INTEGRATED CLINICAL EDUCATION SYSTEM (ICES)
A Holistic Understanding Approach for Improving Student’s Quality

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ABSTRAK
Perubahan metode pembelajaran lama yang berdasarkan metode dan serius memberikan keberatan yang lebih baik kepada institusi pendidikan khususnya kampus mahasiswa yang sedang belajar di dalamnya. Walaupun demikian metode pembelajaran lama dapat menjadi embrio bagi terbentuknya metode baru. Tujuan ini membahas tentang pengembangan metode lama "ujian integrasi", ke arah yang lebih luar lingkupannya untuk menperoleh kualitas pendidikan yang lebih baik. Meskipun baru sebahan konsep, metode ini menawarkan pengembangan menuju "pembelajaran berpihak holistik" dalam sistem pembelajaran klinik yang terintegrasi (ICES).


Introduction
The material objectives of the Dental Science is human being and the formal objectives into analyze the oral cavity as a stomatognathic system. The aim of the integrated clinical education system (ICES) is the student’s holistic understanding of human being through the oral cavity as a mirror of health.

The concept of ICES is still need further operational study e.g. organization, administration and its implementation. This article will explain the necessary steps of the ICES in the dental clinical education.

Background of ICES
Since 1970 Faculty Of Dentistry Gadjah Mada University in fact, had been implemented 'Integrated Examination'. At the end of their study the young dentists tested by 3 lecturer from different field study. The main goal of this activity is the pattern to finish problem in clinical practice that have been conducted by 3 different field study. However, it was just as a limited test and not yet as a process of teaching and learning.

That pattern was then stopped later by the year of 1994 because of the change of the new curriculum. This matter affected the division of field study into the ‘authority’ of each. More over the impact of the implementation is the lack of communication among the faculty members and the student do not have any chronological understanding of dental science about its formal objective and material objective.

Nowadays there is a change in paradigm of sickness to the paradigm of health. The change has to be implemented carefully especially that the oral health cannot be separated from other health area. In this condition, there is an important need to understand the holistic vision to view the human health according to the oral health.

It is necessary to know the lack of the ability of the candidates who have been resized in dental clinic or in hospital. The disparity in oral cavity and medical analysis will influence their ability to analyze the general health’s involvement in oral health or vice versa (Illustration 2).

The Development of ICES
Giving attention to such fact, it is necessary to introduce the new method of ICES. One of the method we are trying to discuss here is that by ‘un-coating’ the field work area and change it with a ‘red yam attenuate’, so that we are easy to look at each other, assisting each other, reciprocate and accept the limitation of each authority. The goal to be obtained from said pattern is ‘the integrity output’, especially the output of ‘holistic thinking’ in a consequence of the integrated learning process. Thereby, the concept of ‘illness and Disease’ can be viewed as one unit which it have to be analyzed
and carefully discussed and that what means here by the holistic. In their study, Mora, et al., 2002 found the differences in ability between the graduated student who get the problem-based learning method and not according to the patient perception after they work in clinical practice.

If we have contended that the "holistic thinking" will represent a goal, hence with the system approach we can also develop it in to involvement of all components in that system, for example: a) instructor as initiator, b) student as a component to be processed, c) the effort as a component to reach the target and d) supporter component to support it (Illustration 1).

Effort component is the way of management of education and supporter component are employers, education hard ware and soft ware, administration and management.

How far is the pattern of ICES will changes the education profile? The implementation of the system will affect the alteration of conventional system becoming integrated, that is the form of the pattern of student holistic thinking as a goal. In this case it should be constructed the new curriculum based on factual problems. As a system, roles of the components are concerned as supporters.

It is known that the lecturer is the representation of the special component in the system; therefore their involvement as an actor in class will influence the other component. As initiator, first of all is the need to perform the same perception among all instructor about the alteration of old pattern thinking to become the new integrated pattern thinking. This will be "behavior pattern of teaching" (Illustration 2).

Illustration 1. The component in the integrated dental education system.

