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BRIDGING THE GAP IN HEALTH PROFESSIONALS FROM NOVICE TO ADVANCED PRACTITIONER: A PRACTICAL FRAMEWORK

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Background and Aims

Academic preparation for entry to professions is to equip graduates with basic skills, knowledge and behaviours however, employers' perception of work place preparedness focuses on professionalism, perspective and confidence. This leaves a gap between knowing and doing. Employers have referred to the lack of work skill preparedness as the contributing factor towards difficulties in decision making and lack of confidence in engaging. There is an unmet need in health care professions for a framework to address this gap.

Methods

The innovative Allied Health Career Development framework (AHCD) attempts to bridge the gap in the transition from novice to advanced practitioner by:

1. Focusing and reflecting on competencies relevant to allied health professions
2. Applying sensitivity to the workplace via aspects of emotional intelligence
3. Building career progression through awareness in levels of autonomy
4. Using reflective practice for feedback

Results

The three components of the AHCD framework - Competencies, Affective Domain and Levels of Autonomy, are complementary and facilitate self-directed learning and reflective practice which ultimately promote professional development. AHCD can be used as a self-assessment tool or a performance feedback tool for the employer.

Conclusion

The objective of the AHCD was to facilitate the successful transition of an allied health professional from novice to advanced practitioner while focussing on key competencies and levels of autonomy through reflective practice and emotional and social sensitivity to the workplace. The AHCD facilitates this transition via self-directed learning and reflective practice. The philosophy presented in the framework may be applicable to all health care professionals.

D1081

ENHANCED LABORATORIAL COMPETENCE OF MEDICAL STUDENTS BY USING COMPUTER-BASED LEARNING METHOD WITH LABTUTOR SYSTEM

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Background and Aims

Computer-based learning has been used widely in by a myriad of learning programs across the world. However, there is a debate about applying this method in physiological learning in medical university. In the present study, we evaluated effects of computer-based learning method with implementation Labtutor teaching system (ADInstrument, Australia) at Vietnam Military Medical University (VMMU).

Methods

This study was performed on 30 undergraduate students of VMMU divided randomly into two groups. In group 01 (n=15), student conducted cardiovascular physiology lesson in the rabbit by using conventional method. Students in group 02 (n=15) did the same lesson that was developed using Labtutor teaching system (ADInstrument, Australia) - a computer-based learning method. By using this method, students conducted their experiment follow instructions and acquired data in computer immediately. Furthermore, they also could analyse data and submit results to their lecturer by themselves. Laboratorial competency of all students in both groups were assessed after experiments by using a questionnaire that assessed facts on cardiovascular function and experimental interest, and using lecturer's mark.

Results

Ratios of correct experimental performances, average grades, interest levels of students in group 02 were significantly higher than those in group 01. Furthermore, in group 02, students' knowledge on cardiovascular function was also higher than this in group 01.

Conclusion

Computer-based learning method enhances the maximisation of learners' laboratorial competency in physiological practice lesson. This method facilitated self-educated ability and raise interest, strengthened recognition of implementation of trainees.