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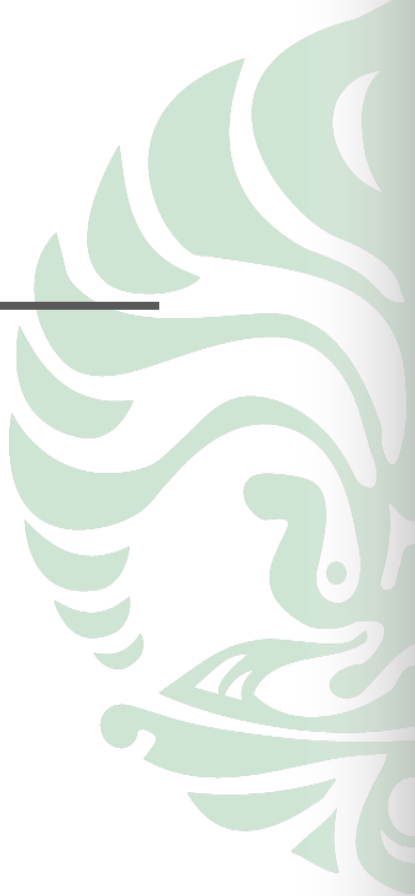
FACULTY
OF
MEDICINE



Student As Teachers

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Introduction

- Medical students are the main stakeholders in the education process.
- They are the future doctors which play pivotal role as educator and policy maker in education.
- Their role as peer teacher is very important and beneficial to develop student's skills.
- This approach has been practiced informally in various competency and proven to help students in achieving their competencies comprehensively in education program.

Introduction

- Peer Assisted Learning (PAL) is a process in which each individual that belongs to the same social group and not a professional teacher, helps each other in learning and learns by themselves through “teaching activities” (Topping,1996).
- The “same social group” means each person shares similar characteristics, especially in age. Expertise, knowledge, and skills that are owned are still limited indeed.
- The essential aspect of PAL which differentiates this method from other collaborative learning, i.e group discussion, Problem Based Learning, etc., is the “teaching activities” in this process (Ross MT & Cameron HS, 2007).

Therefore from 2020 FMUI developed an elective module: **“Teaching Made Easy: Students as Teachers (SAT)”**

“Teaching Made Easy: Students as Teachers (SAT)”

- Elective module organised by the Department of Medical Education, Faculty of Medicine, Universitas Indonesia (FMUI).
- To explore further student's role in PAL, various theories, and the latest evidence that underlies this method.
- This is a non-clinical elective module that is conducted in the 7th or 8th semester according to the 2012 Medical Education Programme Curriculum.
- All the learning experiences and activities included in this module will be conducted in 4 weeks.

Preclinical Modules in FMUI

Elective Module can be taken in the 7th/8th semester

TERM I: 28 Agustus – 29 Desember 2023																	
MK Wajib Universitas: Agama - Bahasa Inggris																	
MK Wajib Rumpun Ilmu: Etika Hukum - Komunikasi Kesehatan - Ilmu Biomedik Dasar 1 - Ilmu Biomedik Dasar 2																	
28 Agt - 22 Sept 2023						25 Sept - 29 Des 2023											
Pembelajaran Dewasa						Olahraga Untuk Kesehatan - Humanisme, Profesionalisme, dan Kompetensi Budaya											
						25 Sept - 8 Nov 2023											
						Gaii Medik											

28 Agt - 8 Sept 2023																	
Basic Higher Education: Religion																	
Health Cluster: Bioethics - Effective Communication - Basic Biomedical Science																	
11 Sept - 29 Des 2023																	
Sports for Health - Humanities, Professionalism, and Cultural Competence																	
11 Sept - 1 Des 2023																	
Medical Nutrition																	

28 Agt - 6 Okt 2023																	
Kulit & Jaringan Penunjang						9 Okt - 17 Nov 2023						20 Nov - 29 Des 2023					

28 Agt - 6 Okt 2023																	
Kulit & Integumentary System						9 Okt - 17 Nov 2023						20 Nov - 29 Des 2023					

28 Agt - 6 Okt 2023																	
Gastrointestinal						9 Okt - 17 Nov 2023						20 Nov - 29 Des 2023					

28 Agt - 6 Okt 2023																	
Gastrointestinal						9 Okt - 17 Nov 2023						20 Nov - 29 Des 2023					

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22								
31 Jul - 8 Sep 2023						11 Sept - 6 Okt 2023						9 - 20 Okt 2023						23 Okt - 17 Nov 2023						20 Nov - 20 Dec 2023					
Sistem Pelayanan Kesehatan Primer						EBM / Elektif Non Klinik						Riset-2						EBM / Elektif Non Klinik						Foundations of Clinical Practice					
Riset-2																													

