

A Work Experience Program for Premedical Students at a Paramedical and Non-medical Workplace in the Hospital Setting in Korea

Soo-Koung Jun¹

¹Institute of Education, University of London

Abstract

The aim of this study was to develop and to evaluate the students' satisfaction of the work experience learning program at the hospital setting for premedical students which was applied to 2005-2006. Program was developed in cooperation with hospital authority with reference to the similar cases of other universities. Selected programs included were both nursing and administration sections of various services. Students' satisfaction was examined by questionnaire, consisting of 13 items from 3 categories (contents & administrative procedures, communication skills & interpersonal interaction, and understanding hospital professions). The program was implemented for one week at the end of the premedical year 2 at the university hospital. Each student experienced only in one service section in 2005, but changed to two in 2006 for a week. Students responded positively to the satisfaction questionnaires in three categories (contents & administrative procedures, communication skills & interpersonal interaction, and understanding hospital professions). It is concluded that the experience-based learning program at the hospital setting was evaluated positively by students and also made students to understand a wide range of hospital professions and their roles.

Keywords: Experienced learning, Hospital setting, Premedical Program

1. Introduction

Nowadays physicians cannot do their own job without a help from paramedical and non-medical colleagues, so the communication ability with them is very nec-

essary to physicians (Lee, 2006). However, in the medical education, the focus is on the personal physician's knowledge and skills and the cooperation with paramedical colleagues is not well considered (Kim, 2000). Within this context, it is expected that if premedical students participate in the volunteer program to work with paramedical or non-medical members of the hospital, their communication and interpersonal skills would be developed (Go, 2006). Within this context, E medical school developed the work experience program for premedical students and examined the students' satisfaction of the program.

2. Method

Program was developed in cooperation with hospital authority with reference to the similar cases of other universities. Selected programs included were both nursing and administration sections of various services. The program was carried out in 2005 for 52 2nd year and 52 3rd year students and in 2006 for 43 2nd year students. Students' satisfaction was examined by questionnaire, consisting of 13 items from 3 categories (contents & administrative procedures, communication skills & interpersonal interaction, and understanding hospital professions). Frequency of the collected data was calculated.

3. Results

3.1. Program development and implementation

First, 18 departments or teams in the hospital were chosen as a place for work experience: Facility maintenance team, Biomedical management team, Information service, Pharmacy, Patient Administration, Diagnostic Radiology, Laboratory medicine, Dietary department, Central Supply, Ward, Outpatient Clinic Service, Intensive Care Unit, Delivery Room, Hemodialysis, Neonatology Room, Operating Theatre, Emergency, and Reception. Each department or team set up the objectives of experience. Second, each student selected the place they wanted to experience for a week. Third, before starting work experience, students participated in the induction course, held by the head nurse. They learned about hospital rules such as how to react to patients, how to speak, and clothing, and how to keep a diary of experience. Fourth, a person in charge of work experience in each department evaluated each student's job with some feedback. Fifth, when all experience was finished, students participated in the evaluation meeting, shared their experiences and submitted their diary.

3.2. Student's satisfaction survey

Students responded positively to the satisfaction questionnaires in three categories: contents & administrative procedures; communication skills & interpersonal interaction; and understanding hospital professions.

First of all, regarding the content and administrative procedure (shown in Table 1), 84.4 percent in 2005 and 90.7 percent of students were positive to the question 'the program was beneficial'. Students reported that the program was

interesting: 84.5 percent in 2005 and 79.1 percent in 2006. 86.7 percent in 2005, and 86.0 percent of students thought this program should be implemented in the coming years. Regarding the period of time (a week), in 2005, negative response was about more than 20 percent but in 2006, it decreased by 7 percent. In 2005, each student one department for a week, so some students felt boring but in 2006, they only spent 2.5 day in a department. Generally students reported that they participated in the program actively.

