



Kingdom of Saudi Arabia  
Ministry of Education  
King Abdulaziz University  
Faculty of Medicine



# Graduates Exit Survey

Vice Deanship for Development  
Quality & Academic Accreditation Unit

2015-2016

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## Preface

The Faculty of Medicine in King Abdulaziz University aims to become the leading regional institution for the study of Medicine in the Kingdom of Saudi Arabia through the promotion of excellent teaching and research. It is our mission to cultivate those professionals who will become the next generation of leaders.

With our rigorous educational program, rational leadership, strong Quality & Academic Accreditation Unit, qualified faculty and collaborative enthusiastic learning environment, you can now steer yourself in any direction you choose. Go out there and do something that surpass your expectations. This is how you would benefit your patients and your community.

The Faculty of Medicine has maintained its reputation for providing a high quality education that is based on innovation, interactive learning environments and opportunities for leadership, collaboration, and creativity. Hence our graduates are our future healthcare ambassadors not only to the Saudi community but to the globe. Based on Islamic values, they were educated to respect diversity and communicate effectively across a broad range of socioeconomic and cultural backgrounds; adhere to ethical and professional principles; provide compassionate, appropriate and effective patient care based on strong foundation of medical knowledge; add to the body of knowledge through constant life-long learning; and responsive to the larger healthcare system.

The most important thing is to never stop exploring and digging for opportunities. In a world where change is moving very fast, do not be frustrated, and find opportunities to the future.

*“Graduation is not the end, it is the beginning. Arie Pencovici stated that Graduation is only a concept. In real life every day you graduate. Graduation is a process that goes on until the last day of your life. If you can grasp that, you'll make a difference.”*

Vice Dean for Development  
Professor, Omar Ibrahim Saadah



## Graduates' Survey & Response Rate

Conducted annually since 2009, the Medical School Graduate Survey (MGS) surveys new graduates, after they complete the requirements for their awards. The survey response rate ranges from 90 to 100 percent.

Over the last five years, the MGS has grown to play an ever more significant role in shaping medical education in our institution. With MGS results representing consistent results, amendments and development of the undergraduate curriculum has been done, to well prepare our graduates as safe competent future doctors. It also assists prospective medical students to make informed course and career decisions, and careers advisors can integrate these findings into their career counseling practices.

### The MGS comprises of:

#### (I) Learning Experience Survey

1. Demographic data (gender, nationality, enrollment date, graduation date, email, cellular number)
2. Graduation grade (A, B, C, D)
3. Key elements of their learning experience, focusing largely on
  - 3.1 Their perceptions of acquiring:
    - Clinical & procedural knowledge & skills
    - Values & professional behavior
    - Community health promotion & epidemiology
    - Self directed and life-long learning
    - Research methodology and statistics
    - Involvement in research
    - IT skills
  - 3.2 Number & variety of exposure to clinical cases
  - 3.3 Overall satisfaction with their course.
4. Satisfaction of career counseling
5. Medical specialty choice for residency





## **(II) National & International Competences Survey**

- 1.Exposure to educational opportunities
- 2.Perception of acquiring the six ACGME core competences (Patient care; knowledge; Practice-based learning & improvement; Interpersonal & communication skills; professionalism; and systems-based practice)
- 3.Strengths in exposure to ACGME core competences
- 4.Weaknesses in exposure to core competences
- 5.Recommendations to improve exposure to core competences

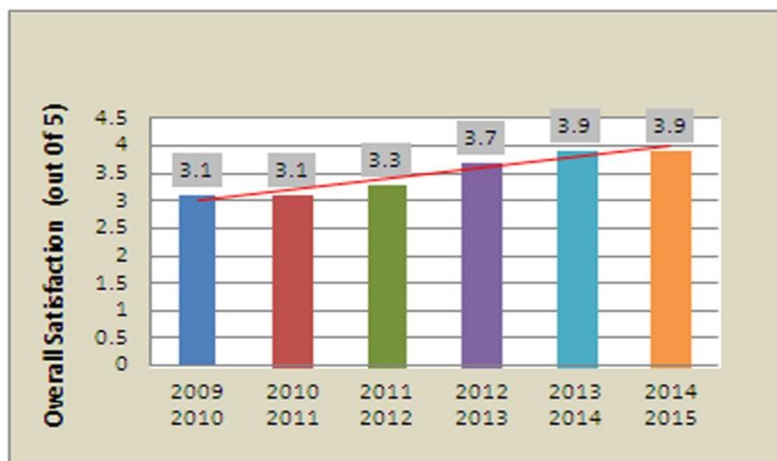
## **(III) Internship Evaluation Form:**

- 1.Basic information
- 2.Skills development & performance
- 3.Training site
4. Supervision
- 5.The things they liked most
- 6.The things they wanted to improve

## Key Performance Indicators

Five KPIs were selected from the National Commission for Academic Accreditation & Assessment (NCAAA) to represent graduates. These are:

### S- 3.1: Students' overall evaluation on the quality of their learning experiences



This progress in graduates' satisfaction is attributed to the fact that building of the curriculum was guided by national and international benchmarks.

Faculty development programs were conducted extensively to a wide cadre of faculty on engaging students to guided self directed learning. Stability of high quality performance denotes continuity of developing the competences of faculty, sustainability of the effectiveness of learning/teaching strategies and availability of learning resources.

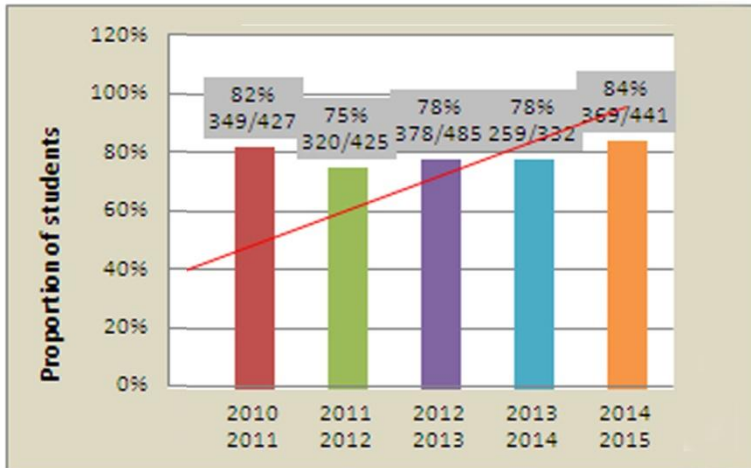
### S- 4.2: Students' overall rating on the quality of their courses



The progress in the students' overall ratings on the quality of their courses indicates progress in the quality of teaching due to structured faculty development, and the appropriateness of teaching/learning strategies. Faculty development programs were set to align with the strategies of the program, the Faculty of Medicine and the University. Improvement action plans that were based on students' evaluation results were implemented and monitored; as well, the new curriculum provided better integration of disciplines which imparted meaning to the courses and knowledge provided to students.



