

Exploration of student knowledge of hard skills and soft skills in medical education at faculty of medicine Baiturrahmah University

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P-205 Exploration of student knowledge of hard skills and soft skills in medical education at faculty of medicine Baiturrahmah University

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Background: Medical education is academic learning that is carried out based on learning at the university. Learning experiences during lectures must be able to improve hard skills and soft skills in a complementary learning process. Development in building a character is called soft skills.

Aim of study: To explore the knowledge and development of students about hard skills and soft skills at the Faculty of Medicine in Baiturrahmah University.

Method: The type of study design was to carried out using qualitative phenomenological methods that explore students knowledge of hard skills and soft skills. The sampling technique used a judgmental sampling method. Document study that regulates hard skills and soft skills in medical education of Baiturrahmah University, open-ended questions to 10 respondents. The criteria for research respondents are students undergraduate and professional programs in 2016 and 2017 whom incumbent in the structural organization and has completed his tenure in the structural organization of student, focus group discussion with the total responden (N=6) selected from unique answer given in open-ended questions and in-depth interview with same respondent from focus group discussion the totally (N=6).

Results: Medical students have a good knowledge of hard skills and soft skills that they have acquired during lectures and in the organization shown by given answer in open ended question. Medical students can differences between interpersonal and intrapersonal skill in soft skills and know the importances of hard skills and soft skills as medical students from focus group discussion. The regarding and development of students on soft skills and hard skills that are obtained are sufficient known from given answer in in-depth interview that implemented.

Conclusion: This research concluded that academic regulation of medical faculty in Baiturrahmah University support students in improving the ability of hard skills and soft skills. Student activists from the Baiturrahmah University Medical Faculty realize how important it is to have hard skills and soft skills as a future doctor. Medical students should have capabilities of hard skills and soft skills which they acquire from academic or non-academic activities to be a five stars doctor.

P-209 Remote suturing skill training using simulation and video conference

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Background: Training of suturing skill is an integral part in medical education. Traditional training of suturing skill involves face-to-face interactions and mentoring between instructor and the students through simulation and direct observation of the performance. With the pandemic that has lasted for almost two years and the increasing restrictions of working time and offline meetings for students, a decrease in suturing skill competence is expected. A migration towards remote suturing skill training is a proposed solution.

Aim of study: This study aims to report our experience in conducting remote suturing skill training utilizing various simulation models.

Method: We developed remote suturing skill training using a video conference platform with positioned webcams and smartphones. Various simulation models were used as suturing pads; a rubber-based synthetic pad, a silicone-based synthetic pad, and an organic pad from ox tongue. Participants were medical students, general practitioners, and plastic surgery residents. Seventy-five participants followed the training. Instructors were plastic surgeons. Questionnaires were given to both the participants and instructors.

Results: We successfully conducted remote suturing skill training. Each participant and instructor used two video sources with different angles on their suturing pads from the webcams of their laptops and their smartphones. All participants were able to learn the suturing skill remotely and follow the instructions in real time. Three participants were having difficulties in following the training steps due to poor internet connection. All participants agreed that the method was useful to increase their suturing skills and they had more confidence in performing suturing on real patients after the training.

Conclusion: Remote suturing skill training using simulation and video conference has facilitated the continuity of medical education during this period of pandemic. This method is inexpensive and provides students with interactive learning experience. This method has potential to achieve competency-based outcomes in medical skill education.

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