



Preparedness and Confidence of the End Of Posting (EOP) examination during the post COVID period among 3rd and 5th year medical students from online teaching

Tan Zhi Han & Yong Xiu Rong
Universiti Putra Malaysia (UPM)
Selangor, Malaysia
Advisor: Miss Soo Jia Ying

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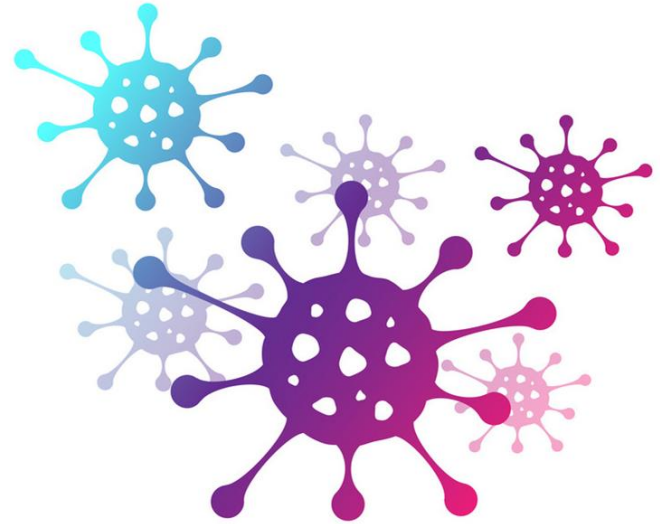


Thesis Presentation Outline

Introduction

COVID-19

- **Affected globally on a large scale in almost all the sectors in the world.**
- **Medical education is heavily affected**
- **Due to the heavily emphasized on the clinical exposure and clerkship in the hospital.**



COVID-19
CORONAVIRUS

Literature Reviews

**Ferrel &
Ryan
(2020)**

- Full impact of COVID-19 on medical education is not fully known
- Emphasizes to study the changes made in response to this pandemic.

**Choi et al.
(2020)**

- A national survey in UK medical school
- Impact of COVID-19 on OSCEs, written examinations and student assistantships has significantly affected students' preparedness to their first-year foundation training. (p=0.025, 0.008, 0.0005)

**Liang et
al., 2020**

- Singapore's medical education was affected all the way from undergraduate to postgraduate.
- All clinical rotations for undergraduates have been suspended immediately

**Tan &
Yong
(2020)**

To determine the preparedness and confidence of the End Of Posting (EOP) examination during the post COVID period among 3rd and 5th year medical students from online teaching

Research Objectives

Primary Objective



To determine the association between year of study and the preparedness and confidence towards End of Posting (EOP) examination among 3rd and 5th year medical students of UPM



Secondary Objective #1

To determine the online teaching platform preferred by 3rd and 5th year medical students in UPM



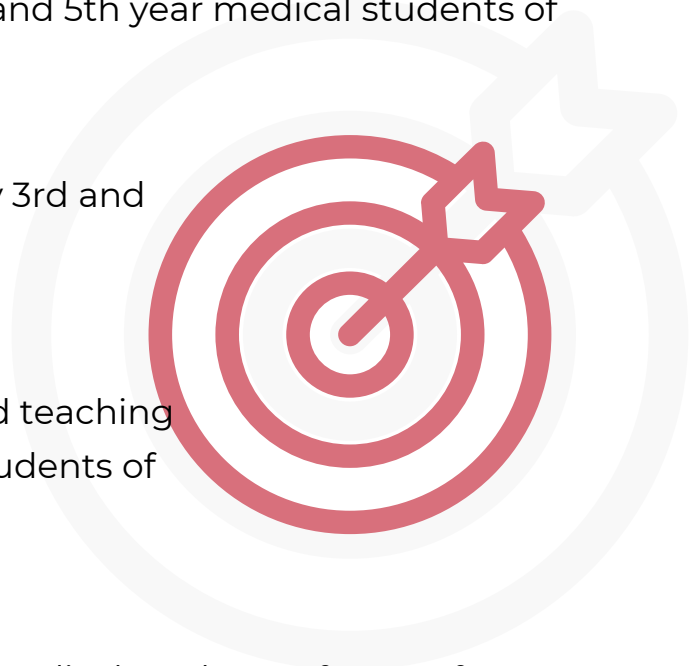
Secondary Objective #2

To determine the association between year of study and teaching method preference among 3rd and 5th year medical students of UPM