Table 1 Students' responses to the implementation of the program

		Unit: % (No. of students)				
Item	Year	1*	2*	3*	4*	5*
The program was beneficial.	2005	44.4 (20)	40.0 (18)	13.3 (6)	-	2.2 (1)
	2006	44.2 (19)	46.5 (20)	7.0 (3)	-	2.3 (1)
Experience of doing jobs in the department was interesting.	2005	37.8 (17)	46.7 (21)	8.9 (4)	4.4 (2)	2.2 (1)
	2006	32.6 (14)	46.5 (20)	18.6 (8)	-	2.3 (1)
I think this program should be run in advanced years.	2005	48.9 (22)	37.8 (17)	8.9 (4)	2.2 (1)	2.2 (1)
	2006	37.2 (16)	48.8 (21)	14.0 (6)	-	-
The program period was appropriate.	2005	22.2 (10)	5.6 (16)	22.2 (10)	17.8 (8)	2.2 (1)
	2006	20.9 (9)	53.5 (23)	18.6 (8)	7.0 (3)	-
I participated actively.	2005	55.6 (25)	33.3 (15)	11.1 (5)	-	-
	2006	39.5 (17)	53.5 (23)	7.0 (3)	-	-

1*. Strongly agree / 2*. Agree / 3*. Neutral /

4*. Disagree / 5*. Strongly disagree

Second, regarding communication skills and interpersonal interaction (shown in

Table 2), 3 questions were asked. In 2006, 30.2 percent of students reported that they did not have enough chances to communicate with staffs. Students felt that generally the staffs were kind. Regarding whether they could feel friendly to people supporting doctors in a hospital, in 2005 most students were positive but in 2006, about 40 percent of students were not positive.

Table 2 Students' responses to interpersonal relationship with the department staff

Unit: % (No. of students)						
Item	Year	1*	2*	3*	4*	5*
I could have enough chances to communicate with staff.	2005	31.1 (14)	42.2 (19)	17.8 (8)	6.7 (3)	2.2 (1)
	2006	27.9 (12)	41.9 (18)	30.2 (13)	-	-
The staffs were kind.	2005	60.0 (27)	31.1 (14)	8.9 (4)	-	-
	2006	51.2 (22)	41.9 (18)	7.0 (3)	-	-
I feel friendly feeling to whom support doctors in a hospital.	2005	55.6 (25)	35.6 (16)	6.7 (3)	-	2.2 (1)
	2006	11.6 (5)	39.5 (17)	39.5 (17)	9.3 (4)	-

1*: Strongly agree / 2*: Agree / 3*: Neutral / 4*: Disagree / 5*: Strongly disagree

Third, regarding understanding other jobs in a hospital (shown in Table 3), most students reported that they expanded their understanding about the department they experienced: 95.7 percent in 2005 and 86.1 percent in 2006. 91.2 percent and 96.3 percent of students responded positively to the question whether they realized many types of occupations in a hospital. To the questions "this program provided a chance to think of the necessary character of a doctor who works with other occupation", most students were positive: 95.5 in 2005 and 93.0 percent in 2006.

Table 3 Students' responses to the understanding of department roles of the hospital

Unit: % (No. of students)						
Item	Year	1*	2*	3*	4*	5*
I expanded the understanding the department I joined.	2005	53.3 (24)	42.2 (19)	2.2 (1)	-	2.2 (1)
	2006	32.6 (14)	53.5 (23)	14.0 (6)	-	-
I realized there are many types of occupations in a hospital.	2005	75.6 (34)	15.6 (7)	6.7 (3)	-	2.2 (1)
	2006	69.8 (30)	25.6 (11)	4.7 (2)	-	-
This program provided a chance to think of the necessary character of a doctor who works with other occupation.	2005	62.2 (28)	33.3 (15)	2.2 (1)	-	2.2 (1)
	2006	48.8 (21)	44.2 (19)	7.0 (3)	-	-

1*: Strongly agree / 2*: Agree / 3*: Neutral / 4*: Disagree / 5*: Strongly disagree

4. Conclusion

The program offered students the volunteer work of non-physician service in a general hospital setting so that they were asked to understand the hospital organization, to upgrade their service mind and to develop communication skills together with offering opportunities of collaboration experience prior to their in-hospital education. It is concluded that the experience-based learning program at the hospital setting was evaluated positively by students and also made students to understand a wide range of hospital professions and their roles.

5. Reference

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