

## Current Practice of Logbook-based Internship Programme in Undergraduate Medical Education of Bangladesh: Intern Doctors' Views

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### Abstract:

**Background:** The medical internship of Bangladesh is designed supervised training programme for newly graduate medical doctors to gain necessary knowledge, skills, attitudes, ethics necessary to identify, analyze and manage clinical problems in order to provide effective, efficient and competent patient care independently in future. **Methods:** This cross-sectional descriptive study was conducted from 01 July 2021 to 30 June 2022 upon 400 intern doctors to get their views administering a self-administered structured questionnaire about current practice of the logbook-based internship programme in undergraduate medical education of Bangladesh. **Results:** The study found that mean scores of interns by their agreement about initiation of their internship, the process of their internship, achievement of competency during their internship and methods of the training during their internship were above 4 out of 5 point Likert scale. **Conclusion:** The logbook-based internship programme in undergraduate medical education of Bangladesh were going very satisfactory.

**Keywords:** *Internship, Logbook, Supervised training, Undergraduate medical Education.*

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### Introduction:

Medical internship training programme aims to deliver supervised clinical experience in a wide range of specialties, thereby allowing interns to gain necessary knowledge, skills and attitudes and develop appropriate medical ethics and practices (Qaboos, 2020). Internship is a key part of the transition from medical college to independent practice and specialty training, and focuses on practical

(on the job or work based) training under supervision from senior colleagues, who also provide the trainees with support, feedback, teaching, and assessment (Australian Medical Council, 2013). It is intended to empower the intern with the skills necessary for functioning independently in future. Besides encouraging the development of appropriate attitude, behavior and inculcation of work culture, it is also expected that the

intern achieves the ability to identify, analyze and manage clinical problems in order to provide effective, efficient and human patient care (Noman, F., Asaduzzaman, A., Talukder, H., Arefin, A., & Rahman, S., 2017). Every intern will be able to practice in a competent and safe manner and the patients whom they treat will receive the best possible care. Internship should provide a period of clinical practice that enables the transition from medical student to medical doctor. Clinical practice is based around the traditional working week during which the intern works in a supervised environment. While clinical duties and responsibilities, graded according to their level of experience, are at the core of internship that must be balanced with an education and training program that enables the intern to learn the knowledge, skills and attitudes that are necessary to provide safe medical practice (Condon et al., 2013; Medical Council of Ireland, 2012). The goal of MBBS training program is to create a Basic Doctor, physicians of first contact for the community in the primary care setting both in urban as well as rural areas of our country. The basic doctor must act as a clinician, leader, communicator, life-long learner and a professional who is responsive and accountable to the patients and the community. Internship is a phase of training wherein a graduate is expected to conduct actual practice of medical and health care and acquire skills under supervision so that he/she may become capable of functioning independently. At the end of internship training, the student should be able to diagnose common diseases and make timely decision for referral to higher level, use discreetly the essential drugs and laboratory services, manage emergencies by rendering first level care; and to communicate effectively with patients and the community

(Indian Journal of Community Health, 2014). In our country, after passing final professional Bachelor of Medicine and Bachelor of Surgery (MBBS) examination, medical students have to enroll for one year log book based rotatory internship program; specifically, 11 months and 15 days at medical college hospital and 15 days at Upazilla Health Complex (UHC). It is compulsory to complete Internship Training Program designed by Bangladesh Medical & Dental Council (BM & DC) to get permanent registration for doing independent practice (Bangladesh Medical and Dental Council, 2012).

If an intern doctor is unable to receive the training properly during the internship period, he/ she may fail to diagnose illnesses or conditions, fail to perform clinical examinations competently, fall short to prescribe correct medication, make mistakes during operations or other medical emergency or procedures such as cardiopulmonary resuscitation, acute respiratory failure, and shock etc. It might result in physical or psychological injury, damage, disability or impairment and even death. This in turn may drastically impact the overall healthcare system. Hence this study have tremendous implication if we can identify any pitfall in the current log book based practice status of the internship training programme in the medical college of Bangladesh.

