

Hazim Alhiti Method for Scoring the Medical Students in Clinical Examinations

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Abstract

Background: The history taking and Physical examinations are the standard tasks of the physicians for a comprehensive patient review to reach a differential diagnosis, and then decide the final diagnosis.

Objectives: for mini-reviewing the topic of clinical assessments of medical students then put my personal rating scale to assess the clinical skills of the medical students I, Hazim Abdul Rahman Alhiti, the author of this article, am an academic lecturer in the medical

college-University of Fallujah; from my experience as a supervisor in many clinical assessments of medical students put a personal rating scale to assess the clinical skills of the medical students.

Conclusion: This scale evaluates the clinical skills of medical students in their clinical setting. I recommended it in colleges of medicine.

Keywords

Score, Medical, Students, Clinical, Examinations

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1. Introduction

The medical college denotes an academic institution where a student studies medical sciences and trains clinical practices. Moreover, the student may study any post- graduate courses in various specialized medical branches plus trains in that clinical branch. Further, the medical college will qualify those careers for identified medical certification. Hence, the medical college is a government-recognized educational institution that verified doctors plus surgeons [1].

The medical student refers to an individual tracking a medical college study. Furthermore, this student must complete the six-year medical study plus passing the required examinations will earn a degree as a physician or a surgeon. The medical student can be from either gender, is eligible by law to study, and has recognized physical plus mental qualifications [2].

In academic teaching, a student assessment is a verified plus lecturer supervised examination to display the students' understanding and proficiency in the specialization of the test. Hereafter, the candidate passes the examination if he answers the recognized questions similar to the typical answers specified by the lecturer. Furthermore, the examiner could or could not be attending during the test. Subsequently, the questions are of various styles: an on-screen examination, a written quiz, or a clinical skill assessment [3].

The history taking and Physical examinations are the standard tasks of the physicians for a comprehensive patient review to reach a differential diagnosis, and then decide the final diagnosis. Therefore, the medical student practices a perfect clinical analysis by a direct interview for best patient management. Subsequently, the supervisor academic lecturer tested the medical students on clinical skills in a teaching hospital. Medical education stands as medical science, and the art advanced significantly in the last ten years. Further, the application of virtual technologies and electronic media provoke hand on teaching plus self-learning on Problem Based cases. Thus, active learning enhances a better student approach to problem-solving skills [4].

Clinical education in medical colleges varies over the nations, and even in each college within the same country. Therefore, there is a broad scope of academic strategies to assess medical college students' skills nowadays functional. These are patient management problems, essay questions, modified essay questions, checklists, OSCE stations, Constructed Response Questions, rating scales, MCQs, student projects, Critical reading papers, portfolios, extended matching objects, long case assessment, tutor reports, short case assessment, simulated patient surgeries, log-book, patient- report, video assessment, simulators, self-assessment, standardized patients, plus peer assessment [5].

Direct Observation of Clinical Skills is one of these organized educational scales to assess and give the supervisor good

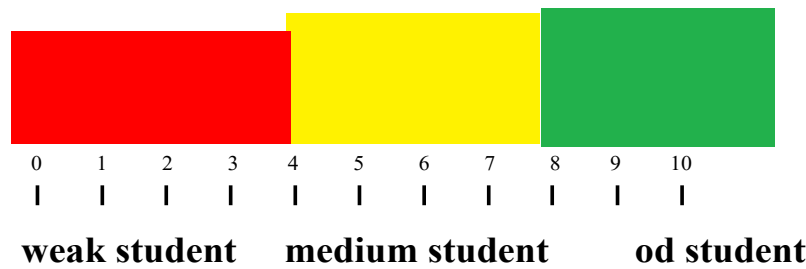


Figure 1: Hazim Alhiti scale for scoring the medical students in clinical; examinations.

Table 1: Hazim Alhiti Method for Scoring the Medical Students in Clinical Examinations.

	Checklist of the student's skills	Student's name	Examiner	Final degree
1	The skill of history taking			
2	The skill of physical exam			
3	The skill of presenting the data			
4	The skill of analyzing the collected data			
5	Language use			
6	Self-confidence			
7	Self-defense			
8	Medical knowledge			
9	Intelligence thinking			
10	Doctor ethics			

feedback on student's clinical skills. Accordingly, the efficiency of each clinical skill requires a form that includes the student's wisdom of the procedure, procedure practice, skill procedure, communication, and aseptic method [5].

I, Hazim Abdul Rahman Alhiti, the author of this article, am an academic lecturer in the medical college-University of Fallujah; from my experience as a supervisor in many clinical assessments of medical and nursing students put a personal rating scale to assess the clinical skills of the medical students. Accordingly, this scale can effectively evaluate the clinical skills of medical students in their clinical setting (Table 1).

Each examiner holds a checklist paper and records the opinion regarding the student's skill in clinical assessment. Accordingly, each examiner put a number scale from 0-10 in a related column. Hence, the weak student performance owns 0-4, while the medium student performance owns 5-7, and the best student performance owns 8-10. Subsequently, examiner satisfaction is the principal tool to judge the student's skill Figure 1. Hazim Alhiti scale for scoring the Medical Students in Clinical Examinations.

2. Discussion

In academic education, the examiners want to verify fair scale and perfect judgment of the involved candidates. Moreover, the medical colleges around the developed countries applied many advanced technologies to put their students in actual or semi-actual doctor situations. Hence, the aim is to honor perfect medical candidates and verified medical students. Subsequently, the medical student passes the quiz if he responds in a recognized manner. Furthermore, the examiners might charge their students in a critical medical decision [6].

The scoring of medical students in many medical colleges depends on the candidate's approach and medical knowledge. But, these scores rarely score ethical self-confidence and self-defense. Accordingly, the examiners in their classic examinations focus on the medical knowledge point of view. Therefore, the result is a medical student with good, medium, or weak medical knowledge [7].

In my checklist, there are multiple assessments of medical students' skills. Furthermore, I assess the medical candidate in an organized manner in a paper held by every examiner during the clinical examinations. Subsequently, the examiner judges the student's skills on a 0-10 scale according to his performance during the task. In my checklist, each examiner puts the fair score in a logical judgment according to the medical student's performance [8]. Subsequently, the fluency of student action is not affected. Moreover, the examiner does not disturb the examination room nor interrupt the hospital word work.

3. Conclusion

Hazim Alhiti Method for Scoring the Medical Students in Clinical Examinations is a comprehensive strategy for a fair judgment of medical students.

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