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The delivery of quality medical education, in both the classroom and the clinical setting, is essential for preparing physicians of the future. I Made Subagiarta is a medical graduate who is keen to begin a career in medical science and health professional education. He lives his life from the tenant of the third law of Newton, which says, for every action there is an equal and opposite reaction, if we do right things, the dawn will come.

Doctor Arta graduated from Medical Faculty Udayana University, Bali, Indonesia on May 2014. While completing his study, he received an exchange student scholarship to Kobe, Japan from Health Professional Education Quality (HPEQ) program Ministry of Education, Republic of Indonesia and ASEAN Youth Exchange Program to Chulalongkorn University from the Royal Government of Thailand. In 2016, he was awarded two year funded International Fellowship in Medical Education by The Foundation for Advancement of International Medical Education and Research Institute to further the knowledge within the area.

Aside with the academic activities in medical education field, he actively contributes in agendas beyond medicine. Recently he was selected as the Goodwill Ambassador of Republic of Indonesia and was given the opportunity to travel to Japan and South East Asian nations in promoting friendship and mutual understandings across the region. Moreover, his leadership and management skills have brought him to be the Chairman of 44th Ship for South East Asian and Japanese Youth Program DG Steering committee 2017.

He's currently working as the Project Coordinator of One Health Student Club in Udayana University and clinically serving as general practitioner (GP). Arta is also appointed the board commissary of Bali, Lombok and East Indonesia at Indonesian Association of Medical Education. He will pursue his master degree in Medical Education at Harvard Medical School in 2018 under the full support of Indonesia Endowment Fund for Education. As Global Health True Leaders 2016 and Mc Kinsey & Company Young Leaders for Indonesia, he is shaping the future of Indonesia's health status through the implementation of collaboration and partnership across disciplines to help smiling up the frown.

**UDAYANA ONE HEALTH STUDENT CLUB:
DEVELOPING STUDENTS' SELF-EFFICACY AND CULTURAL
COMPETENCE IN THE CONTEXT OF HEALTH PROFESSIONAL
EDUCATION**

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ABSTRACT

One Health is an approach that aims to bring together human, animal, and environmental health in tackling the emerging and re – emerging infectious diseases. The pilot project is designed to expose student on the collaborative works through One Health concept and to understand the authentic learning experience in trans – professional setting. This study explored influences in self-efficacy and cultural competence among students of Udayana One Health Student Club.

Seventy Udayana University students from six majors including medicine, nursing, veterinary, physical therapist, public health, and dentistry were included in the pilot project of Udayana One Health Student Club. Each course was a one day trans – professional course incorporating the entire One Health core competencies domain. After a facilitated debriefing took place, mixed methods approach utilized pre and post training questionnaires measuring cultural competency and self-efficacy in managing healthcare delivery situations, leadership, management, team work and communication. We also performed an exploratory case study with interviews of two groups of students. The interviews were transcribed and analyzed using systematic text condensation.

Thematic analysis of qualitative data showed improvements in self – efficacy and cultural competence among the participants. These findings were confirmed by statistical analysis showing that confidence ratings improved in participants overall ($p < 0.001$). Post training ratings showed that One Health approach was significantly associated with better final outcomes for self – efficacy and cultural competency dimension.

This study provides evidence that trans – professional education through One Health concept enhances participants' self-efficacy in real situations. It leads to increases in their perceived abilities relating to inter – personal communication, collaborative work in a team, leadership and management of healthcare scenarios. The training also showed increased positive effects on cultural competency among the students.

Keywords: One Health, Collaboration, Self efficacy, Cultural competence