### Methods:

This cross-sectional descriptive study was conducted from 01 July 2021 to 30 June 2022 (one year) to get intern doctors' views about current practice of the logbook-based internship programme in undergraduate medical education of Bangladesh. This study was a part of a thesis of Masters in Medical

Education (MMEd) under Bangabandhu Sheikh Mujib Medical University (BSMMU). Formal approval from Institutional Review Board (IRB) of Centre for Medical Education of Bangladesh (CME) was taken before going to the field of the study. Data were collected from conveniently selected eight

medical colleges of Bangladesh after getting permission from the concerned authorities. A self-administered structured questionnaire was used to collect data from 400 intern doctors of the medical colleges. Data were analysed using SPSS software package version 19.

## Results:

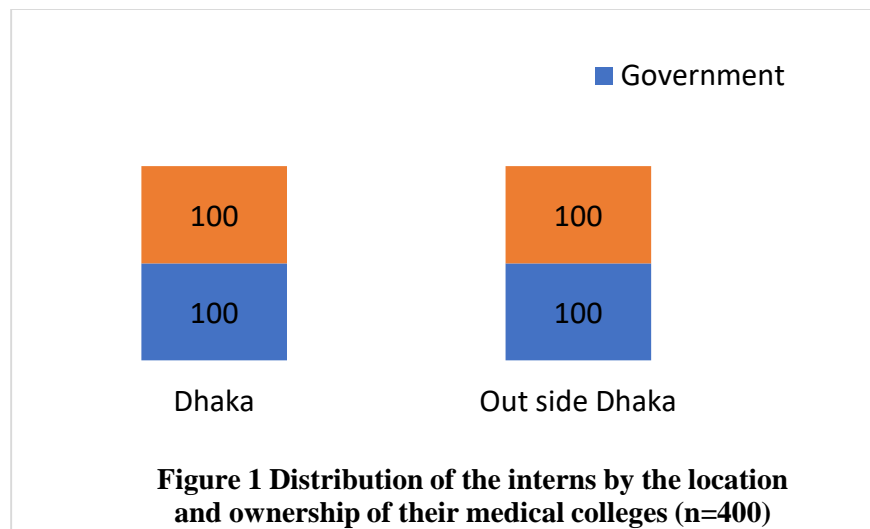


Figure 1 shows that out of 400 interns 200 (50%) participated from government medical colleges and 200 (50%) from non-government medical colleges. Out them 200

(50%) participated from the medical colleges located at Dhaka and 200 (50%) from medical colleges located at outside of Dhaka.

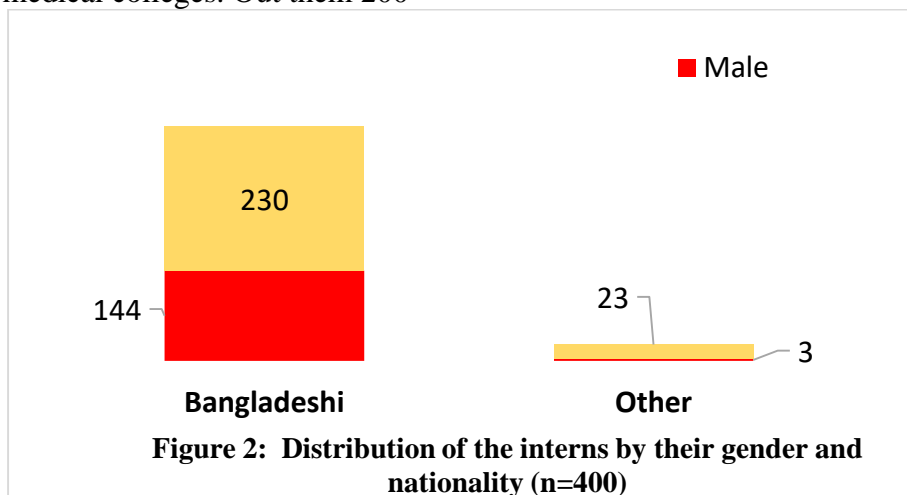


Figure 2 shows that out of 400 interns who have participated in this study 93.5% were Bangladeshi and rest were overseas students.

Of them 36.85% were male and 63.3% were female.

