

## ОЦІНКА ЯКОСТІ ОРГАНІЗАЦІЇ НАВЧАЛЬНОГО ПРОЦЕСУ НА БАЗАХ СТАЖУВАННЯ ПІД ЧАС ПРОХОДЖЕННЯ ЗАОЧНОГО ЦИКЛУ ІНТЕРНАТУРИ

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### Реферат

**Мета.** Проаналізувати результати анкетування лікарів-інтернів та їх керівників щодо якості організації навчального процесу на базах стажування під час заочного циклу інтернатури.

**Матеріал і методи.** Анонімне анкетування 116 лікарів-інтернів 2-ого року навчання та 34 керівників інтернатури терапевтичних та хірургічних спеціальностей.

**Результати й обговорення.** Більшість (94%) лікарів-інтернів належно оцінила матеріально-технічну базу для проходження заочного циклу інтернатури, а навчально-методичне забезпечення визнала достатнім; 90% засвідчили, що керівники інтернатури приділяють їм достатньо часу і створюють умови для отримання знань та професійних і практичних навичок. Однак тільки 21% анкетованих вважають, що здобули необхідні практичні навички для самостійної лікарської праці. Лікарі-інтерни не підтвердили фактів зловживання службовим становищем зі сторони керівників. Тільки 26% анкетованих регулярно читають фахові журнали. Усі 34 (100%) анонімно анкетовані керівники вказали свою участь у організації навчального процесу на базі стажування як позитивну, 90% яких вважають, що лікарі-інтерни набули необхідні для самостійної праці за спеціальністю практичні навички. Біля 45% керівників назвали 3 періодичних фахових видання, які регулярно читають, а 55% - 2 медичних журнали.

**Висновки.** Результати анкетування продемонстрували незалежну оцінку якості освіти на базах стажування з боку головних суб'єктів навчального процесу - лікарів-інтернів та їх керівників. Керівники кваліфіковано, на високому професійному рівні допомагають лікарям-інтернам опанувати професію лікаря. Також встановлено, що лікарі-інтерни замало уваги приділяють регулярній професійній самоосвіті.

**Ключові слова:** медична освіта, лікарі-інтерни, керівники, заочна база стажування

### Abstract

#### QUALITY ASSESSMENT OF THE EDUCATIONAL PROCESS ORGANIZATION AT THE CLINICAL BASES DURING EXTRAMURAL INTERNSHIP TRAINING

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Nowadays, the system of medical education in Ukraine is being essentially reformed. It requires new advanced approaches concerning the training of physicians-interns.

**Aim.** Analysis of questioning of physicians-interns and internship supervisors regarding the quality of educational process organization at the clinical bases during the extramural cycle of internship training.

**Materials and Methods.** Anonymous questioning of 116 physicians-interns in the 2nd year of training and 34 internship supervisors of therapeutic and surgical specialties.

**Results and Discussion.** Most physicians-interns (94%) evaluated material and technical basis of the extramural internship training as adequate. Educational and methodical provision was assessed as sufficient. Majority of interns (90%) asserted that internship supervisors provided proper conditions for them to acquire professional and practical skills. However, only 21% of interns believed that they acquired necessary practical skills for independent medical practice. The physicians-interns did not report any cases of supervisors' administrative abuse. Only 26% of the physicians-in-training regularly read medical journals. All 34 anonymously questioned supervisors (100%) regarded their participation in educational process organization as positive. The majority of the supervisors (90%) believed that the physicians-interns acquired necessary practical skills for independent medical practice. About 45% of the supervisors noted that they regularly read 3 periodical specialized journals; 55% of respondents indicated 2 medical journals.

**Conclusions.** The outcomes of questioning showed objective evaluation of training quality at the internship clinical bases in terms of main subjects of the educational process: the physicians-in-training and their supervisors. The internship supervisors taught the physicians-interns conscientiously and proficiently to acquire professional medical skills. It was ascertained that the physicians-interns paid insufficient heed to their professional self-education.

**Key words:** medical education, physicians-interns, internship supervisors, extramural clinical base

### Introduction

Nowadays, the system of medical education is being essentially reformed. The implementation of the Law of Ukraine "On higher education" (No 1556-VII, 1st July 2014) is a vital task for higher medical educational establishments. Ministry of Health of Ukraine demands new, advanced approaches concerning educational process organization in training of physicians-interns [2, 4].

