

Clinical practice competency and associated Factors of undergraduate health science students in Bahir Dar University, Bahir Dar, Ethiopia



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Abstract

Background: competency in Clinical practice is a platform for health science students, which has a direct relationship with improving the quality of care provision. Graduates have problems in doing tasks in clinical practice after receiving necessary and adequate theoretical and practical sessions in school life, which compromise the goals of the health care system. Thus the aim of this study was to assess clinical practice competency and associated factors for Undergraduate health science student in Bahir Dar University.

Methods: Institutional based Cross-sectional study was conducted in Bahir Dar University College of medicine and health science students from April 20-May 20/ 2019, by pre tested structured questioner. Simple random sampling was used to select the study participants. Data were entered using Epi Info-7 was exported and analyzed by SPSS-23. Descriptive analysis was done and association of variables were declared at p-value of <0.05.

Result: clinical practice competency was 65%. Students with clinical instructor feedback (AOR=1.840, 95%CI:1.021-3.314), sufficient cases in practice area (AOR=1.817, 95% CI :1.014-3.254), clinical instructor spent enough time at clinical site (AOR=3.627,95% CI :1.242, 12.694), integrations of learning domain (AOR=2.199,95% CI :1.152-4.196) and Staff encourage students while practicing (AOR=1.91395%CI: 1.067, 3.432) were the determinant factors for clinical practice competency.

Conclusion: the competency of Clinical practice was low. Clinical instructor feedback, sufficient cases at clinical practice area, integrations of learning domain, Staff encourage students while practicing and instructor spent enough time for mentoring were found to be predictor of Clinical practice competency. So placing students at clinical site having sufficient cases, instructors to be found in practice area and giving constructive feedback, mentoring and coaching students at practice site might have crucial role to enhance clinical practice competency. Additionally, developing a system to control instructor's who miss practice schedule and integrating the clinical staff to academic staff and giving credit for clinical staff is very important to improve students competency.



Biography:

Asteray is Midwifery professional currently working as midwifery directorate, lecturer, researcher and community service provider in a teaching university hospital for 5 years. She is a person who believes leadership is an elevator to bring a change. She aspires to work through governmental institution, go up the ladder to go forward. She has a long term plan to be a great African leader who can unify the continent as never before on sexual and reproductive health

She has completed her MSC at the age of 25 years from Bahir Dar university in Midwifery and working as lecturer, researcher and community service provider for 5 years. She is the midwifery director of Tibebe Ghion specialized hospital , a teaching hospital of Bahir Dar university.

Speaker Publications:

1. "Partograph utilization as a decision making tool and associated factors among obstetric care providers in Ethiopia: A systematic review and Meta-analysis"; BMC / 2020 / 10.21203/rs.3.rs-30599/v1
2. "Prevalence of home delivery and associated factors in Ethiopia: A systematic review and meta-analysis"; BMC / 2020 / 10.21203/rs.3.rs-32343/v1
3. "Utilization of Long Acting Reversible Contraceptive Methods and Associated Factor among Women who came for Family Planning Service in Bahir Dar City Public Health Facility, North West, Ethiopia, Institutional Based Cross Sectional Study"; Biomed Research Journal / 2019 / 10.1155/2019/5850629

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