บันทึกข้อความ

ส่วนราชการ  กิจการวิทยาประกาศิตวิทยา ก.ค.ว.ม.
ที่ กค. 0452.11/30  วันที่ 26 ม.ค.57
เรื่อง ขอส่งรายชื่ออ้างอิงและ Abstract เพื่อสังเคราะห์รวมประชุมในที่ประชุม
เรียน หม่อมราชวงศ์.

อ้างอิง หนังสือ น.ศ.ว.ม.ที่ กค. 0452.11/28 ลง 26 ม.ค.57
สิ่งที่ส่งมาด้วย Abstract

จำนวน 1 ฉบับ

ตามที่มีหนังสือก.ค.ว.ม. ขอส่งรายชื่ออ้างอิงที่สนใจที่ส่งมาที่สังเคราะห์รวมประชุมในที่ประชุม

ที่ได้รับมานั้น มีจุดประสงค์ในการประชุมระหว่างวันที่ 23 - 25 ม.ค.57 ณ เมืองบางเขน ประมาณเป็นจำนวน 1 ฉบับ

อาศัยเรียนตามที่กรุณาทราบและพิจารณาดำเนินการต่อไป

พ.อ.หญิง ธ. ม. โม. (ปานจิต ธรรมเศียร)
ผู้ประสานงาน ก.ค.ว.ม.
Attitude and learning behaviors towards active learning in critical appraisal for the third year medical students, Phramongkutklao College of Medicine: an online questionnaire-based study

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Abstract

Background: Evaluating students’ attitudes and learning behaviors towards active learning in critical appraisal after completing a course is one way to assess a curriculum effectiveness. A published classroom research found that more positive attitudes and more active learning behaviors are associated with better course performance as well as increased future enrollment in additional research-related courses. However, previous studies shown different results on students’ attitudes and learning behaviors towards active learning in critical appraisal.

Aim: To assess the student’s attitude and learning behaviors on an elective course - critical appraisal for the third year medical students.

Materials and Methods: Twenty-three third year medical students at Phramongkutklao College of Medicine were enrolled into the study after their attending an elective course for three years consecutively during 2013-2015. They were administered an online questionnaire containing questions regarding to students’ attitudes and learning behaviors on a critical appraisal course. Suggestions were also asked regarding the attitude and perception on the elective course. Descriptive statistics were used and results were displayed as percentage.

Results: To address the Kirkpatrick theory with students’ reaction, we assessed whether students liked the learning process of this course. The majority of students reported 78.3% most satisfaction. For the students’ behavior, we assessed which performance changes resulted from the learning process. Ninety-six percent of them agreed that their potential to critique medical journals have increased and it was all worth it to had spent more time for self-study. All students reported that this course was helpful to develop their learning skills. About half of them used the internet as the information resource during the course and 83% of them studied in
English reading textbooks and articles. More than 80% of them usually spent about 1-3 hours per day for self-study during their regular courses while about half of them spent more time, about 4-6 hours per day for self-study during this course.

**Conclusion:** The present study found that students who experienced active learning approach had positive attitudes and positive changes in their learning behaviors towards critical appraisal. These results suggest that active learning approach shows promise as an educational approach for the third year medical students and can transform students through the process of learning.

**Keywords:** Active learning; Student attitudes; Evaluation methods, Medical students, Critical appraisal, Course evaluation
บันทึกข้อความ

ส่วนราชการ  กลาโหม  โรงพยาบาลทม.
โทรศัพท์ 93620

ที่ กท 0446.17/29  วันที่ 27 ม.ค.59
เรื่อง  ขอส่งรายงานและบทคัดย่อ
เรียน  ท่านพล.ร.ท.

อ้างถึง  บันทึกข้อความ  โรงพยาบาลทม. ที่  กท 0446.17/28  ลง 14 ม.ค.59

สิ่งที่ส่งมาด้วย 1. บทคัดย่อเรื่อง  Factors influencing student application to Phramongkutklao College of Medicine
   จำนวน 1 ชุด

2. บทคัดย่อเรื่อง Improved learning achievement by using diagnostic test during team-based learning evaluation
   จำนวน 1 ชุด

3. บทคัดย่อเรื่อง Medical Cadet’s Attitudes And Perception Toward The Field Visiting of The Defence Pharmaceutical Factory
   จำนวน 1 ชุด

ตามอ้างอิง  ผ.อ.ก.พ.ท. จะส่งรายงานดังกล่าวให้สังกัดหน่วยเริ่มร่างประชุม อบรม วันดังกล่าว เลขานุการ สายงานวิจัย  โรงพยาบาลทม.