The strategy of reforming post-graduate training of medical specialists aims at creating a comprehensive education system on the basis of planning actions due to the principle of correspondence between the

curriculum and the current working conditions of physicians, implementing innovative technologies of training and continuous professional improvement of physicians, including comprehensive personality development [11]. Providing of quality professional medical training meeting international requirements, introduction of new economic approaches, implementation of advanced scientific and informational technologies into medical practice, and democratic principles of education organization all require continuous improvement of primary specialization system (internship training) [1, 3, 4, 7]. Therefore, understanding all constituents of educational and methodical functioning of higher educational establishments will promote improving quality of theoretical and practical studying of physicians-in-training (interns), quality of educational process organization, particularly at clinical bases during extramural cycle of internship training. This current didactic issue is in the focus of attention of specialists. The aim of the study is to analyze opinions of the physicians-in-training and their internship supervisors concerning educational process organization at the clinical bases during the extramural cycle of internship.

### Material and Methods

We performed anonymous questioning of 116 physicians-interns in the 2nd year of training and 34 internship supervisors of therapeutic and surgical specialties during the extramural cycle of internship at the clinical bases in Khmelnytsky and Vinnytsia regions. The involved group of physicians-in-training included the following specialties: internal diseases (6 physicians-in-training, 5,2%), general practice - family medicine (13 physicians-in-training, 11,2%), obstetrics and gynaecology (18 physicians-in-training, 15,5%), otolaryngology (5 physicians-in-training, 4,3%), dermatovenereology (3 physicians-in-training, 2,6%), paediatric anaesthesiology (2 physicians-in-training, 1,7%), general surgery (16 physicians-in-training, 13,8%), orthopaedics and traumatology (3 physicians-in-training, 2,6%), paediatrics (2 physicians-in-training, 1,7%), pathologic anatomy (1 physician-intern, 0,9%), ophthalmology (1 physician-intern, 0,9%), laboratory diagnostics (3 physicians-in-training, 2,6%), dentistry (43 physicians-in-training, 37%).

The questionnaires for the physicians-interns and internship supervisors were elaborated by the researchers. They included the following data about the

respondents: age, sex, clinical base of internship, specialty. The questions involved the following: availability of proper material and technical basis for extramural internship training; the extent of necessary educational and methodical provision at the internship clinical bases; functions of internship supervisor; time devoted by the internship supervisor to the respondent; working day duration at the internship clinical base; whether the respondent acquired practical skills necessary for individual professional practice during the extramural internship training; whether there were cases of administrative abuse, bribes, or other illegal acts. The respondents were offered to name medical journals which they read regularly, fiction books read during the recent 3 months, and to indicate when they attended a theatre or cinema show or a concert for the last time.

The internship supervisors were to indicate internship clinical base, specialty, the number of interns at the time of questioning and the following issues: availability of proper material and technical basis for extramural stage of internship training; the extent of necessary educational and methodical provision at the internship clinical base; functions of the internship supervisor in educational process organization at the internship clinical base; duration of daily supervisor's work with interns; timely fulfilment of internship plan; following work regimen rules at the medical establishment; awareness of responsibility for work; recording of the intern's daily functions in the intern's register listing the type, content and order of fulfilled work; adherence to principles of medical ethics and deontology; acquiring necessary practical skills for individual professional work by physicians-in-training during the extramural stage of internship; the degree of satisfaction of physicians-interns with the conditions of studying. Internship supervisors were to name medical journals regularly read; professional books discussed with the interns over the last month; fiction books recommended for the interns in the last 3 months; and to indicate when they attended a theatre performance, a concert, or cinema for the last time.

The study outcomes. Post-graduate education mainly aims at practical daily application of acquired knowledge and skills by means of advanced educational and methodical provision and other components of training process at the clinical bases. Besides, physicians-in-training must conscientiously work daily at patients' beds in addition to mandatory duties at inpatient departments. The work organization of a

physician-in-training at the clinical base predominantly depends on the professional qualities of an internship supervisor and is carried out under his/her control. [6, 8].

The survey was performed anonymously, voluntarily, and was limited to Ukrainian specialists. The respondents were mainly women, the average age was 23.

According to the survey outcomes, the vast majority of physicians-in-training estimated material and technical clinical basis for extramural internship as adequate (94%) with proper educational and methodical provision. However, 4% of interns believed that material and technical clinical basis did not completely meet modern requirements, and 2% of respondents stated that educational and methodical provision required improvement.

About 90% of the physicians-in-training indicated that the internship supervisors provided them with proper conditions for acquiring necessary knowledge, professional and practical skills; they reviewed case histories with them; taught them to compile registry and accounting records accurately, and to apply advanced methods of work; monitored keeping instructions and workplace safety rules.

All 34 internship supervisors estimated their role in educational process organization as positive. All internship supervisors spent enough time with their interns daily. The internship supervisors confirmed the fulfilment of the curriculum by the interns; their daily recording of professional functions in the interns' registers; following work regimen at the medical establishment; awareness of responsibility and

continuous efforts to improve the results of their work.

The vast majority of internship supervisors (90%) believed that their physicians-in-training acquired necessary skills for individual professional practice. However, 10% of the internship supervisors stated that their physicians-interns acquired practical skills partially (85%).

