



Engage, Create, Learn: Students at the **Heart of** **Course Design**

 Presented by Piwat Suppawittaya RA58 M.D.-M.M. 02

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Rationale



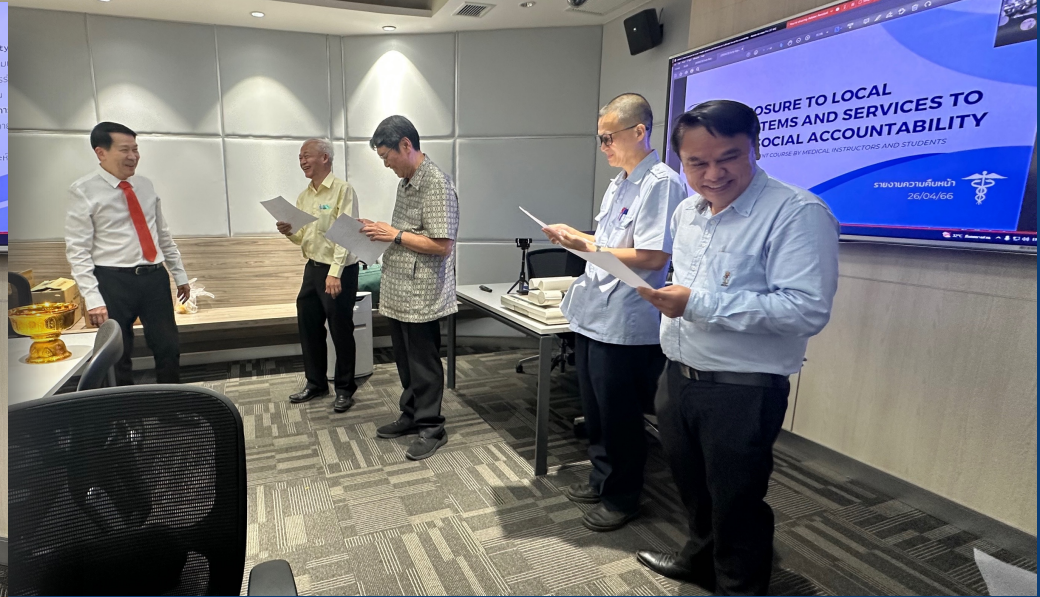
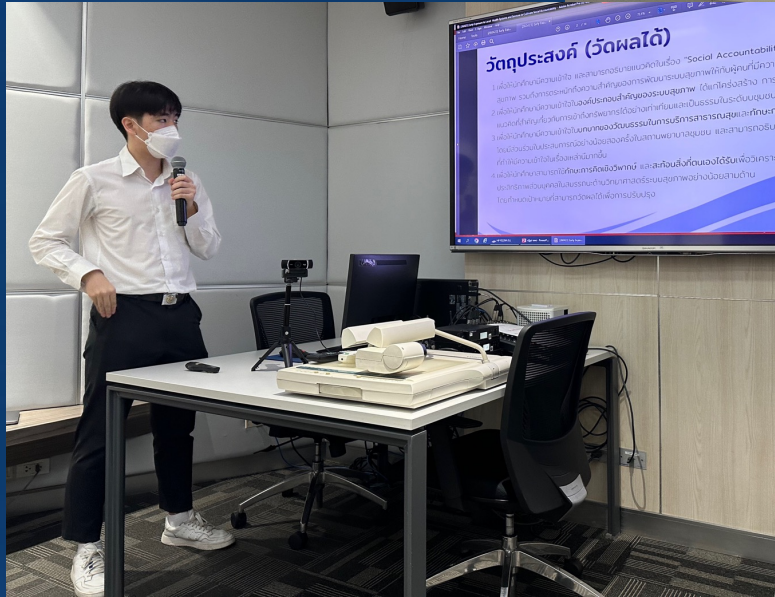
Opportunity to broaden perspective on **Thailand's health systems** since student's early years of education

First Meeting with All Participants



Setting **shared vision** and **goals** / Brainstorming ideas

Course Objectives Presentation





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นพ.อภิสิทธิ์ ราช.อุบลรัตน์

พิวัฒน์ (ปิ่น)_ปี1_โรงพยาบาลอุบลรัตน์

รพร.ด่านซ้าย

สมเกียรติ ลีละศิธร

Pongsak Khowsathit

BOY Supachai Krobtrakulchai

ทานทิพย์

ทิติย์_ปี1_กลุ่ม3_รพ.ยุพราชด่านซ้าย

ที_ปี1_รพ.น้ำพอง

นพ.วิชัย อัครภาคย์

เจนนี่_1_รพ.อุ้มผาง

ปลื้ม_ปี1_รพ.น้ำพอง

ออสการ์_ปี0_รพ.ด่านซ้าย

ปิ่น_0_กลุ่ม1_รพ.อุบลรัตน์

เดิม_ปี0_กลุ่ม1รพอุบลรัตน์

น้ำ_ปี1_รพ.น้ำพอง

Angel_0_รพ. น้ำพอง

โพลี_ปี1_รพ.อุ้มผาง

iPad

ไหม้_ปี1

Second Meeting with All Stakeholders

CM

ชั้น_ปี0_รพ.ด่านซ้าย

เวียร์_ปี1_รพ.ตาก

Kuang Kosawiwat

Phanuwich Kaewkamjornchai (Tae)