TERM II: 5 Februari – 16 Juni 2024																	
MK wajib universitas																	
MK Wajib Rumpun Ilmu Kesehatan: Metodologi, Karjasma dan Kesehatan																	
MK Pengantar																	
5 Feb - 8 Mar 2024						11 Mar - 5 Apr 2024						15 April - 31 Mei 2024					
Sel Genetika Biologi Molekular						Patofisiologi Dasar						Neuroscience					

Basic Higher Education: Professional																	
Health Cluster: Healthcare Teamwork and Collaboration 5																	
Disaster Medicine - Basic Medical Sciences																	
5 Feb - 8 Mar 2024																	
Molecular Cell Biology						Basic Pathophysiology						Neuroscience					

5 Feb - 15 Mar 2024																	
Saraf Ieka						Infeksi						30 Mei 2024					

5 Feb - 15 Mar 2024																	
Neuropsychiatry						Infection						30 Mei 2024					

1	2	3	4	5	6	7	8	9	10		11	12	13	14	15	16	17	18	19	20
29 Jan - 1 Mar 2024						4 Mar - 5 Apr 2024				Lib. Leiden	15 Apr - 24 Mei 2024						27 Mei - 28 Juni 2024			
Respirasi						Metabolik dan Endokrin					Reproduksi						Tumbuh Kembang			
Keterampilan Klinik Dasar - 2											Keterampilan Klinik Dasar - 2									
SEP - 6											SEP - 6									
Riset - 2											Riset - 2									

STUDENT'S CHARACTERISTICS

Non-Clinical Elective Module participants are students who have passed all modules in General and Integrated Medical Sciences stage in 1st-6th semester of Medical Education Program of FMUI according to 2012 curriculum.

Students from other medical institutions, in or outside Indonesia, can also enrol in this module.

LEARNING OUTCOMES

Students are expected to be able to explain PAL, various theories, and the latest evidence that underlies this method and discuss the principle of achieving competence in the medical education program.

Specific Learning Outcomes

After completing this module, students are expected to be able:

- a. Analyse theories and latest evidence regarding PAL
- b. Identify the formulation of medical doctor competency in Indonesia
- c. Analyse various factors which contribute to the implementation of learning and assessment method
- d. Identify learning characteristics in clinical practice and the importance of adaptation in the transition period from academic year to the clinical practice year
- e. Formulate innovative and interesting learning method within the PAL framework
- f. Arrange assessment tool example for medical education program
- g. Practice students' skills in giving and responding to feedback



LEARNING OBJECTIVES

If given trigger or secondary data related to PAL in medical education programs, students are able to:

- a. Analyse theories and latest evidence regarding PAL
- b. Identify the formulation of medical doctor competency in Indonesia
- c. Analyse various factors which contribute to the implementation of learning and assessment method.
- d. Identify learning characteristics in clinical practice and the importance of adaptation in the transition period from pre-clinical to clinical practice
- e. Formulate innovative and interesting learning method
- f. Arrange assessment tool example for medical education program
- g. Practice student's skills in giving and responding to feedback according to the knowledge development and latest evidence in medical and health professions education