Illustration 2. Output of two patterns of learning method

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Teaching Material and Clinical Problem Requirement in the ICES

The development of teaching material can be organized and can be arranged for solving to the factual problems that is a representation of clinical problems. This matter is better submitted to the student as early as possible. The substance of problems can be handled by some science area according to their intervention authority. In this system the development of the psychomotor activity, especially in clinical dental practice, the student is free to finish their requirement according to their work rhythm. Therefore student may get more than 3 problems, representing 3 requirements, in one patient's visit; for example if they find 3 kinds of requirements, so they could finish it in one time work. By this explanation it is clear that the student is not necessarily to complete their time scheduled to finish their 3 requirement. Thereby the student will obtain the beneficial and result of finishing their entire requirement according to their ability (Illustration 3).

Illustration 3. Time of study to finish the clinical practice

Characteristics of ICES

1. The main characteristic of the Integrated Clinical Education System is every student represents the individual of having freedom plan to finish their psychomotor assignment in clinical practice to fulfill their requirement.
2. All of the student have the Prior Knowledge that readily to use in many learning situation.
3. There is no "boundary" between them to finish the requirement. In a certain condition the boundary will cover:
   a. Location or clinics to finish the requirement.
   b. Time to finish the requirement.
   c. Other softwares or hardwares medium for the solution of the requirement.

Implementation of ICES

In many circumstances confirmed that the process to complete the assignment or clinical practice actually come from one location of body organ that is the oral cavity. This condition in fact represents the 7 clinical practice areas. If the student is really open the patient's mouth, I believe they will facing many problems representing the requirement they want to finish. In other word if somebody is looking to the oral cavity in more details they might deal with 7 area of intervention (requirement) at once. It is important to know that a period of study to finish of this entire 7 area normally are 7 times 48 effective days equal to 21 credit semester or more or less than 14 months.

By the conventional curriculum, all of the student have to complete their period of time have been scheduled to finish their all requirement in that clinics. So if there are 3 requirements and the students had finished it, they cannot move to other clinics until they passed the time scheduled. The first constraint of such way is the student facing by 'period of time' to finish the requirement every area of clinical practice and not by the requirement itself they have finished.

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The main characteristic of this ICES is every student represents the individual of having freedom plan and it depend on their ability to do seriously to finish their requirement. So in this case they do their job not depend on the time period have been scheduled by the clinics. They use all their ability to look for the patient's problem in more details and thus find what requirements or problems there. By this system the student can do many works in one time visit.

Benefits of ICES for Students

The aims of the concept of integration are the following:
1. To give opportunity to student who have a high skills ability, to finish all requirement faster than other and by itself shorten the practical time.
2. To open they insight the pattern of holistic thinking to solve any problems of health and oral health and responsible to do the treatment according to the concept of treatment planning.
3. To improve their self-confidence as a 'doctor' to finish clinical requirement because they can arrange to manage their own patient systematically, effectively and effectively in finishing their academic duties.
4. Enabling to evaluate student from aspect of affective, cognitive and also psychomotor.
5. To improve for quality and to shorten the academic period.

Implication of Conventional Thinking towards Holistic Thinking

Up until now most student and instructor put the assumption that the management of the patient's health problem is only the service activity which in fact this matter is in the authority of the institution of education. The existence of the lecturer and their position in education system is the agent of change. So as an agent of altering system they will influence all of other component of the system especially in altering the administration. So it can be imagine the complexity of the administration will be.

The first importance out put to be seen in our goals is the educated student as a candidate of general dentist of having 'holistic patterned thinking', not as dental specialist.

The instructor is less give the motivation to learn to the student. Student less be given opportunity to determine the variation of clinical practice according to the concept of treatment planning. They are not be motivated their curiosities to reveal the health problem suffered by a patient. They less be expressed, particularly in relationship the oral disease and general disease. Students only face to oral disease which 'looked to be' as on dental.

Still wrong up all now the understanding of patient's illness in oral cavity health by instructor and student, so it will be interpreted as a disease. Disease ought to be searched and determined through the diagnostic process. In a consequence dentist candidate have to be improved more in understanding of that two things in order they will not be stopped by mistake in determining the diagnosed in the future. It is very important to give student a skill ability to reveal the patient problem(s) is Til et al.

References