Pre-Course Lecture



Health Systems **Structures** & Social **Determinants** of Health

Learning Motivation



Dangkan
23 สิงหาคม ค.ศ. 2023 10:24

Systems Thinking Capability



Modern Concepts of Leadership



Primary Care Experience

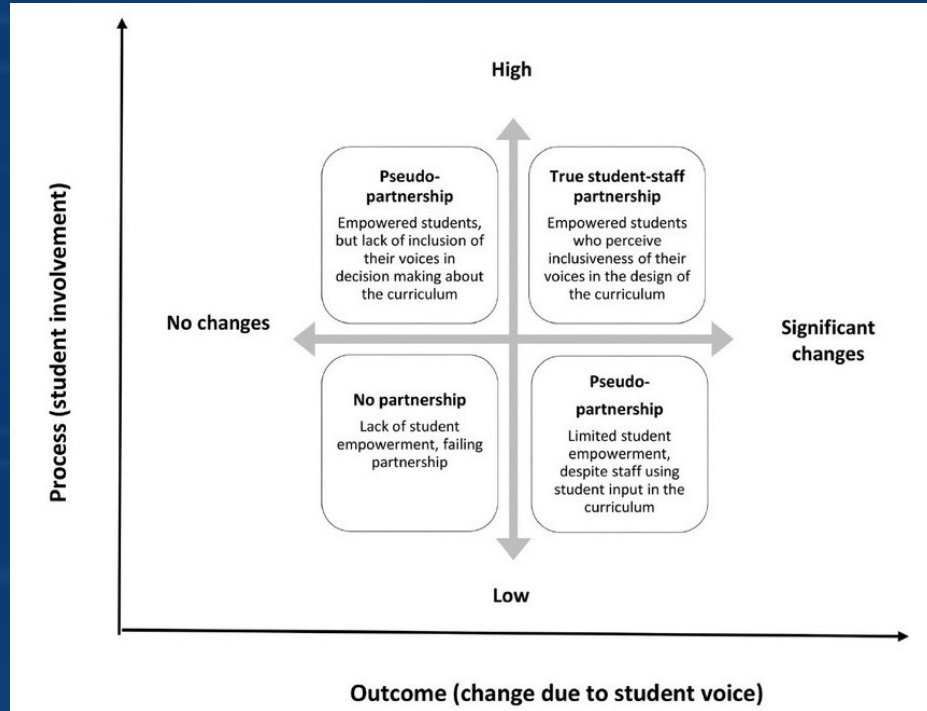


Post-Course Presentation



Present synthesized **knowledge**, **experience**, and their **future steps**

Student-Staff Partnership



True Student-Staff Partnership



Learning Experience with High Student Engagement from Shared Vision

Suliman, S., Iqbal, M. Z., & Könings, K. D. (2023). It is not about the destination but the journey: A dive into student-staff partnership processes. *Medical Teacher*, 1-5.

► Call for Action

1. Establish Student-Faculty Collaborative Committees for Curriculum Design

Medical school should set up **formal committees or platforms** where students and faculty members collaboratively design and review the curriculum. This process should actively solicit and **integrate student feedback and ideas**, ensuring that the curriculum remains dynamic, relevant, and responsive to current healthcare challenges.

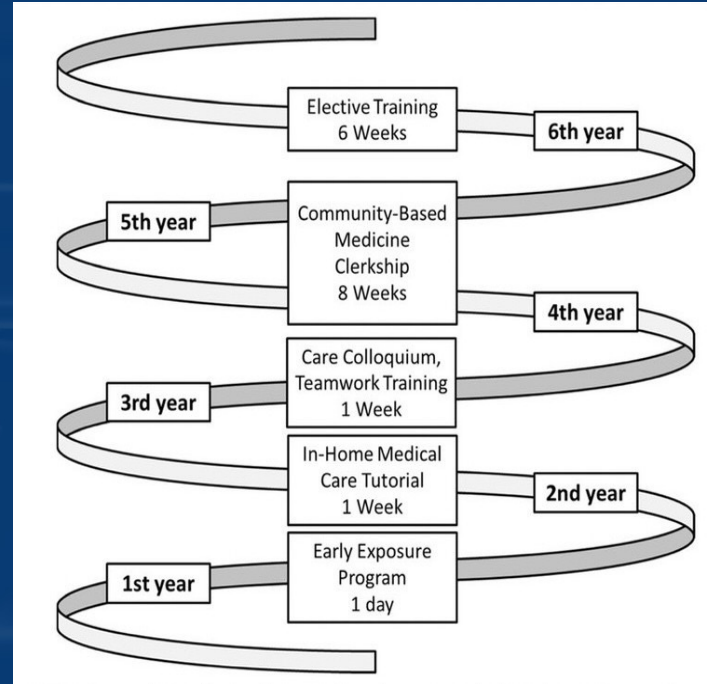
2. Regularly Update on Programmatic Assessment and Feedback loop to Medical Students:

Establish a protocol for the regular review and update of the feedback of medical curriculum to younger medical students for them to further think about **other competencies** that they are interested that is **still not in the curriculum**.

Call for Action

3. Long-Term Competency Assessment on Medical Students:

Create opportunities for learning, where **medical students can collaborate with one another** in different years to speculate their development of different competencies from **Pre-clinic & Clinic education**.



Ishimaru, N., Takayashiki, A., Maeno, T., Kawamura, Y., Kurihara, H., & Maeno, T. (2015). The impact of an early exposure program on medical students' interest in and knowledge of rural medical practices: a questionnaire survey. *Asia Pacific family medicine*, 14, 1-5.



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