

Performance Appraisal System for Intern doctors in Selected Medical college hospitals of Bangladesh Current situation

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Abstract

Background: Formal assessment could ensure all junior doctors receive feedback about their performance in the workplace early in their career, essential for professional development.

Aim: This study was aimed to analyze the situation of performance appraisal system of intern doctors in different medical college hospitals of Bangladesh.

Method: This descriptive, cross-sectional study was carried out at 9 medical college hospitals(4 govt. and 5 non govt.) for a period of one year(July2016-June 2017) among 52 teachers and 445 intern doctors. Convenience sampling technique was administered. Data were collected by using self administered semi structured questionnaire. Data analysis were done using SPSS version 19.0 software.

Results: The study revealed that the medical college hospitals under this study had mostly satisfactory internship training facilities. About 56% interns responded negatively about the utilization of logbook in each major discipline rotation. Around 54% of them responded negatively about the practice of performance appraisal system in their institute. About 42.3% of teachers were not satisfied with the current practice of performance appraisal system of interns in their institute. However 27.5% teachers said that they arranged assessment always and 27.5% said that most of the time they arranged assessment for interns. About 35.5% interns blamed lack of interest of teachers about assessment of interns but 40% of teachers said work overload is the most important among the barriers in implementing appraisal system for interns. Around 42.1% interns suggested that existing logbook should be properly used and 48.9% of them suggested that the entire training should be under close supervision of the supervisors. Majority of the teachers were in favor of assessing interns on regular work along with formal assessment, they suggested regular morning session, ward round and bedside teaching should be ensured for the improvement of the standard of training.

Conclusions: Proper utilization of logbook, successful implementation of performance appraisal system with feedback, active monitoring committee for the interns were recommended by the study.

Key Words: Performance Appraisal System, Bangladesh Current situation

Introduction

Assessment and evaluation are crucial steps in educational process that play major role in the process of medical education, in the lives of medical students, and in society by certifying competent physicians who are able to take care of the public. (Tabish,2010).Most commonly, interns work as part of multidisciplinary team where the interns is the most junior doctor of a hospital. During this time, the intern will learn to make clinical decisions in a supervised environment and have direct responsibility being monitored and graded

according to their level of experience (Medical Council of Ireland, 2012).Internship training is a pre-requisite for BM&DC registration. It is desired that this training will make the interns equipped to serve people with safe and good quality patient care. At the end of the training their clinical performance should be assessed properly to get competent physicians who will be able to provide safe health care to the community. The internship training period is the vital time for the newly graduated doctors to attain the clinical competencies essential for their career. It is the opportunity to apply, consolidate and expand one's clinical knowledge and skills, and progressively increase one's responsibility for providing safe patient care. Performance appraisal is an essential system to assess the achievement of clinical competencies by the intern doctors. In the undergraduate setting, the ideal logbook is a tool that guides medical students through their clinical rotation by highlighting important clinical objectives, promoting self-reflection and providing opportunity to obtain feedback from preceptors. Intern doctors are the product of our MBBS curriculum. The study is designed to identify the current practice of assessment system for intern doctors in medical college hospitals of Bangladesh and to evaluate the extent of use of

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logbook by the interns. The intention of doing the study is to find ways and means for better implementation and further improvement of the system.

Methodology

The study was a descriptive type of cross-sectional study. It was carried out at 9 medical college hospitals (4 govt. and 5 non govt.) for a period of one year (July 2016-June 2017) among 52 teachers and 445 intern doctors of selected medical college hospitals. Out of total 9 medical colleges hospitals one government and one non government medical college hospitals were from outside Dhaka city and the rest were from Dhaka City. Convenience sampling technique was used for the study. The available and willingly participating intern doctors who completed at least one major department either Medicine or Surgery or Obstetrics & gynaecology of the selected medical colleges hospitals of Bangladesh and available and willingly participating teachers who facilitated internship training program of selected medical colleges hospital of Bangladesh were included in the study. Participants who were unwilling to participate in the study or not available during the data collection period and foreigner intern doctors were excluded from the study. Data were collected by using self administered semi structured

questionnaire from intern doctors & teachers. After collecting responses, data were checked randomly for inconsistent and missing data to reduce errors. Collected data were analyzed and represented through the use of SPSS v 19.0 software.

Results

A five point Likert scale was used in the questionnaire were *SDA= Strongly Disagree=1, DA= Disagree=2, NAND=Neither agree nor disagree=3, A= Agree=4, SA= Strongly Agree=5 were depicted to express the extent of agreement and disagreement. For each variable frequency distribution was calculated. Mean were also calculated in some cases.