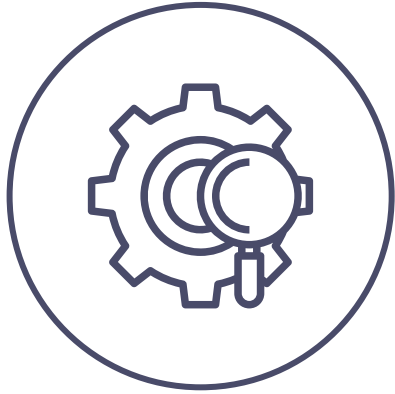


Secondary Objective #3

To determine the difficulties faced by 3rd and 5th year medical students of UPM after resuming teaching in hospital



Study Methodology



**Cross sectional
study design**



**Questionnaire*
was sent by
Google Form**



**July 2020 to
September 2020**



**Analyzed by IBM
Statistical Package
for Social Science
(SPSS) version 25**

* Adopted based on Choi et al. (2020)

Sampling

Study population

3rd and 5th year
medical students
of Universiti Putra
Malaysia

Sampling Method

Convenience
sampling method.

Number of respondents

Total Year 3 = 99 Total Year 5 = 80

Year 3 + Year 5 = 179

Number of participants= 144

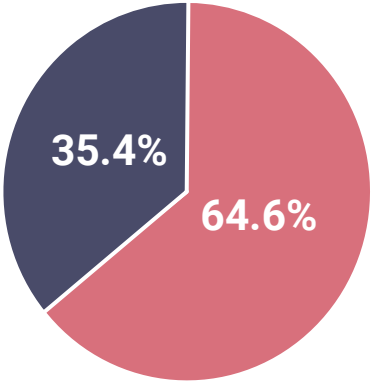
Responsive rate is $144/179=80\%$

Results



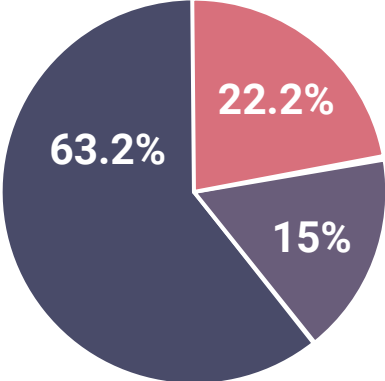
Sociodemographic

Gender



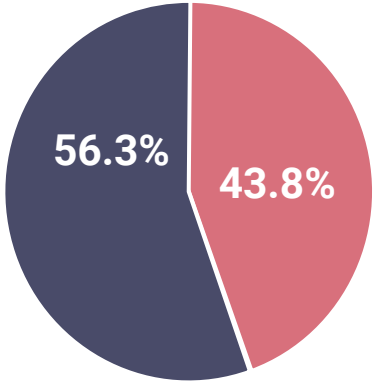
Male	Female
51 / 144	93 / 144

Ethnic



Malay	Chinese	Indian
91 / 144	32 / 144	21 / 144

