

Perception of Fresh Graduates and new Academic Faculty Regarding Specialty of “Health Professional Education” as a Career- A Multicentre Study in Pakistan

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Abstract

Objectives: To gain insight into emerging medical professionals’ awareness and willingness to choose health profession education as their career.

Methodology: A cross-sectional questionnaire-based study was conducted in 3 institutes Wah Medical College (Wah Cantt), UMDC (Lahore), Sardar Begum Dental College and Kabir Medical College (Peshawar) and allied hospitals. The participants were selected via convenience sampling. MBBS and BDS graduates were included in the study. Data was collected using a self-administered questionnaire using nominal YNDK scale used to evaluate the understanding regarding Health professional education. Data was collected and analyzed in SPSS version 23.

Results: Eighty-five participants completed the questionnaire with equal male female ratio. The participants were well aware of the field and were well acquainted with MHPE. A significant number of participants agreed on making it part of undergraduate curriculum as 67% of them faced difficulties during their undergraduate studies. 91% encouraged Health professional education training at their institutes and 70% of them have Health professional education department. PBL and OSCE were known to 55.3% and 88.2% respondents respectively. Experience alone cannot make one a good teacher was expressed by 71.8% participants while 47.1% respondents command on subject is enough for being a good teacher. 65.9% participants stated that Health professional education is a demanding that involves active teaching not merely a managerial job.

Conclusion: Our results highlight the need for more research into how medical professionals see health profession education. The ever-changing healthcare landscape requires educational programs that are in line with potential students’ knowledge base and objective to enhance health profession education that develops a skilled and driven healthcare workforce in Pakistan.

Key words: Health Professions, Education, Career, Academic Faculty

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Introduction

In many other nations, Health professional education has become a prominent new specialty; but, in Pakistan, this recognition is relatively slow. In Pakistan, a regulatory body PM&DC makes sure that all medical institutions uphold the highest standards of Health professional education and keep track of all accredited medical schools in country. Pakistan has a large number of medical universities and colleges across the country both

in public and private sector The number of postgraduate programs in the field of Health professional education that have grown enormously in the last 20 years. In this country almost ten and around 126 programs internationally are offered in this emerging specialty. This (7–126+) is indicative of the heightened interest in this discipline.¹ It's critical to comprehend the perspectives are very bright for those entering and influencing the healthcare education in order to

guarantee the next generation of qualified healthcare workers.

In order to provide a complete picture of the current situation of Health professional education in Pakistan, this study will examine the perspectives of both new faculty members and recent graduates. This multicenter study explores the perspectives of two important groups: recent medical graduates and newly hired academic faculty. We hope to learn important information by investigating their opinions on Health professional education as a career route, which includes; Experiences of recent graduates: their reasons for choosing to enter this field, how happy they felt with their educational experience, and any difficulties they ran into. Whereas Fresh viewpoints from faculty: It can be insightful to consider how new faculty members see their role in training the next generation of physicians and a kind of professional development and support they require in academic settings.

In the end, the results can be utilized to create focused plans for drawing in and keeping the best students while also making sure medical school stays current and graduates are ready for prosperous employment in the rapidly changing healthcare industry. There is an increasing need for supervision and training in this competency area as interprofessional teamwork and collaboration in health care become more important parts of a healthcare professionals' job.²

A formal degree in health professional education is necessary since there aren't enough competent health professions educators in the country to match the standards in Health professional education. Improvements to the health education system were started in Pakistan earlier in 1978. An attempt was made to raise awareness of the developments, fresh perspectives, and goals of health professional education. Furthermore, fast and sufficient action was needed to enable their integration into the health professional's curriculum. Around the world, numerous educational initiatives are being developed to offer formal health professional education. Workshops, certificate programs, master's degrees, and doctorates in Health professional education are available, with durations ranging from a few days to many weeks or years. These instructional initiatives will support and educate people about health experts in the development, application, and assessment of diverse teaching and learning methodologies. It is anticipated that by laying the groundwork for high-quality education, this initiative will contribute to the production of qualified, skilled, and competent health care practitioners for society.

This study has link to cognitive evaluation theory that suggests the two motivational systems extrinsic and intrinsic. The extrinsic factors include grades, accomplishments or failures, pay, promotions.³⁻⁵ Intrinsic motivators refer to the drive or interest in the task itself or exists within the individual rather than external forces. The current study has been carried out to investigate the basic knowledge of Health professional education and willingness of medical professionals' young to make it career preference. The goal of this study is to have an insight on emerging medical professional's willingness to choose health professions education as their career and their basic understanding of Health professional education.

