



Conference Book

2022 TUFH Virtual Regional Conference for Asia-Pacific



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1. Summary

The 2022 TUFH Virtual Regional Conference for Asia-Pacific is co-hosted by The Network: TUFH, Universitas Gadjah Mada (Indonesia), AUT University (Australia), University of the Philippines: College of Medicine (Philippines), James Cook University (Australia), The University of Waikato (New Zealand), Student Network Organization, M S Ramaiah University of Applied Sciences (India), and Mahatma Gandhi Institute of Medical Sciences (India).

The conference was hosted on the Zoom platform.

Check out the end of conference video that gives a taste to what the conference was like [here](#) or watch below.



2. Date and Time

Day 1: 3 AM – 8 AM UTC – Saturday, June 4, 2022

Day 2: 3 AM – 8 AM UTC – Saturday, June 11, 2022



3. Themes

Theme:

- Coming Together for Universal Health Care

Subthemes:

- Interprofessional Communication and Coordination
- Impact of Technology on Covid-19 & Health Care
- Challenges and Solutions Towards Intersectoral Primary Health Care
- Implementing Interprofessional Education

4. Program

Each session was recorded and is available through YouTube (click on session)

Dates	June 4, 2022	June 11 2022
Days	Saturday	Saturday
Time	3 AM - 8 AM UTC	3 AM - 8 AM UTC
	03:00 - 03:15 AM UTC	03:00 - 03:45 AM UTC
	Opening Ceremony - Dean of Faculty of Medicine, Public Health and Nursing, UGM	Workshop Implementation of Intersectoral Adolescent Health Programs
	03:15 - 04:00 AM UTC	03:45 - 04:30 AM UTC
	Keynote Ciraj Ali Mohammed	Keynote Gandes Retno Rahayu
	04:10 - 05:00 AM UTC	
	Workshop Implementation of Interprofessional Education in the Community using the Blended Learning Method	
	05:10 AM - 06:30 AM UTC	04:40 AM - 06:50 AM UTC
	Oral Presentations	Oral Presentations
	06:30 - 08:00 AM UTC	07:00 - 07:45 AM UTC
	TUFH 2022 Regional to Global Journey	Brainstorming TUFH Asia-Pacific Region
		07:45 AM - 08:00
		Closing Ceremony



5. Keynote Speakers

5.1. Gandes Retno Rahayu



Gandes Retno Rahayu - A professor in medical education at Faculty of Medicine, Public Health and Nursing, Universitas Gadjah Mada. Her past working experiences includes Director of the Master Program in Medical Education, Head of the Department of Medical Education, and Vice Dean for Academic and Student Affairs at the same institution. She was executive committee of LINQED. She has been involved in developing several interprofessional education programs at Faculty of Medicine, Public Health and Nursing, Universitas Gadjah Mada.

Abstract:

The growing emphasis on the need of teamwork and collaboration within health care services has been motivated medical and health profession institutions to implement interprofessional education (IPE) as earlier as possible. IPE has become a core curricular or elective component in many medical and health professions education programs. Publication on interprofessional education has also increased rapidly. Although it is known that collaborative practices can lead to better health outcomes, this question is still remained: are there adequate evidences on the effectiveness of IPE in supporting collaborative practice among different health professions?

This keynote is going to discuss the development of IPE, various features of IPE implementation, the implementation challenges and tips, framework to evaluate IPE as well as evidence on the benefits of IPE from literatures. It is expected that the audiences can draw lessons to improve their IPE programs or initiate IPE in their institutions.

To review the recorded session, click [here](#).

5.2. Dr. Ciraj Ali Mohammed



Dr. Ciraj Ali Mohammed - Is a fellow and global faculty of the FAIMER (Foundation for advancement of International Medical Education and Research) Institute, Philadelphia. He is a recipient of the American Society for Microbiology (ASM) - Early Career award (2006), Honourable Mention award (2010), UNESCO award for International Educators (2011) and Outstanding Mentor award (2012). He is a Fulbright visiting scholar at the Department of Molecular biology and Infectious diseases, Florida International University, Miami and a recipient of the International fellowship in medical education (IFME). He completed his Masters in Health professions Education (MHPE) specializing in assessment and accreditation from Keele University, United Kingdom with a distinction. He has authored articles and chapters in medical education and medical microbiology and served on the editorial board of many journals. For the innovative student- centred pedagogic approaches in medical education, he was awarded the “Good Teacher Award” eight times by the University. He is the Founding Director of the fellowship programme that focuses on leadership in interprofessional education organised in collaboration with FAIMER, Philadelphia. He is currently the Chair of IndiPEN, the Indian interprofessional education network and also a member of the Global confederation for interprofessional education and collaborative practice. Dr Ciraj also serves on the Advisory Board of the Network – Towards Unity for Health

Abstract: Interprofessional collaboration is known to ensure quality of care and patient safety while ensuring stakeholder satisfaction and effective utilization of available resources. Interprofessional education focusses on members from different professions learning with, from and about each other to improve collaboration. This approach will also assist in creating a future workforce which understands the roles and responsibilities of each professions, contributing towards collaborative patient centred practice.