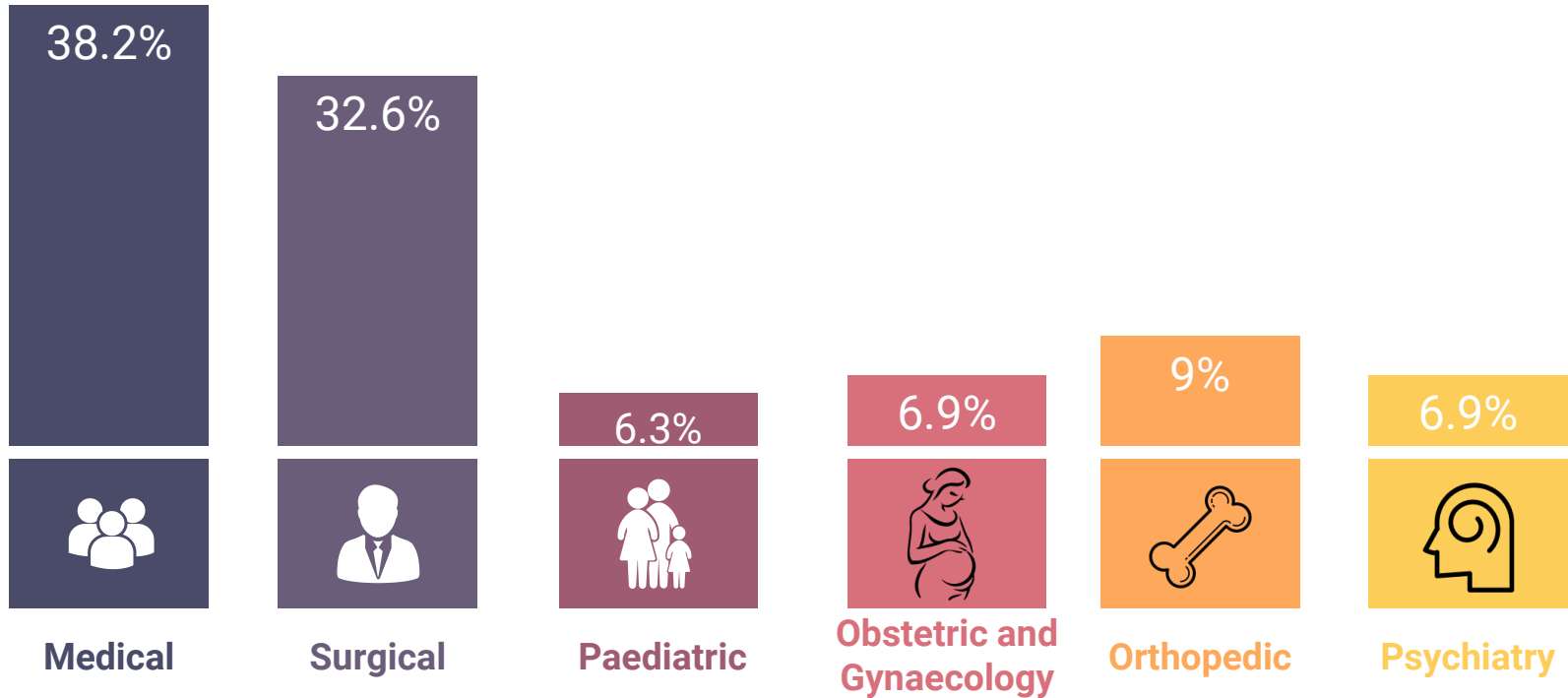
Year of Study



3rd year	5th year
81 / 144	63 / 144

Sociodemographic

Posting



Preferred Teaching Method (n=144)

	Frequency	Percent
Traditional	56	38.9
Online	16	11.1
Mixed	72	50.0

Preferred Online Platform (n=144)

	Frequency	Percent
ZOOM	44	30.6
Google Meet	67	46.5
Skype	2	1.4
Cisco Webex	6	4.2
Microsoft Team	12	8.3
Google Classroom	12	8.3
Others	1	0.7

Association between Year of Study and Preferred Teaching Method

Variables	Year of Study		Total n (%)	X^2	df	p-value
	3rd year	5th year				
Preferred Teaching Method						
Traditional	23	33	56	9.23	2	0.01
Online	12	4	16			
Mixed	46	26	72			

*significance at level 0.05

- Using Chi Square test, there is a significant association between year of study and **preferred teaching method**.
- 5th year medical students preferred traditional teaching method compared to 3rd year medical students ($p=0.01$)

Association between Year of Study and Preparedness and Confidence towards EOP examination

