

## “Foundation course Feed-Back analysis of Indian Medical Graduates (IMG) of a Govt. Medical college in Bundelkhand Region.”

Dr. Prabhakar Singh Bais, Asso. Prof. –Department of Biochemistry,MLBMC-Jhansi-284128(UP)

Dr. Amitabh Agarwal Asso. Prof.-Department of Physiology –ASMC-Etah(UP)

Dr. Priyanka Chauhan-Profesor-Department of Microbiology-KDDC-Mathura(UP)

Corresponding Author: \* Dr. Prabhakar Singh Bais, Asso. Prof. –Department of Biochemistry,MLBMC-Jhansi-284128(UP)

---

### Abstract:

**Aims & Objectives:** As the NMC has introduced a foundation course associated with the competency based medical curriculum for the Indian Medical Graduates, analysis of the feedback from the students will be a welcome addition to its improvisation in the coming years. **Materials & Methods:** The present study is a cross-sectional study was conducted among the 1st year Bachelor of Medicine and Bachelor of Surgery (MBBS) students of 2020-21 batch of Maharani Laxmi Bai government medical college, Jhansi, Uttar Pradesh, India.

**Results:** Out of 21 feed-back questions, the students have given high percentage of ranking which is 5-strongly agree to the question numbers 2,3,6, 9, 12,16,17 and 20. Among these feed-back questions really play a vital aspect in the life of a medical student. Above 70% of replies were received to these feed-back questions. On the contrary, the students given feed-back questions numbers 4,7, and 11 in very limited number of replies and in addition they were assigned the scale of 1 where the students strongly disagreeing with such questions.

**Conclusion:** In the present study, demonstrated that it is possible to extend and incorporate a course to teach professional construction based on the understanding and practice of qualities. The majority of students felt the course helped them understand and explain the character strengths that improve physician engagement and patient care, helped them understand the importance of qualities in the practice of medicine.

---

Date of Submission: 03-04-2022

Date of Acceptance: 16-04-2022

---

### I. Introduction:

Numerous studies have reported that medicine students have increased rates of exhaustion along with loss of understanding as they pursue their education (1-8). The complex concepts of the practice of medicine continue to enhance the present dynamic conditions of the public healthcare (1-3). Alterations in the monetary accounting, societies, and the categorization of delivery of healthcare facilities, have been contributing to the vast array of challenges facing modern physician (4-6). The mental health environment has, whether something, worsened lately as demands on health professionals have increased at the similar period as sovereignty and agreement with the career of medicine have decreased. In a huge cross-sectional survey, approximately 50% of physicians who are practicing demonstrated at least one symptom of exhaustion (9-13). The reality is that features of exhaustion and loss of understanding occur during the vital years of professional formation is alarming. Regrettably, the centre values that persuade numerous students into medical school are lost in medical school during the clash among the student precise dedication to customary values and the informal core curriculum that tacitly directs lack of involvement and self-respect (10,11). Medical student exhaustion threatens these morals and skilled formation, leading to cheating and corrupt behaviors, decreased humanity, difficulty in administration of conflicts of interest, decreased understanding, and personal accountability relating impaired compatriots (12,13).

Mental factors like homesickness, parental pressures, language problems, adjustments to hostel life, and food may contribute a significant level of stressors (4-8). In addition, multiple students who pursue the course are overburdened with the expectations of family, relatives, friends, and society (7-10). By taking into account all of these facts, a time period of adaptation to the new environment is definitely desirable.

National Medical Council (NMC) of India has revised the core curriculum for undergraduate medical education program. The aim of the present study is to deal with the competencies and also to construct it learner centric. Exercising of an ample variety of domains needs to be incorporated which demands great commitment like exposure to human interactions and also interpersonal relationships in hospitals, communities, and clinics

(11-13). This learning must be unrelenting lifelong with flexibility and dedication. The pupils in India make entry into the medical education at a reasonably younger age, mostly <18 years of age. In view of the fact that the students are coming from different socioeconomic and cultural backgrounds, they have hindrances in coping up with the curriculum (2,3). Earlier reports were concluded the need for the foundation program at the entry to adapt the academic challenges in the medical profession. In addition to this, the need for an orientation program for interns in medical education is also emphasized.

Therefore, the foundation course must be introduced at the starting of the course to undergo a soft conversion of students from education at the school level to professional college to get the accurate orientation. Hence, NMC recommends a foundation course for the undergraduate medical education program. Duration of one-month of the course at the starting of the undergraduate medical courses aimed to familiarize and sensitize the students to learn about effective communication, language, and computer and also to provide time for interacting with faculties and peers. Because the NMC has introduced a foundation course associated with the competency based medical curriculum for the Indian Medical Graduates, analysis of the feedback from the students will be a welcome addition to its improvisation in the coming years. Hence, the present study is the first study in this part of India which is aimed to determine the feedback of students on the one-month foundation course.