The vast majority of the physicians-interns and their supervisors indicated that the training conditions at the extramural stage of internship were quite adequate for physicians-in-training (96% and 98%, correspondingly). But 4% of the physicians-in-training and 2% of the internship supervisors estimated this issue as "partially adequate conditions".

Taking into consideration the survey results concerning physicians-interns' estimation of practical training, we are facing an unfortunate situation. Only 21% of physicians-in-training believe that they acquired necessary practical skills for individual medical practice. The vast majority of physicians-interns answered this question as "partially". However, the internship supervisors predominantly answered this question positively (90%).

It should be mentioned that more than 80% of respondents could not clearly indicate the duration of their working day at the internship clinical base.

The questionnaires for physicians-in-training and internship supervisors contained a mandatory question: "Have you witnessed cases of administrative abuse, bribes or other illegal acts?" The performed analysis of anonymous answers did not reveal any mentioning

Table 1

*Results of the anonymous survey concerning the role of internship supervisor in the educational process organization at the clinical base*

Questions of the questionnaire	Physicians-in-training	Internship supervisors
	A number of answers "yes" abs. (%)	
Internship supervisor develops individual training plans with physicians-interns	78 (67,2)	34 (100)
Internship supervisor involves physicians-interns into systematic clinical and/or polyclinical activities and performing all kinds of activities implied by requirements of qualification characteristics and individual training plans	112 (96,6)	34 (100)
Internship supervisor provides adequate conditions for physicians-in-training for acquiring necessary professional knowledge and practical skills	116 (100)	34 (100)
Internship supervisor monitors fulfilment of individual training plans	75 (64,6)	34 (100)
Internship supervisor performs planned and thematic doctor's rounds with interns	114 (98,3)	34 (100)
Internship supervisor helps to review case histories and other registry and accounting records	116 (100)	34 (100)
Internship supervisor provides trainings on acquiring practical skills due to individual plans	56 (48,3)	34 (100)
Internship supervisor organizes and monitors self-education of physicians-in-training according to individual training plans	69 (59,5)	34 (100)
Internship supervisor checks the quality of compiling working records	109 (94)	34 (100)
Internship supervisor takes part in performing intermediate (biannual) and summarizing control	111 (95,6)	34 (100)
Internship supervisor teaches interns safe working techniques and methods, delivers instructions and monitors keeping workplace safety rules	116 (100)	34 (100)
Internship supervisor provides individual tutorial training, teaches interns respect for patients and coworkers, and principles of medical ethics and deontology	101 (87,1)	34 (100)

about this in both groups of respondents.

Answering the question concerning the adherence to principles of medical ethics and deontology, 86% of the internship supervisors responded positively, 14% of them answered "partially" (over 85% provided specific details).

The survey included the question concerning regular reading of professional medical journals and specialized journals. The study results have not confirmed our expectations concerning theoretical professional self-education of physicians-interns. Only 26% of the interns named 1-2 medical specialized journals that they read regularly. Approximately 46% of the physicians-in-training indicated names of professional books read by them in the last 2 months. The fact that periodic printed specialized literature is not widely used by interns can be explained by its costliness and rapid loss of relevance, as well as by extensive use of Internet sources.

Since it is well known from neurophysiology that reading is great intellectual work giving rise to new associations in our brain, improving memory and will, and forming basics of exclusive human concepts, namely moral, we asked the respondents to name fiction books read by them in the last 3 months. The internship supervisors were asked whether they recommend fiction books to their interns. Unfortunately, only 19% of the physicians-in-training indicated names and authors of fiction books read by them during undergoing internship training. 47% of the internship supervisors recommended their interns to read fiction books. According to the study results, 45% of the internship supervisors named 3 periodical professional journals which they regularly read, 55% of the internship supervisors - 2 medical journals. All the internship supervisors named professional books discussed with the interns during the last month.

The majority of the physicians-in-training indicated the period of time from 1 to 6 months while answering the question "When did you visit a theatre performance, a concert, or cinema for the last time?" The majority of the internship supervisors indicated the period of time from 1 week to 1 month.

## Conclusions

1. The quality of educational process at the internship clinical bases was estimated by anonymous questioning of 116 physicians-interns and 34 internship supervisors during the extramural stage of internship training. The

study outcomes proved adequate training quality at the clinical bases according to the opinions of physicians-in-training and internship supervisors. The study results can be applied during the following internship trainings.

2. The survey outcomes mainly indicated positive estimation of educational process organization quality at the clinical bases during the extramural stage of internship training.

3. According to the survey results, the supervisors of extramural internship training conscientiously and professionally teach the physicians-interns to master necessary medical skills.

4. The answers concerning the mandatory working hours at the clinical bases for physicians-interns are not quite clear.

5. It is determined that the physicians-in-training do not pay sufficient attention to regular self-education (up to 46% of the respondents use professional printed sources).

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