

UDC 614.2+378.17+371.321+159.9+37.018+303.621.322
DOI: 10.56871/MHCO.2023.94.38.005

STUDENTS' OPINION ON THE QUALITY OF TEACHING THE SUBJECT "PUBLIC HEALTH AND HEALTHCARE"

© Nikolay I. Vishnyakov, Klara I. Shapiro, Larisa V. Kochorova,
Konstantin S. Klyukovkin, Mikhail V. Okulov

Pavlov First Saint Petersburg State Medical University. L'va Tolstogo st., 6–8, Saint Petersburg, Russian Federation, 197022

Contact information: Larisa V. Kochorova — MD, PhD, Professor of the Department of Public Health and Health with a course in Economics and Health Management. E-mail: larisakochorova@yandex.ru ORCID ID: 0000-0002-9016-8602
SPIN: 5332-1103

For citation: Vishnyakov NI, Shapiro KI, Kochorova LV, Klyukovkin KS, Okulov MV. Students' opinion on the quality of teaching the subject "Public health and healthcare". Medicine and health care organization (St. Petersburg). 2023;8(3):46-53. DOI: <https://doi.org/10.56871/MHCO.2023.94.38.005>

Received: 10.04.2023

Revised: 22.05.2023

Accepted: 04.09.2023

ABSTRACT. A sociological study (anonymous questionnaire) of the opinion of 4th-year students of the Medical Faculty of the Medical University on the organization of the educational process at the Department of Public Health and Healthcare with a course in economics and health management was conducted. The questionnaire, specially developed for the purposes of this study, included 4 blocks of questions: assessment of satisfaction with the quality of lectures; satisfaction with practical studies; assessment of the organization of working out of missed classes, a system for monitoring and evaluating the knowledge and skills acquired, the quantity and quality of teaching aids; a comprehensive assessment of satisfaction with the quality of teaching this discipline as a whole. 188 students took part in the survey (49.8±2.6% of the total number of students in the course). The analysis showed that more than half of the students are quite satisfied with the quality of lectures. The quality of practical classes and the level of communication between students and the teacher. More than 90% are completely satisfied with the quality of practical classes and the level of communication between students and the teacher. In general, 62.0±3.5 respondents expressed full satisfaction with the quality of teaching the discipline, and another third part was more satisfied than dissatisfied with the work of the department. The most useful, valuable from the point of view of further application in subsequent practical activity, topics, as well as topics that are most difficult for students to learn, are identified. The comments and recommendations of respondents on improving the teaching of the subject are analyzed.

KEY WORDS: educational process; students' opinion; public health; healthcare organization.

МНЕНИЕ СТУДЕНТОВ О КАЧЕСТВЕ ПРЕПОДАВАНИЯ ДИСЦИПЛИНЫ «ОБЩЕСТВЕННОЕ ЗДОРОВЬЕ И ЗДРАВООХРАНЕНИЕ»

© Николай Иванович Вишняков, Клара Ильинична Шапиро,
Лариса Валерьяновна Кочорова, Константин Сергеевич Клюковкин,
Михаил Викторович Окулов

Первый Санкт-Петербургский государственный медицинский университет им. акад. И.П. Павлова.
197022, Российская Федерация, г. Санкт-Петербург, ул. Льва Толстого, 6–8

Контактная информация: Лариса Валерьяновна Кочорова — д.м.н., профессор, профессор кафедры общественного здоровья и здравоохранения с курсом экономики и управления здравоохранением. E-mail: larisakochorova@yandex.ru ORCID ID: 0000-0002-9016-8602 SPIN: 5332-1103

Для цитирования: Вишняков Н.И., Шапиро К.И., Кочорова Л.В., Клюковкин К.С., Окулов М.В. Мнение студентов о качестве преподавания дисциплины «Общественное здоровье и здравоохранение» // Медицина и организация здравоохранения. 2023. Т. 8. № 3. С. 46–53. DOI: <https://doi.org/10.56871/MHCO.2023.94.38.005>

