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Studying the Satisfaction of Medical Clinical Interns with Education in Emergency Department and Outpatient Clinics

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ABSTRACT
In order to study the educational status in different branches and promote the education quality, knowing and examining the acquirers' opinions is of high importance. This article aims at studying the satisfaction of medical clinical interns with various aspects of education, professors' performance, the diversity and number of patients, physical space and welfare conditions in education positions (emergency and outpatient clinics). The tools for collecting data in this descriptive study was a questionnaire with 25 closed questions which was filled by 180 medical clinical interns in the first half of educational year. The findings show that: the highest satisfaction rate with emergency department and outpatient education was achieved from professors' performance and the lowest satisfaction rate was for medical equipment.
***Keywords:** medical intern satisfaction, emergency education, outpatient clinic education*

INTRODUCTION

The emergency department is known as the heart of the hospital. Emergency and outpatient clinics education for medical clinical interns is a critical and unique position due to the necessity of performing numerous and complicated tasks in a fast, qualified and effective way [1, 2]. Due to admission of most diverse and most sensitive group of patients, these two departments have significant importance in hospitals [3]. In these two departments, the treatment should take place immediately and properly and a perfect process of education should be presented to interns [4]. On the other hand, increasing the complications of clinical medicine and alteration of medical care process has raised the expectation from future doctors. Today, medical system is required to mostly focus on enhancing the skills of thinking, analyzing, question making, problem solving and relationship with people. Emergency centers and outpatient clinics need efficient and effective methods of education evaluation in order to modify and improve clinical interns' performance. These methods should be able to assess the clinical interns according to certain duties and regulations, identify their weaknesses and strengths and if necessary, correct their performance in order to improve interns' satisfaction [5].

In order to know the educational status in emergency department and reaching the maximum quality of education, the clinical interns' opinions should be extracted and studied. This research attempts to study medical clinical interns' satisfaction from various educational aspects, professors' performance, medical equipment, educational methods, the diversity and number of patients, physical space and welfare conditions in educational positions (emergency departments and outpatient clinics and within community).

Clinical education is a facilitating process for training and learning in a clinical environment. In the process, clinical trainer and the intern has the equal share of participation and it aims at making measurable changes in students for performing clinical cares. The major role of general practitioners (GPs) as one of the active ranks of healthcare team in treating outpatients is undeniable. Based on evidence and studies on Iran healthcare and treatment system, outpatient education has been focused on as a serious subject and 50% of the activities related to the clinical interns has been allocated to this matter [6,7].

In traditional methods of medicine education in universities, most of students' clinical activities take place in hospital specialized departments and few ones are done in specialized clinics. Obviously, this method cannot make the students acquainted with the prevalent medical problems in the society so many students are not able to translate their learned skills to treatment operations, because the majority of patients visit the outpatient clinics within the society, and few of them visit or are introduced to specialized hospitals [8, 9].

Since many years ago, outpatient education has been implemented sparsely and with different degrees of importance in various universities and the presence of clinical interns in treatment and health centers has provided a new field in medical education and training. The main objectives of these courses are acquaintance of students with environment and circumstances (teamwork, etc.) after graduation and visiting a high percentage of common outpatients. If this course does not provide the suitable conditions for learning, growing and enhancing clinical skills will not be possible (Mehrmanesh, same source). The research results show that out of 750 patients which visit a doctor with a complaint, only 3% are hospitalized in general hospitals and 1% in specialized hospitals. Therefore, producing diversity in clinical education can have a significant role in enhancing students' professional performance in the future and this in turn will lead to promotion of service quality level in treatment and health department. The active presence of education groups in these units and science-oriented behavior with patients will lead to augmenting the quality in education students and offering services. One of the ways for expressing this effect is eliciting the students' satisfaction with education system which its results can be used to optimize the education process in various fields. On the other hand, this type of education scheduling can strengthen different education groups and professors which are more relevant with desired working conditions from the view of students. Paying attention to education and educating environment, education schedule, the atmosphere of educational environment, and the emerging changes and evolutions in medical education throughout the world are the important factors which have been emphasized on by medical education programmers in conducted studies [10]. The research results indicate that medical science is on the way to widespread transitions, so that findings related to branches of medical sciences double every 20 month. Thus, the education courses should guide the students to self-education and self-empowering. In Harden's educational management pattern, a proper clinical education process include selecting appropriate fields of clinical education, using diverse educational methods which are accordant with learning domain, proper organizing of educational content and evaluating the content learning with the purpose of enhancing the medical students' capability and skill level and emphasizes on the importance of using education strategies in applying learning theories. Harden mentions that education courses should be student-oriented, problem-oriented, and social-based and try to incorporate the basic science with clinical science in general medical course. He also states that the education courses should be continuous and the optional units should be presented based on students' interest. Systematizing educational programs is one of other suggestions he gives to enhance the quality of medical education [11].

Therefore, the question is: to what extent are the medical clinical interns are satisfied with various emergency and outpatient centers education?

RESEARCH METHODOLOGY

The present research is a cross-sectional and its population is the fifth year students of medicine faculty of Tehran University of medical sciences in 2014. 340 medical interns have been selected by simple random sampling method and using Cochran sample size calculation, 180 students were selected out of them as the sample.