**Table 1: Distribution of the interns by their agreement regarding different issues of initiation of their internship**

Statements	Number (%) of level of agreement with corresponding score						
	SDA	DA	NANDA	A	SA	NK	Mean
	1	2	3	4	5		(±SD)
Every Interns are well informed about the objectives of the logbook based 'Rotatory Internship Training Program' at the beginning. (n=400)	0 (0.0)	7 (1.8)	42 (10.5)	220 (35.0)	131 (32.8)	0 (0)	4.2 (.684)
The 'Rotatory Internship Training Program' is devoted to achieve well listed objectives in the logbook. (n=399)	2 (.5)	2 (.5)	11 (2.8)	24 (56)	158 (39.5)	2 (.5)	4.4 (.620)
The 'Rotatory Internship Training Program' is ongoing as per the fixed schedule of the logbook. (n=398)	0 (.0)	1 (.3)	37 (9.3)	202 (50.8)	156 (39.2)	2 (.5)	4.3 (.651)

1= SDA = Strongly dis-agree, 2= DA= Disagreed, 3= NANDA= Neither agree nor dis-agree, 4 = A= Agree, 5= SA= Strongly Agree, NK= Not known

Table 1 shows the distribution of the interns by their agreement regarding different issues of initiation of their internship. It was found

that out of 5-point Likert scale the mean scores were within 4.2 to 4.4.

**Table 2: Distribution of the interns by their agreement regarding different issues of the process of their internship**

Statements	Number (%) of level of agreement with corresponding score						
	SDA	DA	NANDA	A	SA	NK	Mean
	1	2	3	4	5		(±SD)
The interns are assessed by the trainers as per the assessment procedure of the logbook. (n=398)	4 (1.0)	13 (3.3)	31 (7.8)	184 (46.2)	165 (41.5)	1 (.3)	4.2 (.815)
The interns are monitored throughout their training period by the authorities as per the logbook. (n=400)	0 (0.0)	12 (3.0)	33 (8.3)	182 (45.5)	172 (43.0)	1 (0.3)	4.3 (.747)
The interns are graded at the end of their training as per the grading procedure of the log book. (n=400)	1 (0.3)	3 (0.8)	17 (4.3)	220 (55.0)	158 (39.5)	1 (0.3)	4.3 (.623)

The interns have to follow code of conduct rules, regulations & leave as per the log book. (n=400)	0 (0.0)	0 (0.0)	7 (1.8)	219 (54.8)	172 (43.0)	2 (.5)	4.4 (.538)
The trainers follow the instructions of the logbook for them to train the Interns. (n=400)	0 (0.0)	1 (0.3)	40 (10.0)	185 (46.3)	171 (42.8)	3 (0.8)	4.3 (.674)
All departments follow to achieve the generic skills by the Interns listed in the logbook. (n=400)	0 (0.0)	4 (1.0)	30 (7.5)	193 (48.3)	170 (42.5)	3 (0.8)	4.3 (.672)

1= SDA = Strongly dis-agree, 2= DA= Disagreed, 3= NANDA= Neither agree nor dis-agree, 4 = A= Agree, 5= SA= Strongly Agree, NK= Not known

Table 2 shows the distribution of the interns by their agreement regarding different issues of initiation of their internship. It was found

that out of 5-point Likert scale the mean scores were within 4.2 to 4.4.

**Table 3: Distribution of the interns by their agreement regarding different issues of achievement of competency during their internship**

Statements	Number (%) of level of agreement with corresponding score						Mean (±SD)
	SDA 1	DA 2	NANDA 3	A 4	SA 5	NK	
The Interns try to competent on the generic skills with guideline listed in the logbook. (n=400)	0 (0)	3 (.8)	57 (14.3)	168 (42)	172 (43)	0 (0)	4.3 (.727)
Topics for small group discussion are conducting in the medical college hospital according to the logbook. (n=400)	2 (.5)	14 (3.5)	56 (14)	167 (41.8)	160 (40)	1 (.3)	4.2 (.839)
The induction course for the intern at the medical college hospital are practicing according to the logbook. (n=400)	1 (.3)	0 (0)	25 (6.3)	196 (49)	176 (44)	2 (.5)	4.4 (.633)
The interns are able to perform independently the listed procedure of the logbook at the end of each section of training. (n=400)	1 (.3)	6 (1.5)	30 (7.5)	206 (51.5)	157 (39.3)	0 (0)	4.3 (.687)

