

Title: Clinical education partners' perceptions of clinical teacher and clinical training

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What problem was addressed: Clinical education is a complex process including: teacher, learner, content, context and patient which could affect the effectiveness of clinical teacher, besides being challenged with busy clinical practice and self upgrading. Clinical teacher can be a leverage to improve these axes. Meetings with all clinical partners showed dissatisfaction of clinical education at Ain Shams Faculty of Medicine. This dissatisfaction mandates to determine the needs for clinical education reform.

What was done: The purpose of this study is to describe and compare perceptions of clinical education partners about clinical teacher and clinical training. A cross sectional survey was done during academic year 2013-2014 using questionnaires and focus groups. Results of focus groups will be reported separately. Number of participants for questionnaires were: faculty (n=166), students (n=787), graduates (n=192) and patients (n=154). The two pretested Arabic questionnaire with 5- Likert scale including different domains were used. The first questionnaire was targeting clinical faculty, sixth year medical students and graduates. It was self-administered and consisted of 43-attitude statements about "clinical teacher" (clinical competency, teaching skills, personal qualities) and "clinical training" (program, teaching methods, professionalism, assessment, obstacles). The second questionnaire was targeting patients. It was an interview questionnaire and consisted of only 26 statements (after excluding teaching methods, assessment and obstacles statements). Cronbach's α was used to test internal consistency. Domains total scores percentages were calculated. The higher the score in each the more positive is the attitude. Leveling of the total attitude was carried out as low <25%, moderate 25-75% and high >75%. Data normality was tested by Kolmogorov-Smirnov test. Non-parametric tests & X^2 test were used to compare between groups.

What lessons were learned: There are highly statistical differences in perceptions of the four studied groups as regards characteristics of the current clinical teacher and clinical training especially between students and faculty. This signifies the needs of clinical teaching reform and training of clinical educators to meet the essential priorities of clinical education partners especially students.

The highest median (IQR) attitude percent towards **CLINICAL TEACHER** was for the patients; 56.8 (11.9) and the lowest was for students; 17.6 (11.8) with overall median (IQR) percent = 22.1% (19.1). Difference in median total attitude percent between the four groups was statistically highly significant, and all differences in between groups were statistically significant (p=0.000 in each pair).

Median (IQR) attitude percents towards **CLINICAL TRAINING** were 43.3 (8.7), 37.5 (12.5), 42.8 (10.3) and 45.0 (13.8) for faculty, students, graduates and patients respectively

with highly significant difference between the four groups ($p=0.000$). This signifies a large discrepancy among groups in how the clinical training is perceived. Students perceive the greatest deficiency in the clinical training provided by teachers. This work indicates the need for working on priorities and re-evaluation of the clinical training program.