S- 4.5: Graduation rate: Proportion of students entering undergraduate programs who complete those programs in minimum time



The progress in the graduation rate is due to:

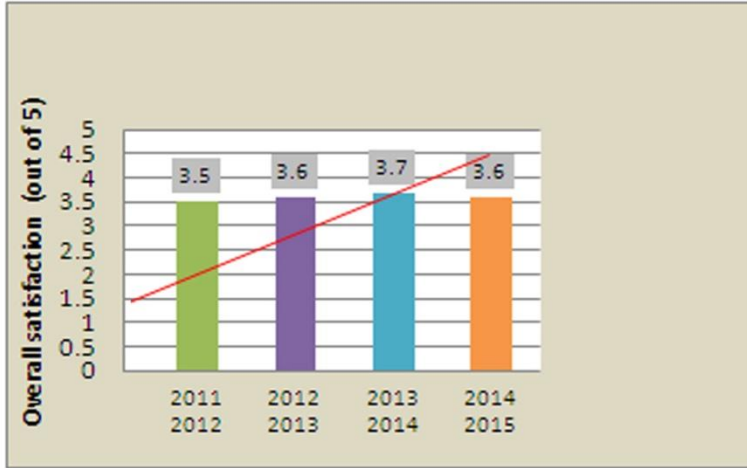
1. appropriate learning/ teaching and assessment strategies which align with learning objectives and assessment methods;
2. Good quality of well- developed teachers; and
3. availability of interactive technological platforms that enhance interaction.

S- 5.3: Students' evaluation of career counseling



The target was fully met and the actual benchmark exceeded the internal benchmarks by 3%. This is due to the presence of a well developed academic and career counseling section in the Students' Support Unit (SSU). It has a preset plan, and consistent monitoring and evaluation system. As well they have a guidebook for counselors and students in this aspect. Advanced performance was achieved during 2014-2015 and it is planned to separate the academic and career counseling sector in SSU to a separate unit which has its policies and procedures.

## S- 6.1: Students' evaluation of library services



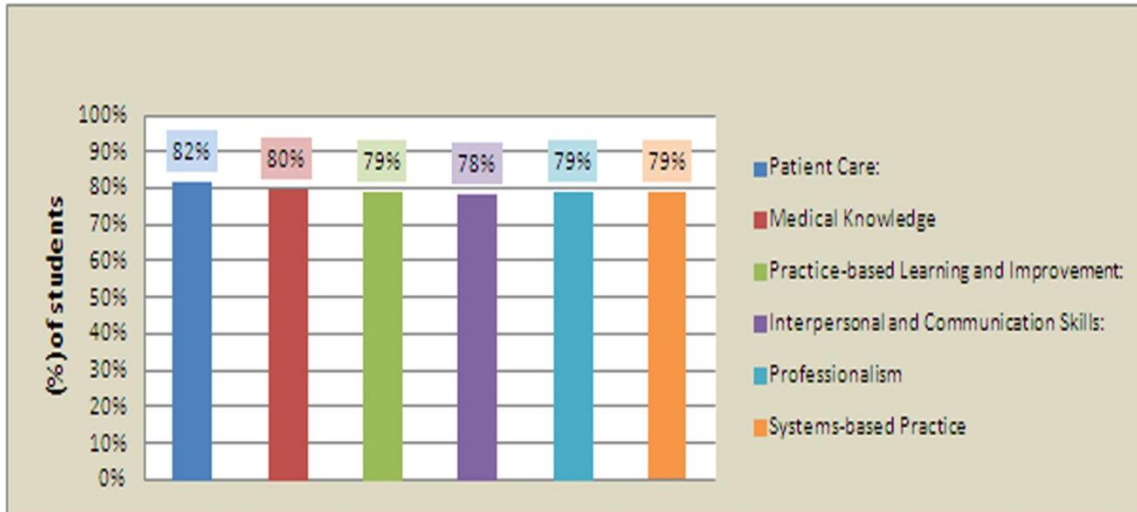
There is sustained effort from the personnel in the library in providing services of good quality to students.





## Results of the survey for five batches

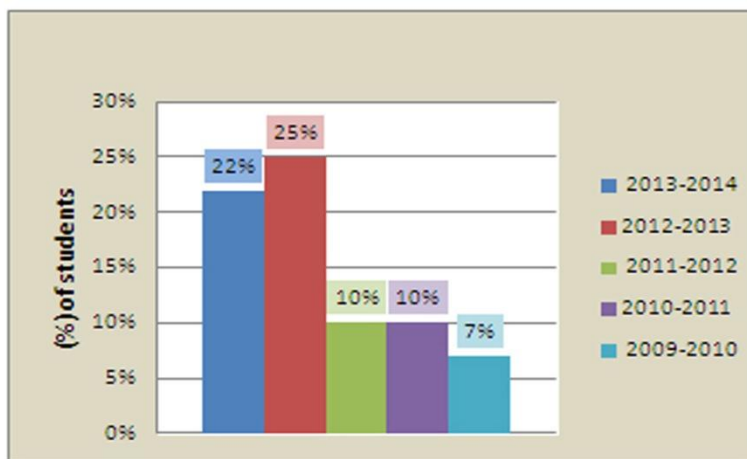
### (I) Graduates' perception of achievement of \*ACGME Competences in 2014-2015



\*ACGME: Accreditation Council for Graduate Medical Education

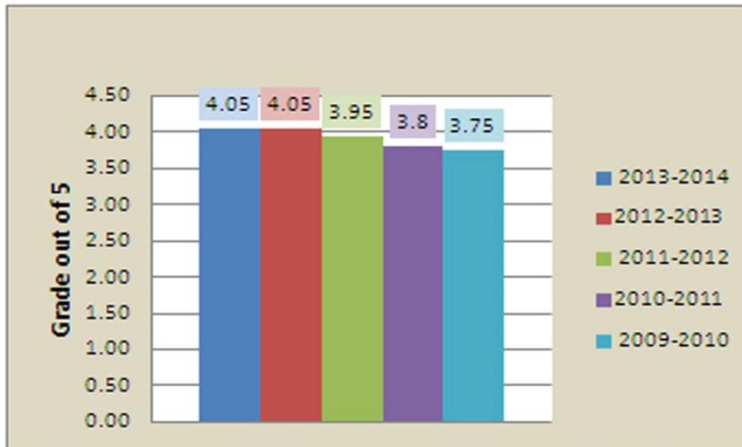
### (II) Grades Distribution in (5) batches

