

Title: Comparison of self-efficacy beliefs in medical competencies between students working in affiliated hospitals continuously and those working in departmental blocks

Type of submission: Oral presentation

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Abstract:

Introduction:

Many schools send their 6th year medical students to gain experience in affiliated hospitals as a single block of long duration which students see patients in all specialties continuously in one hospital (continuous affiliated hospital experience). However, some prefer to provide students with experience in a particular specialty in a medical school coupled with a short period of experience in that same specialty in an affiliated hospital before rotate to other medical specialties (departmental block experience).

Purpose:

We compared self-efficacy beliefs in medical competencies between students in continuous affiliated hospital experience and those in departmental block experience to determine which type of externship rotations provide a better learning environment.

Method:

One class of 238 sixth-year medical students were sent to affiliated hospitals in continuous affiliated hospital experience during their internal medicine and pediatrics clerkship, and then sent to affiliated hospitals in departmental block experience during their surgery and obstetrics-gynecology clerkship. At the end of rotations, students rated their self-efficacy beliefs in medical competencies before and after their rotations.

Results:

After the Wolfe and Chiu procedure for rating scale equating was applied, self-efficacy scores obtained before and after rotations were placed on the same scale. The analysis of covariance (ANCOVA) revealed that when controlling for the differences in self-efficacy beliefs before the clinical rotations, there was no statistically significant difference in self-

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efficacy beliefs between students in continuous affiliated hospital experience and those in departmental block experience, $F(1,298) = 0.183$, $p = 0.67$.

Conclusion:

A continuous affiliated hospital experience and a departmental block rotation were of equal educational quality in improving students' self-efficacy beliefs in medical competencies.

21/10/2015
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