รายงานประชุมประชุม ประจำปี 2559 (AMEE 2016) จำนวน 2 ฉบับ

คือ  พ.อ.ม.  พิชิต  กัมภีร์  ร.อ.ณ.พ.นฤทัย  กิติวัฒน์ และ  ร.อ.ณ.พ. เศรษฐ์ศิลปะรังสรรค์และได้ส่งบทคัดย่อ  มาเพื่อ
พิจารณาตามสิ่งที่ส่งมาด้วย

ขอเรียนมาเพื่อกรุณาพิจารณา

พ.อ.ก.พ.ท.

(นายชีระ  มังคล์)

อย.ท.ก.พ.ท. ทม.
Factors influencing student application to Phramongkutklao College of Medicine

Wiratree Kambalee, Mathirut Munthin

Background: Phramongkutklao College of Medicine (PCM) is the only military medical school in Thailand. The curriculum, approved by Mahidol University, which PCM is affiliated with and the Medical Council of Thailand, involves both medical and military. Each year PCM enrolls 40 female and 60 male students. Of these, 20 male students are awarded for scholarships from the Royal Thai Army and going to work for the Royal Thai Army after graduation. The other 80 students are funded by the Ministry of Public Health and work as a civilian doctor after graduation. Since PCM is different to other medical schools in many aspects such as curriculum, admission requirements, study life style and environment, etc., factors influencing student application to PCM may be different to other medical schools. We conducted a cross-sectional study to identify these factors.

Summary of work: Two hundred and sixty eight first year medical students attending 10 medical schools were surveyed by a standardized questionnaire collecting both baseline characteristics and factors considered during the medical school selection process. Statistical analyses were performed with STATA/MP for Windows, version 12 (StataCorp LP, TX). Differences of categorical variables were analyzed by Chi-square test, while, differences of means were analyzed by independent t test. Univariate and multivariate analysis were used to determine the factors influencing student application to Phramongkutklao College of Medicine.

Summary of results: Of 268 enrolled medical students, 124 (46.3%) were male. Ninety five (35.4%) were the first year medical students of PCM. One hundred and thirty nine (51.9%) were living in Bangkok. Factors influencing student application to Phramongkutklao College of Medicine were gender, living areas, school teacher counsellor, friend’s advices, scholarships, job after graduation and reputation of the institute.

Discussion: From the present study, the significant factors influencing the student application included military image of PCM which would be more popular among male students, available financial support, location of the institute which favored by those who lived in Bangkok and the reputation of the institute. The main information providers influencing student application were school teacher counsellor and friends. Students who did not want to serve in the Royal Thai Army after the graduation also did not apply to PCM.

Conclusions: Factors influencing student application to Phramongkutklao College of Medicine were gender, living areas, school teacher counsellor, friend’s advices, scholarships, job after graduation and reputation of the institute.

Take-home messages: The factors found in this study can be used to improve the PCM’s strategies for the new admission.
Improved learning achievement with team-based learning by using criterion referenced test

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Background
Team-based learning (TBL) is an important active learning method that provides teamwork and requires decision making. Individual formative evaluation is not commonly used in TBL. We have developed a criterion referenced test (CRT) for a large class of third year medical students on glucose lowering-agents associated with clinical applications (TBL session). Evaluation the impact of the CRT on learning achievement is the aim of this study.

Summary of the study
99 students participated in TBL class. The pretest assessments were assigned to the students in a classroom. At the end of the session, the students were tested with 10 items of CRT formative question that categorized by learning objectives and provided test information and feedback immediately. Two weeks later, they were re-evaluated by a posttest questions to assess the outcomes of the CRT.

Summary of results
Average score of CRT is 6.747±1.3. Analysis of formative evaluation shows that 61 students pass the exam (CRT score ≥ 60%). Significant difference between pretest and posttest mean-score are found in both students who passed (M = 6.562-8.619, p-value = 0.001) and not pass the CRT criterion (M = 5.868-8.455, p-value = 0.001). However, the students are not significant difference of posttest mean-score (M = 8.455-8.619, p-value = 0.563) and develop mean-score (M = 41.672-43.043, p-value = 0.933).

