Anesthesia internship promotion: Application of an innovative method (integrated DOPS into logbook)
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Background and Aims
Internship is an opportunity that engages students in an integrated real life practice for which procedural skills and competence are required. To promote the impact of medical education, and to increase strengths and decrease weaknesses of evaluation and teaching methods, their modification is recommended. In this regard, logbook is evaluative tools in which recording daily activities help improve learning motivation and in cases that it is joined with feedback; it will reinforce positive performance and correct errors. On the other hand, direct observation of procedural skills (DOPS) is an approved method including a structured feedback phase. Therefore, this study is an attempt to insert modified DOPS into logbook.

Methods
ICU, emergency unit and OR anesthesia procedures were listed. Then, an expert panel agreed upon internship necessary procedures for BSc degree of anesthesia that were added into logbook. All evaluators and participants' were instructed to use log and DOPS properly. Finally, learner’s knowledge and performance; and attitude of learner and instructor were tested. Learners’ achievement of the assigned procedures and the possibility of getting feedback were evaluated.

Results
39 BSc anesthesias participated. Procedural evaluations mean score was 14.1 / 15 and knowledge 4.2 / 5. Assessment of general objectives achievement of the learners was 4.62±0.55 in OR (anesthesia). This result for other units was more than 3.5. Overall evaluation scored 7.06 ±2.06 / 10. According to the results, the possibility of participation and receiving feedback for all procedures were more than 50% expected.

Conclusions
Evaluation by modified DOPS (included in) logbook provided acceptable availability of the procedures and providing feedback to students.

Keywords
Anesthesia, Internship, DOPS, logbook, Evaluation

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