



**MANAGING CLINICAL PRACTICE ACTIVITIES
OF STUDENTS AT CAN THO UNIVERSITY OF
MEDICINE AND PHARMACY, VIETNAM**

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Abstract:

Humans' healthcare demands have increasingly been high and require quality in medical examination, treatment and care. Therefore, health workforce training is required to ensure quality to meet those requirements. The graduates of health sciences must ensure the competencies that society needs. In training health sciences, clinical practice activities are considered the center of the training program. Clinical practice activities are considered a feature of medical training. In order for clinical practice activities to achieve the expected results, clinical practice activity management plays a decisive role in training, especially the clinical practice activities of students at universities of medicine and pharmacy. In order to improve the efficiency of management and enhance the quality of training at Can Tho University of Medicine and Pharmacy (CTUMP), Vietnam, the issue "*Managing clinical practice activities of students at Can Tho University of Medicine and Pharmacy*" was chosen for the research. The paper was carried out with the goal of researching the management of clinical practice activities of students at CTUMP to contribute to improving the quality of training in health sciences at the University, especially the quality of training in the clinical practice. Survey data was conducted on 370 participants belonging to four groups: managers, lecturers, medical staff and students. For the research results, the paper has systematized the theoretical basis for the activities, the management of clinical practice activities of students at CTUMP and the factors affecting the management of clinical practice activities of students. On that basis, the research surveyed the reality of activities and management of clinical practice activities of students at CTUMP. Through analyzing the survey results, the

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management of clinical practice activities of students at CTUMP is evaluated as quite good and there are many advantages. However, there are still some limited issues in managing students' clinical practice activities. From those results, the study proposes some management measures to improve the limitations. In general, for clinical training activities to achieve results, scientifically managing clinical practice activities of students will contribute to enhancing the quality of students' clinical practice, and increasing the quality of training the medical human resources at Can Tho University of Medicine and Pharmacy.

Keywords: management, clinical practice, clinical practice activities, Can Tho University of Medicine and Pharmacy

1. Introduction

According to the definition of the World Health Organization (2006), health is a state of complete physical, mental and social well-being, not just the absence of disease. Medicine is a natural science and also has the characteristics of a social science. To gain good knowledge and skills, clinical practice is especially important; it is an educational environment, and a cradle for forming both rosy and professional medical staff. This is also a unique way of learning for health science students. Clinical practice usually accounts for over 50% of the health sciences training program in general and the medical training program of Can Tho University of Medicine and Pharmacy in particular.

Currently, in Can Tho City, there are many public and non-public universities, colleges, and intermediate schools providing training in health sciences. Therefore, the number of students increases, so internships at hospitals in Can Tho city are overloaded compared to the hospital's capacity, affecting the quality of student internships and the quality of training in health sciences. This situation is a challenge not only for training institutions but also for practicing hospitals. However, what is the current status of students' clinical practice activities? What factors affect the management of this internship activity? What to do to manage student training activities to ensure training quality? These are practical questions being asked in practice at medical universities across the country.

Can Tho University of Medicine and Pharmacy (CTUMP), Vietnam, in recent years, has made many efforts to innovate training management in general and clinical practice management in particular, achieving significant results. However, from the perspective of management science, along with the current trend of educational and social development, there are still many inadequacies in the lack of effective management measures.

Stemming from the above reasons, the issue "Managing clinical practice activities of students at Can Tho University of Medicine and Pharmacy" was chosen as a research topic.

2. Literature Review

2.1 Fundamental Concepts

2.1.1 Clinical Practice

According to the Vietnamese Dictionary - Institute of Linguistics (2003), clinical practice refers to what is directly observed in sick people in hospital beds. Clinical (Clinique) is a specialized medical term used to refer to the act of examining and treating patients directly at the hospital bed, thereby determining the treatment and care regimen for the patient. In the medical field, "clinical" means hospital bed, so clinical practice means practice at the hospital bed or, more broadly, practice at medical facilities. Clinical practice is the process of applying knowledge, skills, and techniques in performing specialized techniques of examination, treatment, and health care for patients.

Therefore, clinical practice is a bedside internship or hospital internship. The health sciences sector is the field directly related to human health status, so for students studying these sciences, clinical work is extremely important. Participating in clinical activities helps students improve their health, consolidate knowledge, hone professional skills, and train and foster medical ethics to help them become medical staff with professional capacity and professional ethics.

