

CRITERION 4 – STUDENT ENGAGEMENT IN THE LOCAL COMMUNITY AND SERVICE DELIVERY

- Students are involved in local community projects
- Students participate in the delivery of local healthcare services
- Students participate in healthcare delivery during electives/attachments overseas
- Students engage with arranged extracurricular activities

**Phanuwich Kaewkamjornchai,MD
and Chawisa Tiensue (Salee)**

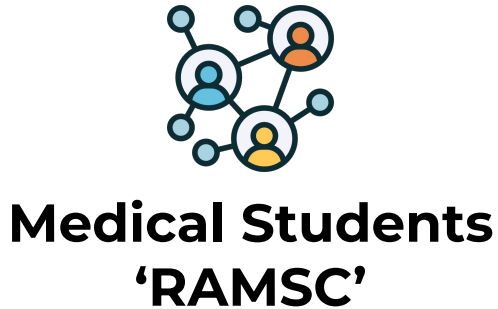
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Faculty of Medicine Ramathibodi Hospital, Mahidol University



Our context:

- **Faculty of Medicine Ramathibodi Hospital** of Mahidol University was established in the year 1965, which was the fourth Faculty of Medicine established in Thailand.
- Shared values on '**harmonize the diversity**' emphasizes all faculty and students' voices. We cultivate a culture of mutual respect, openness to diversity, and student recognition as a partner among both students and faculty members.

Key stakeholder.



Department for

Student Affairs

International Relations

Community Medicine

Student Clubs

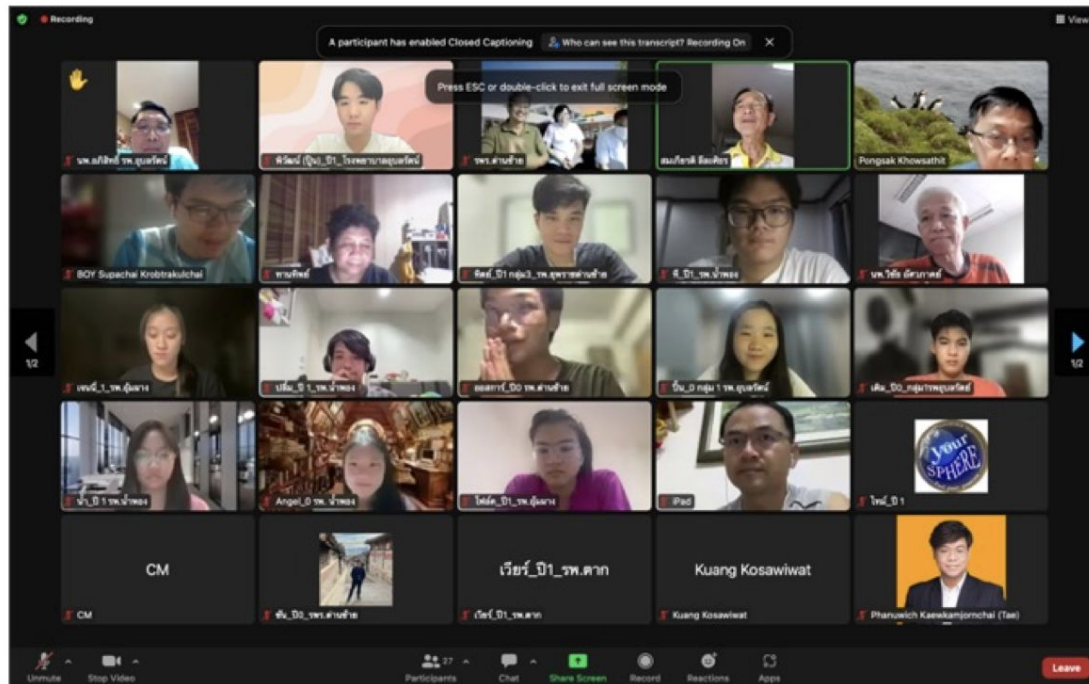
Supported by Department of Student Affairs



- ✓ 10 million baht budget for **100 activities** per year
- ✓ **Faculty level:** 20 clubs based on student's interest
- ✓ **Local level:** voluntary clubs such school renovation, teaching in rural areas
- ✓ **Regional level:** Ramadrama, Rama panitharn, Radiator

Student-Led Elective Course

Social Accountability Elective Course



Student-Led Seminar

“Defining The Next Decade of Medical School”



Defining The Future of Medical School:

Process of Vision and Strategies Establishment from Multistakeholders' Perspectives

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Background

In the 21st century, health systems have faced challenges due to shifting paradigm from acute care to chronic care or disruption by the pandemic. It is undeniable that medical education also plays a role parallel with the health system as a supply unit that generates health personnel to respond to any health needs. To create a future education system, perspectives about changes in medical school should be explored and develop a comprehensive concept for further development in medical school.

