

Meeting Summary for HP 299A Every other Tuesday 1: 00 - 3:00 pm

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Quick recap

The meeting focused on the implementation of formalized training curriculum for Emergency Management Services technical rescue, including the development of a study on the effects of response time following completion of the training curriculum for 1st responders. Discussions also centered on factors affecting response time to emergencies and the response times of various teams. The conversation ended with the presentation of research proposals, including a study on the effectiveness of an online learning unit for phlebotomy students, the implementation of Entrustable Professional Activities for assessing hysterectomy competency in OB-GYN residency training, and a study on the career progression of pharmacists in the Philippines.

Next steps

1. Revise the study title to focus on the effectiveness of online learning for phlebotomy on cognitive performance and learning behavior of medical technology students.
2. Refine the research questions to align with the revised study focus.
3. Develop a pre-test and post-test to measure cognitive performance in phlebotomy.
4. Identify and use a validated tool to assess learning behaviors in online learning.
5. Ensure content alignment between the online learning materials and the prescribed textbook for the phlebotomy course.
6. Consider including a control group in the study design for stronger comparative analysis.
7. Operationalize the definition of effectiveness in terms of improvement in scores from pre-test to post-test.
8. Clarify the population as medical technology students in the study description.
9. Develop and validate assessment tools for evaluating the effectiveness of the online learning unit on phlebotomy.
10. Include evaluation of individual learning elements in the feedback form for students.
11. Finalize the research proposal for the capstone project by March.
12. Identify and define Entrustable Professional Activities for hysterectomy procedures in OB-GYN residency training.
13. Research existing EPA assessment tools for hysterectomy competency in OB-GYN residency programs.

14. Prepare to discuss research methods and study designs for their projects at the next meeting.
15. Develop and implement a questionnaire to evaluate the effectiveness of various learning tools and elements within the LMS, including video lectures, games, digital notes, and links.
16. Collect data using the developed questionnaire by Monday.
17. Develop a proposal for implementing EPAs in the assessment of hysterectomy competency for 3rd and 4th year residents.
18. Prepare a presentation on the potential benefits and challenges of implementing EPAs in the obstetrics and gynecology residency training program.
19. Review methods for research design and be prepared to discuss in the next meeting.
20. Email the research topic to Nemuel for review.

Summary

Implementing EMS Training Curriculum Effectiveness

The meeting involved a discussion on the implementation of formalized training curriculum for Emergency Management Services (EMS) technical rescue. Fleda presented the initial discussion, suggesting a study on the effects of response time following completion of the training curriculum for 1st responders. She proposed measuring the average response time of formally trained responders and the factors affecting response time. The study aimed to determine if there is a difference or reduction in response time after undergoing formal training. Nemuel raised questions about protocols and response time standards. The discussion centered on the implementation of training programs for non-professional 1st responders and the potential for standardization. The conversation ended with the need to measure response time from the time of call to arrival on scene and from hospital interface to hospital departure.

Factors Affecting Emergency Response Times

Nemuel and Fleda discussed the factors affecting response time to emergencies. They explored the distinction between urgent and non-urgent responses, the role of training, and the influence of incident type, environmental factors, and priority level on response time. They agreed to focus on understanding the general factors affecting response time rather than comparing the response time of trained versus untrained personnel. The aim is to conduct research to identify the essential factors that impact response time.

Response Times in Incident Command

Fleda and Nemuel discussed the response times of various teams, including the quick reaction team, in relation to incident command and documentation. They considered factors that could affect response time, such as training and equipment. Nemuel suggested scoping the scanning among response teams, while Fleda emphasized the need to identify program concerns and assist responders on the ground. They also touched on the importance of protocols and communication technology. Fleda mentioned that their current data only includes incidents received by the operation center, and they are considering expanding this to include all incidents. Nemuel highlighted the potential for policy decisions or intervention decisions based on their research. Micko, who had been silent until this point, asked about the final decision regarding his research proposal.

Pharmacist Career and Education Preferences

Micko discusses his research proposal on post-graduate education preferences and career progression of pharmacists in the Philippines. The study aims to identify professional and academic preferences among post-graduate pharmacy students, examine the distribution of pharmacists pursuing different tracks, and explore factors influencing their decisions. Micko plans to create a comprehensive report that can be used by policymakers, educational institutions, and professional organizations to inform future decisions. The discussion also touches on potential methodological challenges, such as tracking graduates who work abroad, and the possibility of including career plan changes from student to professional stages in the study.

University Governance and Academic Ranks

The group discusses university governance and academic requirements. Nemuel explains that their university, as a state university, is independent from CHED guidelines. He outlines the academic ranks required for various positions, noting that lecturers cannot be part of the University Council. The conversation then shifts to the university's leadership, with Michelle and Trina providing information about the President and Chief Operating Officer. Nemuel mentions receiving a Top 50 award, and the group briefly discusses an upcoming event in December.

Justin's Online Learning Unit Study

In the meeting, Justin presented his study topic on the effectiveness of an online learning unit for phlebotomy students. He aims to assess this effectiveness based on cognitive performance and learning behavior. The study will use a mixed-method approach,

including qualitative and quantitative data collection methods. Michelle and Nemuel provided feedback on the study, including the need for validating the content and incorporating expert opinions. They also emphasized the importance of aligning the content with the objectives of the session and the need for pre-testing and post-testing to measure the effectiveness of the online learning unit.

Implementing EPAs in OB-GYN Residency

The group discusses a research proposal on implementing Entrustable Professional Activities (EPAs) for assessing hysterectomy competency in OB-GYN residency training. Limavel presents her research question focusing on how EPA implementation impacts competency development, surgical autonomy, and decision-making of residents. Nemuel provides guidance on defining EPAs for hysterectomy and suggests examining current assessment methods. The group also touches on different types of hysterectomies and surgical approaches. Nemuel advises Limavel to prepare the research methods section for the next meeting.

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