Поступила: 10.04.2023

Одобрена: 22.05.2023

Принята к печати: 04.09.2023

РЕЗЮМЕ. Проведено социологическое изучение (анонимное анкетирование) мнения студентов 4-го курса лечебного факультета медицинского университета об организации учебного процесса на кафедре общественного здоровья и здравоохранения с курсом экономики и управления здравоохранением. Специально разработанная для целей данного исследования анкета включала 4 блока вопросов: оценку удовлетворенности качеством лекций; удовлетворенность практическими занятиями; оценку организации учебного процесса; комплексную оценку удовлетворенности качеством преподавания данной дисциплины в целом. В анкетировании приняли участие 188 студентов ($49,8 \pm 2,6\%$ общего числа обучающихся на курсе). Проведенный анализ показал, что качеством лекций вполне удовлетворены более половины студентов. Качеством проведения практических занятий и уровнем общения студентов с преподавателем вполне удовлетворены более 90%. В целом полную удовлетворенность качеством преподавания дисциплины высказали $62,0 \pm 3,5\%$ респондентов, а еще третья часть была скорее удовлетворена, чем не удовлетворена работой кафедры. Выявлены наиболее полезные, ценные с точки зрения дальнейшего применения в последующей практической деятельности, темы, а также темы, наиболее сложные для усвоения студентами. Проанализированы замечания и рекомендации респондентов по улучшению преподавания предмета.

КЛЮЧЕВЫЕ СЛОВА: учебный процесс; мнение студентов; общественное здоровье; организация здравоохранения.

INTRODUCTION

Many surveys are devoted to issues of student learning organization. Authors review this issue from different positions. Special attention is paid to the use of health-saving technologies: creation of comfortable conditions for learning; use of health-improving methods regulating motor activity and methods of recovery of mental and physical performance [3, 6, 13]. A significant number of publications highlight the role of a teacher in the organization of the educational process [4, 5, 7, 8], his competence, competent organization of educational and training activities to form deep professional knowledge, practical skills and abilities in students. Many authors note the significant role of students' involvement in the learning process [9, 10, 18, 19]. The issues of introducing innovative electronic educational resources and technologies in the learning process to improve the assimilation of material and consolidation of knowledge are widely considered: electronic lectures [12, 15–17], multimedia lectures [14, 16], which make the presentation of information more interesting, memorable and illustrative in terms of demonstration.

The “Federal Target Program of Education Development for 2016–2020” outlined the main goals of education development. It emphasized its focus on ensuring the availability of quality education that meets the requirements of innovative socially oriented development of the country. One of the strategic tools contributing to the achievement of these goals can be a strong organizational culture of an educational organization [1, 2, 11], which is considered not only as a factor in the development of higher education institution, but also as a factor in the formation of general cultural competencies of students. The authors of the mentioned works have developed an electronic attendance module, which allows generating reports on a particular study group. This allows to facilitate the duties of the dean's office employees and group heads as well as to provide accounting and visualization of data, which, ultimately, contributes to the adjustment of the educational management.

In November 2022, the results of the second stage of the All-Russian study “Student Satisfaction with Learning and Educational Opportunities” were presented at a joint meeting of the Board and Council of the Russian Union of Rectors and the

Presidium of the Russian Academy of Sciences. Students were offered to evaluate the openness, completeness and accessibility of information about the organization's activities posted on information stands; use of the official website of the organization in the Internet; satisfaction with the openness, completeness and accessibility of information about the activities of the organization on its official website; comfort of receiving services in the organization; to evaluate the availability of services for the disabled and other low-mobility groups of citizens in the organization; friendliness and politeness of the employees of the organization. The third stage of this research is currently underway, the results will undoubtedly identify significant trends in the system of higher education in the country.

Despite the large number of modern publications, we have not encountered articles about student satisfaction with the organization of the educational process in medical school and, especially, in the departments of public health and public health care. The aim of the research was to develop recommendations for improving the educational process for students at the Department of Public Health and Health Care with the course of economics and health management.

MATERIALS AND METHODS

A sociological survey of satisfaction with the organization of the educational process at the Department of Public Health and Health Care with the course of economics and health management of the "First St. Petersburg State Medical University named after acad. I.P. Pavlov" was performed by means of anonymous questionnaire survey of the 4th year students of the medical faculty. The questionnaire survey was conducted after the completion of a lecture course and after the end of a cycle of classes at the department. Specially designed questionnaire included 4 blocks of questions.

