"How Intense Should Be A Nurturing Program Physician Mindset?"

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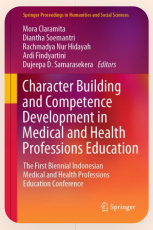

Character Building and Competence Development in Medical and Health Professio...
(INA-MHPEC 2022)

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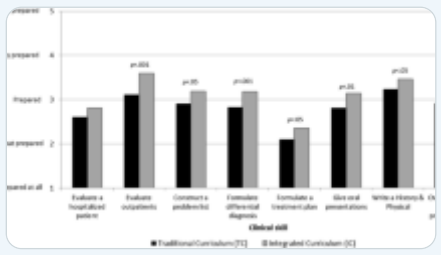
Abstract

The professional development of medical students starts with clinical reasoning growth. Facilitating the growth of clinical reasoning, from a single method to a program strategy could be used. An integrated program between knowledge and performance was applied within the curriculum in the third year students. The program consist of two tutorial meeting with multilevel type scenario, a single integrated performance training, and apply Objective Structured Clinical Examination (OSCE) at the end of the third year. This study aimed to evaluate a clinical reasoning course by using the OSCE score at the end of the program. A simple pair t-test analysis was conducted to compare OSCE scores before and after this program was implemented. There was a significant difference in OSCE scores between before and after the course was implemented on three stations from a total of seven stations, regardless of whether it was a procedural or non-procedural type of station. This clinical reasoning program could positively influence students' clinical reasoning growth. The course's length, and intensity given through tutorials and integrated training sessions influenced how the student can cognitively build critical thinking skills, especially the pattern of recognition and recall. However, more research is needed to better understand how much intensity is required in the sessions to build a firm tacit knowledge and pattern recognition.



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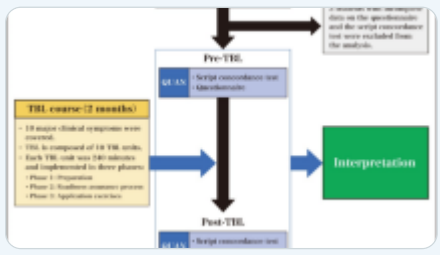

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Ethical Clearance

This research was already reviewed and gained the ethical approval from the institutional ethical review board with letter number KE/FK/0915/EC/2020.

Conflict of Interest

All of the authors have no conflict of interest with the publication of the research. We do hope that this research will enrich the science of evaluation in term of assessment for learning paradigm.

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Authors' Contribution

HNR is the junior (main) researcher and the first author of this manuscript, PU is HNR colleague who worked together with HNR in analyzing the scores. TSH is HNR's supervisor in terms of curriculum and consultant in publishing this manuscript.

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