Summary of Work

We applied a qualitative method by arranging a one-day workshop consisting of 3 key group activities including a knowledge sharing session, brainstorming for common vision establishment, and visualization of each theme. Sixty-seven participants were included in this workshop from various groups of stakeholders: medical students (n=19), residents/fellows (n=13), medical educators (n=15), and school executives (n=19). Lastly, qualitative data analysis was performed by three investigators.



Summary of Results

During the session, the vision for the next 10 years medical school was synthesized and stated that we want...

“A medical school that co-designs and delivers high-value personalized education with interdisciplinary research and innovation”

with another five majors strategies of medical school:

Medical School as Safe Space

“If medical school can be space where we can share what we taught without any fear of judgement, I might be above that we want to learn and think out of the box” — A medical student

Value-based Education

“It is possible to produce the medical student with high competencies together with intrinsic for areas they spend in the school and they can do more self-improved activities” — A medical educator

Personalized Education and Multidisciplinary

“Not just everyone is able to have different interests, but in the same interest, they can adjust their pace, some might be faster, some might be slower” — A medical educator

System-based Practice

Research-driven medical school

Discussion and Conclusion

In this workshop, knowledge cafe and design thinking were utilized as a core idea of activities. This concept engages all workshop participants and opens space for sharing and brainstorming. From these processes, investigators can explore insights of each participant and collect individual needs for further establishing a common vision and strategies. It is likely to see these processes in the business sector, but rarely implemented in medical school. Therefore, we recommend this set of processes to be integrated in the curriculum and school revision cycle.

Take Home Messages

Shared vision should be formulated from a multi-stakeholders perspective, not only just a group of executives.

Contact to Research Team



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In the reflection session, participants stated that this workshop well engaged all stakeholders. The participants got the opportunity to share their opinion and co-create common goals. Moreover, this workshop inspired participants to initiate their own educational scholars.

Mental Health Support

Peer Support Project



6202013

Peer Support

Phurit Bovornchutichai

minnie

Viewing 6202004_แสน's ap...

PEER SUPPORT

Updates

- Registration Date **7/6 -14/6**
- Start Training **26/6**
- Maximum **36** people
- Training Course
 - Case Study input by กรรมการรุ่น Wellbeing
 - Review by Aj.
- Trainers
 - Peer supporters trained by P' Mookie
- Companion x RAMSC



Community Medicine Course

Year 3, 5, 6



**Basic
Science**



**Clinical
Science**



**Health
Systems
Science**

Health
Promotion
Projects

Quality
Improvement
Projects




Student engagement in Global and Local health systems

Local Communities Engagement

- ✓ Mandatory community medicine course
- ✓ 20 health promotion projects each year
- ✓ 30 quality improvement as primary care providers in 6th- year students



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www.amee.org | amee@dundee.ac.uk | SC031618

144 Community-based health promotion projects by medical students: A 6-year experience

Conference: AMEE 2020: The Virtual Experience
Reference Number: 4625
Submitted as: ePoster with Presentation
Accepted as: ePoster - Virtual
Topic: Learning Analytics
Tracks: 2000-2020 Developments
Travel Award: No
Author: Dr. Phanunich Kae-wakornchai (1) **Faculty of Medicine Ramathibodi Hospital**

Background

Under cooperation with clinical departments, the department of community medicine developed community medicine courses that integrated clinical knowledge and skills with public health, community health, and preventive medicine content. In 2012, we implemented a curriculum that focuses on community-based health promotion. Fourth-year medical students were assigned to practice a community-based health promotion project during their 6-week community medicine.

Summary of Work

In the first week of our course, we introduced a concept and key action areas in health promotion together with a review of biostatistics, quantitative and qualitative methods, and problem-solving skills. Later, students were divided into a group of 7-8 students per community. Incorporate with community health providers, they engaged with people in the community and identified their problems, either health problems or social determinants of health issues. Then, they collaborated with associated sectors and people in the community to do health promotion projects under close supervision by our faculty. All projects were evaluated and feedback by our faculty and community health providers. All students were assigned to write self-reflection in the final week, and students' satisfaction was collected.

Summary of Results

From 2013 to 2017, one hundred and forty-four community-based health promotion projects were done by our medical students. Forty-two projects were environmental issues. Thirty-nine projects focused on child health. Twenty-nine projects were about NCDs problems. Nine projects were about infectious disease prevention. The others were focused on elderly health, tobacco and alcohol consumption, and mental health. Their reflection was 'proud' and 'happy' with their projects. A survey of students' satisfaction shown 79.24% answered 'satisfaction' and 'very satisfaction'.

