

Meeting Summary for HP 223 Clinical Teaching January 28

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Quick recap

Nemuel introduced a knowledge base website that could be useful for researchers and tool development, and encouraged the group to share their progress on developing dimensions for their research instruments. The team discussed various research projects, including the development of a tool to measure academic resilience among Filipino medical students, a questionnaire to assess patient satisfaction and student outcomes at an outpatient department, and the effectiveness of simulation-based learning in medical education. The group also brainstormed statements for a formative assessment tool aimed at evaluating residents' readiness for independent practice.

Next steps

- All participants to read the materials shared by Dr. Nemuel about developing statements and scales for survey instruments.
- All groups to brainstorm and develop a list of statements (not yet questions) related to their specific research topics and instruments.
- All groups to prepare their list of brainstormed statements to present at the next meeting on February 27.
- Dr. Malu and Dr. Genevieve's group to focus on developing statements for assessing graduating residents' readiness for independent practice.
- Dr. Misty and Dr. Josephine's group to focus on developing statements for assessing student and faculty satisfaction with simulation-based learning.
- Dr. Leilani's group to refocus their instrument on assessing student competencies rather than patient satisfaction.

Summary

Knowledge Base and Research Instrument Development

Nemuel introduces a knowledge base website that is useful for researchers and tool development. He highlights various sections of the site, including concept mapping, instrument design, and scaling methods. Nemuel encourages the group to visit the site for advanced reading on research foundations, sampling, measurement, and validity concepts. He then asks the group to share their progress on developing dimensions for their research instruments, emphasizing the importance of defining constructs before moving on to specific items.

Developing a Tool for Academic Resilience

The team discussed the development of a tool called "ART MS" to measure academic resilience among Filipino medical students. They defined academic resilience as the ability to achieve academic goals despite facing adversities. They proposed the tool to be used for educational evaluation and research purposes, as well as for helping students navigate stress and adversity. The tool will assess academic resilience through three dimensions: grit (consistency and perseverance), adaptability (thought process, emotional regulation, and help-seeking behavior), and recuperability (overcoming and rebuilding). The team confirmed the need for the tool, given the absence of a specific academic resilience scale for medical students and the challenges faced by medical students due to heavy workloads, exams, and clinical training.

Patient Satisfaction Questionnaire Development and Validation

The group presents their concept for developing and validating a questionnaire to assess patient satisfaction and student outcomes at the Institute for Studies and Diabetes Foundation's outpatient department. They define patient satisfaction as an important indicator of healthcare quality and explain its significance in diabetes care. The questionnaire aims to evaluate factors like physician communication, service quality, and student competencies. The group emphasizes the importance of this tool in improving healthcare professional-patient relationships, enhancing treatment adherence, and achieving better health outcomes. They outline key elements to include in the questionnaire and discuss the validation process, which will involve focus group discussions and piloting with Filipino diabetic patients.

Assessing Diabetes Management Student Outcomes

The group discusses how to assess student outcomes in a diabetes management course through patient satisfaction surveys. They debate whether patient satisfaction is a suitable measure of student competencies, considering factors that may influence patient satisfaction beyond the student's skills. The discussion concludes that patient satisfaction could be used to evaluate specific competencies, such as communication skills, which may lead to better patient adherence and follow-up. It is suggested to focus on one competency at a time in the questionnaire to make it more manageable and relevant to the course outcomes.

Evaluating Simulation-Based Learning Effectiveness in Medicine

The group discusses their research project on evaluating the effectiveness of simulation-based learning (SBL) in medical education. They aim to assess knowledge acquisition, skill retention, confidence levels, and overall learner satisfaction with SBL compared to traditional teaching methods. The study will involve medical students and residents from various specialties and levels of training. The research will use pre and post-tests, objective structured clinical examinations, and feedback from participants and instructors. Nemuel suggests focusing on the usefulness of SBL, which the group defines as how well it translates to actual performance and achievement of intended outcomes in developing competencies.

Simulation-Based Education Discussion

Nemuel discussed the concept of simulation-based education (SBE) and its potential benefits for both faculty and students. He emphasized the need to assess whether SBE helps develop key skills and attitudes necessary for healthcare professionals, such as teamwork and communication. Josephine and Misty agreed that SBE is beneficial for both groups, but there were differing opinions on whether its main purpose was to improve healthcare outcomes or to enhance knowledge and skills. Nemuel explained the Kirkpatrick model of evaluation, which divides the effects of training into four levels: reactions, learning, behavior, and results. The team concluded that their focus should be on improving reactions and learning, with the ultimate goal of achieving better healthcare outcomes.

Kirkpatrick's Model & SBE Assessment

Nemuel discusses the concept of satisfaction in relation to simulation-based education (SBE) for medical students. He explains the four levels of evaluation in Kirkpatrick's model, emphasizing that levels 1 and 2 (reaction and learning) occur during training, while levels 3 and 4 (behavior and results) happen in the workplace. Nemuel stresses the importance of assessing whether students apply what they learned in actual patient care settings. He also highlights that level 4 evaluation focuses on institutional change rather than individual improvements, using examples of increased patient satisfaction in hospitals after staff training.

Developing Multidimensional Assessment Statements

Nemuel instructs the group to develop statements for a formative assessment tool aimed at evaluating residents' readiness for independent practice. The tool will be multidimensional, covering aspects such as competency, emotional readiness, and metacognitive skills. The group is asked to brainstorm statements representing different dimensions of readiness, focusing on helping residents self-assess and identify areas for

improvement. Nemuel suggests postponing the next meeting to February 27th to allow more time for research and statement development.

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