

Acil Tıp Stajı Alan Tıp Fakültesi Son Sınıf Öğrencilerinin Hekimlik Becerilerinin Değerlendirilmesi

Evaluation of Medical Skills of Medical Faculty Final Year Students Who Received Emergency Medicine Internship

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Dear Editor,

The study titled "Evaluation of Medical Skills of Senior Medical Faculty Students Receiving Emergency Medicine Internships" (1) conducted at Çanakkale Onsekiz Mart University Faculty of Medicine makes an important contribution by systematically examining the impact of emergency medicine internships on clinical skills. The research, involving 152 students and supported by quantitative analyses (chi-square, logistic regression), demonstrates that elective internships statistically significantly enhance intubation (27.6%) and prescribing (100%) skills (1,2). This aligns with the National Core Medical Education Program (UCEP) (3), emphasizing the role of practical training in clinical competence.

However, some limitations warrant attention. First, reliance on self-reported skill assessments introduces bias, as subjective evaluations may not reflect actual performance (4). Objective measures, such as OSCE (Objective Structured Clinical Examination) or simulation-based assessments (5), could mitigate this issue. Second, low proficiency rates in critical skills like intubation (14.5%) and advanced cardiac life support (44.7%) (6) highlight the need for targeted simulation training, such as the American Heart Association's ACLS protocols (7). Third, the 3:1 male-to-female ratio in elective internships raises questions about gender disparities. Sociocultural factors, such as mentorship opportunities or perceived specialty competitiveness (8), should be explored to address this gap.

To strengthen future research, we propose: Observer-validated assessments (e.g., structured checklists by faculty) (5). Standardized simulation curricula (e.g., integrating virtual reality for intubation training) (5,7). Mixed-methods studies to investigate gender-related motivations (8).

This study remains pivotal for its alignment with UCEP goals and its emphasis on experiential learning (3). By addressing these points, the field can advance toward more equitable and competency-driven medical education.

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