

# THE WORK EFFECTIVENESS OF THE SUPERVISING PHYSICIANS TRAINING PROGRAM OF CHINESE MEDICAL CARE INSTITUTIONS BY TUTORS

C.T. Huang, S.R. Lo, Y.F. Chen, C.I. Huang  
Joint Commission of Taiwan, New Taipei City, Taiwan

## Objectives

Post Graduate clinical training program of medical education after graduate is the trends of world. In addition to clinical knowledge, medical ethics, health care regulations, evidence-based medicine, infection control, hospital management, medical quality all physicians should have core competencies.

Used places responsible for training physicians did not regulate training courses and couldn't make sure the quality of teaching. In order to improve the quality of training, the Ministry of Health and Welfare (MOHW) in 2009 to promote the " Quality improvement plan for the training of responsible physicians in Chinese medicine "plan, the full implementation in 2014.This is important change for Taiwan clinician training and medical education. Future goals of MOHW to promote three stages: (1)Training of responsible physicians in Chinese medicine 、(2) Chinese medicine Resident training 、(3)Chinese medicine specialist training, improve the overall competitiveness of Chinese medicine and health care quality.

To assess the effectiveness of " the supervising physicians training program of Chinese medical care institutions". We collect tutors' opinions to evaluate the effectiveness of this program.

Table 1. background information

Assessment themes	Content options	Number	%
The number of trainees in training hospital	2 or less	16	8.8
	3 to 5	44	24.2
	6 to 10	49	26.9
Tutors' working years in clinical work	11 or more	73	40.1
	5 to10 years	83	41.9
	11 to15 years	49	24.7
	More than 16 years	66	33.3
Teaching time	1 to3 years	60	30.3
	4 to6 years	36	18.2
	7 to9 years	25	12.6
	More than 10 years	77	38.9
The proportion of average teaching time in weekly clinical work hours	Less than 10%	6	3.1
	10-20%	82	42.7
	21-30%	43	22.4
	31-40%	35	18.2
	More than 40%	26	13.5

Table 2. program implementation

Assessment themes	Strongly agree	agree	Neutral	disagree	strongly disagree
The hospital has a relevant path to explain the implementation of the relevant content of the project	36.7	53.8	9.0	0.5	0
It is reasonable for the hospital to pay the teaching subsidy or incentive measures provided to the teachers' teaching	20.1	47.7	28.1	2.0	0.5
The recommendations of the training physician training implementation can reflect the pipeline and participate in the course	28.1	60.3	10.6	0.5	0.5
The trainee learns the passport or course of study to keep me in progress	19.6	62.8	14.6	1.5	0
Regularly review trainees' passports or learning history files	24.6	61.3	12.1	0	0
Can use the appropriate assessment method to assess the training physician	25.6	65.3	7.0	0	0
In the training process immediately feedback training physician	30.2	64.8	3.0	0	0
For the training of poor results of the training physician, can provide counseling or reinforcement training	23.1	63.3	11.1	0	0
During the clinical training process, I can support and instruct the trained physician	31.2	62.3	5.0	0	0
The evaluation mechanism of teachers' teaching performance is appropriate	18.6	64.3	15.6	0	0
Can learn their own teaching performance evaluation results	20.1	65.8	12.1	0.5	0
The institution can reflect my teaching contribution and effectiveness in the results of promotion or performance appraisal	17.1	57.8	19.1	3.5	1.0

## Results

A total of 200 tutors responded to the survey questionnaires, with a response rate of 72.5%. The questionnaire shows the majority of tutors are in clinical work for 5 to10 years (83, 41.9%), while the number of trainees in training hospitals where tutors served is more than 11 (73, 40.1%). In terms of teaching time, the majority of tutors (77, 38.9%) are with more than 10 years teaching experience. The greater part in average teaching time represent the proportion of weekly clinical work hours is 10-20% (82, 42.7%)(Table 1). Overall the The degree consent of this survey are 85.4%, 84.6%, and 89.8% for program implementation, tutors training program, training effectiveness and self-assessment. (Table 2-4)

Moreover, the result of one-way ANOVA test (Analysis of variance, ANOVA) shows that tutors' clinical work time and teaching time in the "Tutors will be able to know their teaching performance evaluations", " The hospital can adequately subsidize or provide related tutor training program ", "The tutor training programs offered by hospital are helpful to teaching ", " Overall the hospital training program planning and implementation are good " and " Tutors are willing to continue to be a tutor in the future " items have significant differences (P < 0.05). Compared to tutors with more than 10 years of clinical work or teaching experiences, tutors with less than 10 years of clinical work or teaching time are not satisfied for teaching resources provided by hospital and less than confidence in their teaching performance as well. In contrast, the longer the tutors' clinic work or teaching years, the implementation of the effect was higher.

Table 3. tutors training program

Assessment themes	Strongly agree	agree	Neutral	disagree	strongly disagree
The hospital has a teacher to cultivate the relevant plan, and there is indeed the implementation	35.7	54.8	8.0	0	0
Often have the opportunity to participate in teacher training courses	31.7	56.8	9.5	0	0.5
The hospital can fully subsidize or provide relevant teacher development courses	28.6	45.7	21.1	1.0	1.5
The teacher development program provided by the hospital is helpful for my teaching	25.6	59.3	11.6	1.5	0

## Methods

The survey subjects include all tutors of the program in 2016. The questionnaire includes four perspective, background information, program implementation, tutors training program, training effectiveness and self-assessment. The 5-point Likert scale was adopted for this survey conducted in seven Case-reporting conferences held in September-October 2016. This research mainly focuses on the degree of tutor's consent on implementation of this program to analyze work effectiveness of the program.

## Conclusion

The tutors generally gave positive recognition for this program and felt the hospital teaching atmosphere was significantly improved. Most tutors also agreed with the sustained promotion and implementation of the program. In terms of tutors' training program, it is suggested that the hospitals and government should involve more teaching resources such as subsidies and rewards to strengthen the tutors' teaching skills and to enhance the teaching quality.

## Acknowledgement

This research was supported by Ministry of Health and Welfare R.O.C., under Tender Project "The supervising physicians training program of Chinese medical care institutions"

Table 4. training effectiveness and self-assessment

Assessment themes	Strongly agree	agree	Neutral	disagree	strongly disagree
On the whole, the planning and implementation of the training courses are good	27.6	62.8	8.0	0	0
I am instructed by a trained physician to log in or record a record of good performance	26.1	67.8	4.5	0	0
I think I am instructed by the training physician, its clinical practice ability to improve	26.1	64.8	6.5	0.5	0
I feel that I am instructed by the trained physician to have a correct and good clinical attitude	25.1	64.8	7.0	0	0
If I am a patient, I will be happy to let the instructor of the trained physician care or service	25.1	62.3	10.1	0	0
The future is willing to continue to serve as clinical teachers	33.7	54.8	8.0	0.5	0.5
On the whole, the implementation of the project, can promote the hospital's teaching atmosphere	30.7	57.8	9.0	0.5	0
On the whole, I support the ongoing promotion and implementation of training programs	32.2	56.3	8.5	0.5	0.5