Methodology

This study utilized the cross-sectional analysis to provide insights about Health professional education among young graduates. The study design implicated was cross-sectional, observational questionnaire-based study. The sampling technique was non-probability convenience type. The study was conducted in 3 institutes of Punjab and KPK. The study setting was Wah Medical College (Wah Cantt), University Medical and Dental College (Lahore), Sardar Begum Dental College and Kabir Medical College (Peshawar) and allied hospitals.

MBBS and BDS graduates who successfully completed 5 and 4 years of education were part of the study respectively. The graduating students and senior faculty members were not included in the study. Data were collected using a self-administered questionnaire which was inspired from the available literature as evidence-based research. A questionnaire designed based on nominal YNDK scale was used to evaluate the understanding of the health professional education.⁶ It was developed by two to three experts in the department of Health professional education and the validity and reliability tested by piloting. After piloting the link of pretested questionnaire was shared with the participants. The questionnaire addressed main areas comprising demographic data, information about Health professional education, its requirement, teaching and assessment methodologies.

Collected data were entered in and analyzed using the SPSS software version 23. Categorical variables were presented as counts and proportions. Mean score \pm its standard deviation for each quantitative variable were calculated. Qualitative variables were expressed in graphs and charts. Relationships between categorical variables were tested by Chi-square test.

Results

Out of 100, 85 eligible participants completed the questionnaire. Among all respondents, almost equal number of males and females participated in the study. 57.6% of participants had done MBBS while 42.4% were BDS graduates. The study was conducted in 4 institutes whereas maximum number of participants were from UMDC, Lahore.

The main factors for decision to pursue Health professional education as a career was considering it having a bright future as shown in figure 1. The awareness about post-graduation in Health professional education was among almost all participant and maximum number of people were more acquainted with MHPE as a post-graduation program. But half of them had not seen any advertisement related to jobs in Health professional education. 60% people agreed on making health professional education a part of undergraduate curriculum and the relationship between opting Health professional education as a career and its future prospects was significant (P -value < 0.05).

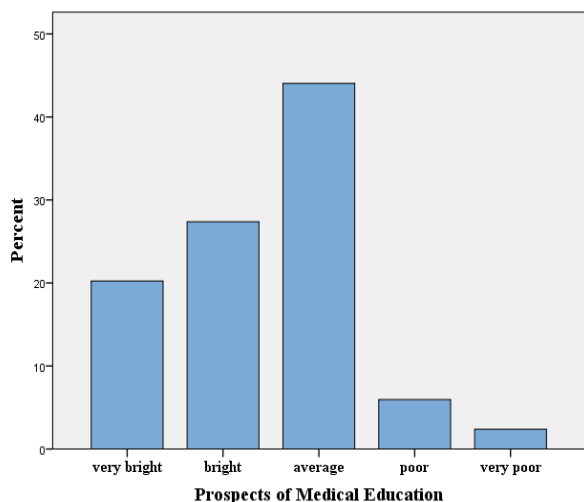


Figure 1: Future Prospects of Health professional education

Graduates who faced difficulties during their graduation (67%) most of them had problem with assessments followed by learning and finances. Few of them had mentioned other issues like favoritism, stress from environment and lack of interest in medicine. About 91% participants encouraged the training in Health professional education at their workplace. About 70% of the respondents have department of Health professional education at their workplace but few of them have an active department. 2 of the respondents quoted as “department exists but managed by other departments faculty”. The requirement of Health professional educationist was highlighted by most of the people and

half of them referred it as a shortcut to achieve a senior post as shown in Table 1.