Percentage of graduates who got an A grade

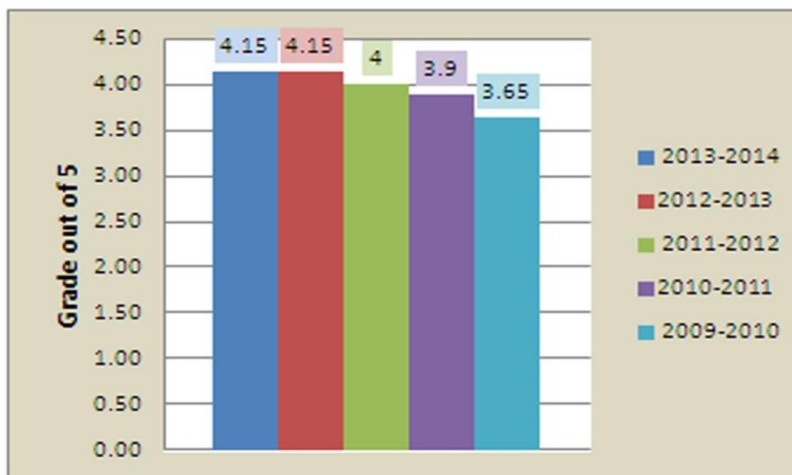


### (III) Graduates' Perception of Acquiring

#### Clinical Knowledge & Skills

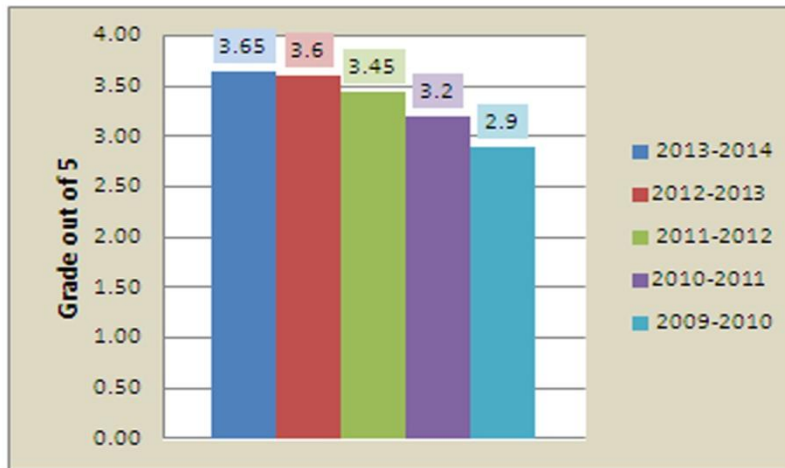


#### Professional Behavior

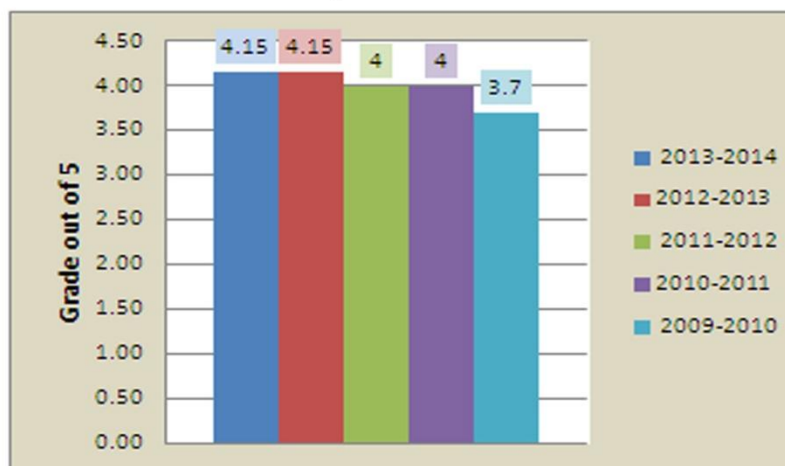




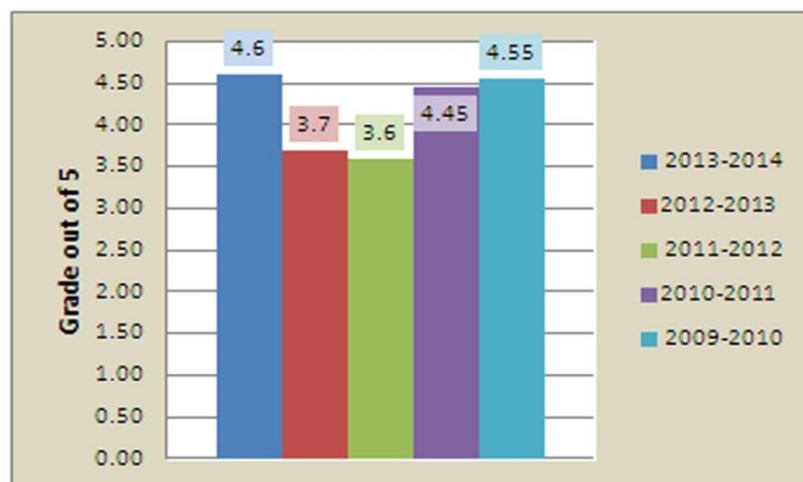
## Epidemiology & Statistical Skills



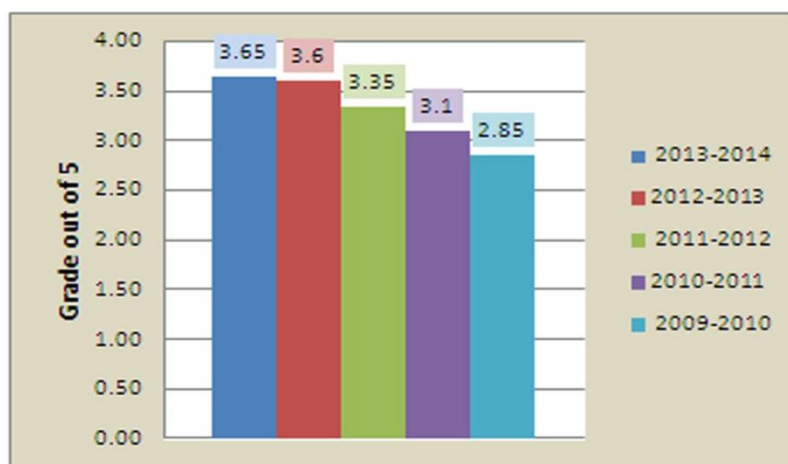
## Self Directed Learning



## IT Skills



## Research Skills

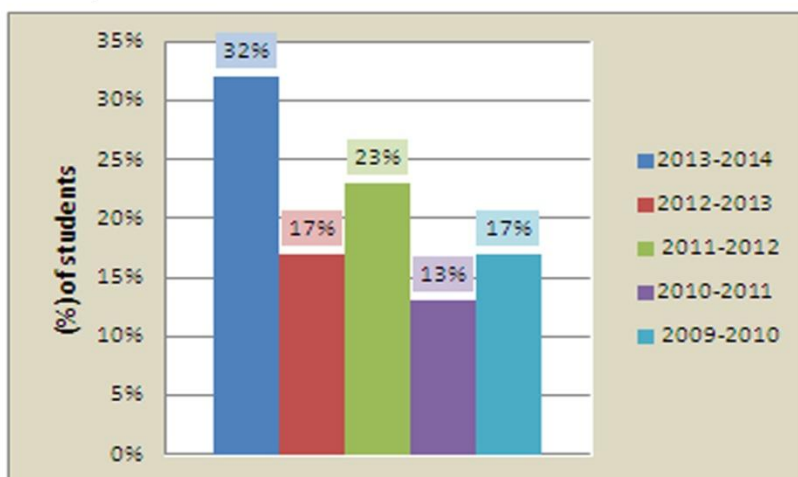






