

Deanship of Graduate Studies
Al-Quds University



**Evaluation of Medical Internship Program at the
Ministry of Health in Gaza**

Ahmed Salah Al Shorafa

MPH thesis

Jerusalem – Palestine

1441-2019

**Evaluation of Medical Internship Program at the
Ministry of Health in Gaza**

Prepared by:

Ahmed Salah Al Shorafa

B.Sc. Physiotherapy – October 6 University-
Cairo, Egypt

Supervisor: Dr. Khamis Elessi

A Thesis Submitted in Partial Fulfilment of Requirements
for the Degree of Master of Public Health/Management
branch School of Public Health- Al-Quds University

1441/2019

Al-Quds University
Deanship of Graduate Studies
School of Public Health



Thesis Approval

**Evaluation of Medical Internship Program at the Ministry
of Health in Gaza**

Prepared by: **Ahmed Salah Al Shorafa**

Registration No.: 21611003

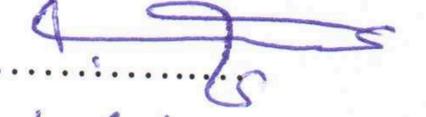
Supervisor: Dr. Khamis Elessi

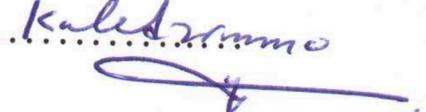
Master thesis submitted and accepted. Date: / /

The names of signatures of the examining committee members are as follows:

1. Head of the committee: Dr. Khamis Elessi
2. Internal examiner: Prof.Dr. Yehia Abed
3. External examiner: Dr. Kaled Zimmo

Signature.....

Signature.....

Signature.....

Jerusalem – Palestine

1441 / 2019

Dedication

I dedicate this work to the sake of Allah my Creator and my master.

To my parents whose affection, love, encouragement and prays day and night make me able to get such success and honor.

To my dear wife, for her understanding and support.

To my children, Mohammed, Sarah, Zeina, and Yousef.

To my brothers, sisters and my friends.

To everyone who contributed to getting this study a reality, thank you.

Ahmed Salah Al Shorafa

Declaration

I certify that this thesis submitted for the master's degree is the result of my own research, except where otherwise acknowledged, and that this thesis or any of its parts has not been submitted for a higher degree to any other university or institution.

Signed:

Ahmed Al Shorafa

Date: / /

Acknowledgment

First and foremost, I thank Allah for helping me every moment and during my study.

There are no clear words to express my appreciation for Dr. Yehia Abed, Dr. Bassam Abu Hamad, and Dr. Khitam Abu Hamad. for their patience, care, inspiration, education, guidance, and endless support.

I would like to express my sincere thanks and appreciation to my supervisor, Dr. Khamis Elessi for his continuous guidance and support.

- Deep appreciation to my family for their motivation and support in my professional life
- I am grateful for my colleagues in the general directorate of human resources development for their help and support.
- I am grateful for my colleagues and friends in the school of public health for their help and support.
- Many thanks go to the experts who helped me in reviewing and revising the questionnaire.
- Deep thanks to all intern doctors who participated in the study because without them this work could not be accomplished.

Abstract

Background: Medical knowledge and methods of treating disease are expanding rapidly. High-quality education and training of healthcare providers are essential contributors to keep up with such development. Medical Internship refers to the supervised training program that lasts for twelve months in an accredited facility, where newly qualified doctors rotate in different medical domains before they're allowed to provide clinical service to patients as medical practitioners.

Aim: To evaluate the Medical Internship program on Gaza to provide recommendations that contribute to improve the Medical Internship program which could be reflected on the health care system and medical practice.

Methods: descriptive-analytical, cross-sectional design were used. The study population included all intern doctors who finished medical internship program in the period between 2017-2018. We utilized a triangulated approach employing both quantitative and qualitative tools.

Quantitative data was collected through an online self-administered questionnaire. Qualitative data were conducted within six focus group discussions with 50 participants from different training centers using a semi-structured interview questionnaire and five Key informant interviews. The response rate was 88.7% (285/353). The overall reliability was high (Chronbach's $\alpha=0.961$). Data was entered and analyzed using the SPSS program version 23 for the quantitative data. open thematic techniques were used to analyze the qualitative data.

Result: The overall weighted mean for the study dimensions was (66.44%). The effects of training program domain (78.52%), the design (66.48%), the environment (66.17%), and the content of training domain (62.46%). while the lowest weighted mean was the role of the general directorate of human resource development (58.77%).

males represent 53.3% of study participants, (25.7 ± 1.9). The majority of the participants were graduates from local universities (66.3%), (29.1%) from Arab countries and (4.6%) from other countries.

