

Title: Improving alignment of educational objectives, teaching methods & assessment in pediatric surgery rotation in Dhaka Medical College, Dhaka, Bangladesh

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Context and setting: Dhaka Medical College (DMC) students' rotation during the clinical clerkship is not very well designed. Until now there is no specific method used to obtain educational objectives and give feedback to the students. Students are placed in pediatric surgery for 10 days in their 3rd year after completing their basic years. They have only one assessment test at their completion. Receiving feedback is essential for the individual's learning process.

Why the idea was necessary: To maximize the internship's experience, skills and training, it is important to improve the competency of the students during their clinical rotation. The young doctor usually goes out to provide health care services after one year of internship training which is not adequate for preparing him/her to perform the duty unsupervised in any area especially in rural areas where he/she may be the only physicians available.

Implementation of a structured teaching method, formative assessment tool and giving constructive feedback under close supervision of the faculty members, will improve students' competency in clinical skills in pediatric surgery rotation.

What was done: During the 10 days rotation the students (N=30) met with the facilitators daily morning. All groups had 2 facilitators—a faculty member and a junior resident. During each session, students paired up and performed a complete history and physical exam (H&P) on a pre-arranged patient. The faculty and junior resident lead the focused educational sessions on these systems and spent time with the students at the bedside while they were interacting with patients/patients parents, observing them in obtaining the H&P's.

At home, students wrote up their complete H&P's and submitted to the resident for review and comments within 2 days. On next day the resident returned them to the faculty for final comments. On the 5th day, first assessment regarding the H & P was done and educational feedback was given. Following 3 days educational sessions, final assessment was done on 9th day. The faculty members scored the performance using structured assessment tools (check lists for "History taking", "General examination", "Liver, spleen, kidney examination" and "Counseling"). Result and feedback was given on 10th day.

Evaluation of results and impact: There was a significant increase in students' competency in clinical skills after the feedback. In the 1st assessment test most of the students got below 6/10 on average. After the feedback majority students got 8-9/10. The mean score increased from 6/10 to 8.5/10 after the feedback and 83.33% of the students achieved the desired goal.

These results suggest an improvement of students' competency in their clinical skills as well as their motivation levels to learn in the pediatric surgery rotation after feedback. This has also been

implemented by the department of pediatrics and has the possibility to be implemented by other departments of same institute. This will also improve the training of the young physicians and ensure better health care services where these physicians are the sole health care providers without presence of any hospital support system.