The criteria for participating in the research were:

- Acquirers' educating in internship courses at the time of research; the location of internship should be in the following fields of education:

a) Emergency education department
b) Outpatient clinics inside teaching hospitals
c) Education outpatient clinics outside the hospitals

Selected interns were required to pass a one-month internship course in all aforementioned fields (at least) and had to announce their consent for participating in the research.

Data collection tool was a 25-item closed-ended questionnaire which was studied and categorized in various education fields and was filled in by interns. The validity and content of the questionnaire was confirmed by experts, advisors and professors and its reliability was calculated 0.9 using test-re-test with pilot application among a number of students with a proper interval in between.

This research has been conducted by visiting outpatient clinics of teaching hospitals (Sina, Imam Khomeini, Shariati) and teaching clinics within the population and outside the hospital environment, hospitalization department and emergency units in the aforementioned teaching hospitals in working and teaching hours (except night-shift time). The qualified samples were justified for answering the questions and it was emphasized that their precise answers can make a positive effect on education programs, both quantitatively and qualitatively. After collecting the completed questionnaires (184) data was statistically studied and processed using SPSS software.

Research hypotheses
- There is a relationship between medical clinical interns' satisfaction and teaching professors' performance on emergency and outpatient center education.
- There is a relationship between medical clinical interns' satisfaction and the medical equipment of emergency and outpatient center education.
- There is a relationship between medical clinical interns' satisfaction and physical space allocated to emergency education and outpatient center educations.
- There is a relationship between medical clinical interns' satisfaction and the diversity and number of patients for teaching in emergency education and outpatient center education.

RESULT AND DISCUSSION
Hypothesis 1: There is a relationship between medical clinical interns' satisfaction and teaching professors' performance on emergency and outpatient center education.
H0: There is not a significant relationship between medical clinical interns' satisfaction and teaching professors' performance on emergency and outpatient center education.
H1: There is a significant relationship between medical clinical interns' satisfaction and teaching professors' performance on emergency and outpatient center education.

Table 1: Pearson coefficient, hypothesis 1

Variable	Pearson statistic value	Significance level	Total
The relationship between clinical interns Satisfaction with teaching professors' performance	0.69	0.000	180

The results show that there is a significant relationship between the two variables (significance level is lower than 0.05). So, H0 is rejected and researcher's hypothesis is confirmed. The intensity of relationship is 0.69, indicating a strong relationship.

Hypothesis 2: There is a relationship between medical clinical interns' satisfaction and the medical equipment of emergency and outpatient center education.
H0: There is not a significant relationship between medical clinical interns' satisfaction and the medical equipment of emergency and outpatient center education.
H1: There is a significant relationship between medical clinical interns' satisfaction and the medical equipment of emergency and outpatient center education.

Table 2: Pearson coefficient, hypothesis 2

Variable	Pearson statistic value	Significance level	Total
The relationship between clinical interns Satisfaction with medical equipment	0.44	0.000	180

The results show that there is a significant relationship between the two variables (significance level is lower than 0.05). So, H0 is rejected and researcher's hypothesis is confirmed. The intensity of relationship is 0.44, indicating a moderate relationship.

Hypothesis 3: There is a relationship between medical clinical interns' satisfaction and physical space allocated to emergency education and outpatient center education.

H0: There is a not a significant relationship between medical clinical interns' satisfaction and physical space allocated to emergency education and outpatient center educations.

H1: There is a significant relationship between medical clinical interns' satisfaction and physical space allocated to emergency education and outpatient center educations.

Table 3: Pearson coefficient, hypothesis 3

Variable	Pearson statistic value	Significance level	Total
The relationship between clinical interns' Satisfaction physical space allocated to emergency education and outpatient center educations	0.51	0.000	180

The results show that there is a significant relationship between the two variables (significance level is lower than 0.05). So, H0 is rejected and researcher's hypothesis is confirmed. The intensity of relationship is 0.51, indicating a moderate relationship.

Hypothesis 4: There is a relationship between medical clinical interns' satisfaction and the diversity and number of patients for teaching in emergency education and outpatient center education.

H0: There is not a significant relationship between medical clinical interns' satisfaction and the diversity and number of patients for teaching in emergency education and outpatient center education.

H1: There is a significant relationship between medical clinical interns' satisfaction and the diversity and number of patients for teaching in emergency education and outpatient center education.

Table 4: Pearson coefficient, hypothesis 4

Variable	Pearson statistic value	Significance level	Total
The relationship between clinical interns' Satisfaction and the diversity and number of patients for teaching in emergency education and outpatient center education.	0.48	0.000	180

The results show that there is a significant relationship between the two variables (significance level is lower than 0.05). So, H0 is rejected and researcher's hypothesis is confirmed. The intensity of relationship is 0.48, indicating a moderate relationship.

CONCLUSION

In the present study, the researchers emphasized on the necessity of enhancing the medical education quality and draw medical programmers' attention to: continuous and accurate evaluation of students' clinical skills with clinical fields using credible tools, offering efficient feedback to students during education course, revising clinical education methods, especially focusing on evidence-based education, enhancing clinical education fields both quantitatively and qualitatively accordant with students' future working conditions, informing students on the least items to be acquired in the start of each education part, and constant supervision on the accordance of teachings with education program and professors' curriculum. Also, the status of clinical education locations, augmenting the motivation level in medical students and clarifying the duties of health and treatment staff before students in clinical education fields are mentioned as the most effective strategies for enhancing clinical education quality and promoting a general practitioner.

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