The first block included the assessment of satisfaction with the quality of lectures (interesting, accessible, illustrative). The second block was related to practical classes (satisfaction with the schedule of classes, conduct, quality of knowledge, level of communication between a teacher and students). The third block included the assessment of the organization of workouts for missed classes, the system of knowledge and skills control, crediting, the number and quality of teaching aids. In conclusion, it was proposed to provide a comprehensive assessment of satisfaction with the quality of teaching of

the discipline as a whole. These questions were assessed using a five-point system. The fourth block of questions characterized the attitude of students to the studied discipline: "Do you consider the studied subject necessary for practical work of a doctor?"; "Did you become interested in participation in scientific research on health care organization and public health?"; "Did you have a desire to work in the field of health care management in future?". The answers were also evaluated according to a five-point system. In addition, the questionnaire contained a number of open-ended questions where free answers were supposed to be given:

- "Which of the sections of the discipline do you consider the most useful and valuable in relation to further application in the subsequent practical activity?";
- "Name the topic that remained the least clear for you after the course";
- "Name the topic that was the most interesting for you";
- "Your comments, suggestions and recommendations for improving the quality of teaching".

RESULTS

88 students of the 4th grade of the Medical Faculty took part in an anonymous questionnaire survey ($49.8 \pm 2.6\%$ of the total number of students in the course, the sample was statistically reliable).

The analysis showed that more than half of the students were satisfied with the quality of lectures. More than 90% of respondents are quite satisfied with the quality of practical classes and the level of students' communication with a teacher (Table 1). At the same time, $5 \pm 1.6\% - 7 \pm 1.9\%$ were not satisfied with the quality of teaching to some extent.

Assessing the quality of the teaching process, the largest percentage of students ($15 \pm 2.6\%$) were dissatisfied with the organization of missed classes completion, and $6 \pm 1.7\%$ were completely dissatisfied. However, 79% did not answer — probably, because they did not miss classes and did not need to work it out (Table 2).

$8 \pm 1.7\%$ of the respondents were dissatisfied with the quality of teaching-methodical aids; other remarks were of single character.

Almost all respondents expressed satisfaction with the quality of teaching the discipline as a whole: $62,0 \pm 3,5\%$ were completely satisfied and $32,0 \pm 3,4\%$ were more or less satisfied.

Assessment of students' attitude to the discipline "Public Health and Health Care" was very

Table 1

Distribution of students by degree of satisfaction with teaching the subject, %

Таблица 1

Распределение студентов по степени удовлетворенности преподаванием предмета, %

Признак / Sign	Вполне удовлетворен / Quite satisfied	Скорее удовлетворен, чем нет / Rather satisfied than not	Не могу сказать / I can't say	Скорее не удовлетворен / Rather not satisfied	Не удовлетворен / Not satisfied	Всего / Total
<i>Удовлетворенность качеством преподавания / Satisfaction with the quality of teaching</i>						
• качеством лекций (интересно) / the quality of lectures (interesting)	54,0±1,3	31,0±1,3	10,0±2,2	3,0±1,2	2,0±1,0	100,0
• качеством лекций (доступность) / quality of lectures (accessibility)	59,0±3,6	29,0±2,2	5,0±1,6	5,0±1,6	2,0±1,0	100,0
• качеством лекций (иллюстративность) / quality of lectures (illustrativeness)	58,0±3,6	31,0±1,3	6,0±1,7	3,0±1,2	2,0±1,0	100,0
• проведением практических занятий / conducting practical classes	91,0±2,1	6,0±1,7	2,0±1,0	1,0±0,7	—	100,0
• качеством получаемых знаний / the quality of the knowledge received	69,0±3,4	20,0±2,9	11,0±2,3	—	—	100,0
• уровнем общения Вашего преподавателя со студентами / the level of communication between your teacher and students	97,0±1,2	2,0±1,0	1,0±0,7	—	—	100,0

interesting for the department, as it is entirely related to the quality of teaching. 60,0% of respondents consider our subject necessary for practical work of a doctor, 69,0% liked to attend classes, the fourth part of respondents became interested in working in the student scientific society (SSS), and the same number of students had a desire to work in the field of public health management in the future (Table 3).

Of course, it does not mean that all of them will immediately participate in SSS or want to become managers of different levels. However, students' answers testify to the awakened interest in the specialty "Health Care Organization and Public Health".

