



## Graduates' Perception of Educational Weaknesses at School of Medicine

Mladen Mimica, Danijel Pravdić, Monika Tomić, Emil Babić, Maja Karin

University of Mostar, School of Medic (Bosna Hercegovina)

[mladen.mimica@tel.net.ba](mailto:mladen.mimica@tel.net.ba)

### Abstract

*Graduates' opinions about educational weak points at School of Medicine Mostar were collected by anonymous questionnaire in June and July of 2010. 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. Majority of graduates as the most prominent weak educational point underlined low level of competence in solving medical problems at the first job after graduating, especially in emergencies. As graduates underlined the importance of history taking and physical examination in clinical education, and suggested more lessons in the presence of the patient. According to the results of this survey developing of educational method that improves the performance of general practitioners should be the next step of the School Management.*

### 1. Background

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 within the new course "Modern educational methods" [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.

### 2. Method

Targeted population was graduates of School of Medicine Mostar. Sixty-three graduates were included in the study. Graduates' opinions about educational weak points at School of Medicine Mostar were collected by anonymous questionnaire in June and July of 2010. The questionnaire (Table 1) was created to serve the purpose of this study and consisted of seven questions. Completing of the questionnaire took about twenty minutes.

### 3. Results

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.

### 4. Discussion

To prepare students to solve emergent problems in the practice various kinds of educational tools are available at School of Medicine Mostar a) Skill laboratories, b) Booklet of knowledge and clinical skills for the purpose to control the acquired knowledge and skills confirmed by the signatures of assistant and Head of Department and c) clinical rotations. According to graduates' opinion, all these tools have only restricted value and young physicians, not used to independent actions are constantly frustrated at their first jobs after graduating. Teachers and assistants are generally concentrated on theoretical



knowledge acquisition, but graduates wish to possess knowledge and skills that will enable them to manage problems in practice [4, 5].

According to the results of this survey the weaknesses of the educational process were identified. It was concluded that significant change in education was necessary. Developing of educational method that improves the performance of general practitioners should be the next step of the School Management. The new method, 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. Decreasing the number of adverse effects incurred by general practitioners will be the clear evidence of the value of new educational strategy.

### References

- [1] Rothberg HN, Klingenberg B. Learning before doing: a theoretical perspective and practical lessons from a failed cross-border knowledge transfer initiative. In: Cultural implications of knowledge sharing, management and transfer: identifying competitive advantage. Hershey, Pennsylvania, 2010.
- [2] Lee JJ, Adams D, Cornbleth C. Transnational transfer of curriculum knowledge: A Korean case study. *Journal of Curriculum Studies* 1988;20: 233–46.
- [3] Mimica M. Implementation of new educational methods: how to overcome obstacles? *Coll Antropol* 2010;34 suppl 1: 11-14.
- [4] Cohn KH, Peetz ME. Surgeon Frustration: Contemporary Problems, Practical Solutions. *Contemporary Surgery* 2003;59: 76–85.
- [5] Candela L, Bowles C. Recent RN graduate perceptions of educational preparation. *Nurs Educ Perspect* 2008;29: 266-71.

Table 1.

#### **Anonymous questionnaire distributed to graduates of School of Medicine**

- What is the most prominent insufficiency of your medical education?
- Does that insufficiency have repercussion on your job performance?
- What is the most challenging part of your job?
- What is the most important part in your preclinical education from your perspective?
- What is the most important part in your clinical education from your perspective?
- Is there anything that your School of Medicine could have done better to prepare you to practice medicine as general practitioner?
- What is the most prominent insufficiency in assessment process at your School of Medicine?