

## Editorial

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Aptitude refers to a person's innate or acquired ability, talent, or potential to acquire specific skills or excel in certain areas. It represents an individual's natural or developed capacity to perform well in a particular field or activity. Aptitude assessments aim to measure an individual's aptitude in various domains, such as cognitive abilities, problem-solving skills, creativity, leadership potential, and specific vocational or academic areas. These assessments provide valuable insights into an individual's strengths, weaknesses, and areas of potential for future growth and success. Aptitude is considered as essential factor in determining an individual's suitability for specific tasks, roles, or educational pursuits. The cross-sectional study on "Aptitude and Academic Performance among medical students of Bangladesh" was conducted by **Dr. Heera Lal Roy** to assess the relationship between aptitude tests' scores and academic performances of the medical students of Bangladesh. Study revealed that very few medical students scored  $\geq 60\%$  in verbal reasoning (17.4%), abstract reasoning (21.8%), situational judgement tests (6.2%) and total aptitude tests (12.4%); but the numerical reasoning was good (60.1%). No significant association was found between deferent aptitude tests' scores and academic performances of the medical students. Study recommended that aptitude test can be considered in medical student selection process so that students with good aptitude tests scores can be enrolled in the course.

The social security of the medical institutional environment includes the protection of participants in educational relations from destructive personal and physical threats, which allow reducing the risks of development of destructive processes and personal addictions, thereby preventing the emergence of social problems and conflicts. The descriptive type of cross-sectional study on "Medical Students' Views Concerning Social Security System at their Institutes" was conducted by **Big Gen Dr. Md Iqbal Hasan** to find out students' views on social security system for them in conveniently selected medical colleges of Bangladesh. Maximum number (>95%) of students

expect better social security both internal and external.

The outpatient department is an important part of the overall training at the hospital. It is normally integrated with the in-patient services and staffed by consultant physicians and surgeons and other medical officers. Many patients are examined and given treatment as outpatients before being admitted to the hospital at a later date as inpatients. When discharged, they may attend the outpatient clinic for follow-up treatment. The descriptive type of cross sectional study on "Status of Outpatient Department based Teaching-learning in Undergraduate Medical Education of Bangladesh" was conducted by **Brig Gen Dr. Neelima Akhter** driven to explore the current status of OPD based teaching-learning in undergraduate medical education of Bangladesh. Study revealed 89% of teachers and 88.4% of students faced challenges during OPD class. Administrative problems were identified by 53.7% teachers and 55.56% students and rest stated academic problems. Special OPD setup was suggested by 76.1% teachers and 91.3% students for better OPD based teaching learning.

Blended learning in medical education refers to an instructional approach that combines traditional in-person teaching methods with online learning activities. It involves integrating digital tools and resources into the curriculum to enhance student engagement, promote active learning, and provide flexibility in terms of time and location. By combining face-to-face interactions with virtual components, blended learning in medical education aims to optimize learning outcomes and adapt to the changing needs of medical students in the modern era. The descriptive type of cross-sectional study on "Blended Learning in Undergraduate Medical Education in Bangladesh: Medical teachers' Views" was conducted by **Big Gen Dr. Md Julfikkar Alam** to reflect different lenses of experiences by the medical teachers on perception of blended leaning in undergraduate medical education in Bangladesh. Data collected from eight medical colleges of Bangladesh. Study revealed that most teachers owned digital equipment, from smartphones (100%) to laptops (91.4% of teachers,

have optimum knowledge and skill in ICT (88.6% of teachers), using social networking (91.4% of teachers). All (100%) respondents stated that they did not have established e-library facilities and no established IT lab facilities by 43% of teachers in their medical colleges.

The quality of the educational environment in the operating theatre is one of the key determinants for the effective training of surgical trainees. The descriptive cross-sectional study on Educational Environment in Operating Theatres of Bangladesh: Views of Surgical Trainees and Trainers” was conducted by **Big Gen Dr. Masud Ahmed** aimed to evaluate the views of postgraduate surgical trainees and their trainers to identify the strength and weaknesses of the educational environment of the operating theatres of Bangladesh. The satisfaction level of juniors in group B subscale of Surgical Theatre Educational Environmental Measure (STEEM) (perception of learning opportunities) was significantly higher than seniors. The perception between trainees of different disciplines was also statistically significant.