Discussion and Conclusions
In all group, using CRT with TBL impact to learning achievement. CRT is a good device for feedback during instructional process and identifying each problems of learning objectives that may need an improvement.

Take-home message
CRT is one of the good choice for formative evaluation in TBL.
Medical Cadet's Attitudes And Perception Toward The Field Visiting of The Defence Pharmaceutical Factory

Department of Pharmacology, Phramongkutklao College of Medicine, Bangkok, Thailand

Background; It is essential for medical cadet to know exclusively medical and pharmaceutical products to be used in the military before they become a military doctor. Therefore, the field visiting of Defence Pharmaceutical Factory (DPF) was included in the Applied Pharmacology; an elective course for 3rd year medical cadet organized by the Department of Pharmacology. The Defence Pharmaceutical Factory was set up since 1961 under the Ministry of Defense to supply medical and pharmaceutical products and also took crucial roles to practice and prepare staffs to be experienced in both normal and emergency situations during balligarency. The purpose of this study was to evaluate the medical cadet's attitude and perception toward the field visiting.

Method; Sixteen 3rd year medical cadets of Phramongkutklao College of Medicine in academic year 2013-2014 were enrolled in this study. One-day trip was designed for educational tour at DPF. The tour started with briefly review about DPF by DPF officers and then allowed medical cadets to visit research and quality assurance division as well as manufacturing division. The students felt free to evaluate the visiting by using questionnaires. The questionnaires were set up as score in numbering 1 (worst/must be adjusted) to 5 (best/appropriate) and open-ended question. Then the raw data was represented by mean±SEM.

Results; Our results revealed that the scores of each category including processes of the tour, duration of the tour, pre-visiting knowledge, post-visiting knowledge, knowledge applying and satisfaction were 4.67±0.47, 5.00, 4.67±0.47, 3.33±0.94, 4.67±0.47, 4.00±0.58, and 5.00, respectively. All medical cadets were experienced with a good manufacturing process (GMP) of some pharmaceutical products such as loperamide for reducing diarrhea, pseudoephedrine for nasal decongestion, atropine for sarine antidote, and chitosan pad for stopping bleeding that must be used in field operation. Most of them suggested that the field visiting could be performed in the next academic year. It was also showed that medical cadets enlightened the objectives. In their opinions (n=3), they explained that they 'liked' this educational tour. Furthermore, they wanted to know more about a new drug development.

Conclusion; It was demonstrated that most of medical cadets knew the objectives of this educational tour. They were satisfied with experience outside the classroom which could be applied to their future professionals. They also suggested that the visiting should be performed in the next academic year.

Keywords; medical cadets, field visiting, educational tour, Defence Pharmaceutical Factory
บัตรกิจการ

ส่วนราชการ: ологии วช.

ที่: บุค.อ. 1221/1 วันที่ 18 ม.ค. 1948

เรียน: ขอส่งข้อความต่อไปนี้ให้ผู้มีหน้าที่พิจารณา ทั้งนี้เพื่อให้ทราบว่า ผลการวิจัยและผลการพิจารณา ณ วันที่ 18 ม.ค. 1948

เรียน: หน่วยงานที่เกี่ยวข้อง.

อ้างถึง: หนังสือราชการที่ ลง 0460.02/533 ลง 8 ธ.ค. 53

สิ่งที่ส่งมาต่อ: Abstract

ด้วย ผลการวิจัยและผลการพิจารณา ทั้งนี้เพื่อให้ทราบว่า ผลการวิจัยและผลการพิจารณา ณ วันที่ 18 ม.ค. 1948.

ขอเรียนมาเพื่อทรงพระกรุณา

(ลงชื่อ)

(ชื่อ ตำแหน่ง)

09.1.2.179.02

09.1.2.179.02
A comparative study of medical students' satisfaction towards learning between standardized patients and regularly general patient treatment in the instruction at the outpatient clinic otolaryngology, Phramongkutklao College of Medicine

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Abstract
Background: The instruction at the outpatient department (OPD) is a part of clinical curriculum instruction of otolaryngology department. It’s provide for 4th year medical students only 3 weeks. This short period of learning has caused the problems for them in experiencing as many patients’ diseases thoroughly. Therefore, a concept was created for medical students to experience much more of the diversity of ear, nose and throat (ENT) diseases by treating the standardized patients to compare with general patients.