The respondents (230 answers in total, as some students mentioned 2–3 topics each) consider classes on compulsory medical insurance (24.7%), medical statistics (20.3%) and population health indicators (11.3%) to be the most useful and valuable for further application in the

subsequent practical activity. They are followed by expertise of temporary incapacity for work (9.5%), financing (7.8%), market and economy (7.4%) and organization of medical care in medical organizations of different types, including familiarization with the work of practical health care institutions on clinical bases (7.4%). Classes on medical and social expertise were identified by 4.8% of respondents, other topics — 2.6%, all topics — 4.7%, 2.6% answered that there were no topics that seemed to be interesting for them.

At the same time, a number of topics turned out to be difficult to understand for the respondents (235 answers): economics — 16.4%, statistics — 15.1%, financing — 12.0%, market, taxation, entrepreneurship, marketing, management — 11.6%, obligatory medical insurance — 9.8%, medical and social examination, examination of temporary disability — 4.4%, other (drug provision, law, planning, quality management) — 10.2%. In general, quite a large part of respondents (83.1%) noted the difficulty of

Table 2

Distribution of students by degree of satisfaction with the organization of teaching process, %

Таблица 2

Распределение студентов по степени удовлетворенности организацией преподавания, %

Признак / Sign	Вполне удовлетворен / Quite satisfied	Скорее удовлетворен, чем нет / Rather satisfied than not	Не могу сказать / I can't say	Скорее не удовлетворен / Rather not satisfied	Не удовлетворен / Not satisfied	Всего / Total
<i>Удовлетворенность организацией преподавания / Satisfaction with the organization of teaching</i>						
• расписанием занятий / schedule of classes	66,0±3,4	23,0±3,2	5,0±1,6	5,0±1,6	1,0±0,7	100,0
• организацией отработок пропущенных занятий / organization of work-off of missed classes	12,0±2,4	3,0±1,2	79,0±3,6	–	6,0±1,7	100,0
• системой контроля и оценки полученных знаний и умений / a system for monitoring and evaluating the acquired knowledge and skills	59,0±3,6	27,0±3,2	8,0±2,0	5,0±1,6	1,0±0,7	100,0
• уровнем освоения тем на занятиях / the level of mastering topics in the classroom	64,0±3,5	27,0±3,2	8,0±2,0	1,0±0,7	–	100,0
• проведением зачетов / conducting goffsets	71,0±3,3	14,0±2,5	13,0±2,7	1,0±0,7	1,0±0,7	100,0
• качеством учебно-методических пособий / the quality of teaching aids	59,0±3,6	28,0±3,3	5,0±1,6	4,0±1,4	4,0±1,4	100,0
• качеством преподавания данной дисциплины в целом / the quality of teaching this discipline in general	62,0±3,5	32,0±3,4	5,0±1,5	1,0±0,7	–	100,0

Table 3

Distribution of students in relation to the subject (%)

Таблица 3

Распределение студентов по отношению к предмету (%)

Признак / Sign	Да / Yes	Скорее да, чем нет / Rather yes than no	Не могу сказать / I can't say	Скорее нет, чем да / Rather not than yes	Нет / No	Всего / Total
Считаете ли Вы предмет необходимым для практической работы врача? / Do you consider the subject necessary for the practical work of a doctor?	60,0±3,6	21,0±3,0	15,0±2,6	3,0±1,2	1,0±0,7	100,0
Нравилось ли посещать занятия по дисциплине? / Did you like to attend discipline classes?	69,0±3,4	21,0±3,0	8,0±2,0	1,0±1,2	1,0±0,7	100,0
Появился ли у Вас интерес к научной работе по ОЗ и ОЗ? / Do you have any interest in scientific work on OSIOSIS?	27,0±3,2	16,0±2,7	31,0±3,4	8,0±2,0	18,0±2,8	100,0
Появилось ли у Вас желание в будущем работать в сфере управления здравоохранением? / Do you have a desire to work in the field of healthcare management in the future?	28,0±3,3	19,0±2,9	30,0±2,9	5,0±1,6	18,0±2,8	100,0

mastering one or several topics, and only 16.9% wrote “Everything is clear, thanks to teachers”.

A number of students consider it appropriate to add or expand such topics as “Entrepreneurship in health care”, “Law, protection of doctor and nurse”, “Management and control in health care, statistics in medical organizations, informatization, legislation, accreditation”, “Doctor’s work abroad and the most paid medical specialties”, etc. to the course of lectures and classes.