## **II. Materials & Methods:**

The present study is a cross-sectional study was conducted among the 1st year Bachelor of Medicine and Bachelor of Surgery (MBBS) students of 2020-21 batch of Maharani Laxmi Bai government medical college, Jhansi, Uttar Pradesh, India. Before starting the study, permission has been obtained from Institutional ethics committee to conduct the present research although the research is based on feed-back analysis. Total 150 students of batch 2020-21 have taken part in the present study. All the students who joined the course before August 1 were included in the study. The study was done according to the guidelines of the institutional research committee. The foundation course was conducted for one-month course was organized by Medical Education Unit of the institution. Due to delay in the commencement of the MBBS classes because of COVID pandemic, the foundation course was commenced along with the usual theory and practical classes for daily two hours. Fifty one resource people who were not below the rank of assistant professor were invited for conducting the sessions. The course was coordinated by faculties of non-clinical departments. The constituents of the foundation course were suggested by the NMC are orientation program meant to orient the students to the medical profession and MBBS program, basic skill module sessions which consists of first aid, universal precautions, biomedical waste, and safety management, field visit to primary health care centre, professional development including ethics to provide a better understanding, sports and extracurricular activities were included to demonstrate the significance of work-life balance, and lastly, enhancement of language/computer skills/learning skills. After going through the mandatory one-month foundation course, the students were asked to give feed-back on below questions,

- 1) Foundation course was a memorable learning experience
- 2) Foundation course has changed my attitude towards medical profession
- 3) Foundation course must be introduced at every year of MBBS as it provided good transition into medical college
- 4) It was too idealistic program
- 5) We could have learnt the same things in regular class room also
- 6) It has played a crucial role in laying foundation of medical profession in me
- 7) It is ok to do such experiment for novelty, it makes no difference in long run
- 8) It had a positive effect on my feelings/emotions
- 9) Such programs are needed so that one can become a noble doctor
- 10) I have become a more sincere student as a result of foundation course
- 11) I was not benefited much from that program
- 12) It decreased my fear/tension and increased my overall confidence
- 13) It was memorable lifetime experience for moral development
- 14) I was able to communicate better due to teaching of communication skills in foundation course
- 15) That was an effective program to make us realize “What the profession if doctor” is and what we should practice when we become doctors
- 16) It helped in a acquaintance with peers, faculty and new environment which helped me a lot in learning
- 17) As a result of program I understood the necessity of doctors in villages
- 18) It was a good effort to teach humanity and did make us better human beings
- 19) As a result of the program I am able to manage my time better
- 20) I am able to handle stress more effectively
- 21) Session on self directed learning helped me organize my studies and learn better

### Statistical analysis:

Statistical analysis of the results was performed by taking percentages. These were notified in the form of bar diagrams. Statistical significant was considered at  $P < 0.05$ .

### III. Results:

Feedback form used the scale where 5- Strongly agree, 4- Agree, 3-Uncertain, 2-Disagree, 1-Strongly Disagree to each question that has been provided in the questionnaire. The different type of feed-back questions has already given in the earlier section of the present manuscript. Students were intended to mark their answer against each feed-back question as mentioned in the scale from strongly agree to strongly disagree according to their reaction to the foundation course topics as they felt. The answers on feed-back questionnaire were collected at once after the completion of Q & A session which was conducted after the last session of the one-month foundation course.

