



Satisfaction of Medical Students with Courses Offered in the Community Medicine Center in Kermanshah University of Medical Sciences (2016 - 2017)

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Abstract

Evaluating educational practices in medical sciences has always been absolutely significant, given their definite role in training human resources and that receiving feedbacks for enhancing educational activities is a relatively new subject. Identifying the causes of students' satisfaction and analyzing all the factors therefore significantly affect the academic achievement of students and can play a key role in enhancing the quality of services. Medical sciences universities currently consider students' attitudes towards the quality of the education provided as an essential factor in the quality monitoring of ongoing studies in this field. Given the importance of community-centered education courses and the effects of different variables on students' satisfaction and perception of the problems and quality of educational services provided, the present study was conducted to determine the degree of satisfaction of medical interns in Kermanshah University of Medical Sciences, Kermanshah, Iran.

Keywords: Satisfaction, Community Medicine, Kermanshah, Medical Students

1. Background

Students are a major component of universities with a critical role in presenting as prospective highly skilled and expert workforce for the community. Academic satisfaction plays a key role as the main pillar of the educational system regarding the students' knowledge about their future activities (1).

Evaluating educational practices in medical sciences has always been absolutely significant, given their special role in training human resources and that receiving feedbacks for enhancing educational activities is a relatively new subject. Examining the opinions of students, as the main audience of educational programs, can help develop one of the best and most successful teaching methods (2, 3). Recognizing the causes of satisfaction in students and analyzing all the factors can affect students' academic achievements and may significantly improve the quality of services (2, 4).

General practitioners have effective role in health-care teams in exposing and treating outpatients. As community-based doctors, they have key role for the awareness, diagnosis and treatment of common diseases in the community (5, 6). Limited number of studies has conducted on students' satisfaction and different variables that affect satisfaction in the sociological training courses.

2. Objectives

The present study was conducted to investigate the problems and quality of educational services provided in Kermanshah University of Medical Sciences (KUMS) through examining the perspective of medical students who spend their internship at community centers.

3. Methods

The present descriptive cross-sectional study was conducted in 2016 - 2017 academic year to determine the satisfaction of medical interns who spent their community-based internship in the community-based center of Samen Al-Aemeh and the hospitals affiliated to KUMS. The study population comprised 92 medical students selected through convenience sampling. The data collection tool consisted of a researcher-made questionnaire with two sections, one associated with demographic information, facilities and other hardware resources and the other related to satisfaction with the scientific impact of the course. The questionnaire was examined in terms of four criteria, namely transparency, relevance, importance and degree of feasibility. The questionnaire validity was verified by the professors of the university. The questionnaire reliability was confirmed by the students calculating a Cronbach alpha of 90%. The items were scored on a three-point Likert scale, including good, moderate and dissatisfied levels.

4. Results

Females comprised 51% of the students, who had a mean age 25.3 ± 1.1 years. The students participating in the study had been admitted to the university in 2009 (19.5%), 2010 (70.7%) and 2012 (9.8%).

The students' dissatisfaction in the academic evaluation of the courses was related to the disproportion between the course length and the educational goals (36.6%) and the lack of cooperation of the patients with the students' examinations (39.5%).

Furthermore, the areas causing the students' satisfaction included the professors' proper accountability (96.7%), their timely and regular presence (56.9%) and providing scientific education about communication with the patient (56.9%). Table 1 shows the evaluated indices regarding the students' satisfaction with the general medical internship course based on community-based medicine courses.

5. Discussion

The present research found the professors' proper accountability (96.7%), their timely and regular presence (56.9%) and providing scientific education about communication with the patients (56.9%) to be the areas of student satisfaction, whereas the study conducted by Eslamipour

et al. in Isfahan attributed the lowest satisfaction with the lack of timely presence of professors for exchanging information with the students in the scientific environment, unclear evaluation criteria and the attitude of the professors to the patient bedside. Moreover, the results of the study conducted by Khosravi and Khadivi on the quality of health field from the perspective of the clerkships and internships of Shahrekord Medical School showed that below 50% of the internships were satisfied with planning methods, presentation of the topic and the students' attendance (7, 8).

The present study found the students' satisfaction with the effect of the courses offered in specialized clinics and with the effectiveness and applicability of community-based courses to be below average (44.9%). It is in line with the results of the study conducted by Khezrian, et al. in Ahvaz University of Medical Sciences in 2014, and the study by Farzianpour et al. on students' satisfaction with the quality of educational programs in internship courses in Tehran University of Medical Sciences (9, 10).

5.1. Conclusions

Given the purpose of the study, i.e. determining the problems and evaluating the quality of educational services in the community-based center from the perspective of medical students, and the efforts made by the university principals and policy makers to fulfill the goals and ensure the educational quality, it is necessary to note that the results of the present research indicate the satisfaction of nearly half of the students in most of the studied areas. Furthermore, the authorities can be argued to hold a special attitude in this area.

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Footnotes

Conflict of Interests: This research does not have any conflict with the authors.

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Table 1. The Evaluated Indices Regarding the Satisfaction of General Medical Internship Students with Community-Based Medical Centers^a

Evaluation Domains	Good	Moderate	Dissatisfied
1- The facilities of the dressing room pavilion	13	17.4	60.9
2- Access to scientific resources	12.2	18.3	60.6
3- The degree of customer collaboration with student education examinations	39.5	35.2	25.3
4- The match of course duration with educational goals	36.6	36.6	26.8
5- Regular and timely presence of professors	56.9	31.9	11.1
6- Proper accountability of the professors	96.7	29.2	9.8
7- Scientific education on how to deal with a patient	56.9	36.6	8.4
8- Possibility of direct visit and obtaining a biography	40.8	33.8	25.4
9- Introduction of common diseases by professors	50	33.3	16.7
10- Number of admitted patients being adequate	54.2	31.9	14
11- Diversity of educational patients (type of disease and usefulness)	48.7	36.1	53.3
12- Referral methods	41.7	34.7	23.7
13- Methods of tracking and solving patients' problems	43	34.5	22.4
14- How to diagnose by professors	45	46.5	8.5
15- Healthcare education (vaccination, disease prevention, family health services, etc.)	46	42.3	11.5
16- Course effects on students' knowledge and attitudes (community context)	44	37	19
17- The effectiveness of psychiatric clinic in students' information and attitudes	49	30	19
18- Influence of internal clinic on students' knowledge and attitudes	47	35.7	17.2
19- Effect of skin clinic on students' knowledge and attitudes	45.3	28.8	26
20- The effect of women's clinic on students' information and attitudes	43.5	43.8	21.8
21- The influence of pediatric clinic on students' information and attitudes	39.7	32.4	28
22- The degree of efficiency and applicability of the entire course	44.9	34.8	20.2
23- The effect of the presence in the arena in prescription writing skills	35.7	37.1	27.1
24- Applicability of trainings for the future	44.3	30	25.7
25- The efficacy of community-based medical education in a fixed-duration 2-week routine	42	29	29
26- The interest in attending the field of medical education community in the future	41.4	43.3	23
27- The efficacy of community-based medical education in 26 days rotations from 1 to 3 months sections	39.1	33.3	27.5
28- Overall satisfaction with the quality of education	46	31.4	25

^aValues are expressed as percentage.

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