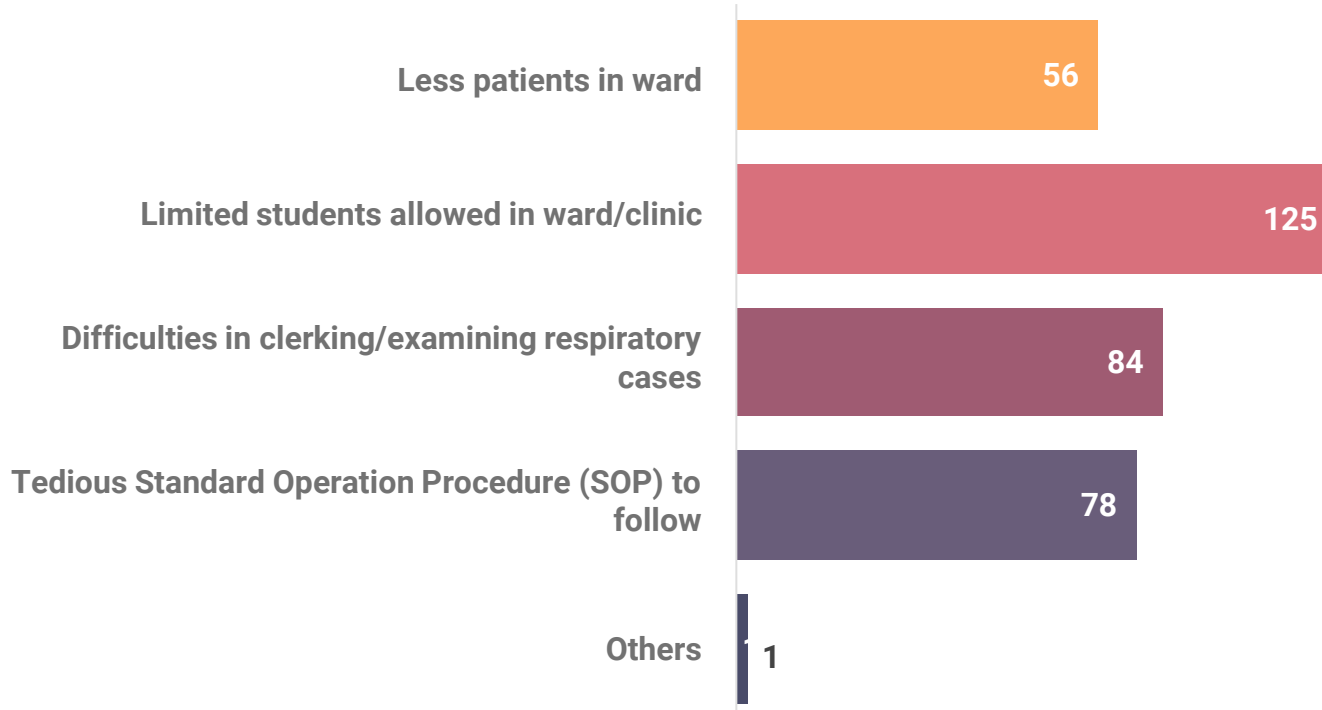
Variables	Year of Study		Total n (%)	X ²	df	p-value
	3rd year	5th year				
Preparedness toward EOP examination						
Strongly Agree + Agree	43	48	91 (100)	0.58	1	0.004
Neutral + Disagree + Strongly Disagree	38	15	53	8.133	1	
Confidence toward EOP examination						
Strongly Agree + Agree + Neutral	25	8	33	6.62	1	0.01
Disagree + Strongly Disagree	56	55	111			

*significance at level 0.05

- Using Chi Square test, there a significant association is between year of study and **preparedness towards EOP examination**
- 5th year medical students are less prepared compared to 3rd year (p=0.004)

- Using Chi Square test, there a significant association is between year of study and **confidence towards EOP examination**
- 5th year medical students are less confidence compared to 3rd year (p=0.01)

Difficulties faced after resuming teaching in hospital



Discussion

01

Google Meet is the most preferred online platform (46.5%)