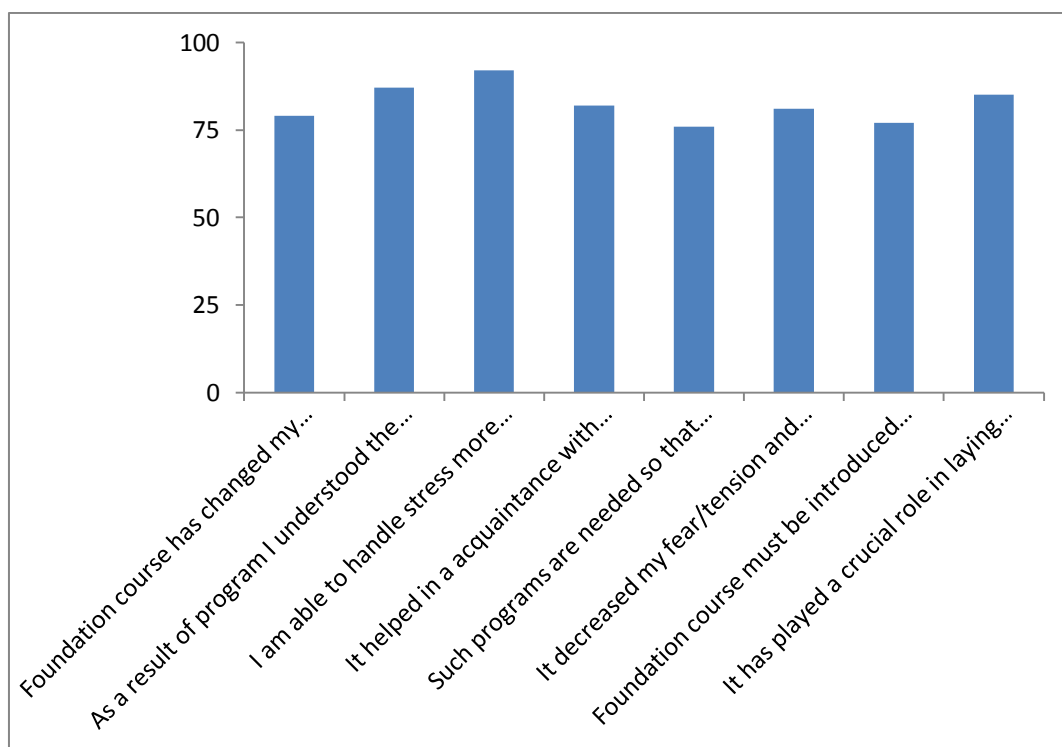


Figure 1: Percentages of responses of the students against the respective feed-back questions

Out of 21 feed-back questions, the students have given high percentage of ranking which is 5-strongly agree to the question numbers 2,3,6, 9, 12,16,17 and 20. Among these feed-back questions really play a vital aspect in the life of a medical student. Above 70% of replies were received to these feed-back questions. On the contrary, the students given feed-back questions numbers 4,7, and 11 in very limited number of replies and in addition they were assigned the scale of 1 where the students strongly disagreeing with such questions. Interestingly, when compared between these two group of feed-back question replies, the present study authors observed a statistically significant difference in the P value  $< 0.05$ .

### IV. Discussions:

The question asked in the present study was as the NMC has introduced a foundation course associated with the competency based medical curriculum for the Indian Medical Graduates, analysis of the feedback from the students will be a welcome addition to its improvisation in the coming years. Hence, the present study is the first study in this part of India which is aimed to determine the feedback of students on the one-month foundation course. The course uses pragmatic, introspective, thoughtful, and description learning techniques to engage students in shared core ethics of medicine (2-4). Students are capable to replicate on and explain the lasting values that have brought them into medicine and to commit to developing and preserving them. The NMC implemented foundation course aiming to change the society of the entire healthcare system to promote professionalism (4). NMC has incorporated these changes that have to take place from the ground level of employment to the highest level of employment hierarchy in terms with medical professionals. This can be done only with the implementation of a program that can incorporate essential ingredients to change and to bring

better and competent medical graduates (8-10). The one-month foundation course includes formal training in the history of professionalism in medicine and each graduate's role as a professional.

Since the introduction of foundation course in the curriculum, above 70 percentage of Ist year MBBS students marked more than 85% as useful to their pursue of medicine. The maximum number of students marked foundation course sessions as excellent as they got a chance to visualize and understand the concepts. Furthermore, they could able to clarify their doubts there itself. Their responses suggested that as a beginner of medical profession, all were highly motivated in understanding the concepts related to basic rationale sessions. The finding of the present study is in with consistent with finding of a similar study (3). Medical students throughout their study are expected to acquire skills, knowledge, and professional attitudes (11-13). Hence, the medical students are made to aware of skill development training at the very beginning of the course is a suitable and appropriate method to enhance the efficacy to tackle the clinical problems.

Altering the knowledge surroundings and sustaining professional arrangement entail optimistic role models among the faculty. Nevertheless, limited faculty professionals have conventional formal training in professional development (7-10). Pragmatic knowledge, thoughtful practice, and ethics centered medical education are elements of such booming programs, and they use faculty wide workshops to teach content and examine teaching and evaluation strategies to promote reflection and self-awareness. One of NMC inspirational goals is to offer the qualities course to all of clinical educators (2-4). Intensifying the achievement of the one-month of foundation course aim would be a big step towards transforming the clinical learning environment to encourage ethics and professional development. Merits and ethics of a medical professional are the scaffolding of professional development (1, 7). They endow with a foundation to preserve humanism as a medical professional navigate the rising intricacy of medical practice (1,3,6,7). Unless medical doctors and researchers are not distanced from themselves and from ethics, honesty, and nobleness then they cannot justify the suffering humanity. With inadequate training to a medical profession a country cannot attain justifiable nation.