Objectives: To assess the medical students’ satisfaction towards the standardized patients to compare with regular patients at the OPD ENT.

Material and Methods: The study design is the experimental study. Twelve patients with twelve diseases were selected as the volunteers in accordance with the students’ knowledge from the curriculum competency based of the medical council of Thailand. These patients had been treated at the OPD ENT Phramongkutklao hospital. The volunteers must not have the urgent conditions and approved to be the volunteers with circular appointment, such as chronic nasal obstruction: nasal polyp, allergic rhinitis, recurrent sinusitis etc. The standardized patient groups willingly attended the program along with 96 senior medical students. Each student had to undergo the instruction by taking medical history and checking-up the patients under the medical instructors’ control. In each day of the first week, the medical students had to check-up the general patients from the outpatient department. Then they would study with the standardized patients in the next week. After finishing the two model instructions, the medical students would evaluate their satisfaction by answering the questionnaire and focus group interviewing.

Results: The medical students’ satisfaction showed statistically significant towards standardized patients than the regular general patients learning. Moreover, they were satisfied towards 1) the disease diversity 2) the patients’ answers and the details about their symptoms’ 3) the participation and necessity of the patients on instruction 4) the patients concurred to be medical students’ patients admirably 5) the patients willingly and obliquely became the medical students’ patients. The part of stimulation and motivational reinforcement were valuable for causing curiosity that accorded with the theory section. The desire for this learning model for the purpose of the medical students had no statistically significant differences. The focus group interview indicated that some diseases could not be seen the effects obviously at the appointment time, for instance, vertigo and sinusitis. However, the advantage was that the patients concurred admirably, described clearly about their histories and were obliged with checking-up.

Conclusion: The medical students were more satisfied towards the standardized patients than the regularly general patients learning and preferred to the disease diversity. The patients willingly concurred with the medical students’ instruction.

Key words: Standardized patients, Satisfaction Assessment Form, Focus group interview

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บั้นทึกข้อความ

ส่วนราชการ  กรมการพัฒนาชีวิต
ที่ กรม ๐๔๓๔.๑๐๔/๕๐  วันที่ ๒๗ ม.ค. ๖๖
เรื่อง  สรุปผลการประชุม อนุกรรมการพิจารณาคัดเลือกผู้เข้าร่วมโครงการ อนุรักษ์สัตว์เลี้ยงและพันธุ์พืชที่มีคุณค่าทางวิทยาศาสตร์ ด้านศาสตร์การศึกษา ณ ที่ประชุม ประจําปีงบประมาณ ๒๕๕๙ (AMEE 2016)

เรียน  รอง ผ.อ.กรมพัฒนา(/หน.กรมพัฒนา)

อ้างอิง  หนังสือ กรมพัฒนา ที่ กรม ๐๔๓๔.๑๐๔/๒๘  ลง ๒๗ ม.ค. ๖๖

สิ่งที่ส่งมาด้วย  บั้นทึกย่อ

ตามที่ได้รับการร้องขอ กรมพัฒนาฯ ขอส่งเรื่องเรื่องนี้ให้เจ้าหน้าที่พิจารณาเพื่อคัดเลือกผู้เข้าร่วมโครงการ อนุรักษ์สัตว์เลี้ยงและพันธุ์พืชที่มีคุณค่าทางวิทยาศาสตร์ ด้านศาสตร์การศึกษา ณ ที่ประชุม ประจําปีงบประมาณ ๒๕๕๙ (AMEE 2016) จำนวน ๓ นาย/นาง ตามที่มีรายชื่อแนบท้าย รายละเอียดตามสิ่งที่ส่งมาด้วย

จึงเรียนมาเพื่อโปรดพิจารณา

พ.อ.นพ. ๒
(คุณที่ สำรอง)
อ.ท.กรมพัฒนา.
Abstract

Factors affecting learning achievement of the 2nd year medical cadet at Phramongkutklao College of Medicine in Medical Physiology Course

