

MEDICAL EDUCATION

SHORT DURATION MEDICAL EDUCATION WORKSHOPS - ANALYSIS OF PARTICIPANTS' RESPONSE

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ABSTRACT

Objective: The aim of present study was to assess the response of the participants of short duration medical education workshops (one day, approximate 4-5 hours duration) conducted by the faculty of department of medical education.

Study Design: A descriptive study.

Place and Duration of Study: Study was carried out by the Department of Medical Education (DME), Army Medical College, Rawalpindi, Pakistan from 2008 to 2010.

Subject and Methods: Between 2008-2010, five teacher educational workshops were arranged by the department of medical education (DME), Army Medical College, Rawalpindi, Pakistan. Both clinical and pre-clinical teachers attended the workshop. Considering the very busy schedule, particularly of the clinical teachers the workshops were planned as short duration (one day) and contents of workshop were therefore very carefully selected. A total of 120 teachers participated in five workshops and at the end of workshop a questionnaire was filled by each participant.

Results: A total of 120 participants attended the five different workshops. The duration of workshop, which was our main concern, was regarded adequate by most of the participants, 53-96% and rest responded the duration as short particularly case base learning (CBL) workshop. Surprisingly one participant of assessment technique and 2 participants of OSCE, OSPE workshop, thought the duration to be long. The handouts were regarded as useful (55-70%) very useful (30-45%). Computer presentations and transparencies were regarded as above average by majority (52-78%). The facilitation by the facilitators was well appreciated with >80% responding as top scale, majority of the participants regarded these as very useful activity and stressed to continue such activities.

Conclusion: Majority of the participants responded the short duration workshops in very positive way and found them useful for teachers training.

Key Words: Medical education workshops, Short duration workshops, Teachers training.

INTRODUCTION

Training medical teachers through educational workshops is thought to be very important and essential for training the teachers. World Health Organization has also recommended using the adult learning principles and paying attention to the medical teachers training program¹. A good quality medical education is dependant on how much the medical teachers know about the teaching methods, their teaching attitudes and the students' orientation². The workshops are planned for the participants to encourage their attitude towards medical education³. Due to

busy schedule the clinical faculty finds it very difficult to participate in longer duration workshops, particularly in our set up where each clinician has to manage a large number of patients also and where most of the time the hospital administration is more concerned in delivery of service. Therefore short duration workshops where their clinical schedule is not much affected may prove to be more effective than larger duration workshops. Therefore, short duration focused workshops were planned and the aim of present study was to assess the participants' response of these short duration workshops.

MATERIALS AND METHODS

Between 2008-2010, five teacher educational workshops were arranged by the faculty (3-5 members), Department of Medical

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Education (DME), Army Medical College, Rawalpindi, Pakistan. Both clinical and pre-clinical teachers attended the workshop. Considering the very busy schedule of the clinical teachers the workshops were planned as short duration, one day 4-5 hours and contents of workshop were therefore very carefully selected. A total of 120 teachers participated in five workshops (Table-1). At the end of workshop a questionnaire was filled by each participant.

Questionnaire:

A seven point questionnaire using three point scales was used, one question was open ended asking suggestions for improvement. The data was fed in computer programme SPSS version 15. Descriptive statistics were used to describe the results.

RESULTS

A total of 120 participants (both clinical and preclinical teachers) attended the five different workshops (table-I). The handouts as useful, was responded by majority 55-70% in different workshops and 30-45% said these to be very useful. Nobody responded as 'not useful'. Computer presentations and transparencies were regarded as above average by majority (52-78%), whereas rest of the participants responded as average and nobody responded as below average. Administrative support during the workshop was well appreciated by most of the participants with response of above average 58-85% and rest as average and nobody responded as below average. The duration of workshop, which was our main concern, was regarded adequate by most of the participants, 53-96% and rest responded the duration as short particularly Case Base Learning (CBL) workshop (Table-2). Surprisingly, one participant of assessment technique and 2 participants of OSCE, OSPE workshop, thought the duration to be long (table-II). The facilitation by the facilitators was well appreciated with >75% responding as top scale when asked about the attitude, knowledge and presentation style of the facilitators (table-III). A few of the valuable responses to the open ended question, for suggestion of any improvement were:

- a. Number of such workshops to be increased and young faculty should be encouraged.
- b. Group work to be increased and workshops should be more interactive for the participants.
- c. Such workshops should be on more regular basis.
- d. One comment after CBL workshop was, problems faced by the faculty e.g. deficient resources (manpower, staff, CBL environment), should be improved by allocating more funds.