Discussion and Conclusions

Although the community-based health promotion course is concise compared with other courses in the undergraduate medical curriculum, an amount and a variety of projects, also students' satisfaction shown the success of the course.

Take Home Messages

A community-based health promotion course allows medical students to use their potential to make a change.

Student engagement in Global and Local health systems



RAMSC Youth Statement

Introduction

Ramathibodi Medical Student Council (RAMSC) is a student body that represents all six years of medical students in Ramathibodi Medical Faculty. This student-led organisation actively participates with the faculty in the decision-making process and responds to policies that affect curriculum and student welfare. Our vision is to promote student well-being even over developing students to be the better version of themselves. Our motivation to partner with COY16 is that we want to represent Thailand's health sector by contributing our perspective and stance on the urgency of climate change. Climate change is a global issue that cannot be tackled independently, but by joining forces and forming allies, we can connect and influence people on an international level.

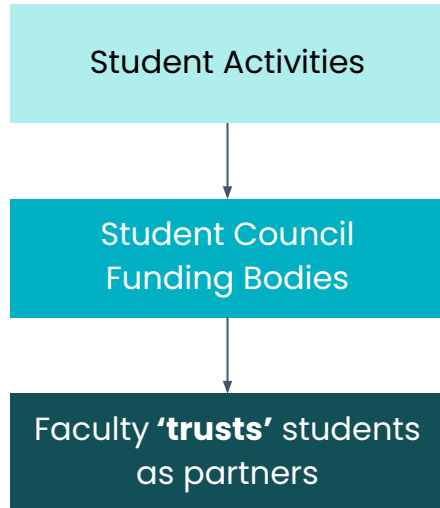
In this statement, we've addressed Thailand's contribution and impacts of climate change that are often overlooked, as well as the various detrimental health and social consequences. In addition, we have highlighted the importance of Planetary Health integration into medical education that we would like to present and achieve by partnering with COY16.



- ✓ 400 country- wide clinical elective in health care services
- ✓ Student collaboration with Medical Council of Thailand, Ministry of Public Health (MOPH) for patient safety and public trust in healthcare services
- ✓ Establish a Thai-Japanese exchange programme
- ✓ faculty awarded 151 full scholarships and 140 partial scholarships to students
- ✓ RAMSC advocates in social issues and responsible framework in medical education

1) ***Not only the events, but describing ‘trends’, ‘systems structure’, and ‘mental model’***

Inclusiveness, Sustainability



Four layers of iceberg model of systems thinking

'Event'

Observable events or situations

'Patterns of behaviors'

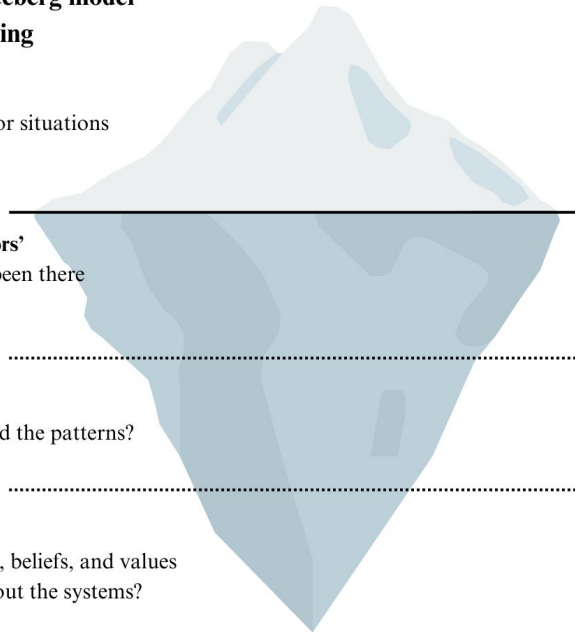
What trends have been there over time?

'Systems structure'

What has influenced the patterns?

'Mental model'

What assumptions, beliefs, and values do people hold about the systems?



Examples at Ramathibodi

- Receiving of ASPIRE for excellence award in student engagement
- Research presentations and awards in international conferences
- Students' participation in curriculum management and local health services.
- Consistent of number of students in school decision-making process especially in curriculum.
- Rapidly growing of number of students in research communities both internally and externally.
- Repeated in health campaigns led by students.
- Ramathibodi Medical Student Council (RAMSC) was empowered to play critical role participating in school governing.
- Well-structured student engagement in research are provided by the Tonkla Ramathibodi program.
- The belief that students should be at the center of their learning experience
- Strong organization culture on 'harmonizing the diversity'
- Assumptions that student engagement enhances the overall quality of education

2) *Students know their story, let them lead and support them*



Review the activity database



Writing session on Christmas!