This session will

- Justify the need for including interprofessional competencies in the health professions curriculum
- Outline the competencies of interprofessional education and collaborative practice
- Analyse the factors that facilitate and hinder implementation of interprofessional education

To review the PowerPoint, click [here](#).

To review the recorded session, click [here](#).

6. Workshops

6.1. Implementation of Interprofessional Education in the Community using the Blended Learning Method

Description: During pandemic era, we must be careful in determining learning strategies, especially when using collaborative learning such as Interprofessional Education (IPE). Sending health students to the community in the pandemic era also poses quite a challenge because it involves the safety of the parties involved.

This workshop will invite participants to actively participate in small group discussions and presentations, in developing a community-based IPE learning program using the blended learning method. optimization of offline and online learning as well as assessment need to be considered to achieve optimal competence for health students.

The workshop will begin with the provision of materials for selecting the right offline and online methods in IPE, then small group discussions to develop learning and assessment programs, and end with presentations and feedback from facilitators and fellow participants.

Speakers:

- **Doni Widyandana, MD, MHPE, PhD** is an associate professor in the Department of Medical Education and Bioethics, Faculty of Medicine, Public Health and Nursing, Universitas Gadjah Mada. He is also a Neuroophthalmology consultant in Sardjito General Hospital. In his carrier in the Faculty of Medicine, Gadjah Mada University, Yogyakarta Indonesia, at present he is the Director of the Master of Health Professions Education (MHPE), and also the chair of the Community and Family Health Care - Interprofessional Education (CFHC-IPE) program that sends medical, nursing, and nutritionist undergraduate students to the community to collaborate interprofessionals attach with families.
- **Ms. Lastdes Cristiany Friday, MPH** is a committed lecturer with over 5 year's experiences at public health nutrition research. Currently She is an executive manager of Community and Family Healthcare- Interprofessional Education (CFHC-IPE), the compulsory IPE program initiated by Faculty of Medicine, Public Health and Nursing, Universitas Gadjah Mada . Delivering education particularly about maternal and child nutrition using interprofessional collaboration is her passion. Therefore, she already trained and certified by several workshops of Interprofessional Health Collaborative on how to transforming interprofessional practice and education through faculty development and advancing the culture of interprofessional.
- **Ms. Happy Indah Kusumawati, MNSc** is lecturer of the Department of Basic and Emergency Nursing in Faculty of Medicine, Public Health and Nursing, Universitas Gadjah Mada, Indonesia. She creates innovative learning methods (GAMEST = gamification in emergency nursing) and contributes to develop PRIMAGRAVIDA applications to monitor & educate pregnant women. She is involved in educating and empowering the community which focuses on emergency and disaster preparedness and fond of organizing events, volunteers, and donations. Her research interests are in emergency nursing, emergency management of intrahospital and disaster nursing.

To review the recorded session, click [here](#).



6.2. Workshop Implementation of Intersectoral Adolescent Health Programs

Rationale: Adolescence is a crucial period of life because major physical, psychological, (emotional) and social changes take place. adolescents represent the social and economic future of the country. Most young people are healthy. However, they are exposed to the risks and vulnerabilities at the same time and face adolescent health problems: teenage pregnancies, malnutrition, risk seeking behavior etc. Addressing the healthcare and developmental needs of adolescents is of paramount importance, therefore worldwide adolescent health programs, school health programs have been launched. Proper implementation of a program is required for its success.

Learning Objective(s):

1. Risk factors and social determinants of adolescent health
2. National Policies/Programmes related to adolescents, service package under Adolescent Health programme
3. Adolescent health clinics
4. Monitoring and Evaluation of AH programmes and results of Implementation of Adolescent Health programmes
5. Key issues in implementation of programs

Overview:

This workshop will focus on national programs related to adolescent needs. A coverage analysis and key issues in the implementation of programs will be explored.

Facilitators:

1st Speaker: Dr. Priya Senthil Kumar, professor, Madras medical college, Tamil Nadu

1. Country Profile (Brief description of adolescent demographic situation)
2. Risk factors and their social determinants for adolescent health
3. National Policies/Programmes related to adolescents, service package under Adolescent Health programme

2nd speaker: Dr. Anurag Chaudhary, Professor and HOD, Dayanand medical college and hospital, Punjab

1. Adolescent health clinics
2. Monitoring and Evaluation of AH programmes
3. Results of Implementation of Adolescent Health programmes (outcomes-coverage or impact-improvement in health, strengths)

3rd speaker: Dr. Priya Bansal, Associate professor, Dayanand medical college and hospital, Punjab

1. Inter sectoral coordination (Partners and organizations involved in these programmes and their contribution at the national and sub-national level)
2. Key issues in the implementation of programmes (Gaps, weaknesses and challenges in implementation)

To review the recorded session, click [here](#).



7. Oral Presentations

7.1. Oral Presentations June 4, 2022

To review the recorded session, click [here](#).