DISCUSSION

The medical education workshops have definitely a key role in enhancing the teaching competencies of medical educators⁴. In a study by Davis et al⁵, it was found that interactive and mixed education sessions are associated with significant effects on teaching. The workshops symposia, lectures etc as part of CPD, play a very important role and enhance the teaching learning skill and bring positive practice change. Similarly in a study the individual personal drive and enthusiasm of practitioners was perceived as the strongest factor helping practice change, while policy drivers and national health targets were secondary⁶. The effectiveness of CPD is stressed by Schostak et al⁷ that the workshops and related activities has impact on knowledge, skills, values, attitudes, behaviors and changes in practice. They found that quality of CPD is linked to any improvements in the quality of the professional practices required for service delivery. Similarly printed educational material provided as handouts, articles etc have a small effect on professional development⁸. In the present study handouts were responded as useful in >55% of the participants.

The clinical teachers in our set up are very hard pressed as other than teaching medical students they have to see quite a number of patients each day. Due to their busy schedule they find it difficult to attend larger duration workshops, particularly extending over days. The faculty of the department of medical education with the permission of dean and principal started shorter duration, focused

Table-1: Types of workshops and number of participants (n = 120)

S.No	Type of workshop	Number of participants
1	Assessment techniques	27
2	Bed side teaching and small group discussion	24
3	Communication skill	20
4	Case base learning (CBL)	19
5	OSCE, OSPE & Structured viva	30

Table-2: Showing response of the participants of different parameters

Parameters	Workshops Types				
	1* (n=27)	2* (n=24)	3* (n=20)	4* (n=19)	5* (n=30)
Schedule of workshops					
a. Adequate	25(93%)	23(96%)	16(80%)	10(52.6%)	21(70%)
b. Short	1(3.5%)	1(4%)	4(20%)	9(47.4%)	7(23.3%)
c. Long	1(3.5%)	Nil	Nil	Nil	2(6.7%)
Contents of workshops					
a. Highly Satisfactory	19(70%)	20(83.3%)	16(80%)	8(43%)	17(56.7%)
b. Satisfactory	8(30%)	4(16.7%)	4(20%)	11(57%)	13(43.3%)
c. Unsatisfactory	Nil	Nil	Nil	Nil	Nil

1*: Assessment techniques, 2*: Bed side teaching & small group discussion, 3*: Communication Skill, 4*: CBL, 5*: OSCE, OSPE & structured viva

Table-3: Showing response of the participants to the facilitation of workshops

Parameters	Workshops Types				
	1* (n=27)	2* (n=24)	3* (n=20)	4* (n=19)	5* (n=30)
Attitude of facilitators					
a. Very helpful	25(93%)	22(91.6%)	18(90%)	14(73.7%)	26(86.6%)
b. Helpful	2(7%)	2(8.4%)	2(10%)	5(26.3%)	4(13.4%)
c. Not helpful	Nil	Nil	Nil	Nil	Nil
Knowledge of facilitators					
a. Good	24(89%)	22(91.6%)	19(95%)	15(79%)	26(86.6%)
b. Satisfactory	3(11%)	2(8.4%)	1(5%)	4(21%)	4(13.4%)
c. Unsatisfactory	Nil	Nil	Nil	Nil	Nil
Presentation style					
a. Good	26(96.5%)	23(96%)	18(90%)	16(84.2%)	27(90%)
b. Satisfactory	1(3.5%)	1(4%)	2(10%)	3(15.8%)	3(10%)
c. Unsatisfactory	Nil	Nil	Nil	Nil	Nil

1*: Assessment technique, 2*: Bed side teaching & small group discussion, 3*: Communication Skill, 4*: CBL, 5*: OSCE, OSPE & structured viva

workshops. The went very well and majority of the participants were in favour of such short duration workshops and strongly recommended such activities to continue. The major problem was the time allocated to group work and same has been reported earlier⁹.

CONCLUSION

Majority of the participants responded the short duration workshops in a very positive way. Therefore such short duration workshops are recommended for those set ups where due to busy schedules teachers, particularly clinical teachers are finding it difficult and are reluctant to participate in longer duration workshops.

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Medical Education Workshops

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