**Summary of work:** To investigate student self-assessment about changing in learning outcomes of self-selected “Learning the Life of Rural Doctor”. This elective course was in the 3rd of 6-year curriculum and took place at the community hospitals. Thirty one medical students choose 8 hospitals across the country to live and learn. Survey by questionnaires about 8 learning outcomes was done before starting and after completing the course. Rating scale 1 to 5 was used to quantify students' perception of their ability. Additional course feedback was allowed. Wilcoxon Signed Ranks Test was used for the statistical analysis.

**Summary of results:** All students responded and perceived that all of 8 learning outcomes are significantly increased after course completion. The main reasons of students choosing this course were to learn about the life of rural doctor and the real environment of healthcare system in their future working place and to develop and promote their good understanding of the medical profession. All students achieved their objectives and were satisfied with this course.

**Conclusions:** The 2-week course of learning the life of rural doctor is useful for preclinical year medical students to understand healthcare system and life of rural doctor. The students' perceptions towards 8 learning outcomes are increased. Medical students develop good professional attitude and prepare themselves for working in community hospital after graduation.

**Take-home messages:** Learning in the real world at the community hospitals help medical students develop their good professional attitude and prepare themselves for working as a rural doctor.

**7AA/4**

**Analysis Results and Development Strategies for Community Study Report of Medical Students, Thammasat University, Thailand**

Srimuang Palangrit (Faculty of Medicine Thammasat University, Community Medicine, 95 Moo 8 Paholyotin Road, Klongnerg Klongluang, Pathunthani 12120, Thailand)

**Background:** The second and third year medical students of Thammasat University have community-based learning, which is to stay in rural communities for 10-14 days in a year. Group report is included for writing. Survey by questionnaires about 8 learning outcomes was used to develop a hierarchy from the sets, Kirkpatrick's model for evaluating educational programs is used. The clinician was interviewed. Drawing on these four data sets, Kirkpatrick's model for evaluating educational outcomes was used to develop a hierarchy from the participants' views.

**Summary of work:** This is a documentary research, in order to analyze and search for development strategies of medical students' community study reports. Data are continuously collected from groups' reports of medical students on the academic year 2010-2011: the second year focuses on community approach, and the third year focuses on health promotion in the same community, 32 reports.

**Summary of results:** The strong points: student learning outcomes are good. Descriptive presentation on community data is good, and the reports follow a determination format. The weak points: related literature review for application and reference, and presentation should be improved: table, line graph, bar chart, pie diagram. Analysis and synthesis are not good. For development strategies: searching document or providing weak guidance is needed, including exemplifying and increasing skills training.

**Conclusions:** The strong points: learning outcomes are clear. Descriptive writing on community data is written by observation. Reports follow a determination format. The weak points: because of medical students' inexperience on application, the reports are not good. For development strategies: focusing on education management is needed, in order to improve writing comprehension skills, which will be useful for medical students in the future.

**Take-home messages:** Providing guidance on report writing skills and students' report writing skills training should be improved.

**7AA/5**

**Graduate reflections on a year-long rural training experience: clinical exposure that really counts?**

Susan Van Schalkwyk (Faculty of Medicine and Health Sciences, Stellenbosch University, Centre for Health Professions Education, PO Box 19063, Tygerberg 7506, South Africa) Juanita Bezuidenhout (Faculty of Medicine and Health Sciences, Stellenbosch University, Centre for Health Professions Education, Tygerberg, South Africa) Hoffie Conradie (Faculty of Medicine and Health Sciences, Stellenbosch University, Family Medicine, Tygerberg, South Africa) Norma Kok (Faculty of Medicine and Health Sciences, Stellenbosch University, SURMEPI, Tygerberg, South Africa) Ben Van Heerden (Faculty of Medicine and Health Sciences, Stellenbosch University, Centre for Health Professions Education, Tygerberg, South Africa) Marietjie De Villiers (Faculty of Medicine and Health Sciences, Dean's Division, Tygerberg, South Africa)

**Background:** In 2011, the first cohort of eight medical students spent their final year at the Ukwanda Rural Clinical School (RCS). Simultaneously, a longitudinal evaluative project commenced with a formative study investigating the influence on teaching and learning at the site during this first year of implementation. The second year of the project tracked the cohort, now graduates, to discern how their RCS year influenced their thinking and practice.

**Summary of work:** Focus group discussions were held with the cohort before entering the RCS followed by indepth interviews in 2011 and in 2012, during their first year of internship. For each intern, a supervising clinician was interviewed. Drawing on these four data sets, Kirkpatrick’s model for evaluating educational outcomes was used to develop a hierarchy from the participants' views.

**Summary of results:** The chronological analysis demonstrated how initial uncertainties about attending...
“Colouring outside the lines”

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