There are statistically significant differences between the domain of the content of the environment, the effect of the training program, and the governorate, Rafah score the highest mean. There was no statistically significant difference between the other domains. There are statistically significant differences between all domains except the effect of the training program domain, and the place of graduation, ($P<0.05$). However, no statistically significant differences were observed between the rest of the socio-demographic variables and training program in all domains. Most of participants who received part of the internship period outside Gaza evaluated the training program as an average 43.4%, 33.3% and 23.3% as strong and weak respectively.

Gaps are facing the medical internship program in Gaza, such as guide booklet, orientation programs, field supervision in the training centers, and evaluation tools. Also, there is a need for more focus on clinical skills rather than theoretical skills. An important topic such as the medicolegal aspects, documentation, patient safety and infection control need to be included in the content of the program. There is no suitable place for trainees in the training centers that negatively affect the training environment. Additional challenges facing the intern's doctors is the lack of cooperation between medical staff, overcrowded trainees in some of the training centers, lack of supervision, workload, and absence of clear job description.

Conclusion: The medical internship program shown to be deficient with gaps in many aspects such as orientation, guide booklet, evaluation tools, practical courses and supervision which need improvement to be optimal. The policymakers should pay more attention and efforts in the development and monitoring of the internship program.

Table of Contents

Dedication.....	
Declaration.....	i
Acknowledgment.....	ii
Abstract.....	iii
Table of Contents.....	iv
List of tables	viii
List of Figures.....	ix
List of Annexes.....	x
List of Abbreviations	xi
Chapter One Introduction:.....	1
1.1 Background:	1
1.2 Problem statement:	2
1.3 Justification	3
1.4 Aim	4
1.5 Objectives.....	4
1.6 Questions.....	4
1.7 Context.....	5
1.7.1 Demographic context	5
1.7.2 Socioeconomic characteristic.....	5
1.7.3 Health care system.....	6
1.7.4 Palestinian Medical Schools.....	7
1.7.5 Undergraduate medical programs	7
1.7.6 Postgraduate education.....	7
1.8 Licensing procedures and continuing medical education	8
1.9 The Directorate General of human resources development	8
1.10 Medical internship program in Gaza	9
1.11 Educational hospitals	9
1.12 Definition of terms.....	10

1.12.1	Medical Internship (MI)	10
1.12.2	Evaluation.....	10
Chapter Two	Literature Review & Conceptual Frame Work	11
2.1	Conceptual framework.....	11
2.1.1	Input factors:	12
2.1.2	Process factors:.....	12
2.1.3	Output factors:.....	13
2.1.4	Evaluation.....	13
2.1.5	Purpose of evaluation	14
2.2	Literature review	15
2.2.1	Introduction	15
2.2.2	The importance of the medical internship program:	15
2.3	Structure of the medical internship years globally	16
2.4	Structure of the medical internship years some neighboring countries	17
2.5	Structure of the medical internship years in Gaza	18
2.6	Evaluation of the medical internship program globally	18
2.7	Evaluation of the medical internship program regionally	24
2.8	The role of General Directorate of human resources development (GDHRD) in the training program (Management of the medical internship program).....	25
2.9	The design of the medical internship program	26
2.10	The content of the medical internship program.....	28
2.11	The environment of the medical internship program.....	30
2.12	The effect of the medical internship program	32
2.13	Summary	35
Chapter Three	Methodology	36
3.1	Study design.....	36
3.2	Study Population	37
3.2.1	Quantitative Part.....	37
3.2.2	Qualitative part.....	37
3.3	Eligibility criteria.....	37
3.3.1	Inclusion criteria.....	37
3.3.2	Exclusion criteria.....	37

3.4	Study setting.....	38
3.5	Study period	38
3.6	Study instruments	38
3.7	Ethical considerations	40
3.8	Pilot study	40
3.8.1	Quantitative Part.....	40
3.8.2	Qualitative Part.....	41
3.9	Data collection.....	41
3.9.1	Quantitative data	41
3.9.2	Qualitative data	41
3.10	Scientific rigor.....	42
3.10.1	Quantitative part (questionnaire).....	42
3.10.2	Qualitative part.....	44
3.11	Data entry and analysis	44
3.11.1	Quantitative part.....	44
3.11.2	Qualitative part.....	45
3.12	Limitations of the study	45
Chapter 4	Results and Discussion	46
4.1	Introduction.....	46
4.2	Descriptive statistics	46
4.2.1	Demographic characteristics of the respondents	46
4.2.2	Educational qualifications for the respondents	50
4.2.3	The role of the General Directorate of Human Resource Development (GDHRD) in the training program	52
4.2.4	The design of the medical internship program.....	57
4.2.5	The content of the medical internship program.....	61
4.2.6	The environment of the medical internship program	66
4.2.7	Effect of the medical internship program.....	72
4.2.8	The overall mean of the respondent about the study domain.....	78
4.3	Inferential Statistics	79
4.3.1	Difference between study domains and socio-demographic variables.	79
4.3.2	Differences between study domains and age	81
4.3.3	Differences between study domains and gender	82
4.3.4	Differences between study domains and marital status.....	83