2.1.2 Clinical Practice Activities

Also, from the Vietnamese Dictionary - Institute of Linguistics (2003) in medical schools, after students receive pre-clinical training, this is the stage where students learn and practice on human body models and fake patients, that means students enter the clinical training stage. This is the stage where students have direct contact with patients, applying the knowledge, skills, and techniques they have been equipped and trained to examine, treat, and care for patients.

Clinical practice activities of students are internship activities at the hospital or internship activities at the student's hospital bed. Student care activities are activities where students go to the hospital according to the school's plan. When carrying out clinical practice activities, students will become familiar with the environment at the hospital, including patients, patients' families, medical staff (doctors, nurses, technicians, etc.), patient rooms, and hospital beds. Clinical practice activities focus on teaching and learning related to patients and their issues. Medical schools need to give students as many opportunities to interact with the clinical environment as possible.

2.1.3 Clinical Practice Management

Clinical practice management is also the performance of management functions, including the functions of planning, organizing, directing, inspecting and evaluating all activities related to clinical practice activities including: objectives, content, internship program, form of internship, internship instructors, number and subjects of internship students, internship location and facilities for internship, testing and internship evaluation. Managing clinical practice activities is also to control clinical practice

activities to promote advantages, propose measures to overcome existing aspects of clinical practice activities, and create the best conditions for clinical practice activities. Information about students during the training process.

2.2. Related Studies

The research entitled "Teaching health care workers" by Fred Abbatt and Rosemary McMahon (1985) is quite an elaborate document on teaching healthcare workers in many countries around the world. The authors explain how to let instructors know specifically what students need to learn. The task analysis technique will lead to a clear distinction between different things that need to be learned: knowledge, attitude or operational skills. The synthesis of what needs to be learned provides the basis for managers to develop a general plan for course programs, a plan for assessment and selection of teaching methods, and a plan for their management.

According to the view that internship is the focus of medical education and is student-centered, the "Education Handbook for Medical Professionals" by J. J. Guilbert (1992) raised and resolved the issues Basic issues such as building an internship plan, monitoring and evaluating the process of implementing the internship plan, managing the evaluation of student's practical skills, managing evaluation Instructors' internship guidance methods and students' end-of-internship evaluation methods.

The article "Solutions for unsatisfactory students in clinical practice" is the research work of the authors Scanlan Judith, Care and Gessler Sandra (2001) in the journal Nurse Educator. It analyzes the situation of students not meeting the requirements in clinical practice, thereby proposing corrective measures to improve the quality of training skills for medical staff. Research work on "Learning styles of medical and midwifery students at medical school" by the author group Zeraati A, Hajian H, Shojain R (2008) at Mashhad Medical University, Iran conducted a study. Cross-sectional descriptive assessment of clinical learning differences. The results show that some students like to learn through visual methods such as charts, graphs, and progression diagrams. There are students who like to learn through reading, writing, seeing and hearing, and there are students who like to apply a variety of the above learning methods.

In the article "The importance of clinical practice in nursing training" by Katie Tonarely (2010) showed the need to manage student learning activities during the clinical internship, in a scientifically rigorous way to supplement knowledge and form necessary career skills for students. The author also emphasizes the benefits of clinical practice in helping nursing students acquire appropriate attitudes in caring for patients professionally. Thanks to handling clinical situations, instructors can evaluate students' knowledge of medication management, skills in recording and reporting changes in patient health status, and care planning and implementing that care plan, their attitude towards the patient. When students can perform the above tasks systematically and effectively, it means their professional skills have met the requirements.

In Vietnam, nowadays, people's health care needs are increasingly high. Medical staff are the workforce that directly treats diseases and takes care of the health of people

in the community. Human resource training also needs innovation in practical training for learners to serve society. In reality, the topics on managing law enforcement activities are still quite modest and not many.

Research work on "Current status of internship management at the Faculty of Nursing - Medical Technology, University of Medicine and Pharmacy in Ho Chi Minh City", master's thesis by author Nguyen Doan Cuong (2011). This is a research project on internship activities of students of the Faculty of Nursing - Medical Technology, one of the key departments of Ho Chi Minh City University of Medicine and Pharmacy. Good management of students' internship activities will contribute to improving their internship effectiveness. Therefore, managing student internships is one of the important stages of training management. Also, in the article by the author group Truong Viet Truong *et al.* on "The current situation of intra-facility clinical learning of full-time year 3 students trained under the credit system at Thai Nguyen University of Medicine and Pharmacy". The author evaluated medical students' clinical learning and described a number of factors affecting students' clinical learning. The author recommended that students be proactive and practice skills when studying clinically. This is just a research topic mainly about clinical learning of a specific subject.