(IV) Graduates' involvement in research

Completed a research

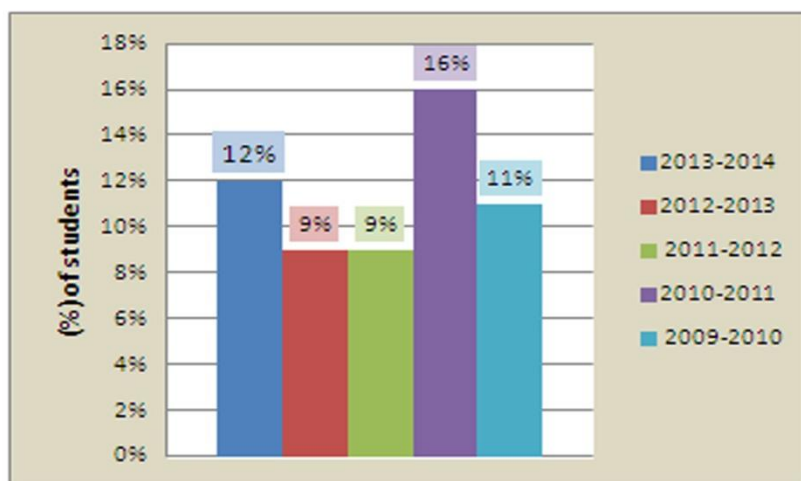


Participated partially

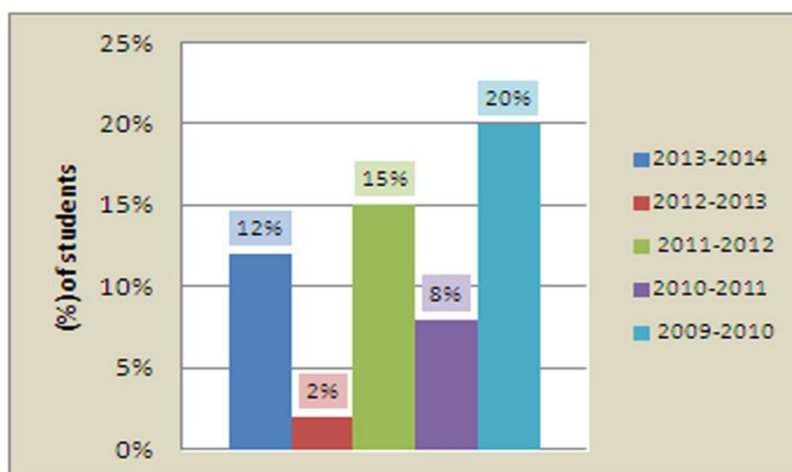




### Gathered data

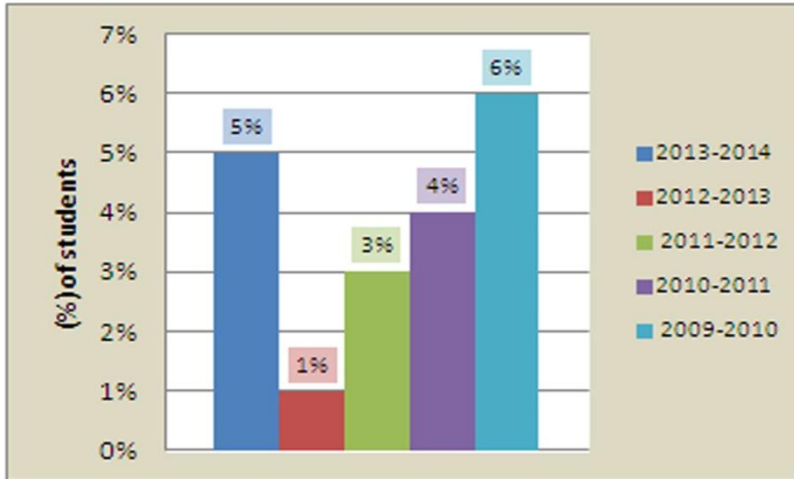


### Do not know about research

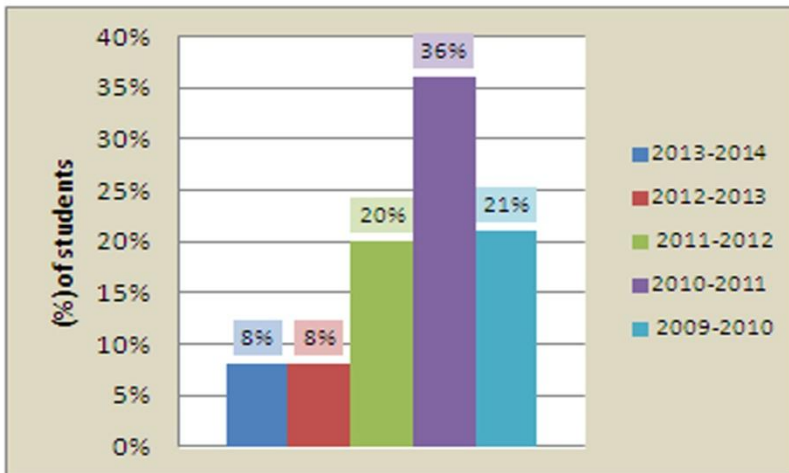




Do not know how to do research

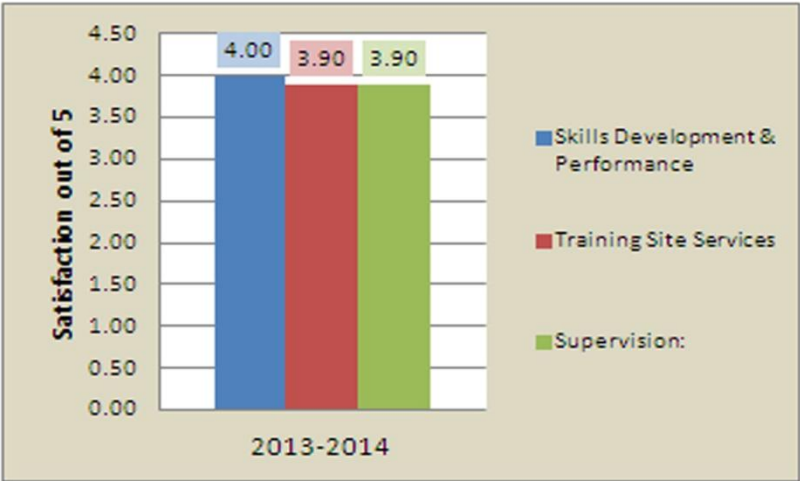


Did not participate

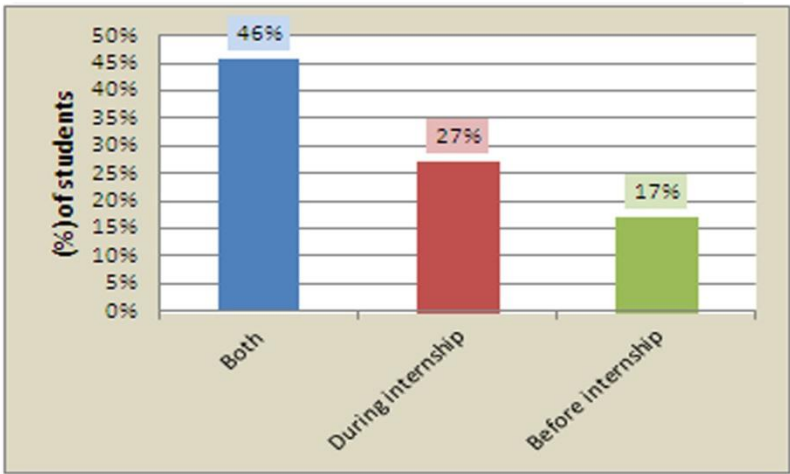


(V) Internship evaluation results

