

PERCEPTION OF INTERNS REGARDING TYPES OF THEORY QUESTIONS AND TYPES OF PRACTICAL EXAMINATIONS DONE IN DEPARTMENT OF PATHOLOGY FOR FORMATIVE AND SUMMATIVE ASSESSMENT IN MEDICAL COLLEGES

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ABSTRACT

Background: Present time there are many diseases flourishing and it can be prohibit by the drugs and these drugs are designed, developed and prescribed by the doctors and these doctors are product of medical colleges after internship training. For development of medical skills as well as knowledge, perception of medical intern is very important. In this study we focused on the medical interns about perception regarding the type of theory questions and types of practical examinations done for formative and summative assessment in medical colleges of northern India. **Material and Methods:** Total 200 medical interns were enrolled with the written consent. Inclusion criteria was the intern should be MBBS intern and exclusion criteria was MBBS intern with supplementary exams. A questionnaire was designed after literature review. The questionnaire covered perception about types of theory questions and practical examinations. **Results:** Out of 200 interns 80(40%) interns liked essay type questions, 30 (15%) liked short answer, 30(15%) liked objective type questions, 20(10%) liked true/false while the 40(20%) interns were in favour of all types of questions in examination. While out of 200 interns 60(30%) were Satisfied, 100 (50%) were unsatisfied while remaining 40(20%) were neutral. Out 200 interns 170(85%) answered about change required while 30(15%) supported the present pattern. **Conclusions:** Medical interns and their suggestions should be included during decision making about the types of theory questions and types of practical examinations with possible execution is highly recommended.

Key words: Triglycerides, Total Cholesterol, Basal Metabolic Index, Chronic Obstructive Pulmonary Disease, Low Density Lipoprotein.

INTRODUCTION:

Incidences of different diseases have been proved the importance of medical education. These needs for medical education have undergone a considerable changeover globally in recent years. Expectations of the community has forced the health care deliverers to be well trained not only knowledgably but also skillfully and affectively (1). For development of skills as

well as knowledge, perception of medical students especially the medical intern known as future doctors is very important. Perception is always evaluated by the assessment during the course. There are two forms of assessment in medical education: formative and summative. Formative assessments happen repeatedly throughout the academic semester. They offer

valuable qualitative feedback on students current teaching–learning outcomes, and accordingly aid faculty to adjust prospective teaching methodologies in order to enhance students' subsequent learning outcomes (2,3). Formative assessments are administered to: pinpoint student's areas of strengths and weaknesses, steer prospective directions in teaching and learning, and support self-inspiration to acquire knowledge and skills away from assessment-driven motives. The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value. Examples of summative assessments include: a midterm exam and a final project.

Formative and summative assessment of medical students is necessary to evaluate the performance and preparedness during the internship (4-7). Proper teaching, ideal learning and effective assessment are involved in the process of producing a good medical practitioner. The training of a medical student must be guided by well structured educational objectives. The final product of a medical school is determined by measuring the outcome of medical education at different stages of training by Examination. This is also termed as Assessment and sometimes used interchangeably with Evaluation. In a nutshell the students are assessed for further progress from start to finish of the medical course and faculty and curriculum are evaluated for regular improvements (4,8). Interns being future doctor as well as had gone the whole teaching and practical process can suggest the innovative ideas about types of theory questions and types of practical examinations. The whole medical education depends on the theory and practical skills (9). Type of theory questions and

type of practical examinations plays an important role during the assessment to fluctuate the preparedness of students (5,10). So medical interns are the best part of the medical education system to suggest the maximum perception methods by theory and practical examinations. In this study, we focused on the medical interns of about perception regarding the type of theory questions and types of practical examinations done in pathology for formative and summative assessment in medical colleges of northern India.

MATERIAL AND METHODS

Study area: The study was carried out in the different Medical Colleges of Lucknow City of Uttar Pradesh. **Subject:** This included 200 students who are pursuing their internship training. There were 100 girls and 100 boys.

