

Title: Evaluate the Effectiveness of Workshops of Clinical Skills Based on the Kirkpatrick Evaluation Model at Qazvin University of Medical Science in 1390

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Abstract:

Background and Aims: Evaluation is an integral part of the systematic attitude to the education. It is important to evaluate the effectiveness and usefulness of the training program which can provide an essential basis for planning. In recent years, several models have been developed to assess the effectiveness of training that among them Kirkpatrick model has more integrity, acceptance and applicability. This study examined the effect of clinical skills workshops based on Kirkpatrick model. This model has four levels (Reaction, Learning, Behavior and Results). Given the diversity of workshops, after consultation with the faculty, following workshop were chosen, (Urethral catheterization, Intravenous therapy).

Methods: Study population was all interns participating in workshops in clinical skills center of Qazvin University of Medical Sciences in 1390 (n=108). Sampling was census. Descriptive method was used in assessing reaction. Students' satisfaction toward workshops was examined. Tool was researcher made questionnaire based on the Likert 5 point scale. In order to assess the learning level, pre-test and post-test was used. The skills and knowledge of students were compared after and before training in clinical skills center. To assess Change in behavior and achieving results, direct observation in real environments (hospitals) has been used. The data were compared with the previous situations. Learning skills through the checklist Likert scale were evaluated by clinical senior assistants while they had observed learners' performance. Also, their knowledge evaluated by MCQ. Face and content validity of tool was approved by experts and educational specialists. They also evaluated tool's reliability so Cronbach's alpha was 0.85 which was acceptable. Data analyzed by SPSS software: (descriptive statistics, paired and independent t-test). So the effectiveness score of the workshops has been reported. Finally, the workshop was divided into

three parts: effective (mean score \geq 60), conditional effective (60> the average score \geq 40) which required retraining courses and non-effective (40> Average rates).

Results: Most of the participants were female (55.5%). The average age was 25.26 \pm 2.18. In general, the level of students satisfaction toward workshops was over 80%.In evaluating the reaction level, the highest scores were allocated to: workshop organizing method (4.56 \pm 0.92), scientific level of teachers (4.53 \pm 0.64) yet, the lowest score was dedicated to the workshop run time. Knowledge and performance scores were significantly different before and after the intervention. (p \leq 0.05). Compare skills before and after the training showed that there were differences in scores: for urethral catheterization the difference were 28 in hospital and 32 in skill lab, for Intravenous therapy difference were 9 and 8 in hospital and skill lab respectively. From 18 workshops, 13 were effective (72.22%) and 5 (27.78%) were conditional effective.

Conclusions: Kirkpatrick model provides a practical framework to evaluate the effectiveness of training programs. The results indicated that although workshops were not completely effective, yet the effectiveness of workshops in Qazvin medical university was high and acceptable. Results of conditional effective workshops, after reviewing essential corrective actions were defined. So actions were announced to teachers for implementation. Given that the level of behavior and results were more challenging in comparison with the reaction and learning levels, it is recommended to repeat evaluation at the right times, in order to ensure the existence of permanent behavioral changes as well as achieve the expected results.

Title: Linking Medical Faculty Stress / Burnout to Willingness to Implement Medical School Curriculum Change: A Preliminary Investigation

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Abstract:

Background and Aims: Balancing administrative demands from the medical school while providing patient support and seeking academic advancement can cause personal hardship that ranges from high stress to clinically recognizable