In the study on "Clinical teaching-learning situation at Hai Phong University of Medicine and Pharmacy and results of experimental application of some intervention measures", doctoral thesis in Public Health, Pham Thi Hanh (2018). The author has outlined the current situation of clinical teaching and learning, the most used clinical teaching and learning methods, and pointed out a number of factors affecting clinical teaching and learning. From there, the author proposes a number of interventions in clinical teaching and learning on a number of clinical skills to improve the quality of clinical teaching and learning. And in the study "Survey of satisfaction with the clinical learning environment of nursing students at Duy Tan University", an article by the author group Ho Thi Lan Vi *et al.* (2020). The author evaluates the clinical practice environment of nursing students and describes the relationship between student satisfaction and factors in the clinical practice environment that contribute to improving clinical practice education.

In general, there are few domestic and foreign research topics on the management of internship activities specific to the medical industry, especially the management of clinical internships at medical and pharmaceutical schools. However, the above information has helped the author realize that managing student learning activities is an issue that needs attention and continued research.

2.3 Research Aims and Questions

The research on the management of clinical practice activities of students at Can Tho University of Medicine and Pharmacy, Vietnam, aims to contribute to improving the quality of training in health sciences at the University, especially the quality of clinical practice training with three specific ones posed:

- 1) to systematize the theoretical basis for the operation and management of clinical practice activities of students at the University of Medicine and Pharmacy,
- 2) to survey the current status of activities and management of clinical practice activities of students at Can Tho University of Medicine and Pharmacy, and
- 3) to propose measures to manage clinical practice activities to improve the quality and management of clinical internships at medical facilities, contributing to improving the quality of training.

The study was carried out with three research questions as follows:

- 1) What theoretical basis is there for the operation and management of clinical practice activities of students at the University of Medicine and Pharmacy?
- 2) How are clinical practice activities and student management at Can Tho University of Medicine and Pharmacy managed?
- 3) What measures can be proposed to manage the clinical practice activities of students at Can Tho University of Medicine and Pharmacy?

3. Research Methodology

3.1 Research Site

Can Tho University of Medicine and Pharmacy (CTUMP) was established under Decision No. 184/2002/QĐ-TTg dated December 25, 2002 of the Vietnamese Prime Minister on the basis of the Faculty of Medicine, Dentistry and Pharmacy (established in December 2002). July 1979) of Can Tho University. The university was built on an area of 31.06 hectares at 179 Nguyen Van Cu Street, An Khanh Ward, Ninh Kieu District, Can Tho City, South of Vietnam, in the Mekong Delta region.

In 1995, the Faculty of Medicine was renamed Faculty of Medicine - Dentistry - Pharmacy, to meet the needs of medical human resources. The faculty began to train more dentists in 1996. In January 1996, the new facility of the Faculty of Medicine in Campus II of Can Tho University was completed, and the entire Faculty was moved to this new facility.

By 2002, Can Tho University of Medicine and Pharmacy was established under Decision No. 184/2002/QĐ-TTg under the Ministry of Health and is the only public university specializing in training application-oriented health sciences at present in the Mekong Delta region with the mission of training, scientific research and medical examination and treatment.

In 2011, Can Tho University of Medicine and Pharmacy Hospital was the practice hospital of the University, established under Decision No. 270/QĐ-BYT dated January 26, 2011 of the Minister of Health, classified as a general hospital. The hospital has the function of medical examination, treatment, and disease prevention; provides training and is a clinical practice base for students and postgraduates of the University, scientific research, and application of high-tech technologies in diagnosis, treatment, protection, and human health care and directs the line and transfers technology to other medical facilities when required. After 44 years of establishment and development, Can Tho

University of Medicine and Pharmacy has successfully completed its mission of training and providing medical human resources to contribute to protecting and caring for the health of people in the Mekong Delta provinces, Southeast and South Central regions, Vietnam and build closer links with the community with localities and medical facilities in the Mekong Delta, South Central and Southeast regions.

3.2 Research Participants

The study was conducted with 40 Management Officers (Managers) of Can Tho University of Medicine and Pharmacy (CTUMP) including Rector, Vice-Rectors, Management staff of Faculty of Medicine, Undergraduate Training Office, Equipment Management Office, Finance and Accounting Office, Inspection and Legislation Office Departments and Management staff at medical facilities (healthcare facilities), 60 Clinical lecturers at CTUMP and instructors at medical facilities, and 270 full-time 5th year medical students.