Internship Evaluation in 2014-2015



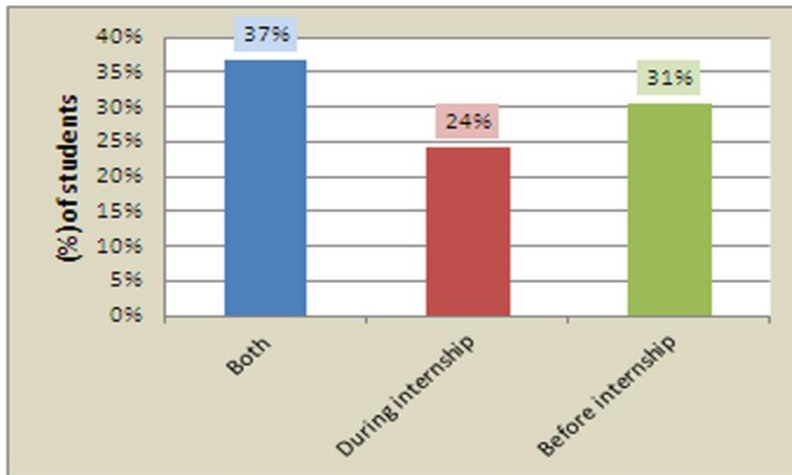
I was exposed to research opportunities



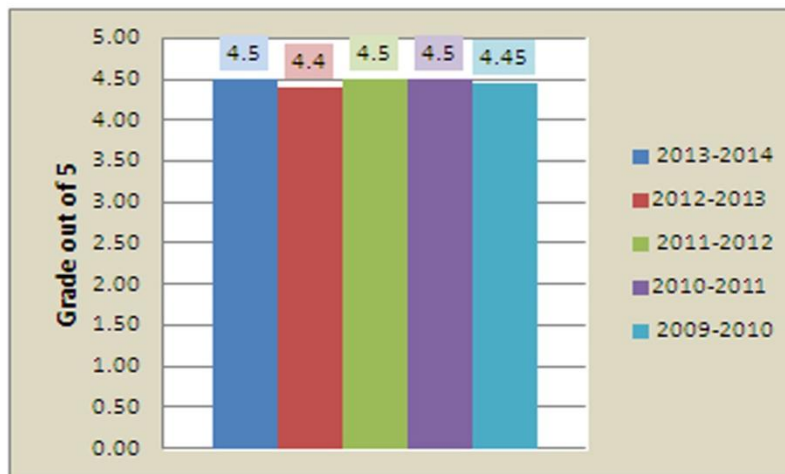




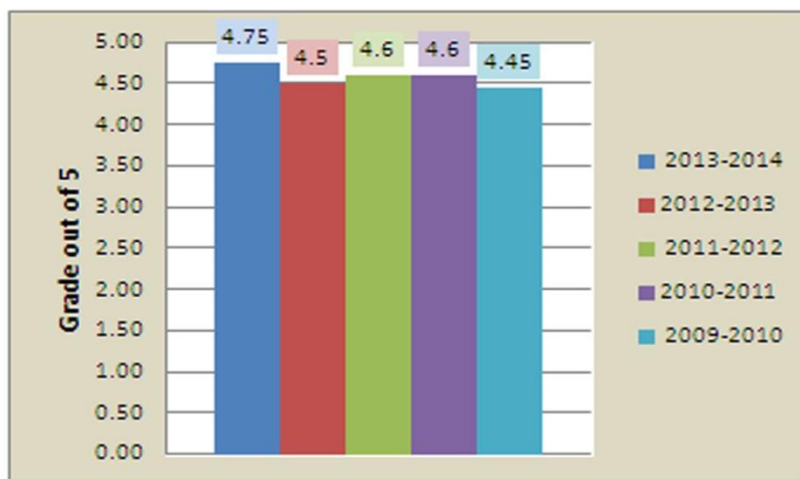
I was exposed to educational opportunities



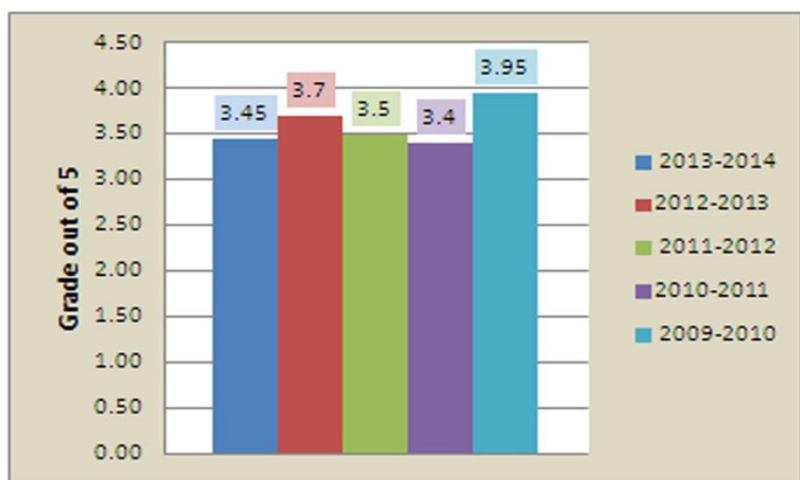
The number of patients to which I was exposed was satisfactory



The type of patients to which I was exposed was satisfactory



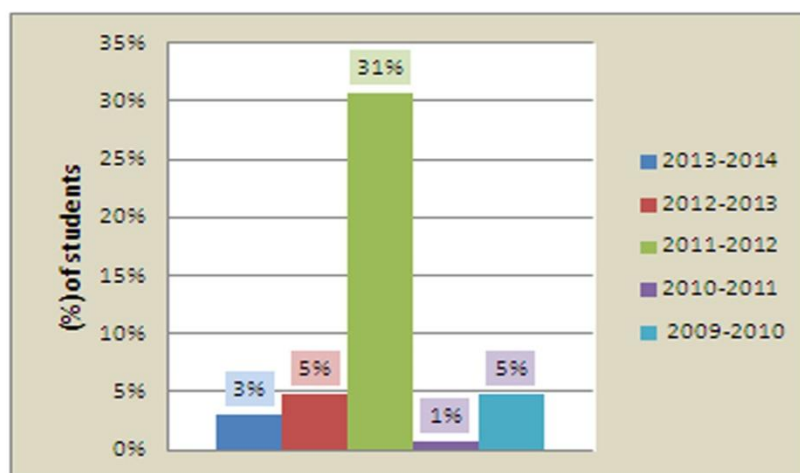
Internship prepared me to complete in medical speciality



