

**“Enhancing Interprofessional
Collaboration and Learning for
Strengthening Primary Health Care”**

July 21-23, 2021

Faculty of Medicine, Public Health and Nursing

Universitas Gadjah Mada

Yogyakarta, Indonesia

TUFH THE NETWORK:
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TUFH 2021 ABSTRACTS

Title	LEARNING FROM RURAL DOCTORS TO DEVELOP STUDENTS' RESILIENCE
Type	Oral Presentation <i>High-Quality Learning and Collaborations in the Health Workforce</i>
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Abstract N ^o	TUFH587
Content	<p>Background. The concept of resilience is recognized as a key component of well-being and is an important factor in medical training. Medical students ought to learn to be resilient to survive and thrive in rural practice. This study aimed to understand the relationships between GPs' resilience and rural retention. Methods. This study employed a mixed-method design. First, an existing resilience questionnaire was adapted to the rural Indonesian context. Second, an online survey to measure rural GPs' resilience level and its association with rural retention was conducted. A total of 528 GPs responded to the survey. Finally, 22 representatives were interviewed and the transcripts were analyzed qualitatively through the lens of Richardson's Resilience Framework (stressors-disruption-reintegration) by two researchers to understand how they develop their resilience. Results. Significant differences were found between the Young GPs and the Senior GPs groups in endurance ($p=0.025$) and comfort-zone ($p=0.005$) dimensions. The practice duration average of the Young GPs and the Senior GPs groups were 2 and 16,5 years respectively. Four themes emerged during qualitative analysis: stressors, risk and protective factors, perceived meaningfulness, and manageability of the stressors. Conclusion. Endurance and comfort-zone are related to rural retention. The high and the low resilient participants respond differently to stressors depending on the perceived meaningfulness and manageability of the stressors. Thus, the students' resilience development efforts should focus on assisting students to find meaning and to develop a sense of manageability by actively developing the protective factors (including stress management skills and spirituality), and mitigating the risk factors.</p>