3.3 Research Instruments

The research was done with a mixed approach: quantitative and qualitative. First, it would be theoretical research by reading documents, collecting information, analyzing, synthesizing, systematizing, modeling, generalizing domestic and foreign sources of documents on management science and management of student information about clinical practice activities. Second, there were three questionnaires (4 levels: Not important, Less important, Important, Very important; Unsatisfactory, Satisfactory, Good or Fair; No impact, Little impact, Impact or Strong impact) to collect information through opinion surveys of managers, lecturers and students of Can Tho University of Medicine and Pharmacy and medical facilities to serve as a basis for assessing the current situation, finding causes and making recommendations on managing student clinical practice activities. Finally, semi-structured interviews with managers, clinical instructors, and scientists were conducted to collect information based on practical experiences managing student clinical practice activities.

3.4 Data Analysis

The questionnaires were done with SPSS based on the calculations as follows:

Level	Value	Meaning		
1	1.00 - 1.75	Not important	Unsatisfactory	No impact
2	1.76 - 2.50	Less important	Satisfactory	Little impact
3	2.51 - 3.25	Important	Good	Impact
4	3.26 - 4.20	Very important	Fair	Strong impact

4. Findings and Discussion

4.1 Current Status of Awareness of the Importance of Clinical Practice Activities of Students at Can Tho University of Medicine and Pharmacy

The current status of the importance of information sharing activities of students at CTUMP was conducted according to 6 criteria with 2 groups of subjects: lecturers and students. They were the results of surveying the current status of awareness of the importance of practice information activities among students of Can Tho University of Medicine and Pharmacy.

Table 4.1.1: Results of Lecturers' Assessment of the Importance of Practice Information Activities of Students at Can Tho University of Medicine and Pharmacy

Statements		Levels				Mean	SD	Ranking
		Not important	Less important	Important	Very important			
1. Contributing to realizing the clinical practice goal of the training curriculum.		0	0	8	52	3.87	0.343	1
		0	0	13.3	86.7			
2. Helping students further consolidate theory, and apply learned knowledge into practice		0	0	8	52	3.87	0,343	1
		0	0	13.3	86.7			
3. Contributing to developing students' qualities and abilities, forming professional skills	N and %	0	0	9	51	3.85	0.360	2
		0	0	15.0	85.0			
4. Fostering and practicing medical ethics and communication skills for students		0	0	9	51	3.85	0.360	2
		0	0	15.0	85.0			
5. Helping students learn about future job positions		0	1	11	48	3.78	0.454	4
		0	1.7	18.3	80.0			
6. Helping students have correct awareness, the right attitude, and correct behavior		0	0	11	49	3.82	0.390	3
		0	0	18.3	81.7			
Total						3.84	0.375	

From Table 4.1.1, "Contributing to realizing the clinical practice goal of the training curriculum", was with $M = 3.87$, $SD = 0.343$, "Helping students further consolidate theory, apply learned knowledge into practice" with $M = 3.87$, $SD = 0.343$, "Contributing to developing students' qualities and abilities, forming professional skills" with $M = 3.85$, $SD = 0.360$, "Fostering and practicing medical ethics and communication skills for students" with $M = 3.85$, $SD = 0.360$, "Helping students have correct awareness, right attitude, and correct behavior" with $M = 3.88$, $SD = 0.390$, "Helping students learn about

future job positions" with $M = 3.78$, $SD = 0.454$, which were all rated at "Very important", ranked from 1 to 4, in which there were four criteria ranked in the same class. There was no rating level "Not important" and the rating level "Less important" had only one criterion evaluated, but the percentage was very small and insignificant.

Table 4.1.2: Results of Students' Assessment of the Importance of Practice Information Activities of Students at Can Tho University of Medicine and Pharmacy

Statements	Levels				Mean	SD	Ranking
	Not Important	Less important	Important	Very Important			
1. Contributing to the implementation clinical practice goal of the training curriculum	1	2	94	173	3.63	0.52	4
	0.4	0,7	34.8	64.1			
2. Helping students further consolidate theory and apply learned knowledge into practice	1	4	77	188	3.67	0.52	1
	0.4	1.5	28.5	69.6			
3. Contributing to developing students' quality and capacity, forming professional skills	1	3	85	181	3.65	0.52	3
	0.4	1,1	31.5	67.0			
4. Fostering and training medical ethics and communication skills for students	1	3	82	184	3.66	0.51	2
	0.4	1.1	30.4	68.1			
5. Helping students learn about future job positions	1	5	91	173	3.61	0.54	6
	0.4	1.9	33.6	64.1			
6. Helping students have correct awareness, right attitude, correct behavior	1	5	89	175	3.62	0.54	5
	0.4	1.9	33.0	64.7			
Total					3.64	0.52	