59.9% of respondents had no comments on the organization of the educational process. However, every fourth student (26.1%) noted that the time for mastering material was very limited, 4.9% mentioned that there was not enough time to prepare for the exam and coursework, 3.2% — lectures and practical classes are not synchronized in time, 1.1% — the system of recording attendance at lectures is not perfect, 1.5% — the availability of topics for independent study, 1.5% — little practice in solving problems, few breaks during practical classes, 1.5% — other comments.

In accordance with these comments, 37.9% of respondents made a number of suggestions to improve the educational process at the department: to increase the number of days in the cycle — 24.5%, to transfer the cycle to senior courses — 4.3%, to coordinate the time of lectures and the cycle of practical classes — 3.7%, to update and develop methodological materials — 1.6%, to increase the number of classes at bases — 1.1%, to reduce the number of topics for independent study, to exclude questions that were not studied in lectures and practical classes from the exam — 1.1% each.

The results of the survey were discussed at the departmental meeting. Of course, the realization of a number of these recommendations does not depend on the department. The program, duration of cycles, number and topics of lectures, forms of knowledge control are regulated by the relevant local acts of the university, synchronization of lectures and practical classes is carried out by the educational-methodical division of the university. Nevertheless, a number of suggestions were taken into account in planning of educational and methodical work:

- I. New topics were introduced in the course of lectures:
 - Models of health care organization. International practice of medical care organization.
 - Legal bases of public health protection in the Russian Federation.
 - Effective employment.

- Training under the target contract (opportunities and prospects).

II. New educational and methodical manuals were revised and compiled:

1. Organization of medical care in socially significant diseases:
 - Part I: Mental and behavioral disorders, including those associated with substance use (SPb.: RICP SPbSMU, 2022. 48 p.);
 - Part II: Tuberculosis. Disease caused by human immunodeficiency virus (SPb.: RICP SPbSMU, 2022. 52 p.).

In 2023 it is planned to continue publishing educational and methodological manuals on the organization of medical care for other socially significant diseases.

Besides, the textbook “Organization and carrying out of quality control of medical care in inpatient conditions” (SPb.: RICP SPbSMU, 2022. 60 p.) has been published.

The staff of the department is preparing the 10th edition of the textbook for students “Public Health and Public Health Care”, which will take into account the main wishes and suggestions of students expressed during the questionnaire.

III. Examination tasks and tickets were revised and adjusted in accordance with the lectures and practical classes.

IV. After the restrictions related to COVID-19, the Student Scientific Society was reactivated and 8 students joined it in 2022–2023. A number of students, working in the SSS in clinical departments, addresses to the SSS of the department to supplement their research with statistical data processing and statistical data on the performance of various health services.

CONCLUSION

Sociological survey of students’ satisfaction with the organization of the educational process allows to identify problems and difficulties the students face while mastering the discipline “Public Health and Health Care Organization”. The analysis helps to identify the most difficult topics, to assess the quality of lectures and teaching materials, to determine the attitude of students as well as to outline measures for further improvement of the educational process, taking into account students’ recommendations.

ADDITIONAL INFORMATION

Author contribution. Vishnyakov N.I. — collection of materials, text editing, development of proposals for improving the educational process at the department; Klyukovkin K.S., Kochorova L.V. — text editing; Okulov M.V. — statistical processing of materials; Shapiro K.I. — collection and processing of material, statistical processing, writing text.

Competing interests. The authors declare that they have no competing interests.

Funding source. This study was not supported by any external sources of funding.

ДОПОЛНИТЕЛЬНАЯ ИНФОРМАЦИЯ

Вклад авторов. Вишняков Н.И. — сбор материала, редактирование текста, разработка предложений по совершенствованию учебного процесса на кафедре; Ключовкин К.С., Кочорова Л.В. — редактирование текста; Окулов М.В. — статистическая обработка материалов; Шапиро К.И. — сбор и обработка материала, статистическая обработка, написание текста.

Конфликт интересов. Авторы декларируют отсутствие явных и потенциальных конфликтов интересов, связанных с публикацией настоящей статьи.

Источник финансирования. Авторы заявляют об отсутствии внешнего финансирования при проведении исследования.

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