The study habits of students are the most important factors that influence the performance of students. The descriptive-type of cross-sectional study on “Study Habits of Undergraduate Medical Students in Bangladesh” was conducted by **Brig General (Retd) Dr. Yasmin Akter** in different medical colleges with the objective to find out the study habits of undergraduate medical students of Bangladesh. With regards to study habits, it was revealed that undergraduate medical students have an average study habit score in textbook reading ( $3.54 \pm 1.14$ ), note taking ( $3.33 \pm 1.17$ ), memorizing lessons ( $3.35 \pm 1.17$ ), preparation for the test ( $3.53 \pm 1.18$ ), time management ( $3.40 \pm 1.18$ ) and classroom related activities ( $3.22 \pm 1.2$ ) domains. There is a significant difference in study habit score of high grades and below-average grade achievers in professional examinations. This average score of study habits was below expectations. Study recommended teachers should make an effort to develop or improve the study habits of medical students by acquainting with good and poor/ bad study habits.

Workplace-based assessment (WPBA) is a contemporary method used in various professional fields, including medical education to evaluate learners' competencies and performance in real

work settings. It involves the systematic observation, assessment and feedback of learners' knowledge, skills, and attitudes within their workplace environment. WPBA aims to provide a comprehensive and authentic assessment of a learner's abilities by assessing their performance in the context of their day-to-day tasks, interactions with colleagues and patients, and also professional responsibilities. This form of assessment promotes continuous learning, professional development and the acquisition of skills necessary for effective practice in the workplace. The cross-sectional study on “Applicability of Workplace-Based Assessment tools (Mini-CEX) for the trainee doctors of Obstetrics and Gynecology in Bangladesh” was conducted by **Dr. Hasna Hossain Akhee** to assess the applicability of workplace-based assessment tools (Mini-CEX) for the trainee doctors of Obstetrics and Gynecology in Bangladesh. Study revealed that the evaluator results of the trainee in 9-point score, the mean score of medical interviewing skills was  $5.60 \pm 1.384$ , Physical examination skills was  $5.16 \pm 1.37$ , Humanistic Qualities/ Professionalism was  $5.68 \pm 1.02$ , Clinical Judgment was  $5.20 \pm 0.866$ , Counseling skills was  $5.00 \pm 1.554$ , Organization efficiency was  $5.160 \pm 1.178$  and overall clinical competence is  $5.28 \pm 0.791$ .

Clinical skill centre is the place where students get opportunity to practice to acquire clinical skills/competences as designed planned before. The study on “Role of Clinical Skill Centers (CSC) in undergraduate dental education: Stakeholders views” was conducted by **Big Gen Dr. Md. Liakat Ali Hyder** in 11 dental colleges and units of medical colleges in Bangladesh to explore the views of the stakeholders about the role of clinical skill centers in undergraduate dental education. It was revealed that 80.4% respondents agreed that CSC facilitates skill training before performing on real patient, 88.5% agreed that skill training in CSC will reduce medical error.

The study on “Occupational stress of primary level health workers in COVID-19 pandemic in Bangladesh: a cross-sectional study” was conducted by **Md Nuruzzaman**. The aim of the study was to explore the level of stress of the primary-level health workers who are staying close-to-the community at Upazila-level in Bangladesh. The most common stressors mentioned by the health workers were such as – dealing with difficult situation, sensitive to criticism, hunch for accuracy

at work and inadequate resources. This study indicates that there is high prevalence (%) of stress among the primary level health workers in Bangladesh. Finally, the study recommends adopting an appropriate occupational stress management strategy at national level specific to the health workers working at the primary level as their nature of work is different to the secondary and tertiary level of care.

Retrospective observational study on “Blood stream infection: Identification & Antibiotic Sensitivity Pattern of Microorganisms in a tertiary care hospital in Dhaka city” was conducted by **Dr. Taslima Begum** in the Department of Microbiology, Holy Family Red Crescent Medical College & Hospital. The aim of this study was to perform bacteriological analysis and assess antibiotic sensitivity patterns of isolates from bloodstream infections in a tertiary care hospital in Dhaka city. Study revealed that the most common organism isolated was *Staph. aureus* 26(30.58%) followed by *Klebsiella* species 15(17.64%), *Acinetobacter* species 13(15.29%), *Pseudomonas* species 11(12.94%), *Salmonella* Typhi 10(11.76%) and *E. coli* 10(11.76%).

Drug resistant bacteria are increasing over the years, so, antibiotic policy which formulates according to local sensitivity pattern will be implemented effectively.

#### **Executive Editor**

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Professor Dr. Md. Humayun Kabir Talukder  
Director (Research, Publication & Curriculum Development), Directorate General of Medical Education (DGME), Mohakhali, Dhaka-1212, Bangladesh & Secretary General, Association for Medical Education (AME), Bangladesh

Email: [hktalukder@yahoo.com](mailto:hktalukder@yahoo.com)  
[amebangladesh@hotmail.com](mailto:amebangladesh@hotmail.com)

Cell: 01711534774