In Table 4.1.2, it can be seen that the statement "Helping students further consolidate theory and apply learned knowledge into practice" was with $M = 3.67$, $SD = 0.522$, "Fostering and training medical ethics and communication skills for students " with $M = 3.66$, $SD = 0.519$), " Contributing to developing students' quality and capacity, forming professional skills " with $M = 3.65$, $SD = 0.522$), "Contributing to the implementation clinical practice goal of the training curriculum" with $M = 3.63$, $SD = 0.522$, "Helping students have correct awareness, the right attitude, correct behavior" with $M = 3.62$, $SD = 0.544$), "Helping students learn about future job positions" with $M = 3.61$, $SD = 0.545$), which were all rated as "Very important", ranked from 1 to 6 respectively. The survey showed that in this activity students' knowledge skills were essential to knowledge

information training activities, although there was a small percentage rated as unimportant and less important but not significant.

4.2 Current Status of Organizing Clinical Practice Activities for Students at Can Tho University of Medicine and Pharmacy

The current status of organizing clinical practice activities of students at Can Tho University of Medicine and Pharmacy was surveyed according to seven criteria by the university managers. Here are the results of a survey of the current status of organizing practice training activities for students at Can Tho University of Medicine and Pharmacy.

Table 4.2.1: Evaluation Results of Managers on the Organization of Practice Training Activities of Students at Can Tho University of Medicine and Pharmacy

Statements		Levels				Mean	SD	Ranking
		Unsatisfactory	Satisfactory	Good	Fair			
1. Organizing the dissemination of clinical training programs and plans to faculties/subjects with medical students		0	3	24	13	3.24	0.588	1
	N and %	0	7.5	60.0	32.5			
2. Organizing the division of practice teams/groups		0	11	23	6	2.87	0.648	4
	N and %	0	27.5	57.5	15.0			
3. Organizing the assignment of teachers and staff to guide the practice		1	5	31	3	2.90	0.545	3
	N and %	2.5	12.5	77.5	7.5			
4. Organizing a survey of quality assurance conditions at medical facilities		1	14	22	3	2.68	0.656	5
	N and %	2.5	35.0	55.0	7.5			
5. Coordinating with the Finance and Accounting Office to create financial plans for clinical practice activities		2	23	11	4	2.43	0.747	6
	N and %	5.0	57.5	27.5	10.0			
6. Coordinating with the Equipment Management Office to plan new investments and repair and maintain facilities and equipment for clinical practice activities		2	25	10	3	2.35	0.700	7
	N and %	5.0	62.5	25.0	7.5			
7. Organizing training to improve knowledge of teaching methods and evaluating practice training for new teachers and staff of medical facilities		1	3	33	3	2.95	0.504	2
	N and %	2.5	7.5	82.5	7.5			
Total						2.77	0.627	

As can be seen in Table 4.2.1, the criteria in the statements that "Organizing the dissemination of clinical training programs and plans to faculties/subjects with medical students" was with $M = 3.24$, $SD = 0.588$, "Organizing training to improve knowledge of teaching methods and evaluating practice training for new teachers and staff of medical facilities" with $M = 2.95$, $SD = 0.504$), "Organizing the assignment of teachers and staff to guide the practice" with $M = 2.90$, $SD = 0.545$), "Organizing the division of practice teams/groups" with $M = 2.87$, $SD = 0.648$), "Organizing a survey of quality assurance conditions at medical facilities" with $M = 2.68$, $SD = 0.656$) were evaluated at a high level. "Fair", ranked from 1 to 5 respectively. The content "Organizing a survey of quality assurance conditions at medical facilities" had a fairly high "Satisfactory" rate of 35%. The survey of conditions to ensure quality at health facilities for better practice goals, plans, and content of clinical practice at health facilities to avoid having internship content that did not exist in practice conditions.

