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Insights from Innovative Initiatives towards Flexible Health Professions Education

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This special issue is an outcome from the Malaysian Association of Education in Medical and Health Sciences (MAEMHS) Conference 2023, which was held at the Faculty of Medicine and Health Sciences, Universiti Putra Malaysia on 1st and 2nd March 2023. In this special issue, we explore the multifaceted landscape of health professions education, exploring innovative initiatives that cater to various stages of a student's journey stages – getting into health profession education, getting through health professions education, and getting out from health profession education (1). From the initial selection process to the transition out into professional practice, each paper offers valuable insights and reflections on flexible approaches to education within the health professions domain.

Getting into health profession education: The correlation between multiple mini-interviews (MMIs) and academic performance serves as a crucial entry point into understanding the predictive validity of this selection method. By examining the relationship between MMIs and subsequent academic achievement, this study sheds light on effective strategies for identifying candidates with the potential to excel in medical education.

Getting through health profession education: The articles in this section delve into the intricacies of navigating through the challenges of health professions education. From

exploring experiential learning values based on Kolb's theory to assessing the impact of innovative modules like ResVAR and ARenal Android applications, each study contributes to the ongoing conversation on enhancing the educational experience. Additionally, insights into student well-being, self-directed learning, and novel teaching approaches offer actionable strategies for fostering a supportive and adaptable learning environment to facilitate the attainment of learning outcomes (2).

Getting out from health profession education: As students prepare to transition from education to practice, the development of digital health applications emerges as a pivotal aspect of modern healthcare delivery. By introducing innovations like the “Digital Health Application for Adult Asthma Patients”, this article demonstrates the potential of technology to empower both patients and healthcare professionals in managing chronic conditions that facilitate learning beyond traditional classroom settings (3). This section also highlights the essential competencies expected of future graduates, such as disaster medicine preparedness and nursing informatics competency, which are crucial for effective performance in real-world clinical settings (3).

Overall, this special issue showcases the transformative power of innovation in health professions education, offering a diverse array of perspectives and solutions to meet the evolving needs of learners, educators, and healthcare systems alike. Through collaborative efforts and a commitment to flexibility and adaptability, we pave the way for a more resilient and responsive future in health professions education (4).

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