### ISQUA17-2709

**MEDICAL STUDENT PERCEPTIONS OF ACADEMIC STRESS AND SATISFACTION WITH THE REVISED CURRICULUM QUALITY AT IAU SAUDI ARABIA**

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**Abstract**

Objectives: In 2014 the College of Medicine (COM) at Imam Abdulrahman Bin Faisal University (IAU) began implementing a revised, innovative, Problem Based Learning (PBL) centered undergraduate medical curriculum. Adoption of the revised curriculum (RC) is part of an effort to translate the College’s mission statement into action, improve the quality of medical education and ultimately achieve program accreditation from the Saudi Education Evaluation Commission-Higher Education Sector (EEC-HES). The main objective of this study is to evaluate student perceptions of academic stress due to the adoption of modern educational methods and its impact on student satisfaction with the overall quality of the curriculum.

Methods: A cross-sectional survey was conducted in May 2016 among medical students who had completed two years of study under the RC. A sample of 195 students was interviewed. A pre-tested survey questionnaire was given to students as part of the course evaluation. A total of 58 stress perception and satisfaction items were included. Each scale item was measured with a 5-point Likert-type scale. Data was analyzed using SPSS. Cronbach’s alpha coefficient was used to measure scale reliability. Pearson Chi-Square test was used to measure statistically significant associations and a significant p-value cut-off point was set at < 0.05.

Results: Cronbach’s alpha coefficient 0.92 for 58 stress perception and curriculum quality satisfaction scale items infers high reliability. Gender distributions among students were 39.5% male and 60.5% female. While a majority of students revealed positive perceptions on RC quality, students’ overall satisfaction with RC quality was 82.6% as compared to 17.4% who were dissatisfied. For assessment methods, the highest level of student dissatisfaction was reported with the Short Answer Question (SAQ) exam 56.4%, the weekly quiz 50.8%, Vertically Integrated Assessment (VIA) exam 36.9%, Extended Matching Question (EMQ) exam 31.8%, Assignments 31.7% and the Multiple Choice Question (MCQ) exam 24.1%.

Even considering the higher level of student satisfaction (82%) with the Objective Structured Clinical Examination (OSCE), 76.9% of students felt the exam was very stressful for them. However 76.4% of the students said the OSCE was comparatively less stressful than MCQ exams. While studying the RC, a 10.3% of students experienced concentration difficulties, 61% sleeplessness due to worry, 76.4% felt they were constantly under strain and 39.3% felt unusually depressed. Additionally 50.3% of students felt a sense of lack of self-confidence and 56.9% thought they would fail the year. The SAQ assessment method was found to be significantly (p< 0.05) associated with unhappy and self-reported depressive feelings among students.

Conclusion: Although students expressed a higher level of overall satisfaction with the quality of the RC, their dissatisfaction with the quality of specific individual disciplines and assessment methods, provides ample opportunity for Continuous Curriculum Quality Improvement (CCQI) which should not be ignored. Since academic related stress among students was found to be very high, and many reported feeling depressed, were afraid of failing exams, and losing self-esteem and confidence, urgent efforts should be made to address these issues. The IAU-COM should provide students appropriate academic counseling and establish a student mentoring system through student portfolio to support improved learning environments and promote more efficient and effective student learning.

### ISQUA17-2958

**SCALING UP QUALITY IMPROVEMENT IN NURSING EDUCATION THROUGH A SYSTEM APPROACH: THE INDIA EXPERIENCE**

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**Abstract**

Objectives: To demonstrate a sustainable quality improvement model for nursing education and support its scale-up to address the issue of shortage of skill nursing Human Resource for Health in India.

Methods: In 2010, Jhpiego adopted a standards based quality improvement approach for strengthening nursing education. Project interventions aimed at standardizing nursing education across 162 public sector nursing institutions in ten states of India and creating an enabling policy environment and establishing institutional mechanisms for sustainability.

Baseline institutional assessments revealed a dismal scenario with average score of 24% standards achieved. Institutional action plans were made to address the identified gaps. Monthly supportive supervision visits (SSVs) were conducted for provision of onsite support, capacity building, facilitating translation of knowledge and skills into practice by nursing faculty and service providers. 6-monthly repeat assessments helped measure progress.

Interventions at institutional level included establishing standardized training infrastructure, faculty development program, use of structured resource materials and leveraging virtual learning for wider dissemination. Clinical skills standardization training for service providers, strengthening supply chain management and promoting compliance to quality of care protocols were undertaken to ensure adequate clinical experience for student nurses.

The project informed policy and regulatory mechanisms by sharing evidence with decision makers and creating networks for sharing of experiences, learning resources, and innovative approaches like virtual training. Lessons learnt were used to conduct advocacy with INC for incorporation of components like competency based training, effective teaching skills, quality assurance, and promoting inter-professional education in the existing curriculum.

Sustained buy-in by GoI has resulted in an increased allocation (220 fold) of funds from $0.15 million in 2011 to $35.08 million in 2015 for strengthening nursing cadre and a decision to scale up this quality improvement model to all public sector nursing institutions across the country.