



ORIGINAL ARTICLE

Factors associated with residents' satisfaction with their training as specialists[☆]



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KEYWORDS

Residency;
Work satisfaction;
Medical education

Abstract

Background and objectives: We do not know what factors influence residents' perceived satisfaction during their training. The aim of this study was to analyze the satisfaction of specialists with their training and its associated factors.

Material and methods: This was a cross-sectional study using self-completion surveys of residents in training at the Clinic Hospital San Carlos for the courses conducted in 2006, 2009, 2010 and 2012. The study's dependent variable was overall satisfaction with the training; the independent factors were demographic and occupational characteristics, variables related to healthcare, teaching and research activity.

Results: The total participation percentage was 83.7% (1424/1701), and the mean age was 28.4 years (SD, 3.2 years). The overall satisfaction percentage was 75.2%. The factors statistically associated with overall satisfaction in the multivariate analysis were the involvement of the teaching staff (tutors and assistants) in the training, greater satisfaction in medical versus surgical specialties, the year of residence, the facilities for completing the thesis, working less than 40 h a week, adequate time to perform daily tasks, appropriate number of department meetings and not having a previous specialty.

Conclusions: The activities related to research and teaching are associated with the overall satisfaction of residents. The routine activity factors most closely associated with satisfaction

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PALABRAS CLAVE

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were the time available and the work hours. More studies are necessary to understand the impact of resident satisfaction on care quality and in their activity as future specialists.

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Factores asociados a la satisfacción del residente con su formación como especialista**Resumen**

Antecedentes y objetivos: No se conoce qué factores influyen en la percepción de la satisfacción de los residentes durante su formación. El objetivo del estudio fue analizar la satisfacción del especialista en formación y sus factores asociados.

Material y métodos: Estudio transversal mediante encuestas autocumplimentadas a los residentes en formación del Hospital Clínico San Carlos en los cortes realizados en los años 2006, 2009, 2010 y 2012. La variable dependiente del estudio fue la satisfacción global con la formación, y como factores independientes se estudiaron características sociodemográficas y laborales, variables relacionadas con la actividad asistencial, docente e investigadora.

Resultados: Porcentaje de participación total de un 83,7% (1.424/1.701). La edad media fue 28,4 (DE 3,2) años. El porcentaje de satisfacción global fue de un 75,2%. En el análisis multivariado, los factores asociados de manera estadísticamente significativa a la satisfacción global fueron: la implicación del personal docente (tutores y adjuntos) en la formación, mayor satisfacción en especialidades médicas frente a las quirúrgicas, el año de residencia, las facilidades para realizar la tesis, trabajar menos de 40 h a la semana, el tiempo adecuado para la realización de las tareas diarias, la adecuación en el número de sesiones en el servicio y el no disponer de otra especialidad previa.

Conclusiones: Las actividades relacionadas con la investigación y docencia están asociadas con la satisfacción global del residente. Los factores de la actividad rutinaria que más se asocian con la satisfacción fueron el tiempo disponible y las horas de trabajo. Son necesarios más estudios para conocer el impacto de la satisfacción del residente en la calidad asistencial y en su actividad como futuro especialista.

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Background

The opinions of hospital resident professionals (physicians, pharmacists, biologists, psychologists and chemists) concerning the quality of teaching and training support received during their specialization training constitute an instrument for monitoring the acquired skills and the teaching activities and institutions. Resident satisfaction is an element of quality medical education.¹

In our community, most studies based on resident satisfaction surveys focus their results on the frequency of satisfaction in specific training areas; however, the factors that influence the perception of satisfaction have not been analyzed.²⁻⁴ Understanding these factors is critical to designing educational training programs for the various specialties¹ and could also be used to prepare interventions aimed at specific problems.

The aim of this study was to assess resident satisfaction with their training as future specialists and the factors that associated with the perception of satisfaction. To this end, we used the responses collected in surveys conducted in Hospital Clinic San Carlos from 2006 to 2012.

Material and methods

This was a cross-sectional observational study using surveys of the internal resident physicians of Hospital Clinic San

Carlos of Madrid (HCSC) for the courses conducted in 2006, 2009, 2010 and 2012.

The Teaching Commission of HCSC, in collaboration with the Department of Preventive Medicine, has been conducting the Resident Satisfaction Survey since 1999 and since 2009 annually or biannually. In order to increase participation, this survey became mandatory in 2005. Since then, a questionnaire with similar characteristics has been used.

The survey used in this study was designed by the Department of Medicine Preventive of HCSC and the Teaching Commission, in collaboration with the resident spokespeople of this commission. The study began with the survey used in the center prior to the study. We analyzed the flow of questions, the relevance of the categorization of variables and the viability and understanding of the items on the questionnaire.

The study included all residents in training with work contracts in HCSC during the first half of each year, including physicians (resident medical interns [RMIs]), pharmacists (RPIs), biologists (RBIs), psychologists (RSIs) and chemists (RCIs). We excluded residents who, during the data collection stage, were in a period of rotation outside the hospital or who were on leave. The residents of each department, in collaboration with the tutors, were summoned by the Teaching Commission on a specified day. The residents of the Department of Preventive Medicine were in charge of distributing hardcopies of the surveys and answering any questions about how to fill out the questionnaire. An

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