1= SDA = Strongly dis-agree, 2= DA= Disagreed, 3= NANDA= Neither agree nor dis-agree, 4 = A= Agree, 5= SA= Strongly Agree, NK= Not known

Table 3 shows the distribution of the interns by their agreement regarding different issues of achievement of competency during their

internship. It was found that out of 5-point Likert scale the mean scores were within 4.2 to 4.4.

**Table 4: Distribution of the interns by their agreement regarding different issues of methods of the training during their internship**

Statements	Number (%) of level of agreement with corresponding score						Mean (±SD)
	SDA	DA	NANDA	A	SA	NK	
	1	2	3	4	5		
The interns are observed by the trainers during performing listed procedures as per log book. (n=399)	0 (0)	1 (.3)	34 (8.5)	200 (50.1)	162 (40.6)	2 (.5)	4.3 (.645)
The interns get assistance in listed target procedures of the logbook during their training. (n=399)	0 (0)	4 (1)	41 (10.3)	215 (53.9)	139 (34.8)	0 (0)	4.2 (.664)
The interns are supervised closely in the listed procedures of the logbook during their training. (n=400)	1 (.3)	3 (.8)	42 (10.5)	203 (50.8)	150 (37.5)	1 (.3)	4.3 (.692)
The immediate trainers give remarks & signature on the procedures as listed in the logbook after completion of the tasks. (n=399)	1 (.3)	3 (.8)	26 (6.5)	190 (47.6)	178 (44.6)	1 (.3)	4.4 (.665)

*I= SDA = Strongly dis-agree, 2= DA= Disagreed, 3= NANDA= Neither agree nor dis-agree, 4 = A= Agree, 5= SA= Strongly Agree, NK= Not known*

Table 4 shows the distribution of the interns by their agreement regarding different issues of training during their internship. It was found that out of 5-point Likert scale the mean scores were within 4.2 to 4.4.

### Discussion:

It was found that out of 5-point Likert scales the mean scores of the views of the interns regarding different issues of initiation of the internship were within 4.2 to 4.4 (Table 1). Noman (2016, p43) found in a study that 94.7%

intern & 94% teacher of Bangladesh were well informed about the Rotatory Internship Training Programme & the Logbook. Rahim (2017, p.42) found that on 5-point Likert's scale the mean score of the interns' views regarding the time of getting the logbook at the beginning of the training was 3.87.

Similarly, out of 5-point Likert scales, the mean scores of the views of the interns regarding different issues of the process of

the internship were within 4.2 to 4.4 (Table 2). Rahim (2017, p.45) found that on 5-point Likert's scale the mean score of the interns' views regarding the use of the logbook like 'filling up it honestly', 'use as a document for the training' and 'the time of getting the logbook' were within 3.3 to 3.58.

Out of a 5-point Likert scale, the mean scores of the interns' views regarding the issue to what extent the interns have to follow code of conduct rules, regulations & leave as per the logbook were 4.4. Rahim (2017, p.44) found that on 5-point Likert's scale the mean score of the interns' views regarding the issues to what extent they had to come regularly, had to come timely, maintenance of attendance and compulsory to complete the duty before leaving the ward were within 4.38 to 4.56.

Out of 5-point Likert scales, the mean scores of the views of the interns regarding different issues of achievement of competency during their internship were within 4.2 to 4.4 (Table 3). Noman (2016, p44) found that only 41.1% intern & 48% teacher agreed that training hospital authority follow the one day induction course for the intern. Rahim (2017, p.43) found that on a 5-point Likert scale the mean score of the interns' agreement on the

information about competencies to be achieved as outlined in the logbook was 3.37.

### Conclusion:

This particular section of the study found that the interns are very satisfied about initiation of their internship, the process of their internship, achievement of competency during their internship and methods of the training during their log book based internship.

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