Factors	Percentage (%)
Requirement of basic training in Health professional education	90.6
Need of qualified health professional educators	90.6
Health professional education need of the hour	87.1
Contentment with educational environment	68.2
Shortcut to senior post	50.6

New and modern learning and teaching tools in Health professional education are well known to respondents like 55.3% people know the PBL whereas as 82% were well aware of OSCE. Few of them had a better idea of TOACS. 88.2% participants think that quality of teaching of academicians can be improved by qualification in Health professional education whereas 85.7% emphasized that overall, Health professional educationist can bring a significant improvement in teaching. Interpretations about subject command and experience are enough for good teaching are expressed in table 2. Most of the people (table 2) claim that Health professional education is not merely a managerial post rather requires good amount of involvement in teaching. AEME, WHO, AMEE and ASME were the organizations related to Health professional education were known to the participants but most of them were unaware of the organizations dealing with Health professional education

	Yes (%)	No (%)
Subject command enough for being good teacher	47.1	52.9
Years of experience is enough for being good teacher	28.2	71.8
Health professional education—a managerial job	34.1	65.9
Knowledge regarding Health professional education organizations	37.6	62.4
Subject command enough for being good teacher	47.1	52.9

Discussion

This study's major aim was to provide an insight about young graduate's perception regarding health professional education and alignment with the career selection criteria. The study helped to explore the priorities of doctors to opt a specialty and reasons for the preference.^{5,6} The data focused on potential of buyer to a specific product i.e. doctor's attraction towards health professional education as a primary specialty. Our study showed most of the people had awareness about health professional education but those who don't have orientation was probably due to not fully developed department of Health professional education or with limitation of resources at their current places and the institutes from where they graduated. A study in Turkey in 2007 among tourism students indicated that the interest and willingness in a career ensures its selectivity for future. It was also emphasized that more the education exposure and personal interest more is the priority for a certain field in addition influence by family also play a role.⁷ The impact of post-graduation and transferring skills is significantly linked with the career selection and work placement. Another study claimed that improving a degree was a prime reason for enhancing job prospects and promotions that coincided with our study.⁹ In opting why to select Health professional education subject was probably due to the problem faced by the people while they are graduation most of the come up with the examination and learning difficulties followed by financial and others.¹⁰ Most of the graduates in our study highlighted the importance of teachers training in improving teaching skills. A study in January 2014 at a hospital in Germany revealed the importance of teacher training and found a significant difference among trained and untrained teachers.¹¹ The importance of Health professional education department in an institute is irrefutable thus it helps to provide the reforms in curriculum, improvement in assessment including evaluation, validation, internal quality control, audit and external quality assessment.¹² A well-developed Health professional education department may evaluate internal and external quality assessment with self-performance, figuring out the problems pertinent to educational process. In addition, it also effects set goals by accurate availability of data and its dissemination and reassurance of best practice. These requirements increase the importance of qualified Health professional educationist in health sectors. The evolution of Health professional education was to fill the gap between the undergraduate and graduate education and align it, thus many organizations internationally put strong efforts to move it from back seat to the original position. In reality,

the introduction of DME into medical and dental institutions is generally seen as a development for the better. Medical colleges can effectively leverage these positive impressions to create and maintain change in Pakistani Health professional education. Health professional educationists in any Health Institutions worked on various aspects of curriculum and clinical training. The introduction of new technologies and knowledge involving changing practices including the environment demanded the revision of curriculum. The change much needed was in basic sciences and its integration with the clinical curricula.¹³ The newer teaching and learning techniques and assessments methods are widely appreciated in our study and all over, because of their significant validity and reliability. New examiners are well aware of these methods and are fairly used in many schools.¹⁴ Case Based learning and Problem Based learning improves learning and retention of knowledge by enhancing critical thinking and reasoning, correlation, time management and responsibility. Moreover, it also enhances communication skills and awareness to own limitations. Thus provides the understanding of clinical appraisal and understanding of evidence-based medicine.¹⁴ The changes in Health professional education are the need of the hour because of need of adult learner and evolution in health care system. Health professions instructors need to pay attention to the opinions of patients, employers, students, and regulators as new service delivery models emerge.¹⁵

Conclusion

Our results highlight the need for more research into how medical professionals see health profession education. The ever-changing healthcare landscape requires educational programs that are in line with potential students' knowledge base and objectives. By illuminating their awareness, aspirations, and knowledge of health profession education, we can tailor curricula and recruitment strategies to effectively attract and prepare future healthcare leaders. In addition, by clarifying the variables impacting their expectations and career decisions, we enhance health profession education to develop a skilled and driven healthcare workforce in Pakistan.

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Authors Contribution:

- ^{1,5} Substantial contributions to the conception or design of the work;
^{1,2,3,4} The acquisition, analysis, or interpretation of data for the work;
^{1,5} Final approval of the version to be published;
^{1,5,6} Drafting the work or revising it critically for important intellectual content.