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Nurturing Professional Identity for Healthcare Learners through Community Based Education Programme

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Introduction: The community-based education (CBE) have an impact on types of medical students produced at the end of medical training, however its impact on professional identity development (PID) yet to be understood, thus this study explored roles of Community and Family Case Study (CFCS) program on PID.

Method: A phenomenology study was conducted on a group of medical students. Data were gathered through focused group discussions and student reflective journals. Participants were sampled through the maximal variation technique of purposive sampling. Three steps of thematic analysis were employed to identify categories, subthemes and themes.

Findings: Personal, role, social and research identities were generated that contribute to PID of medical students. The result indicated that the CFCS program nurtured personal identity through learning skills, soft skills and personal values. Pertaining to role identity, it is related to the patient care in terms of primary care and interprofessional awareness. Pertaining to social identity, the obvious feature was community awareness related to culture, social and politic. The favourable outcome of the CFCS program is nurturing research skills, related to the use of epidemiology and research methods.

Conclusion: The findings indicated that the CFCS program promoted PID among medical students. The current data highlight and provide insights for the importance of integrating CBE in medical curriculum to prepare doctors of the future.