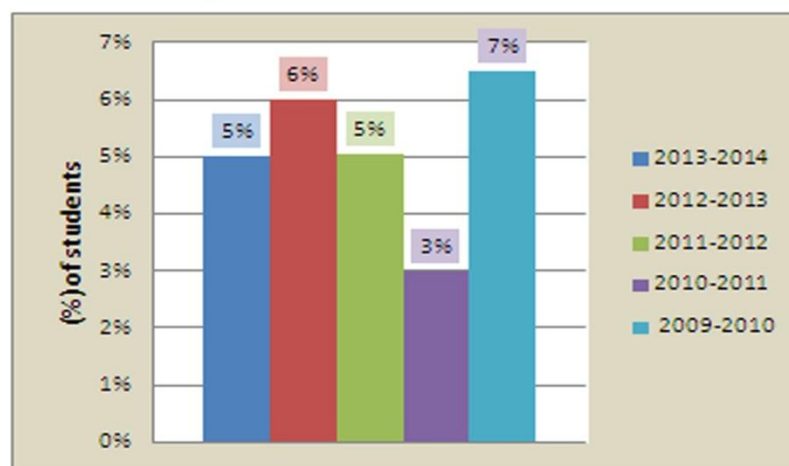


## (VI) Selection of specialty

### Basic Medical

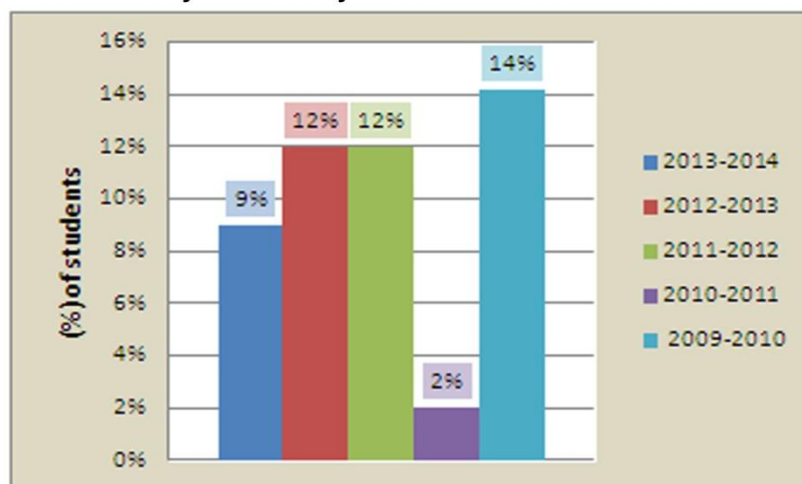


### Technical Specialties

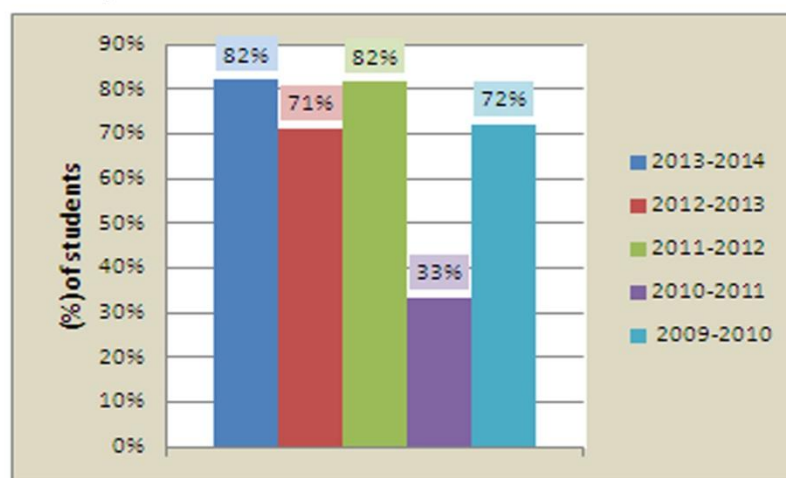




## Community & Family Medicine



## Subspecialties







## Appendix-1: Graduates' Survey



### وحدة الجودة و الاعتماد الأكاديمي



بسم الله الرحمن الرحيم

### استمارة استبيان خريجي كلية الطب – جامعة الملك عبد العزيز

عزيزي الطبيب عزيزتي الطبيبة:  
تعبثك لهذا الاستبيان ضروري لتقييم البرنامج التعليمي الذي تلقيت به بالكلية لإدخال التحسينات اللازمة عليه ومدى جودة الخدمة الأكاديمية والإدارية بالكلية ؛ وكذلك قياس درجة استئعاركم بمدى جاهزيتكم لممارسة مهنة الطب بعد التدريب بالسنة الامتياز. رأيك يهمنا

#### البيانات الشخصية :

- ١- ذكر / أنثى : .....
- ٢- الجنسية : .....
- ٣- مكان الإقامة: .....
- ٤- سنة الالتحاق بالكلية : .....
- ٥- سنة التخرج من الكلية : .....
- ٦- تقدير التخرج : ممتاز:..... جيد جداً:..... جيد ..... مقبول .....
- ٧- أين قضيت سنة الامتياز .....
- \* البريد الإلكتروني : .....
- \* الجوال : .....

### العلوم والمهارات الإكلينيكية :

غير موافق بالمرة	غير موافق	محايد في الرأي	موافق	موافق تماماً	٨- ساعدني البرنامج التعليمي على تطبيق المهارات التالية في ممارستي العملية للمهنة
					١-٨ مناظرة المريض ( history taking )
					٢-٨ فحص المريض (physical examination)
					٣-٨ طلب الفحوصات المناسبة.
					٤-٨ القدرة على تحليل نتائج الفحوصات المطلوبة (اشعة-تحاليل_رسم قلب )
					٥-٨ ترتيب أولويات العلاج ( management priorities )
					٦-٨ رسم خطة علاج لمريض بذاته ( plan of management )
					٧-٨ كتابة وصف حالة المريض عند دخوله ( admission sheet )
					٨-٨ كتابة ملخص يومي لمتابعة حالة المريض ( progress note )
					٩-٨ كتابة طلب استشارة من طبيب زميل ( consultation request )
					١٠-٨ كتابة رد على استشارة من طبيب زميل
					١١-٨ كتابة ملخص خروج للمريض ( discharge summary )
					١٢-٨ المتابعة الدورية للمريض ( follow-up )
					١٣-٨ تقديم العلاج الأولي لحالات الطوارئ الباطنية.
					١٤-٨ تقديم العلاج الأولي لحالات الطوارئ الجراحية.
					١٥-٨ تقديم العلاج الأولي لحالات توقف القلب.
					١٦-٨ التعامل مع الألم الحاد والمزمن.
					١٧-٨ ينفذ المهارات اليدوية بطريقة آمنة وصحيحة (نرجو ملء الاستمارة المرفقة رقم ١)
					١٨-٨ إدخال المعلومات الخاصة بالمريض في برنامج الحاسب الآلي.
					١٩-٨ عرض شفوي لملخص حالة المريض على الزملاء .
					٢٠-٨ العمل الفعال والمتعاون كفرد في فريق لرعاية المريض.
					٢١-٨ قيادة مجموعة من العاملين لرعاية المرضى (تعليم وتحفيز وإشراف)
					٢٢-٨ مهارات الاتصال بالمرضى وعائلاتهم لشرح المرض والاتفق على خطة العلاج والدعم النفسي.
					٢٣-٨ العمل على سلامة المريض
					٢٤-٨ التصرف السليم عند التعرض للمخاطر (الوخز بالإبر، التعرض للإشعاع ..إلخ)
					٢٥-٨ احترام دور كل العاملين في رعاية المرضى وحسن معاملتهم بصرف النظر عن درجة وظيفتهم.
					٢٦-٨ تعليم المريض مبادئ تحسين الصحة ( health promotion )
					٢٧-٨ تعليم المريض مبادئ الوقاية من المرض ( disease promotion )
					٢٨-٨ مهارات التعامل مع الأمور الخاصة بالوفاة.



غير موافق بالمرة	غير موافق	محايد في الرأي	موافق	موافق تماما	٩- ساعدني البرنامج التعليمي على تطبيق القيم والمعارف التالية في ممارستي العملية للمهنة
					٩-١ الالتزام بتقديم مصلحة المريض على مصلحة الطبيب الشخصية.
					٩-٢ الالتزام بتقديم الرعاية الصحية للمرضى غير القادرين على تقديم المقابل المادي.
					٩-٣ الالتزام بالتحويل إلى مؤسسات الرعاية الصحية لفئات وطوائف المجتمع الفقيرة .
					٩-٤ الحفاظ على سرية المعلومات الخاصة بالمريض.
					٩-٥ الالتزام بتقديم الرعاية الطبية المناسبة للمريض الذي يخالفني في الأفكار والمعتقدات والقيم.
					٩-٦ التعامل الرحيم مع المرضى.
					٩-٧ احترام خصوصية المريض وكرامته ورعايته
					٩-٨ الأمانة وحسن السلوك في التعامل مع المرضى وعائلاتهم والزملاء.
					٩-٩ المشكلات المرتبطة بأداب وأخلاق المهنة.
					٩-١٠ التعرف على حدود المعارف والمهارات الطبية الشخصية والاعتراف بمحدوديتها والالتزام الدائم بتطويرها.
					٩-١١ الجوانب القانونية في ممارسة المهنة.