To review all posters for this session, click [here](#).

7.1.1 Enhancing community knowledge and attitudes in the prevention of Covid-19 to the community: an interprofessional education intervention

Author: Desak Ketut Ernawati

Abstract: Background. The Covid-19 pandemic has impacting multidimensional aspects in live. This included the delivery of all levels of education. In the early of the pandemic, all faculty members needed to limit students and community engagement. Interprofessional education which based in the community had to adopt to this challenge. Thus, community engagement was designed by involving students' family members during the interprofessional education interventions. Methods. A group of twelve students which consisted of medical, nursing, psychology, pharmacy, public health, physiotherapy, and dentistry students gave interventions on ways to prevent Covid-19 infections to their family members. The interventions consisted of four posters and two videos related to facts and hoax on Covid-19, its prevention, ways to use public transport, safe exercise during the pandemic and health protocols during elections of the local community leaders. The interventions were given six times over eight weeks. The family members received a pre-post-test before and after the intervention to assess knowledge and attitudes improvement. Results Thirty-six family members responded in the intervention. The majority was male (64%; 23/36); more than 50% were in the 30s, working and had undergraduate degrees. The respondents had 83.3% very good knowledge prior to the intervention and 88.9% after the interventions. Interestingly, all respondents showed attitudes improvements towards good and very good post intervention. Conclusion. The Covid-19 pandemic has limited the delivery of intervention on interprofessional education to family members. However, the intervention to the community improved knowledge and attitudes in the prevention of Covid-19. A more community engagement may require to minimize bias due to the intervention was given to the students' family members.

7.1.2. The Implementation of an Interarofessional Education Module on "Understanding Deeper our Community Health Workforce"

Author: Louricha A. Opina-Tan, MD

Abstract: The research was developed during the COVID-19 pandemic and is related to how health services and medical personnel will work in a pandemic situation. So it is necessary to develop a model that will produce a competency of medical personnel who are able to collaborate in a pandemic situation.



7.1.3. Midway to Digital Transformation of Medical Education: Current Perception and Adaptation of Medical Students towards Synchronous Online Lectures

Author: Giovanna Renee Tan

Abstract: Background: The Covid-19 pandemic had forced majority of medical institutions to cease face-to-face learning and implement online synchronous technology. Thus, the improvement of online synchronous learning had become a priority for the continuity of medical education. Aims: This study explored students' self-regulated online learning behavior and perception towards synchronous online learning during the Covid-19 pandemic. Methods: This study used a cross-sectional mixed-method design. Stratified random sampling was applied for participant recruitment that included 101 participants, whom are medical students from academic year 1 to 3 (2018-2020) . A total of 12 interview participants were recruited purposively to allow adequate representation of each batch. Data were collected using a modified Self-regulated Online Learning Questionnaire-Revised and a semi-structured interview. Descriptive statistics and thematic analysis were used for data analysis. Results: Approximately 72.28% of participants (N = 101) were of the higher self-regulated online learning behavior group. Batch 2019 had the highest percentage of higher-self regulated learning participants (27.72%, n = 35, p = 0.899). The persistence domain of self-regulated learning scored the lowest. However, participants expressed that discussion-style lecture and freedom of environmental structuring could help them persist through synchronous online lectures. The participants appreciated the use of technology to provide quality lectures and flexibility of attending lectures. However, classroom interaction and accountability was a major challenge. Conclusion: Synchronous online lectures have the potential to allow students find their effective study time and method during the Covid-19 pandemic. Keywords: Synchronous online lecture, online learning, self-regulated learning, study behavior, Indonesia

7.1.3. The Challenges and Opportunities in Providing WhatsApp-based Maternity Class at Puskesmas Tegalrejo: A case study

Author: Eta Auria Latiefa

Abstract: The COVID-19 pandemic has been going on since March 2020 and it greatly affects numerous aspects, particularly the health sector. Many health services have become limited as most healthcare facilities focus more on handling COVID-19 cases. However, access to healthcare remains essential for the community. One of the main issues that is greatly affected is maternal health. Moreover, COVID-19 itself brings worse impact to the vulnerable population, including pregnant women. Every pregnant woman has the right to stay informed about pregnancy and childbirth through routine standardized Antenatal Care (ANC) visits and maternal health counseling as well. Both play a significant role in improving maternal health outcomes. Before the pandemic, one of the most effective ways to achieve maternal health care at the primary level was to organize maternity classes. Puskesmas Tegalrejo as one of the public health centers in Yogyakarta held the classes which contained face-to-face material counseling by various health workers ranging from doctors, midwives, dentists, psychologists, to nutritionists. Classes were held in each region for 4-5 days, within a duration of 3 hours per session. The pandemic has been a challenge in organizing maternity classes, including at the Puskesmas Tegalrejo who transforms the offline maternity class into the virtual (WhatsApp-based) one. Here, we tend to report the challenges and the opportunities of WhatsApp-based maternity classes during the COVID-19 pandemic based on our observation at Puskesmas Tegalrejo, while still promoting interprofessional collaboration in practice.