Interpretation of the mean score was as follows:

5= No need of further improvement, as it has reached a good standard

4 to <5 = Very minimum efforts are needed to reach a good standard

3 to <4 = Some efforts are needed to reach a good standard

2 to <3 = Moderate efforts are needed to reach a good standard

1 to <2 = Considerable efforts are needed to reach a good standard

Table 1: Distribution of interns response regarding use of logbook

Statements in relation to interns responses	Extent of agreement and disagreement frequency (%)					Total	Mean (±SD)
	SDA	DA	NAND	A	SA		
Logbook is useful as a guide for training	31 (7%)	29 (6.6%)	55 (12.5%)	207 (46.9%)	119 (27%)	441	3.80 1.120
Filled up honestly	40 (9.1 %)	64 (14.6%)	51 (11.6%)	168 (38.3%)	116 (26.4%)	439	3.58 1.270
Filled up at the end of each rotation, just to take a signature	69 (15.6%)	61 (13.8%)	51 (11.5%)	190 (43%)	71 (16.1%)	442	3.30 1.322
Got feedback immediately after completion of each component skill by the Supervisor	39 (8.9%)	89 (20.3%)	84 (19.1%)	155 (35.2%)	73 (16.6%)	440	3.30 1.218
Used as document of achievement of training	29 (6.6%)	61 (13.9%)	68 (15.5%)	21(48.1%)	70 (15.9%)	439	3.53 1.116

About 43% agreed that they filled up the logbook just to take a signature, however, 38.3% agreed that they filled it up honestly but 48.1% agreed that logbook is used as document of achievement of training.

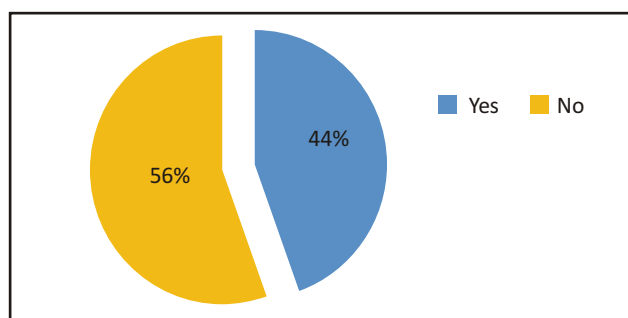


Figure 1: Interns response about the utilization of logbook in each major (Medicine, Surgery, Obs& Gynae) discipline rotation

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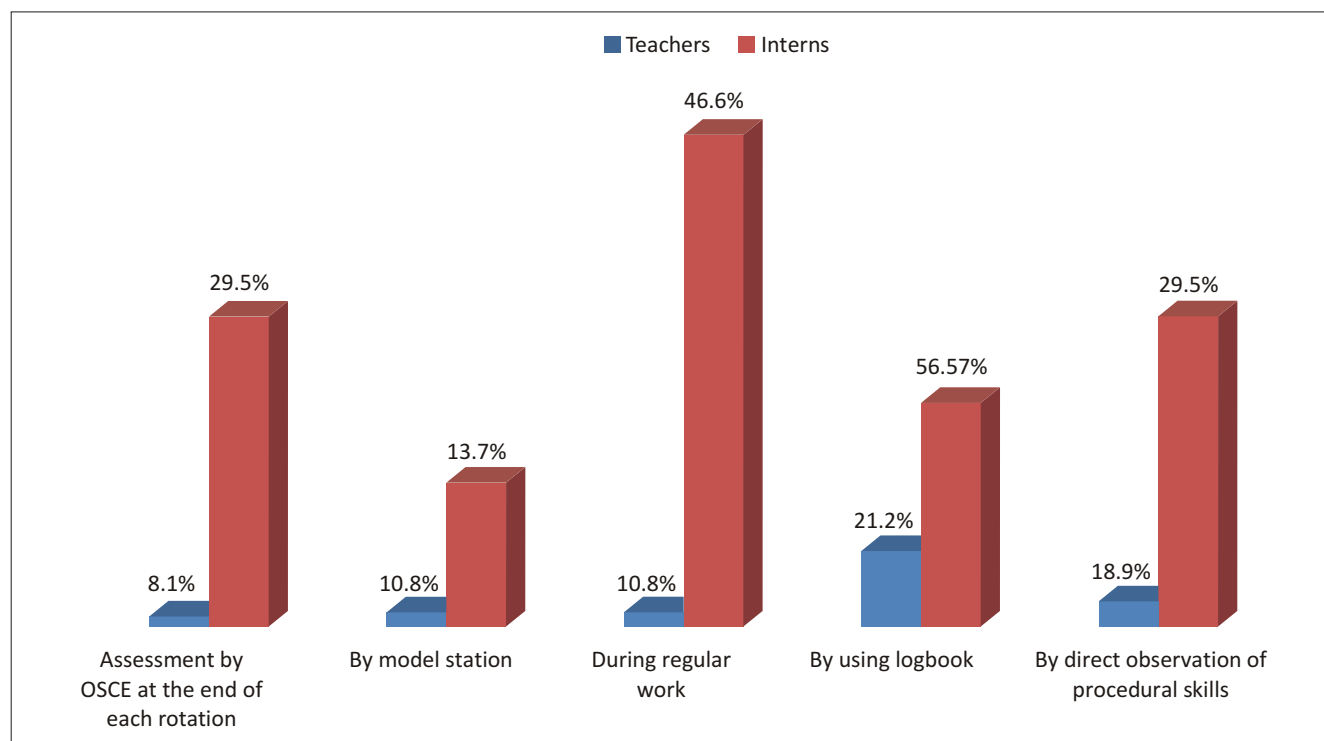


Figure 2: Responses of interns and teachers about assessment techniques practiced in their institutes.