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With an ongoing transformation of healthcare professional education and characteristics of the 21st century learners, teaching and learning processes in physiology at Phramongkutklao College of Medicine (PCM) has been developed to effectively facilitate students’ learning. Teaching physiology consists of lecture and lab with small group discussion. Formative evaluation, review hours, computer-assisted instruction (CAI) and group mentoring are provided to help student learning process. The present study aimed to assess learning achievement and their affecting factors in medical physiology course of the 2nd year PCM medical cadets. In the first semester of the academic year 2015, 104 medical cadets (60 males, 44 females) enrolled the study. The data were collected through questionnaires and achievement scores. Results show that a mean and a standard deviation of achievement scores were 70.35% and 7.60%, respectively. Fifty-six (53.8%) medical cadets were classified as the above mean value group and the rest forty-eight (46.2%) were classified as below mean value group. The former group had 1st year cumulative grade point average significantly higher than the latter group in which 30 (62.5%) were male. Nineteen (63.3%) of medical cadets who lived outside Bangkok and vicinity were in the latter group. The factors that affected with learning achievement at the beginning of the course were self, medical cadets’ adaptation for new environment, lecturers’ characteristics, instructional system and learning/teaching process, respectively. From the open-ended questions, in detailed reasons were less time, less adaptation from being civilian to being more discipline in military environment at PCM, exhaustion from basic cadet training, health problem, readiness to learn, more extra activities, difficulty of physiology context, using English language and etc. At the end of the course, it was found that medical cadets’ adaptation were developed leading to improve learning achievement. In conclusion, the adjustment of PCM’s medical curriculum in next academic year is proposed to facilitate medical cadets’ learning and the factors affected learning achievement should be appropriate administered.
บันทึกข้อความ

ส่วนราชการ  การวิจัยดุลยกรรม ก.ค.ว.ม.
ที่  กท. ๐๔๔๖๔/สธ/๐๑๕๖๔     รัฐบาล ๗ ก.พ. ๕๔
เรื่อง  ขอสิทธิ์ชื่อและบทความย่อ
เรียน  หน่วยศ.พ.วณ.

อ้างอิง  บันทึกข้อความ  ก.ค.ว.ม. ที่  กท. ๐๔๔๖๔/สธ/๐๑๕๖๔ ลง ๑๒ ม.ค. ๕๔

สิ่งที่ส่งมาด้วย  ๑. บทคัดย่อเรื่อง Prediction of summative assessment  จำนวน ๓ ชุด

outcome by using the formative assessment in preclinical medical student

ตามอ้างอิง  ผ.ก.ค.ว.ม. มีอาจารย์ที่ปรึกษาสมัครเข้าร่วมประชุม อบรม ฝึกงาน เสนอผลงานวิจัย
ด้านเพศศาสตร์สังคมการ ณ ที่ประชุม ประชุมสหประชาชาติ ๒๕๔๘ (AMEE ๒๐๐๘) ที่ ร.พ.ทิสสิกริต
จึงขอส่งบทความมาเพื่อให้พิจารณาตามสิ่งที่ส่งมาด้วย

จึงเรียนมาเพื่อถึงกรุณาพิจารณา

พ.อ.หญิง น.ส.
(ข้าราชการ ขอประเสริฐ)
กอง.ก.ค.ว.ม.
Prediction of summative assessment outcome by using the formative assessment in preclinical medical student

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Background: In 2015, the Department of Microbiology, Phramongkutklao College of Medicine routinely applied formative assessment for the third year medical student before summative assessment. The formative assessment was using for feedback to medical student, guiding them for self-evaluation and preparing for summative examination. The objective of this research is to investigate the relation between both types of assessment and can be used as a tool for prediction the summative outcome.

Summary of Work: Retrospective study was performed in Microbiology program by using three formative and summative assessments of 99 third year medical students in the academic year 2015. The overall score of the assessments were analysis and categorized the formative assessment into pass and fail where the score of 60% is program minimum passing level.
Summary of Results: All of the students were eligible for analysis (n=99). The formative and summative mean score were 52.24% (SD=10.36) and 72.39% (SD=5.43) respectively. The correlation between assessments is r=0.59 (p<0.001), and the formative assessment can be used to predict the summative assessment in equation, summative score = 5.17+(0.31×formative score), R²=0.35. In subgroup analysis, passed (n=21) and failed (n=78), there are different of summative score between groups, mean difference=4.76 (SD=1.25) (p<0.001).

Discussion and Conclusions: The positive correlation between formative and summative assessment was found as well as the formative assessment is an effective tool to predict the summative outcome. This study showed the significant different of summative score in group of pass and fail formative assessment.

Take-home messages: The formative assessment is recommended for preclinical medical student in order to predict the outcome of summative assessment and appropriate additional intervention for students who fail formative assessment should be performed.