7.1.4. Multiple choice questions in assessment: Perceptions of medical students from low resource setting

Author: Tarun Kumar Suvvari

Abstract: **INTRODUCTION:** In curriculum reforms under Competency Based Medical Education (CBME) introduced by National Medical Commission, medical students are recognized as one of the stake holders. The well-designed Multiple Choice Questions (MCQs) help students in assessment as well as promote deep learning. The objective of this study is to assess the perceptions of Indian medical students towards the examination patterns in their undergraduate curriculum with particular reference to MCQs. **METHODOLOGY:** An observational cross-sectional study was conducted among the medical colleges in India. A total of 7875 students took part in the study. The study instrument was a validated pretested self-administered questionnaire. The study was conducted as an online survey using Google forms platform. Inclusion criteria were students from all professional years as well as Interns and those who were willing to participate in the study. **RESULTS:** For the question of initiation of MCQs as a tool for assessment many of the students (46%) expressed that it should start from First MBBS itself. Majority of the students (85%) felt that MCQ oriented preparation will be helpful for MBBS professional (theory and practical) examinations. Most of the students (90.9%) preferred that the MCQ's should be concept and case scenario based. To the question of whether current system of university theory examinations of essays and short notes be replaced in total with MCQs, so that they are more prepared for NEXT & USMLE examination, 65.5% responded with an answer of yes. **CONCLUSION:** The findings of this study provides input to the regulatory authorities and other stakeholders responsible for designing and implementing the medical curriculum.

7.1.5. Service during Covid-19: A Systematic Review

Author: Mutiara Shinta Noviar Unicha

Abstract: **Background:** The Covid-19 disrupted the essential health services, including global neglected tropical disease (NTDs) strategy progress. Besides community- level interventions, the use of technology could be an effective innovation as way to prevent, manage, and eliminate NTDs immediately in this pandemic era. This study aims to analyze the mobile health or equivalent approach to overcome the NTDs health service barriers during Covid-19 and its potential as future remote interventions. **Methods:** This review used electronic databases ProQuest, SAGE journals, Science Direct, and Google Scholar over 2 years from 2020 to 2022. All types of studies were considered and selected articles through quality appraisal using CASP checklists. **Results:** From total 1058 potentially relevant studies of searching process, 9 studies were able to include in this study. Most of studies finding were technology used for rabies cases (44%) and the use of mobile health as case finding, surveillance, and health care visit substitution initiatives. The telemedicine, mHealth, or equivalent were enabled health provider and the one who in need of medical care connected remotely and as replacement for home or health care visit. An article highlighted One Health framework is considered as an incremental approach to be implemented cooperatively with mobile health development to exceed the progress further. **Conclusions:** Emerging the NTDs during Covid- 19 pandemic required technology platform as strategy to overcome the barriers. Mobile health is considered as cost- effective innovation in consort with One Health approach. This strategy would accelerate the response to emerging and re-emerging disease.



7.2. Oral Presentations June 11, 2022

To review the recorded session, click [here](#).

To review all posters for this session, click [here](#).

7.2.1. Evaluation and Impact of 2nd Year Community and Family Health Care with Interprofessional Education (CFHC-IPE) Program to Partner Families in the Pandemic Era

Author: Purwanta

Abstract:

Community and Family Health Care with Interprofessional Education (CFHC-IPE) is one of the Faculty of Medicine, Public Health, and Nursing Universitas Gadjah Mada (FMPHN UGM) programs that teach interprofessional education (IPE) for undergraduate students of medicine, nursing, and health nutrition. This learning activity forms in theory learning and field practice. The COVID-19 pandemic has disrupted the education system in Indonesia, particularly in UGM. As a response to the COVID-19 crisis, CFHC-IPE has adopted alternative face-to-face learning to an online system. There are several obstacles to changing the learning system for implementing this program in the communities.

Purpose: To evaluate and seek the impact of the IPE learning program in the second year of the CFHC-IPE program, mainly focusing on providing health education to the assisted families during the pandemic. **Method:** The quantitative survey approach with a real subject is 163 students—a survey with a Likert scale. The subject can fulfill the section related to the obstacles in implementing IPE activities. The data were analyzed descriptively by examining the percentage and correlation coefficient using the Spearman test.

Results and Discussion: The results of the survey show two relationships between 4 variables. First, there is a relationship between the assisted families actively asking questions to the students during a health education session with the commitment to change the lifestyles to become better. The correlation coefficient value is 0.33. Families who actively ask questions tend to have high interest and broad insight related to health education. They can quickly adapt to changing an unhealthy lifestyle into a healthy one. Second, there is a relationship between lecturers (DPL) in providing tutorials or feedback according to a schedule for students with field instructors (IL) in helping students communicate with partner families. The correlation coefficient value is 0.34. The role of DPL dan IL in becoming learning facilitators is part of the ten critical elements in IPE implementation. In addition, the two biggest obstacles to student perceptions are problems related to networking during tutorials or feedback (33.74%) and problems related to IPE with groups (17.79%). Network-related problems need to be considered in implementing the IPE with the online method.