SCOPE OF STUDY AND LEARNING METHODS



Learning Objectives	Main topics	Sub-topics	Learning methods	References
If given trigger cases or secondary data related to PAL in medical education programs, students are able to:				
a. Analyze theories and latest evidence regarding PAL	Peer assisted learning	Rationality of PAL Various forms of PAL The role of PAL in medical education	Interactive lecture (1x50 minutes) Self-directed learning (1x100 minutes) Trigger/questions discussion (2x50 minutes) Self-directed learning (1x100 minutes)	1, 2
	Various learning theories	Adult learning theory Social cognitive theory Constructivism theory Experiential learning theory	Discussion using trigger (4x50 minutes) Self-reflection towards learning style and experiences (2x50 minutes)	2
b. Identify the formulation of medical doctor competency in Indonesia	Curriculum based competency	Definition of competency and learning objectives Gradual achievement process	Interactive lecture (2x50 minutes) Trigger discussion-students' guideline analysis (2x50 minutes)	3, 4
	Indonesia Standard Medical Doctor Competency (<i>Standar Kompetensi Dokter Indonesia</i> – SKDI)	Area of competency in SKDI Basic understanding of SKDI	Trigger discussion-students' guideline analysis (2x50 minutes) Self-directed learning (1x100 minutes)	
c. Analyze various factors which contribute to the implementation of learning and assessment method	Learning environment	Definition of learning environment Factors contribute in learning environment	Interactive lecture (1x50 minutes) Trigger discussion-DREEM result analysis (2x50 minutes) Self-directed learning-literature review (1x100 minutes)	5
	Socio-cultural factors	Generation differences and its implication towards learning Socio-cultural characteristics and its implication towards learning	Trigger discussion-case study/reflection (2x50 minutes) Plenary session (2x50 minutes)	6
d. Identify learning characteristics in clinical practice and the importance of adaptation in the transition period from pre-clinical to clinical practice	Learning in clinical practice	Learning environment in clinical practice Learning characteristics in clinical practice	Interactive lecture (1x50 minutes) Trigger discussion-case example of learning in clinical practice (1x50 minutes) Self-directed learning-literature review (1x100 minutes)	7, 8
	Transition period	Adaptation from pre-clinical to clinical practice	Trigger discussion-case study (2x50 minutes)	



e. Formulate innovative and interesting learning method	The principle of learning and teaching	Comparison of various learning and teaching method (flipped classroom, collaborative learning, Problem Based Learning, Team Based Learning) Group dynamics management Role of peer teacher as mentor	Field observation (1x200 minutes) Trigger discussion (video, etc.) (2x50 minutes) Role play in facilitating group discussion (2x50 minutes) Plenary session (2x50 minutes)	2, 9-14
	Utilization of information technology in learning	Principle of information technology utilization in learning Innovation in learning method regarding PAL	Trigger discussion-SCeLE analysis and web-based learning (2x50 minutes) Self-directed learning (2x200 minutes) Plenary session (3x50 minutes)	1, 15, 16
f. Arrange assessment tool example for medical education program	The principle of assessment in competency-based curriculum Arranging question item for specific assessment method	The principle of utilizing assessment (validity, reliability, educational impact, and feasibility) Arranging high quality MCQ	Interactive lecture (1x50 minutes) Trigger discussion-assessment example analysis (2x50 minutes)	17
		Arranging Objective Structured Clinical Examination (OSCE) station	Trigger discussion-question example of MCQ (2x50 minutes) Self-directed learning (1x100 minutes) Plenary session (1x50 minutes)	18
			Trigger discussion-question example of OSCE (2x50 minutes) Self-directed learning (1x100 minutes) Plenary session (1x50 minutes)	17
g. Practice students' skills in giving and responding to feedback	The principle of giving feedback	Definition of feedback Factors contribute in giving feedback The principle in giving constructive feedback	Interactive lecture (1x50 minutes) Trigger discussion-video, etc. (2x50 minutes)	20-22
	Self-reflection and feedback-seeking behavior Practice in giving constructive feedback	The principle of self-reflection Benefit of self-reflection Relationship between self-reflection and feedback	Interactive lecture (1x50 minutes) Trigger discussion-video, etc. (2x50 minutes) Role play (2x50 minutes) Self-directed learning (1x200 minutes) Plenary session (1x50 minutes)	

	Formulating self-reflection and action plan		Self-directed learning (1x200 minutes) Plenary session (1x50 minutes) Plenary session	
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Students experience in 'Students as Teachers' Elective Module



Year	Number of Students
2021	5
2022	8
2023	10
Total	23



Feedback from students

This module ...

- provides students with supporting references, the module is equipped with various discussion sessions that help students better understand the learning theories they are reinforcing.
- provides an e-portfolio formed on the website eportfolio.fk.ui.ac.id, which makes students more enthusiastic about reflecting on themselves compared to the traditional LTM/word format.
- taught how to be more self-aware, not only in terms of learning but also in other aspects.

There are many discussions in this module, and each discussion is very engaging! It opens up perspectives and insights, not only in learning about oneself but also in understanding the learning styles of others.

Take Home Messages

Medical students are the main stakeholders in the education process.

Their role as peer teachers is very important and it is beneficial also in developing the student's skills.





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THANK YOU