## **V. Conclusions:**

In the present study, demonstrated that it is possible to extend and incorporate a course to teach professional construction based on the understanding and practice of qualities. The majority of students felt the course helped them understand and explain the character strengths that improve physician engagement and patient care, helped them understand the importance of qualities in the practice of medicine. In addition, one-month course has also removed the stress among the students. They felt the course was worthwhile and said they would use the character strengths they learned for their own well-being. Students learned the value of reflection and will hopefully maintain compassionate presence in every interaction.

## **Acknowledgement:**

The present study authors are very thankful to each and every student of MBBS 2020-21 batch due to the fact that without them the present research would not have been possible.

## **Conflict of interest:**

There exists no conflict of interest among the authors of the present study.

## **References:**

- [1]. Pandey AK, Prabhath S, Nayak KR, Andrade L, Prabhu K, Nayak V, Kalthur SG. One-month long foundation course for newly joined Indian medical undergraduates: Faculty and students' perspective. *Medical Journal Armed Forces India*. 2021 Feb 1;77:S146-56.
- [2]. Amrutha AM, Mangasuli V, Ganashree CP, Yogesh D. Novel foundation course for medical students: student and faculty perspectives. *Research and Development in Medical Education*. 2021;10(1):1-4.
- [3]. Khorwal G, Negi G, Bhute A, Chandra H, Balasubramanian P, Pant J. Online Foundation Course Program for First Year Medical Undergraduates Amidst the COVID-19 Pandemic—A New Learning Experience. *Advances in Medical Education and Practice*. 2021;12:739.
- [4]. O' Cathain A, Croot L, Duncan E, Rousseau N, Sworn K, Turner KM, Yardley L, Hodinott P. Guidance on how to develop complex interventions to improve health and healthcare. *BMJ open*. 2019 Aug 1;9(8):e029954.
- [5]. Braithwaite J, Churrua K, Long JC, Ellis LA, Herkes J. When complexity science meets implementation science: a theoretical and empirical analysis of systems change. *BMC medicine*. 2018 Dec;16(1):1-4.
- [6]. Flaherty E, Bartels SJ. Addressing the community-based geriatric healthcare workforce shortage by leveraging the potential of interprofessional teams. *Journal of the American Geriatrics Society*. 2019 May;67(S2):S400-8.
- [7]. Iorfino F, Occhipinti JA, Skinner A, Davenport T, Rowe S, Prodan A, Sturgess J, Hickie IB. The impact of technology-enabled care coordination in a complex mental health system: a local system dynamics model. *Journal of medical Internet research*. 2021 Jun 30;23(6):e25331.
- [8]. Elhadj HB, Sallabi F, Henaïen A, Chaari L, Shuaib K, Al Thawadi M. Do-Care: A dynamic ontology reasoning based healthcare monitoring system. *Future Generation Computer Systems*. 2021 May 1;118:417-31.
- [9]. Normand MP, Dallery J, Slanzi CM. Leveraging applied behavior analysis research and practice in the service of public health. *Journal of applied behavior analysis*. 2021 Apr;54(2):457-83.
- [10]. Vercio C, Loo LK, Green M, Kim DI, Beck Dallaghan GL. Shifting focus from burnout and wellness toward individual and organizational resilience. *Teaching and Learning in Medicine*. 2021 Oct 20;33(5):568-76.

- [11]. Halfon N, Larson K, Lu M, Tullis E, Russ S. Lifecourse health development: past, present and future. *Maternal and child health journal*. 2014 Feb;18(2):344-65.
- [12]. Choi B, Jegatheeswaran L, Minocha A, Alhilani M, Nakhoul M, Mutengesha E. The impact of the COVID-19 pandemic on final year medical students in the United Kingdom: a national survey. *BMC medical education*. 2020 Dec;20(1):1-1.
- [13]. Deo MG. Doctor population ratio for India-The reality. *The Indian journal of medical research*. 2013 Apr;137(4):632.

Dr. Prabhakar Singh Bais, et. al. “Foundation course Feed-Back analysis of Indian Medical Graduates (IMG) of a Govt. Medical college in Bundelkhand Region.” *IOSR Journal of Dental and Medical Sciences (IOSR-JDMS)*, 21(04), 2022, pp. 21-25