Table 2: Distribution of Interns opinion about the barriers in implementing performance appraisal system in their institutes

The barriers in implementing performance appraisal system in their institute	Frequency	Percent
Shortage of clinical teachers	53	17.9
Lack of interest of teachers about assessment of interns	105	35.5
Time constrains	54	18.2
Work load of the supervisor	34	11.5
Administrative problem	45	15.2
Lack of interest of inters for assessment	5	1.0
Total	296	100.0

Table 3: Distribution of teachers response regarding barriers of implementing appraisal system for interns

Barriers of implementing appraisal system for interns	Frequency	Percent
Lack of manpower	4	16
Work overload	10	40
Time constrains	2	8
Lack of interest of teachers for performance assessment of interns	7	28
Lack of interest of interns for assessment	2	8
Total	25	100

About 35.5% interns blamed lack of interest of teachers about assessment of interns, however, about 40% teachers blamed work overload, is the most barrier in implementing performance appraisal system in their institute. About 32.6% teachers were in favor of ensuring regular CME, training, morning session, ward round, bedside teaching as ways of improvement of assessment system. However, 33.5% interns suggested that entire training should be under close supervision to improve the assessment system, Both the teachers and interns gave emphasis on ensuring proper supervision of monitoring committee for internship training. Both the respondent groups thought that motivation of

teachers and interns both is necessary to overcome the barriers. Sincerity and accountability towards own duties can bring the success.

Discussion

In this study, about 48.1% agreed that logbook is used as document of achievement of training. In another study done in King Abdul aziz University, Jeddah, Saudi Arabia, illustrated that 68.5% of respondents agreed that logbook is a useful assessment format. (Nahla Khamis Ibrahim, et al. 2013). About 40.4% teachers thought that interns filled the logbook sincerely in each rotation of training but 48.1% teachers thought interns just only filled the logbook as pre requisite of training. Around 15.4% of them believed that interns only signed the logbook without supervision. The present study revealed, 54% of interns gave negative response about the practice of performance appraisal system in their institute. About 42.3% were not satisfied with the current practice of performance appraisal system in their institute. Interestingly interns and teachers differ significantly. About 46.6% interns stated that, they were assessed during regular work, whereas 10.8% teachers gave their opinion in favor of assessment during regular work. Around 56.7% teachers assessed their interns by using logbook, however, 21.2% interns told they were assessed by using logbook. About 29.5% interns told that they were assessed by OSCE but 8.1% teachers told in favor of OSCE.

According to BM&DC guideline, after completion of each component the interns have to appear assessment examination by OSCE and feedback will be given to interns. The assessment will be arranged by unit Head of the each component. (Bangladesh Medical and Dental Council, 2002)

A study reported that the majority (97.6%) of students believed that MCQ was frequently used method of evaluation in a clinical setting. OSCE (92.8%) and logbook (86.7%) were the next common methods. (Zadeh et al., 2012).

In this study, 35.5% interns thought lack of interest of teachers about assessment of interns is the barrier in implementing performance appraisal system in their institute. However, 40% teachers blamed workload as a barrier in implementing performance appraisal system for interns in their institute.

The present study revealed, 42.1% interns thought, the existing logbook should be properly used, about 48.9% thought the entire training should be under close supervision of the supervisor for proper implementation of performance appraisal system in their institute. Whereas, significant number of teachers suggested that ensuring regular morning session, ward round, bedside teaching and CME, assessment during regular work with immediate feedback and

increasing the number of supervisor can be the initiatives to improve the performance appraisal system.

A study performed in UK revealed, one long-term solution for might be to incorporate 'training the trainers' into the curriculum, so that doctors in training are themselves learning to become the trainers of the future (Vassilas *et al*, 2003).

Conclusion

In the conducted study, majority of the interns and teachers responded negatively about the about the current practice of performance appraisal system in their institutes. There is a big gap between current practice of performance appraisal system and the system outlined in the logbook.

Recommendation

Proper utilization of logbook, successful implementation of performance appraisal system with feedback, active monitoring committee for the interns were recommended by the study. Further, extensive studies are required to overcome the barriers and proper implementation of performance appraisal system for intern doctors was also recommended.

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