



Graduates' Perception of Educational Weaknesses at School of Medicine

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Abstract

Transregional transfer of modern educational methods is difficult to achieve, as each region has its own specificity, considering the number of trained teachers, available equipment (including skill labs) and cultural differences. As a consequence, numerous tries of copy-paste procedures in education in the past from one region to another, have failed [1, 2].

To improve an educational process the management of the School of Medicine Mostar decided to build up self-invented methods. As a first steps in the academic year 2008/2009 new method "Contradiction with Evidence Based Solution" was introduced [3]. To plan the next step, the graduates were given a questionnaire to fill in their opinions about the educational process at School of Medicine Mostar. The goals were to: a) identify weaknesses of the educational process at School of Medicine Mostar, b) determine necessary changes and c) plan substantial improvements.

Sixty-three graduates of School of Medicine Mostar were included in the study. Graduate's opinions about educational weak points at School of Medicine Mostar were collected by anonymous questionnaire in June and July of 2010. The questionnaire consisted of seven questions.

Fifty eight (92 %) of 63 graduates as the most prominent weak educational point underlined low level of competence in solving medical problems at the first job after graduating. Fifty six (89 %) of graduates were aware that such incompetence could lead to decreased patients' safety. Sixty (95 %) of graduates as the most challenging part of their job accentuated the management of patients in emergencies. Thirty two (51 %) of graduates stressed the importance of physiology in preclinical education. Fifty one of graduates (81 %) underlined the importance of history taking and physical examination in clinical education. Fifty eight (92 %) of 63 graduates suggested more lessons in the presence of the patient, as the way to better prepare students for the practice. Twenty five (40 %) of graduates criticize dominance of theoretical over the practical part of the exams.

According to the results of this survey the weaknesses of the educational process were identified. New self-invented educational method that improves the performance of general practitioners, as a solution to problem graduates met at their first job, should integrate major forms of education (Lecture, Problem-based learning, Seminar, Tutorial, and Assessment), with practice by bed-side education. The method is prepared, and implementation is planned in next academic year. Decreasing the number of adverse effects incurred by general practitioners will be the clear evidence of the value of new educational strategy.

References

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