غير موافق بالمرة	غير موافق	محايد في الرأي	موافق	موافق تماما	١٠- ساعدني البرنامج التعليمي على تطبيق المعارف والمهارات التالية في ممارستي العملية للمهنة
					١٠-١ مبادئ الإحصاء وتطبيقها في العلوم الطبية.
					١٠-٢ النظام الصحي في المملكة العربية السعودية ودور كل مؤسسة من مؤسساتها.
					١٠-٣ القدرة على دراسة الواقع الصحي لأي مجتمع عمل به والقدرة على تحديد مشاكله واحتياجاته الصحية.
					١٠-٤ القدرة على التعامل مع مشكلة صحية محددة موجودة في بيئة معينة (وباء-مرض متوطن في هذه البيئة.....الخ).
					١٠-٥ القدرة على المشاركة الفعالة في تقديم إرشادات تحسين الصحة ( health promotion ) وفي الوقاية من المرض ( disease promotion ) على مستوى الأفراد والمجتمع .
					١٠-٦ القدرة على التعرف على الأسباب غير البيولوجية المرتبطة بالمريض والعلاج ( العادات والتقاليد والظروف الاقتصادية والاجتماعية) والتعامل معها بما يحقق مصلحة المريض .

غير موافق بالمرة	غير موافق	محايد في الرأي	موافق	موافق تماما	١١ - ساعدني البرنامج التعليمي للكلية على اكتساب مهارات التعلم الذاتي التالية وتطبيقها في ممارستي العملية للمهنة
					١-١١ الوعي بأهمية التعلم الذاتي المستمر طوال حياتي المهنية.
					٢-١١ التقييم الذاتي لتحديد نقاط الضعف العلمية وعلاجها.
					٣-١١ استخدام مصادر المعلومات المختلفة لمتابعة التطور في العلوم الطبية.
					٤-١١ جمع وتحليل واستخدام المعلومات الطبية من مصادر مختلفة لحل مشكلة مريض.

غير موافق بالمرة	غير موافق	محايد في الرأي	موافق	موافق تماما	١٢ - ساعدني البرنامج التعليمي للكلية على تطبيق المهارات التالية وتطبيقها في ممارستي العملية للمهنة
					١-١٢ المهارات البحثية (research)
					٢-١٢ القراءة النقدية والتحليلية للأبحاث المنشورة (critical, analytical thinking)
					٣-١٢ فهم مبادئ الطب القائم على الدليل (evidence based medicine)
١٣ - ما مدى اشتراكك في البحث العلمي ؟					
					قمت ببحث كامل
					قمت بجزء عملي في بحث مع أعضاء هيئة التدريس
					قمت بجمع المادة العلمية في بحث مشترك مع أعضاء هيئة التدريس
					لا أعرف الطريقة التي تتيح لي الاشتراك في بحث علمي
					لا أعرف كيف أقوم ببحث علمي
					لم أشارك
غير موافق بالمرة	غير موافق	محايد في الرأي	موافق	موافق تماما	
					١٤ - على الإجمال أنا راضي عن مستوى في التعليم الطبي.
					١٥ - أكسبني البرنامج التعليمي المهارات الإكلينيكية الضرورية لممارسة المهنة.

غير مناسب بالمرة	أقل من المطلوب	مناسب	
			١٦ - على العموم هل تعتقد أن عدد المرضى الذين فحصتهم طوال تدريبك مناسب.





مناسب	أقل من المطلوب	غير مناسب بالمرة
١٧- على العموم هل تعتقد أن تنوع المرضى الذين فحصتهم طوال تدريبك مناسب.		

كثيراً	أحياناً	نادراً	لا استخدمه
١٨- هل تستخدم إمكانيات الكمبيوتر وتقنيات المعلومات في مجال تعلمك الذاتي للطب.			

نعم	لا	لا أعلم
١٩- هل تلقيت تدريب في التعليم الطبي المستمر.		

الجامعة	النقابة	وزارة الصحة	بالخارج
٢٠- أين تلقيت تدريب في التعليم الطبي المستمر.			

كبيرة جداً	كبيرة	متوسطة	ضعيفة	لا أعرف
٢١- ماهي درجة الاستفادة العائدة عليك من هذا التعليم.				

موافق تماماً	موافق	محايد في الرأي	غير موافق	غير موافق بالمرة
٢٢- أعتقد أن البرنامج التدريبي أهلتني للالتحاق بتخصص طبي.				

غير موافق بالمرة	غير موافق	محايد في الرأي	موافق	موافق تماما	
					٢٣- أعتقد أن البرنامج التعليمي أهلني لممارسة الطب في الواقع

					٢٤- اختيار التخصص بعد السنة الامتياز
					٢٤. ١ ماهو التخصص الذي تنوي الالتحاق به بعد السنة الامتياز
لم أقرر	منطقة ريفية	مدينة صغيرة	مدينة كبيرة		
					٢٤. ٢ أين تنوي العمل كطبيب (أذكر اسم المدينة) ؟
لا توجد وسيلة	لم أستخدم تلك الوسائل	غير مفيد	مفيد جدا		٢٤. ٣ ما هي استفادتك من الآتي في اختيار التخصص الذي تنوي الالتحاق به :
					• الإرشاد المهني (Career Counseling)
					• النصيح من أعضاء هيئة التدريس (Advising)
					• يوم التوظيف
					• الوظائف المعروضة في الانترنت
					• السؤال في سوق العمل
					• بيان صادر من وزارة الصحة
					• بيان صادر من الهيئة السعودية للتخصصات السعودية



٢٥ - أفادتني دراسة تلك المقررات أثناء تدريبي في السنة الامتياز	غير موافق بالمره	غير موافق	محايد في الرأي	موافق	موافق تماماً
<b>Foundation Year</b>					
Biology					
Chemistry					
Physics					
English Language (1)					
Islamic Studies					
Arabic Language					
Information Technology					
<b>Second Year</b>					
Foundation Course					
General Anatomy					
Cells & Tissues					
Embryology					
Biochemical Basic of Medicine					
Pathology					
Musculoskeletal System					
Immune, Blood Lymphatic System					
Cardiovascular System					
Respiratory System					
Urinary System					
Basic Emergency Care					
<b>Third Year</b>					
Medical Microbiology					
Medical Pharmacology					
Early Clinical Experience (ECE)					
Medical Genetics					
Gastrointestinal System (GIT)					
Nervous System & Special Senses					
Endocrine System					
Reproductive System					
Nutrition & Metabolism					
<b>Fourth Year</b>					
Clinical Skills Module					
Basic Imaging					
Laboratory Medicine					
Forensic Medicine					
Professionalism (Bioethics)					



٢٥- أفادتني دراسة تلك المقررات أثناء تدريبي في السنة الامتياز	غير موافق بالمره	غير موافق	محايد في الرأي	موافق	موافق تماماً
Community Medicine					
Otorhinolayngology (ENT)					
Ophthalmology					
Fifth year					
Pediatrics					
Psychiatry					
Anesthesia/ ICU					
Family medicine					
Obstetrics & Gynecology					
Sixth Year					
Medicine					
Patient Safety					
Surgery					
Accident & Emergency					

• نرجو ملء المرفق رقم (٢)

By: Luaa Safdar



## Appendix-2: ACGME Competences Survey



Quality & Academic Accreditation Unit  
Faculty of Medicine- King Abdul Aziz University



### Dear Graduate

After a learning experience for seven years, the Faculty of Medicine in King Abdulaziz University would be delighted to know your opinion in acquiring the intended competences during that experience.

**Competency:** is a broad term which includes:

- **Knowledge**

- **Skills:** Cognitive, Interpersonal, Communication, Psychomotor (Clinical & Procedural skills)

- **Attitudes**

The Faculty of Medicine in King Abdulaziz University adopts:

1. National competences: SaudiMed

2. International competences:

- ACGME: Accreditation Council for Graduate Medical Education

- CanMed

All are matched to each other and for simplicity we are going to explore your perception of acquiring those competences using the ACGME ones.