Meanwhile, problems related to IPE with groups can be caused by students with different professions and characteristics. Students have different learning needs and levels of basic knowledge. Incorporating students into programs without acknowledging differences can be a barrier to implementation. Therefore, learning needs and capacities can be assessed before the program and the general characteristics of the profession to plan a successful and fruitful IPE. **Conclusion:** A personal level of understanding about health education can influence the commitment to changing lifestyles. In addition, the facilitator is a key element in implementing IPE. Evaluation related to IPE implementation can assess the relationship between the activities carried out and the obstacles.



7.2.2. TUFH Mentorship Program- The Intersectoral & Intergenerational initiative within the community

Author: Vishnupriya Vijayalekshmi

Abstract: **BACKGROUND:** Mentoring is a process in which an experienced individual helps another to develop their goals and skills through a series of time-limited, confidential, one-on-one conversations and other learning activities. It helps professionals to share with students their vast knowledge and experiences in their areas of expertise. Meanwhile students being the beneficiaries, will find this quite significant in navigating their career path and building leadership and interpersonal skills. **OBJECTIVES:** This study aimed to assess the impact of the well-structured, intergenerational initiative launched by TUFH which connected mentors and mentees from different regions and healthcare sectors.

METHODOLOGY: TUFH members who expressed their interest in being mentors and mentees as per their updated profile in the online community were invited to sign up for the program. The study instrument included a self-structured questionnaire where the participants had to mention their field of interest besides general questions regarding their involvement in TUFH activities. It was followed by a matching process and series of internal meetings for the selected teams for a period of 6 months. The sessions focused on building strong sense of collaboration between different sectors through discussions and virtual networking events.

RESULTS: Two editions of the program were conducted successfully. The different sectors which participated in the program were Medicine, Nursing, Pharmacy, Dentistry, Public Health, Optometry and Psychology. 14 teams completed the first edition mentoring sessions, and 6 teams completed the second edition. This collaboration led to long-term

communication, career guidance, and scientific research opportunities. **CONCLUSION:** Intersectoral approach to learning through mentoring sessions plays a pivotal role in navigating student's career path and emphasizing mentor's skills.

7.2.3. Mobile Clinic: Collaboration in Providing Health Aid for Marginalized Populations in Yogyakarta City

Author: Kamila Muyasarah

Abstract: Yogyakarta province has the highest social equality rate in Indonesia. The urbanization resulted in higher unemployment rates and forming many marginal areas. Marginal communities are underprivileged people who work as scavengers, beggars, manual labourers and homeless people. Medical Emergency Rescue Committee with four other non-governmental organisations initiated a collaboration by providing free healthcare and advocacy for marginalized communities through mobile clinics since the mid-2021. We have helped 84 people in 25 marginal areas over the past 9 months. There are two methods conducted, the first is organizing monthly health checkpoints and the second is actively doing home-visits. The health assessment includes anamnesis, physical examination, doctor consultation and medication. If needed further assessment, the patient will be referred and consulted to a specialist. Moreover, to tackle the low health literacy resulting from the limited education, we educate them thematically using simple media and language. Furthermore, the assistances we provide also encompass social problems such as identity issues and also the children's education. As for each NGO, each has a specific role according to its expertise. On the other hand, some cases require more cooperation with the government, such as reporting infectious disease cases to be followed up by the Primary Health Care and advocating crime victim cases that cannot be covered by national health insurance for an alternative assistance from the regional government. Further collaboration between government and NGO is



needed to achieve universal health coverage, in addition to providing more accessible health care for the marginalized population.

7.2.4. What do GP supervisors want to teach?

Author: Joseph Fletcher

Abstract: Background Clinical placements in general practice (GP) are a foundational component of a medical school's curriculum. To be effective, the goals of the student and the GP supervisor must align. Current literature has investigated the perspectives of students, revealing concepts such as procedural skills and independent consulting as common areas of interest (1). However, further research is required to elucidate the specific concepts that GP supervisors prefer to teach medical students. This information is important to identify as it may provide a framework for the development of a productive and mutually fulfilling GP curriculum. Methods We conducted 14 semi-structured interviews with GP supervisors who practice in New South Wales, Australia and used thematic analysis to structure the data into themes and subthemes. Results Four key themes emerged: the core medical school curriculum, people and personal skills, practical realities of being a doctor, and student centeredness. These themes capture a mix of ideas that were taught either explicitly or implicitly. Explicitly, supervisors valued teaching students the building blocks of a consultation, procedural skills, and logical frameworks that students could use for their medical knowledge. Implicitly, there was an interest in showing students the nuances of working in a community health setting, role modelling the therapeutic alliance, and acting as a mentor. Discussion Balancing the teaching priorities of GP supervisors alongside the goals of students is essential for curriculum planning. Studies will likely benefit from further exploring the student perspective on the themes presented by the interviewed GP supervisors.