Inclusion criteria: Medical interns should be of MBBS course. **Exclusion criteria:** Should have cleared all the examinations of MBBS. **Method**

of Data Collection: Using the retrospective method, 200 questionnaires were distributed to students and were properly answered. The questionnaire included questions about demographic characteristic, pathology teaching methodology, types of theory questions in pathology: Assay types, short answer, objective, true/false, and types of practical examinations in pathology; Satisfied, unsatisfied, change required, suggestions/innovative idea/suggested reforms to be introduced. Each question had 2-5 options and students were asked to select the option which they felt was the best. The questionnaires were collected immediately after completion to minimize interpersonal communication amongst the subjects and to prevent the influence of friends on individual responses. The informed consent of the student was also obtained. **Statistically Analysis:** The results were tabulated, analysed and percentage calculated.

RESULTS

Demographic Characteristic:

Out of the 200 students there were 100 girls and 100 boys in the age group of 19-24 years, 69% (138) were from English medium schools and rest 31% (62) from non English schools.

Pathology teaching methodology:

45% (90) found practical to be most interesting 20% (40) found the lecture to be interesting and 30% (60) found the group discussion as interesting on pathology subject. Surprisingly it was found that only 5% (10) interns considered the students seminars to be of use in pathology.

Types of theory questions in pathology:

Medical interns answered about types of theory questions, out of 200 interns 80(40%) interns liked assay type questions, 30 (15%) liked short answer, 30(15%) liked objective type questions, 20(10%) liked true/false while the 40(20%) interns were in favour of all types of questions in pathology examination.

Types of practical examinations in pathology:

Medical interns answered about the types of pathology practical examinations: out of 200 interns 60(30%) were Satisfied, 100 (50%) were unsatisfied while remaining 40(20%) were neutral. Out 200 interns 170(85%) answered about the change required while 30(15%) supported the present pattern.

Suggestions/innovative idea/suggested reforms to be introduced:

Out of 200 medical interns 87.5% (175) suggested regarding the techniques and methods to use of standard and calibrated instruments in pathology. While remaining 12.5% (25) wrote thanks for the study participation.

DISCUSSION

In this study interns enrolled and asked questions about perception regarding the type of theory questions and types of practical examinations done for formative and summative assessment in medical colleges. Result showed the importance of types of theory questions and types of practical examinations. The maximum interns (40%) were in favour of the assay types of questions with a supportive statement that there is no pin point learning required in the assay type questions and helps in scoring in examinations. 15% of medical interns were in favour of the short answer type questions with supportive statements that the short answer type questions are of less marks and in more in number so there is more choice to answer the questions. Like short answer type questions 15% medical intern were answered in favour of objective type questions, with a supportive statement that the medical profession plays an important role for the community, so there should not be any place for the mistake and objective type questions support that zero error. 10% medical interns liked true/false types of questions with a supportive statement that true/false questions can help in the scoring during the assessment and also provide clues about the answer and are easy to answer. The second most favorite group of medical intern was of 20% medical interns who were supporting all types of the questions in examinations with a supportive statement that it provides overall preparation about the course. There are several types of practical examinations during the MBBS course and plays an important role in developing skilled doctor. Out of 200 medical interns 30% were satisfied with a supportive statement that it's a tradition of medicine and only the way which we have used in the past to educate and train the doctors; while on the other hand 50% medical interns were unsatisfied with a supportive statement that with the change of technology the pattern and types of

question should also be changed with the time. 20% medical interns were neutral and kept blank in the questionnaire.

CONCLUSION

Medical education provides health care to community by producing doctors. So an innovative assessment should aim to produce a doctor who will be a motivated, committed, active, reflective, deep learner, capable of self criticism and evaluation. Formative and summative assessments are required for the medical students in all subjects with more focus on pathology because it is involve in diagnosis of diseases resulting treatment to moulding medical interns with sufficient knowledge and skills in various aspects of Primary Health Care, Public Health and Preventive Medicine with emphasis on Research activities. Different teaching, learning and practical methodologies, like OSCE, OSPE, PBL, Problem solving assignments, Learning by Doing and Simulation Exercises, Evidence Based Medicine teaching and Soft Skills Development are to be adopted for the better perception of students. Teaching, practical program and assessment needs to be redesigned and implemented in an integrated manner so that it will have a positive impact on the cognitive, psychomotor and affective domains of each and every student of pathology. These changes can change the results of assessments and perception of medical students that influence the types of theory questions and types of practical examinations of pathology. For these suggestions of medical intern should be included for the theory and practical examination pattern designing.

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