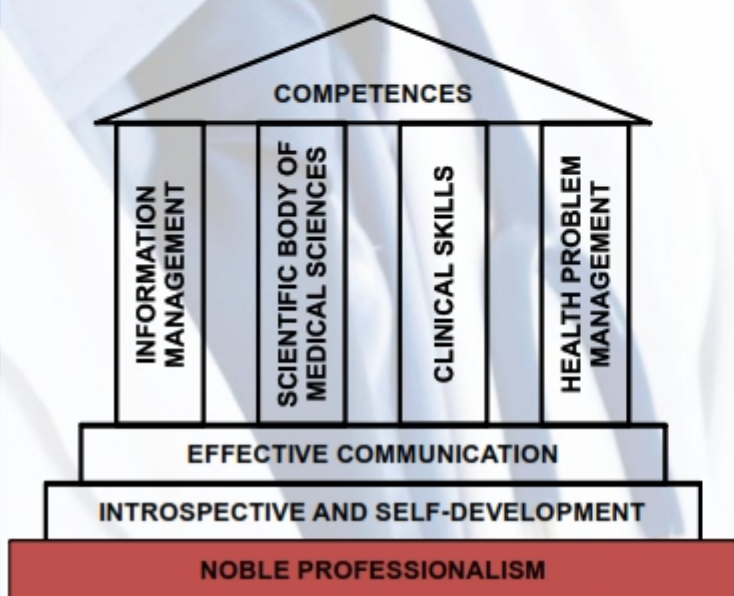




Medical Ethics and Professionalism Education: How to build its context into curriculum?

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INTRODUCING



National Competency Standard of Indonesian Doctor in 2012 was put noble professionalism as the foundation to become great doctor. But in fact, teaching and learning about ethic and professionalism still challenging in medical education. Mostly are hidden or its only expected to be embedded in daily life of medical student.

It's not instant to educate medical student for health professionalism awareness. Ethic and professionalism were mostly designed as hidden curriculum, not assessed and just expect that embedded

So, big question is HOW TO DELIVER ethics and professionalism into formal curriculum, as the way to become inspiring future leader

METODE

A qualitative method with in depth interview was used in this study. Five experts on ethics and medico legal (EM) and five medical educators (MED) were our informant for exploring about definition, aims, history, educational guideline, and delivering system about teaching and learning on ethic and professionalism. We were analyzed the interview transcript with content analysis.

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FINDINGS

Learning Outcomes

- "we need to adopt and adapt what the international and national standard of teaching in ethic and professionalism" (EM2)
- "... assessing about community need was important to connect what market's need" (MED 1)

Curriculum longitudinal

- "teaching in ethic can't only in one block or modules, but student need much time to develop and embedded continuously how medical ethic and professionalism are about" (EM 3)
- "Student needs longitudinal processes within teaching and learning for ethic and professionalism. that was not instant process." (MED3)

Learning Method

- "Teaching in humanism is unique. Giving lecture is okay, but discussion and construct critical thinking in real setting of medical world is a must." (EM1)
- "We must consider about what kind of generation of the student. Eastern attitude is obey for student, but we can't forget about growing faster of information technology which is influence learning method in ethics context" (MED2)
- "discussion and exploration of student perception within reflection is the best way to build up and embedded good attitude" (MED 5)

Materials

- "Case scenario and simulation could be good choice in learning material" (MED 5)
- "In touch with real life, such as apprenticeship for a while in primary care to observe how people get their health care service, how patient survive with their chronic diseases, how the family's feeling, and the health care system's impact on services" (EM 4)

Assessment

- "assessment is big challenge to evaluating how student achieve their knowledge, skills and attitude toward ethics and professionalism. Situational judgment test could be the best method, with no disregard about the theories and clinical setting" (EM5)
- "... I agreed with situational judgment test, with considering student perception and reflection about their experience in the context of health ethics and medical doctor professionalism" (MED 3)
- "assessing their knowledge or skills is not enough, but we must make sure that our student can develop by their self toward health ethics and professionalism" (MED 4)

Based on the interview, teaching ethics and professionalism not only about delivering material, what and how is it, but more beyond, medical institutions should have supportive learning environment to engage the process of teaching and learning with student's applied and attitude improving toward academic ethic and professionalism. Hence it becomes foundation to formulating learning outcomes.

Learning process also can't in short term only during four years undergraduate medical education, it need longitudinal curriculum system that accommodate the gaining process from novice about ethic and professionalism, engage, developing and become mastery as a habit, with student-centered learning. And the evaluation should be considering with situational judgment test.

CONCLUSION

Ethics and professionalism should take special attention for medical curriculum. Delivering it would be need some effort in the context of learning outcome, curriculum longitudinal map, method and material, also assessment process. Blueprint curriculum should be clear enough to accommodate those things.