7.2.5. Contributing to Community Organization Development:

Experiences of the UP Manila Community Health and Development Program in Engaging the Barangay Health Workers Federation

Author: Louricha A. Opina-Tan, MD

Abstract: The University of the Philippines Manila Community Health and Development Program (UP CHDP) is mandated by the university to establish community-based health programs as part of its training, research and public service. Since 2013, it has partnered with the municipalities of Alfonso, Mendez, Indang, General Emilio Aguinaldo and Amadeo in the province of Cavite. Barangay health workers (BHWs) are community members who voluntarily render primary care. They are often organized into federations to coordinate work from the local government unit to their members. Due to the COVID-19 pandemic, the BHW Federation of Alfonso realized that needed clear guidelines, common goals and capacity-building as an organization. They requested assistance from UP CHDP to achieve these. This report will highlight how UP CHDP contributed to the development of the BHW Federation. Appreciative Inquiry served as the framework for this project. This involved the processes of defining, discovering, dreaming, designing and delivering to achieve organizational development. After the workshops, the BHWs created their first-ever Federation By-laws recognized by the local government unit. They then designed a BHW performance tool to ensure quality in their care. Lastly, a leadership training for the officers of the federation was conducted. UP CHDP's experiences with the Alfonso BHW Federation highlighted the need to shift our emphasis to sustainable and empowering programs with our partners. Members of the university must be provided the necessary competencies and resources to become



mobilizers, facilitators of learning and agents of change. Strength-based approaches, like Appreciative Inquiry, was found to enhance community engagement.

7.2.6. Evaluation of Multidisciplinary Learning: A Case Study from The Application of Medical Technology Course

Author: Ida Ayu Triastuti (ida_ayu@staff.ukdw.ac.id)

Abstract: Background: Collaboration is a soft skill needed to face the challenges of the 21st century. To prepare graduates who could collaborate with others, learning in a multidisciplinary context should be given during the education period. Objective: This study aims to evaluate multidisciplinary learning outcomes in the pilot course of the application of medical technology Method: This study is using document analysis based on the results of student reflection after doing the final project on the pilot course. The number of respondents consisted of 15 students consisting of 11 medical students and 4 IT students, which were divided into 3 groups. The course is facilitated by lecturers from 3 disciplines: medicine, IT, and biotechnology. Student reflections were then analyzed by carrying out a thematic approach to analysis using Gibb's reflective cycle. Result: Respondents gave each other ideas and insight from their respective disciplines. Respondents conduct discussions regarding assignments asynchronously using social media. There are both positive and negative feelings when the respondents do their task, such as happy, enthusiastic, surprised, and feeling overwhelmed. There were both positive and negative experiences in the dynamics of working on assignments. Respondents are aware of self-recognition related to their respective competencies and self-management. Respondents planned follow-up actions to improve their capabilities in leadership. Conclusion: Multidisciplinary learning provides opportunities for students from different disciplines to give each other ideas and insight from different perspectives in developing innovative ideas for the future, realizing their ability to collaborate, and planning future improvements.

7.2.7. The population health impact of community-campus engagement

Author: Michael Fitzgerald

Abstract: Community engagement is seen as essential to determining priority health needs and a central tenet of social accountability. However, we do not have concrete evidence about how it improves population health, and to what extent. This is because community engagement is complex, involving many different stakeholders and components that interact, create feedback loops, and change over time. It is also highly context-dependent. We have developed an innovative, collaborative approach to evaluate a campus-community engagement model called CityStudio in two different contexts, the cities of Ottawa and Thunder Bay. Both cities have developed Community Safety and Well-Being Plans articulating community priorities, all related to social and environmental factors in health. The Ottawa and Thunder Bay plans identify many of the same priorities, which reflect some of our greatest social and health challenges. The CityStudio model is a conduit through which universities and their medical schools can participate in municipal projects addressing community-identified health priorities. We are using theory-based evaluation to determine what contribution community engagement makes to the health outcomes of these projects, and how it does so. A critical element in this research is the participation of those communities whose health is affected. At each stage, knowledge users and community stakeholders will be contributing their perceptions and evaluating the understanding of the impact of engagement. This study will provide evidence about the health impact of

community engagement, and will build capacity to implement interventions in urban contexts to improve population health and health equity.