4.3.5	Differences between study domains and if there is another physician in the family member.	83
4.3.6	Differences between study domains and refugee status.....	84
4.3.7	Differences between study domains and educational level.....	85
4.3.8	Differences between study domains and year of graduation from university	85
4.3.9	Differences between study domains and place of graduation	86
4.4	How the participants who spent part of the internship program outside the Gaza Strip evaluate the local internship program.	88
4.5	Participants perception about the quality of rotations and training centers	89
4.6	Qualitative analysis of the medical internship program.....	91
4.6.1	The major perceived points of strength in the medical internship program were highlighted by the participants	91
4.6.2	The major perceived points of weakness in the medical internship program were highlighted by the participants	91
4.6.3	The major Perceived opportunity/opportunities for improvement at the intern program were highlighted by the participants	92
4.6.4	The major challenges facing the medical internship program were highlighted by the participants	92
4.6.5	Suggestions proposed to make a positive change in the medical internship program were highlighted by the participants	93
4.6.6	The most important skill acquired during the medical internship program was highlighted by the participants	93
4.6.7	The most important suggestions proposed to make development in the performance of the medical internship program were highlighted by the participants	94
Chapter Five Conclusion and Recommendation		95
5.1	Conclusion.....	95
5.2	Recommendations.....	97
5.3	Recommendation for a new area of research	98
References.....		99
Annexes.....		107

List of tables

Table (3.1): Validity of the instrument	43
Table (3.2): Reliability estimates for domains and the entire scale.....	44
Table (4.1): Distribution of study respondents by demographic data (characteristics).....	47
Table (4.2): Distribution of study respondents according to their education	50
Table (4.3): Total mean respondents about the role of GDHRD regarding the training process	52
Table (4.4): Total mean respondents about the design of the medical internship program	57
Table (4.5): Total mean respondents about the content of the medical internship program	61
Table (4.6): Total mean respondent about the environment of the medical internship program (in the training centers)	66
Table (4.7): Total mean respondent about the effect of the medical internship program	72
Table (4.8): Total mean of respondent perception about the domains studied.....	78
Table (4.9): Differences between study domains and governorates.....	79
Table (4.10): Differences between study domains and age	81
Table (4.11): Differences between study domains and gender.....	82
Table (4.12): Differences between study domains and marital status	83
Table (4.13): Relationship between the study domains and the presence or absence of other physicians in the family	83
Table (4.14): Differences between study domains and refugee status	84
Table (4.15): Differences between study domains and education level	85
Table (4.16): Differences between study domains and year of graduation from university.....	85
Table (4.17): Differences between study domains and place of graduation.....	86
Table (4.18): Distribution of the study participants according received part of the internship program outside the Gaza Strip	88
Table (4.19): Distribution of the study respondent according to their responses about best or worst rotations, and training centers.....	89

List of Figures

Figure (2.1): Conceptual Framework.....	11
Figure (4.1): Distribution of the study participants according to their age	48
Figure (4.2): Distribution of the study participants according to their gender	48
Figure (4.3): Distribution of the study participants according to their residence.....	49
Figure (4.4): Total mean of respondent perception about the domains studied	78

List of Annexes

Annex (1): Palestine Map	107
Annex (2): Distribution of Gaza Strip Governorates	108
Annex (3): Trend showed the Increasing number of intern doctors from 2012 until 2019.	109
Annex (4): the study instrument Arabic.....	110
Annex (5): the study instrument in English	116
Annex (6): Focus group for intern doctors.....	122
Annex (7): KII questions	123
Annex (8): KII participants	124
Annex (9): An official letter of approval from Helsinki Committee in the Gaza Strip	125
Annex (10): Universities Approval.....	126
Annex (11): Administrative Approval	127
Annex (12): List of arbitrators	128
Annex (13): Arabic translation for the Abstract	129

List of Abbreviations

ACFJD	The Australian curriculum framework for junior doctors
ANOVA	One-way Analysis of Variance
BSc	Bachelor of Science
FGD	Focus Group Discussion
GDHRD	General directorate of human resource development
GDP	Gross Domestic Product
GS	Gaza Strip
HMC	Hamad Medical Corporation
KII	Key Informant Interviews
Km	Kilometer
MBA	Medical Board of Australia
MCNZ	Medical Council of New Zealand
MD	Median
MI	Medical Internship
MOH	Ministry of Health
N	Number
NBME	National board of medical exam
NGOs	Non-governmental Organizations
NIS	New Israeli Shekel
OECD	Organization for Economic Co-operation and Development
OSCE	Objective structured clinical exam
PA	Palestinian Authority
PCBS	Palestinian Central Bureau of Statistics
PGY 1	first postgraduate year
PGY 2	Second postgraduate year
PHC	Primary Health Care
PMC	Palestine Medical Council
PRHO	Pre-registration house office
PRINT	Preparation for Internship
Sd	Standard Deviation
SPSS	Statistical Package for Social Sciences
Sq.	Square