*Your contribution is important for your colleagues that will follow you.*

*Thank you for your precious time.*





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**ACGME Core Competencies are:**

- 1- Patient Care.
- 2- Medical Knowledge.
- 3- Practice-based Learning and Improvement.
- 4- Interpersonal and Communication Skills.
- 5- Professionalism.
- 6- Systems-based Practice.



## Appendix-2: ACGME Competences Survey



Quality & Academic Accreditation Unit  
Faculty of Medicine- King Abdul Aziz University



1	What year did you begin medical school?	2007/2008		2008/2009		Other (Write)	
2	Did you receive the Preparatory year?	Yes		No			
3	I was exposed to research opportunities	Before internship		During internship		Both	
4	I was exposed to educational opportunities	Before internship		During internship		Both	
5	I was provided exposure, either directly or indirectly, in whole or in part, to the ACGME Core Competency of:						
5.1	<b>Patient Care:</b>	Strongly agree	agree	neutral	disagree	Strongly disagree	NA
	Provide patient care that is compassionate, appropriate, and effective for treatment of health problems and promotion of health.						
5.2	<b>Medical Knowledge:</b>	Strongly agree	agree	neutral	disagree	Strongly disagree	NA
5.2.1	Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences						
5.2.2	application of this knowledge to patient care						
5.3	<b>Practice-based Learning and Improvement:</b>						
5.3.1	identify strengths, deficiencies, and limits in one's knowledge and expertise						
5.3.2	set learning and improvement goals						
5.3.3	identify and perform appropriate learning activities						
5.3.4	analyze practice using quality improvement methods						
5.3.5	implement changes with the goal of practice improvement						
5.3.6	incorporate formative evaluation feedback into daily practice						
5.3.7	locate, appraise, and assimilate evidence from scientific studies related to patients' health problems						



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5.3.8	use information technology to optimize learning						
5.3.9	participate in the education of patients, families, students, residents and other health professionals.						
5.4	<b>Interpersonal and Communication Skills:</b>	Strongly agree	agree	neutral	disagree	Strongly disagree	NA
5.4.1	communicate effectively with patients, families, and the public, as appropriate, whatever their socioeconomic and cultural backgrounds						
5.4.2	communicate effectively with physicians, other health professionals, and health related agencies						
5.4.3	work effectively as a member or leader of a health care team or other professional group						
5.4.4	act in a consultative role to other physicians and health professionals						
5.4.5	maintain comprehensive, timely, and legible medical records, if applicable.						
5.5	<b>Professionalism:</b> I am able to demonstrate:	Strongly agree	agree	neutral	disagree	Strongly disagree	NA
5.5.1	compassion, integrity, and respect for others						
5.5.2	responsiveness to patient needs that supersedes self-interest						
5.5.3	respect for patient privacy and autonomy						
5.5.4	accountability to patients, society and the profession						
5.5.5	sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, and disabilities						
5.6	<b>Systems-based Practice:</b>	Strongly agree	agree	neutral	disagree	Strongly disagree	NA
5.6.1	work effectively in various health care delivery settings and						



## Appendix-2: ACGME Competences Survey



Quality & Academic Accreditation Unit  
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	systems						
5.6.2	coordinate patient care within the health care system						
5.6.3	incorporate considerations of cost awareness and risk-benefit analysis						
5.6.4	advocate for quality patient care and optimal patient care systems						
5.6.5	work in interprofessional teams to enhance patient safety and improve patient care quality						
5.6.6	participate in identifying system errors and implementing systems solutions						
		Strongly agree	agree	neutral	disagree	Strongly disagree	NA
6	My internship experience influenced my medical specialty choice for residency.						
7	What is your medical specialty choice for residency?						
8	What are the strengths in exposing medical students to the ACGME Core Competencies during internship?						
9	What are the weaknesses in exposing medical students to the ACGME Core Competencies during internship?						



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10	What would you do to improve the ability of internship to exposing medical students to the ACGME Core Competencies?	
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By:Lu'a Safdar





## Appendix-3: Internship Survey



Quality & Academic Accreditation Unit  
Faculty of Medicine- King Abdul Aziz University  
Internship Evaluation Form



### Instructions:

This form is meant to help us evaluate the quality of your internship experience. **Your answers will NOT be shared with anyone from the site where you completed your training.**

This form contains four parts. **Part-I** requests general basic information about you and the site of training. **Part-II** asks about the extent of acquiring skills and level of performance, which enable you to compete in the employability market. **Part-III** asks specific information about your training site environment and supervision. **Part-IV** requests your free comment on other issues which you expected to be asked about.

Faculty:-----

### Part- I: Basic Information

Name (optional):

ID number:

Gender:

Male

☐

Female

☐

Social Status:

Married

☐

Single

☐

Graduated from: KAU

☐

Non- KAU

☐

Specify: \_\_\_\_\_

GPA:

Internship Year: Started in

Ended in

Name of Training Site:

Phone number:

E-mail:



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**Internship Evaluation Form**



Parts (II) and (III) of the survey would be evaluated on scale from (5) to (1), whereby:

5= strongly agree

4= agree

3= neutral

2= disagree

1= strongly disagree

NA= not applicable

**Part- II: Skills Development & Performance**

	Items	5	4	3	2	1	NA
1	The internship year added to the depth & breadth of my knowledge						
2	I possess the professional skills relevant to my field of practice						
3	I possess the technical skills required for the profession						
4	Use appropriate technology to achieve tasks						
5	Know very well the policies and regulations of the organization I am trained in						
6	Willing to learn more skills and enhance existing ones						
7	Collect & analyze information & put a timed action plan to achieve a task						
8	Resolve problems in a creative manner						
9	Demonstrate oral communication skills						
10	Write clearly and concisely						
11	Listen to feedback and work to improve myself						
12	Share information & resources with others						
13	Assist and cooperate with co-workers						
14	Can take over appropriate leadership roles						
15	Use time efficiently						
16	Use resources efficiently						
17	Demonstrate ethical behavior						
18	Seek opportunities to learn						
19	Overcome obstacles and problems						
20	Set goals and follow-up with results						
21	Overall, my internship was valuable for my future practice						



## Appendix-3: Internship Survey



Quality & Academic Accreditation Unit  
Faculty of Medicine- King Abdul Aziz University  
**Internship Evaluation Form**



### Part- III: Training Site Services

#### III.1 Training Site:

	Items	5	4	3	2	1	NA
1	The resources were adequate						
2	This site was comfortable to interns						
3	Materials & equipments were accessible						
4	The atmosphere was professional						
5	I wish to be employed at this site						

#### III.2 Supervision:

	Items	5	4	3	2	1	NA
1	I was given adequate clear explanation of the goals of training						
2	I was given adequate training						
3	I received constructive on-going feedback						
4	I was treated with respect						
5	My supervisors were open & supportive						
6	There is complete evaluation at the end of my internship						
7	Overall, the supervision was effective						



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**Internship Evaluation Form**



**Part- IV: Comments**

**IV.1- What are the things that you liked most:**

- 
- 
- 

**IV.2- What are the things that you did not like in your internship:**

- 
- 
- 

**IV.3- Any other comments you would like to add:**

*Thank you very much for completing this evaluation of your internship. We take your comments very seriously.*

**References:**

- Board of Equalization: Student Intern Evaluation of BOE. State of California. BOE-205 REV.1 (S1)(2-12.)



**Quality & Academic Accreditation Unit  
Building (9) – 2nd Floor – Room (950)**

**e-mail**

**med.qaa@kau.edu.sa**

**Extensions: 22115–20680–20679**

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