7.2.8. Knowledge, Attitude & Practice regarding Organ Donation among Medical Students & Interns in a Tertiary Care Hospital in Punjab

Author: Simran Spal

Abstract: Primary objective: To study the knowledge, awareness and perception about organ donation among the medical students and interns. Secondary objectives: i. To study attitudes, beliefs and practices regarding organ donation ii. To evaluate the interrelation between knowledge, attitudes and beliefs iii. To analyse the major factors hindering the practice of organ donation. **METHODS AND MATERIALS** Study Design and Setting: A questionnaire based cross sectional study was conducted in a tertiary care centre in Punjab. Data Collection: i. Self-administered pilot tested questionnaire was used to collect data which included 27 closed ended and 2 open ended questions. Sample Size and Sampling Method: i. The sample size consisted of 600 medical students and interns ii. Inclusion criteria: medical students enrolled in first, second, third, fourth year and interns. iii. Exclusion criteria: Who did not provide written consent and who were absent during the study's execution. Knowledge, Attitude & Practice variables: i. If a student scored higher than 66.6% in the knowledge section, he or she was said to have adequate knowledge. ii. If a student was willing to donate all or some of his or her organs, he or she was said to have a positive attitude. iii. If the student was a registered organ donor, he or she was said to have good practice. Statistical Analysis: i. Data was entered into MS Excel version 2013 and analysed using SPSS Results and discussion: Knowledge: i. 246 (41%) of the participants had adequate knowledge about organ donation, lower than Dibaba et al. (82.5%) [1] ii. In contrast to a research conducted in Malaysia, where knowledge scores were found to be higher among 4th year students, the knowledge of the participants did not significantly increase with the year of study. [2] iii. Higher knowledge scores were observed among females (64%), similar to studies conducted by Alex et al. [3] Attitude: i. 34.5% have a positive attitude towards organ donation, lower than that of Dibaba et al. (51.8%) [4] ii. Attitude was not affected by year of study. Study conducted by Dutra et al., revealed medical students' willingness increased as their years in medical school increased. [5] iii. In a study conducted by Radunz et al., medical students reported a more positive attitude after a lecture on organ donation than they did before the lecture. [6] iv. We found that there is a significant association, between knowledge regarding organ donation and willingness to donate organs. Similar findings were observed by Huern et al [2]

7.2.9. Empowering the Delivery of an Accountable Child Growth and Development Program: Experience from a Medical Students' Organization as a Community Partner

Author: Raissa Almira Rahmadea

Abstract: Gondokusuman district ranked second with the most number of malnourished children in Yogyakarta (Yogyakarta Health Profile, 2019). The majority of parents with children under-five-year-old have not regularly monitored their children's growth and development in four Integrated Health Centers (Posyandu) of Gondokusuman 1's primary health center (Puskesmas). The posyandus themselves have held children's growth screening monthly, but haven't routinely held children's development screening. Kakak Tumbuh Kembang Untuk Keseimbangan Gizi Anak Tersayang (KUMBANGxKENYANG), a CIMSA UGM's project, aims to increase the parents' knowledge and awareness of the importance of both growth and development screening of their children, also to empower the health cadres



of each posyandu to hold routine development screening alongside with growth screening. In the first intervention to the community in April 2021, 33 volunteers from CIMSA UGM screened 92 under-five-year-old children's growth using WHO Anthro Survey Analyser and children's development using Kuesioner Pra Skrining Perkembangan (KPSP). The results indicate 30% of children had nutritional problems, while 34% of children were at risk of developmental delays. Educational handbook about children's nutrition and development was given to the community. In December 2021 and February 2022, follow-up to assess the improvement of children were held and there were no more children at risk for developmental issue with final KPSP score ≥ 8 . The 31 parents who attended educational session in January 2022 agree that KUMBANGxKENYANG is important and impactful to be implemented. In conclusion, KUMBANGxKENYANG can improve the screening system for children's growth and development in the community by empowering medical students' potential.