4.2 Current Status of Directing Clinical Practice Activities of Students at Can Tho University of Medicine and Pharmacy

Table 4.2.2: Evaluation Results of Managers on Directing Practice Activities of Students at Can Tho University of Medicine and Pharmacy

Statements		Levels				Mean	SD	Ranking
		Unsatisfactory	Satisfactory	Good	Fair			
1. Directing the coordination between faculties and departments in clinical practice activities	N and %	0	9	26	5	2.90	0.591	4
		0	22.5	65.0	12.5			
2. Directing the coordination between the university and health care facilities		8	18	11	3	2.22	0.862	6
		20.0	45.0	27.5	7.5			
3. Directing the close coordination of activities between the university lecturers and staff of the health care facility		7	21	9	3	2.20	0.823	7
		1.5	52.5	22.5	7.5			
4. Maintaining quality assurance conditions at health facilities		1	2	34	3	2.97	0.480	2
		2.5	5.0	85.0	7.5			
5. Developing regulatory documents and instructions on program implementation and quality assurance conditions for clinical practice activities	1	5	30	4	2.93	0.572	3	
	2.5	12.5	75.0	10.0				
6. Directing faculties and departments to design the content of clinical practice activities	3	20	14	3	2.43	0.747	5	
	7.5	50.0	35.0	7.5				
7. Directing the innovation of teaching methods and assessment of practice skills	0	3	34	3	3.00	0.392	1	
	0	7.5	85.0	7.5				
Total					2.66	0.638		

The current status of directing clinical practice activities of students at Can Tho University of Medicine and Pharmacy was surveyed according to 7 criteria with managers.

Table 4.2.1. showed that "Directing faculties and departments to design the content of clinical practice activities " was with M 2.43, SD = 0.747, "Directing the coordination between the university and health care facilities" with M 2.22, SD = 0.747), "Directing the close coordination of activities between the university lecturers and staff of the health care facility" with M= 2.20, SD= 0.823) were rated at the "Satisfactory" level, ranked from 5 to 5, respectively. In clinical practice activities designing the content of clinical practice activities was very important to achieve the training goals and each module/subject, and Directing the coordination between the university and healthcare facilities was indispensable in all student clinical practice activities.

4.3 General Assessment of the Clinical Practice Activities

Analyzing the results of the survey on the current status of operations and management of practice training activities of students at Can Tho University of Medicine and Pharmacy shows that there are strengths and some shortcomings as follows:

4.3.1 Strengths

The good things regarding the clinical practice activities of students at Can Tho University of Medicine and Pharmacy, specifically, are as follows:

First, medical students' awareness of clinical practice activities is all rated as "Very important", showing that clinical practice activities are very important for health science students, contributing to the development of capacity and skills, Professional skills, fostering and training medical ethics for students.

Second, the goals of students' clinical practice activities are rated at "Good" level, showing that the goals of the activities are to consolidate knowledge, form clinical skills, form attitudes and professional ethics, and students' familiarization with a real working environment are done well in practice activities.

Third, the content of students' clinical practice activities is also rated at "Good" level, so it can be seen that the teaching and guidance of clinical practice activities achieved the set goals of the module/subject.

Fourth, the method and form of organizing clinical practice activities of students are evaluated at a "Good" level. The form of organizing clinical practice activities is consistent with the module/subject program.

Fifth, checking and evaluating students' clinical practice activities is rated at a "Good" level. The testing and evaluation of students' clinical practice activities appropriately use methods to evaluate clinical learning results, reflecting correctly students' abilities when participating in clinical internships, and helping students self-assess their learning abilities.

And for the management of clinical practice activities of students at Can Tho University of Medicine and Pharmacy will be mainly mentioned below:

Firstly, the management of student training activities is considered very necessary for the university training activities, contributing to the implementation of the training goal, checking and supervising the implementation of the plan and content of clinical training, and teaching and learning is very necessary for the management of activities.

Secondly, as for planning and organizing students' practice activities, it shows that the university is proactive in implementation and achieves a "Good" level, in which the planning and organization of fostering clinical teaching methods and clinical evaluation methods are carried out quite fully, which can be a condition to be able to participate in teaching and guiding clinical practice for students.

Thirdly, in terms of direction, inspection, and evaluation of the management of students' practice activities, the results show that the university regularly directs, inspects, and evaluates students' internship activities.

In short, the above strengths will create conditions for the university to improve and innovate the management of practice training activities of Can Tho University of Medicine and Pharmacy students in the current and future periods.

4.3.2 Limitations

Analyzing the survey results on the current status of practice activities of students at Can Tho University of Medicine and Pharmacy shows some limitations reported below:

First and foremost, there is still a part of students who think that students' information-sharing activities in some contents of clinical practice activities are less important. This shows that a small number of departments are not fully aware of students' information sharing activities in some content.

Secondly, regarding the method and form of organizing student practice activities, the survey results on the number of students/practice groups with an unsuccessful rate of 15% show that the number of students in the internship group may be large and have an impact on the internship process.

Plus, for the inspection and evaluation of students' practice activities, the survey results showed that the organization of workshops to re-evaluate practice activities had an unsatisfactory rate of 8.3%.

