0001$

Diagram 4. Comparison of the Percentage of OSCE Exam Passes between Students of 2016 and Students of 2017 on the Block

CONCLUSION

Every student need at least 100 hours to reach basic level of proficiency. Concerning a very limited time and a resource-constrained environment so institution has to design a clinical skills curriculum in a more effective and more efficient way. By the reversed CSL delivering method, hoping it ensure all students have the same opportunities to learn the core skills during the activity.