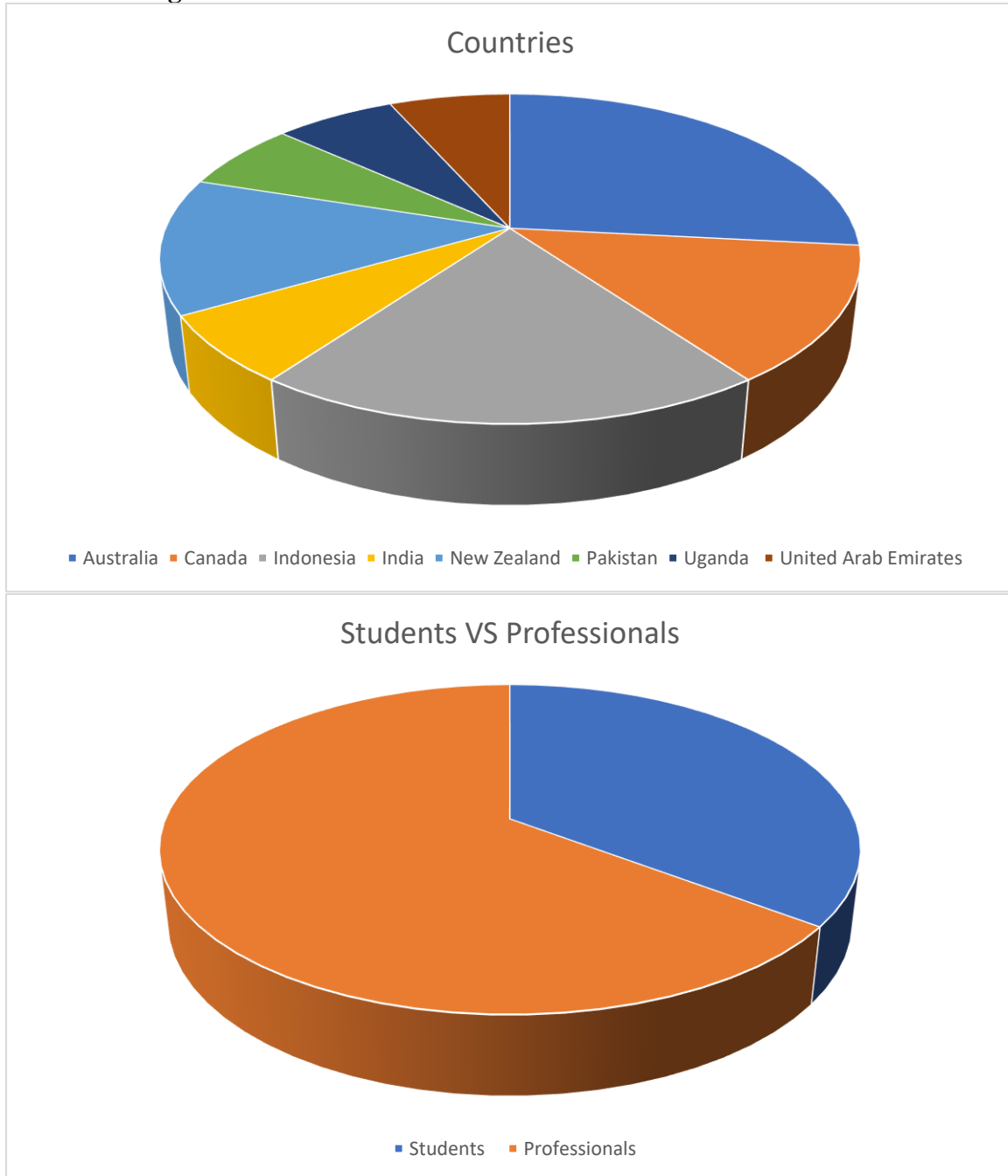
8. Key Dates

- Call of abstracts: April 30th, 2022
- Registrations Open: April 30th, 2022
- Abstract Submission Deadline: April 30th, 2022
- Registrations Close: May 31st, 2022



9. Registration

Number of registrations: 20 individuals from 8 countries



Institutions represented among the attendees

Auckland University of Technology, Auckland New Zealand
 Bruyère Research Institute
 Center for Indonesian Medical Students' Activities
 Curtin University
 Faculty of Medicine, Duta Wacana Christian University
 KMC MANIPAL
 Niaz
 Student Network Organization
 The Network: TUFH
 The University of Newcastle
 University of British Columbia
 University of Waikato
 Unud

10. Organization Committee Members

Kamayani Mahabal	-	The Network: TUFH Board Member
Rabia Khan	-	The Network: TUFH Board Member
Vishnu Priya Vijayalekshmi	-	The Network: TUFH Board Member
Avinash Prabhu	-	M S Ramaiah University of Applied Sciences
Nitin Gangane	-	Mahatma Gandhi Institute of Medical Sciences
Simran Spal	-	Student Network Organization
Ignatius Roshan	-	Student Network Organization
Vansh Chouhan	-	Student Network Organization
Angela Aguilar	-	University of the Philippines
Murray Richard	-	James Cook University
Sarah Strasser	-	University of Waikato
Roger Strasser	-	University of Waikato
Frances Hughes	-	Advisory group
Louricha Opina-Tan	-	University of the Philippines
Colin Tukuitonga	-	Pacific Community
Prattama Santoso Utomo	-	Universitas Gadjadarda

11. Attendance

Average Attendance Per Sessions: 62.8 %

4-June	% of attendance	11-June	% of attendance
Opening 03:00 - 08:00 AM UTC	53.8	Workshop Implementation of Intersectoral Adolescent Health Programs 3:00 - 3:45 AM UTC	69.2
Keynote Ciraj Mohammed 03:15 - 08:00 AM UTC	66.7	Keynote Gandes Retno Rahayu 3:45 - 4:30 AM UTC	76.9
Workshop Implementation of Interprofessional Education in the Community using the Blended Learning Method 4:10 - 5:00 AM UTC	56.4	15 Oral Presentations with 25 minutes discussion	87.2
Oral Presentations	56.4	Brainstorming TUFH Asia-Pacific Region	53.8
TUFH 2022 <i>Regional to Global Journey</i>	56.4	Closing Ceremony	53.8
Average % of attendance JUNE 4	57.4	Average % of attendance JUNE 11	68.2

Post Event Survey

Overall satisfaction: 4.6/5

Relevance 4.5/5

Event Organisation 4.4/5

Keynote Speakers 4.4/5

Online Community 4.1/5

Oral Presentations 4.3/5

Workshops 4.2/5

Future suggestions

-More topics on the Environment

-More discussion time



12. Certificate

Below you can see the designs for the certificates that were issued.