- 1) The likely reasons is due to the availability of Google meet in any browser and also the free unlimited meeting time. (Biradar, 2020)



02

5th year medical students preferred traditional teaching method while 3rd year medical students prefer mixed teaching method

- 1) There are several studies that have different results.
- 2) Amer et al. (2020) claimed that medical students support traditional teaching
- 3) Paechter et al. (2010) stated that students appreciate online learning as it can provide a clear structure of the learning material, while students preferred face-to-face learning in which a shared understanding has to be derived.
- 4) Our research shows 3rd year prefers mixed while 5th year prefers traditional face to face.
- 5) The proposed reason is because 3rd year medical students are still in the stage of gaining knowledge and building up foundation while the 5th year focus more on clinical clerkship and gaining experience from real patients.

Discussion

5th year medical students are less prepared and confident for EOP compared to 3rd year

- 1) This is consistent with Choi et al (2020) where the final year medical students are less prepared for their FY1.
- 2) Meta-analysis of five databases and four key journals of medical education by Pei et al. in 2019 shows that there is no evidence that offline learning works better.
- 3) The postulated reasons for the reduced preparedness and confidence is because 5th year medical students have been trained by the traditional teaching method since they first started their clinical years.
- 4) The results from our research also showed that 5th year prefers traditional teaching method ($p= 0.01$)
- 5) The 3rd years are just starting their clinical years and are more adaptable to new changes

03



Conclusion



What is the impact of online teaching to the preparedness and confidence of the End Of Posting (EOP) examination?



Preparedness and confidence of the End Of Posting (EOP) examination were significantly affected in medical students, especially in 5th year medical students



Currently, online learning itself is not sufficient to replace traditional teaching until better strategy is implemented.

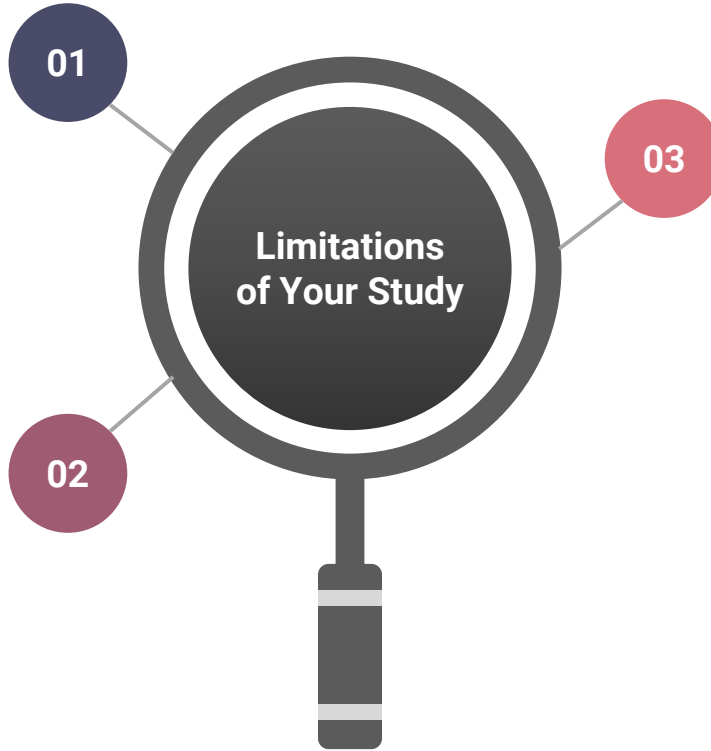
Limitation

Limitation 1

- The research is conducted in UPM
- The results may not represent the whole population in Malaysia

Limitation 2

- Selection bias was involved as this is done as a voluntary basis.



Limitation 3

- The questionnaire was derived from Choi et al. (2020)
- The questions are limited and may not represent the real level of preparedness and confidence of the medical students

Recommendation



Recommendation

More studies should be looked into the strategy to implement online learning for medical students. This can help for the future doctors to be trained by fully utilizing online teaching

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