While analyzing the results of the survey on the current status of managing practice information activities of students at Can Tho University of Medicine and Pharmacy, they show some limitations posed below as well.

First, a small amount of content is considered less necessary for the management of student information sharing activities, such as coordination and management of resources for student information-sharing activities.

Secondly, the university needs to pay attention to building a plan for clinical practice activities for students, and coordinate with health facilities to be able to build the content of these activities to meet training goals due to the achievement rate. These contents account for 40% or more.

Thirdly, when developing a student training center activity plan without close coordination, management staff should coordinate to plan and estimate costs and

coordinate to ensure the conditions of facilities and equipment for clinical practice activities.

Fourthly, the direction of students' practice activities is evaluated at a good level. However, the university's administrators need to pay attention to some contents that are only at a satisfactory level, such as directing the coordination between the university and the medical facility, directing the close coordination between the university teachers and the medical staff, and directing the faculties of building knowledge information content.

Therefore, the above limiting issues are factors that have greatly affected the management of student clinical practice activities, especially the planning, organization, direction and implementation of student activity plans.

4.3.3 Reasons for Limitations

From the above limitations, the researchers discovered its reasons. First, a portion of medical students have not really paid attention to the importance of practice training activities for their future careers, while some managers are not fully and properly aware of their roles and responsibilities in their supervision. Second, some of the university managers at all levels have not participated in professional training courses in management, especially in management training, mainly learning and working based on their own experiences. Plus, some administrators, in addition to management and teaching, also work concurrently in a number of other units and participate in medical examination and treatment, so the management, inspection, supervision, and evaluation of student information practice activities are not good enough to have good results and to propose measures and promptly resolve problems that arise in student clinical practice activities. Last but not least, some medical facilities do not meet the physical conditions to serve the medical examination and treatment activities of students because these medical facilities were built a long time ago and have not been invested in new construction to meet the needs of medical examination, treatment and training medical staff.

4.4 Some Suggestions to Manage Clinical Practice Activities of Students at Can Tho University of Medicine and Pharmacy

There are some suggestions posed below.

Measure 1: it is a good idea to raise awareness for managers, lecturers, and students about the importance of clinical practice activities, an important premise for implementing other measures in these activities. This is a measure to influence the awareness and consciousness of subjects participating in these activities and management to improve the roles and responsibilities of managers at all levels and teachers in managing these activities to achieve the stated goals.

Measure 2: it is necessary to fostering students' capacity to develop plans and content of clinical practice activities, a comprehensive measure to implement management functions. Capacity building for forces to develop plans to limit errors, plans and content of these activities must be in accordance with the objectives, time,

content of each student, and coordination between participating forces. And there must be a regular and periodic training plan to promote capacity and create human resources in developing plans and content for these activities.

Measure 3: there is a need to strengthen the direction of coordination between relevant units of the university and health facilities in clinical practice activities, which is to implement the plan to achieve the goal and keep up with the schedule of these activities because the lack of direction in the coordination of work can create difficulties in these activities.

Measure 4: it is imperative to improve inspection, supervision, and evaluation of clinical practice activities, a measure to help these activities take place according to goals, plans, and content while avoiding formal inspection and supervision, and evaluate information technology activities to make appropriate and practical management decisions.

Measure 5: should implement mobilization and effective use of resources for student clinical practice activities, which is one of the supporting measures but is also very necessary in these activities. And clinical practice training activities require a lot of resources because these training activities cost a lot of money to be able to train students to achieve the training goals of the health sciences sector.

In general, measures to manage clinical activities are a diverse system. They are both independent and have a close relationship and supportive impact with each other with the goal of improving the effectiveness of managing these activities of students at Can Tho University of Medicine and Pharmacy. Therefore, when applying measures to manage these activities, the 5 measures must be applied synchronously to improve efficiency. And when applying each proposed measure, it is necessary to put them in a dialectical relationship with each other. This measure is the premise and basis for the other measure. Plus, the measures complement each other and interact with each other to work towards the goal of improving the management of student learning activities. Therefore, the management of student information processing activities should not be focused on one method but must be applied according to the actual conditions of the university and health facility. What's more, human factors, regulations, facility conditions, equipment, number of students, and clinical practice environment will have an impact on the use of measures, so it is necessary to be flexible in their use. In managing these activities, managers at all levels and teachers should not underestimate measures; they need to choose and use measures flexibly, combining measures appropriately with actual conditions to achieve proposed results.

5. Conclusion and Suggestions

5.1. Conclusions

Clinical practice is an indispensable activity for health science students and is a determining factor in the quality of training for students during their studies. Therefore, managing student learning activities is an important step in training management in

general and managing learning activities in particular. Scientifically managing student clinical activities will contribute to improving the quality of medical students. Through the results of research on the management of practice activities of students at Can Tho University of Medicine and Pharmacy, the study achieved the research questions and objectives with satisfactory results of medical students at Can Tho University of Medicine and Pharmacy, Vietnam.

5.2. Suggestions to Vietnamese Related Agencies

In order to manage the information practice activities of students at Can Tho University of Medicine and Pharmacy to achieve results, the researchers would like to propose some of the following recommendations:

5.2.1. For the Vietnamese Ministry of Education and Training

It is necessary to coordinate with the Vietnamese Ministry of Health to soon issue training program standards for the health sciences sector so that students at Universities of Medicine and Pharmacy can transfer their training sessions to training programs in the country and other countries in the region to integrate themselves nationwide and worldwide when the health care is across the regional and global scales.

5.2.2 For the Vietnamese Ministry of Health

There should be instructions on calculating costs for clinical practice activities among higher education institutions and health facilities according to Decree No. 111/2017/ND-CP dated October 5, 2017, on organizing practical training in the health sector for agreeing on funding for student training activities.

Also, there is a need to consider stipulating that a practice facility signs a practice contract with no more than 02 educational and training facilities at undergraduate and postgraduate levels and 01 educational and training facility at intermediate and college levels for training schools. There are a large number of health sciences sectors in some provinces and cities, which also makes it difficult to sign training contracts for medical specialists for individual specialities because specialized hospitals often have one hospital in a medical university while there are a lot of higher education institutions training the health field; therefore, it is necessary to regulate according to the reality of each locality.

5.2.3 For Medical Facilities

It is necessary to continue to cooperate with medical universities in implementing regulations on practical training, such as signing practical training contracts, developing practical training programs, and appointing qualified officials to participate in instructing trainees, and coordinating the management of students participating in practice activities at the health facility. Besides, it should create favorable conditions for lecturers involved in participating in training courses on clinical teaching methods and student assessment methods, and join seminars on training clinical practice activities.

Plus, there is a must to build a friendly practice environment, care for and help each other, to create favorable conditions for lecturers to teach and participate in medical examination and treatment and students participating in clinical practice to achieve good results in developing professional capacity and fostering medical ethics.

5.2.4 For Can Tho University of Medicine and Pharmacy

5.2.4.1 For managers

They may closely coordinate with the health department in operating and managing student training activities to ensure the training goals of each discipline. And they ought to pay attention to propaganda and raise awareness of subjects participating in clinical practice activities. In addition, they need to strengthen the direction, inspection, and evaluation of forensic information management at health facilities to promptly overcome limitations and inadequacies in forensic information activities. What's more, they might strengthen the mobilization of resources from health facilities to serve medical examination and treatment, and at the same time, encourage those attending at medical examination activities to use them effectively and properly to avoid waste and additional costs. Last but not least, they have to develop appropriate regimes and policies for clinical practice instructors of health facilities to encourage and motivate them to participate in these activities.

5.2.4.2 For Lecturers

Lecturers should coordinate and strengthen cooperative relationships with medical staff at health facilities to create favorable conditions for students to get involved in medical treatment and manage students. And, they may enhance the sense of responsibility in teaching, testing, evaluating students and managing students in clinical practice activities. They need to master the training program and contents of clinical practice plans; and promptly capture information to coordinate with the health department to resolve arising problems. Moreover, they have to participate in medical examination and treatment at health facilities to self-improve and improve expertise and participate in exchanging and updating new information with healthcare providers in the field of health to serve information technology activities. And finally, they had better innovative teaching methods, and clinical assessment methods, and promoted students' self-study as well.

5.4.2.3 For Medical Students

Medical students have to cultivate a sense of responsibility and awareness towards information technology for future careers. Also, they need to proactively and actively participate in clinical practice activities, have a sense of self-study and self-research to develop skills and professional capacity and self-improve and practice medical ethics and professional behavior for their future jobs successfully.

Furthermore, they need to master the objectives, contents, and requirements of the practice modules, strictly comply with the practice regulations of the university and

medical facilities, promote the spirit of inquiry and learning, actively seek their practical opportunities and always be serious about studying, and strengthen relationships with medical staff to study, exchange, and gain experience during their practice schedules as well to get their higher results.

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Conflict of Interest Statement

The author declares no conflicts of interest.

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