



Evaluation of Feedback by first year MBBS students – A study on implemented one month foundation course

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Abstract

Background and Aim: To study the feedback of students before and after attending the foundation course as designed by MEDICAL COUNCIL OF INDIA. It is mandatory one month programme in the first phase curriculum of MBBS. At the beginning of First phase, foundation course empower the students to acquire the essential knowledge and expertise which is required for all professional medical students regarding their profession.

Methodology: 150 students of First professional MBBS batch 2019 who attended this course for recommended 30 days period. A predesigned and pre tested questionnaire with the help of institutional medical education unit was given to the fresher students. Questionnaire was distributed previously and after completion of foundation course, for the feedback of this one month mandatory course.

Results: Feedback was positive **92 to 98.5%** regarding the importance of feedback session. before the foundation course, the mean scores was 1.2 ± 0.440 of the importance and comprehension regarding the topics

included in module but the scores increased to 3.8 ± 1.7 respectively after the successful completion and the statistically significant relation $p < 0.001$ was recorded by comparing previous and post knowledge of students.

Conclusion: fresher medical students given the satisfactory and encouraging feedback. This Foundation course at the beginning enhances the knowledge, devotion and alertness for this Nobel profession. This course created the bonding and developed the trust between medical graduates from all distant regions of country and it will be beneficial to sensitize the students to acquire the basics and skills for different phases in MBBS course and later in their medical practice, behaviour and future.

Keywords: Foundation Course; MBBS Curriculum; Skill Module

Introduction

Foundation course is recommended by Medical Council of India (MCI) according to their revised new curriculum programme. It helps the incoming fresher MBBS students to get oriented to curricular medical programmes, the environment of medical college

campus and it also introduces themselves to some essential aspects of medicine and other medical branches of the core medical disciplines including language and communications. Medical profession requires the acquisition of clinical skills with thorough theoretical knowledge of whole human body, along with appropriate for learning the attitude and high empathetic behaviour and techniques of to develop themselves as self-directed learners [1]. Duration of foundation course was proposed by MCI is thirty days and all the institution of country scheduled this course for similar time-period. During this period the fresher must taught about outline of all medical subjects as paraclinical, preclinical subjects as well as clinical subjects [2] and imparts the orientation of the students at outlook of environment of Medical College campus. There are many objectives of this course in which one objective provides interactions opportunity to the students with their faculty members who will sensitizes them with various learning methodologies. This aims to orient student about the duties of an Indian Medical Graduate as per modules provided by MCI that are - orientation, various skill, community orientation at health centres, professional development and Ethics, regional language & computer skills and sports & extracurricular activity [2]. Several didactic lectures with many different types of teaching methods were taken on the topics, which were as - various health schemes, health projects run by the governmental and non-governmental organisations, medical ethics, behaviours towards the seniors & patients, health Economics, clinical learning skills, communication, professional attitude, demographics, biohazard safety, environmental issues and community orientation, Stress and Time Management, National health policies, research methodologies on medical topics. Role play

was planned to break communication barriers and cross-culturalism among the students which may lead to behavioural and attitudinal problem once they are into medical profession [1]. Short group teachings on First Aid and life support, computer learning, Use of information technology, extracurricular activity, sports, yoga classes, field visit of RHTC and UHTC.

Material & Method

This feedback study was performed at Medical College. Study was done during foundation course, duration of 30 days from 1 to 31 august 2019. Six small groups of 25 students in each was taken, total 150 students of MBBS First year were selected for this study. The students were from all the different regions of country but the number of north Indians was more. Age of the students varies from 18 to 23 years are number of boys (95) are more than girls (55). More than 20-35 experienced faculties were included to train these students in various modules in revised curriculum by MCI (2). Initially on first day before going teaching any module in discussion all the students were taught for this study and given all details about questionnaire. Questionnaire (Table-1) was prepared by senior experienced trained staff and study was permitted by medical education unit and ethical clearance was granted by the ethical committee. Trained staff gave the instructions to all the medical students for marking the questionnaire form in correct manner. All the willing candidates submitted consent for

Participating in feedback evaluation test which was designed before & after the foundation course, purpose of study was explained to all fresher students. All the verified modules were delivered by trained faculty members through Interactive lectures, small group discussions, role plays and activity based learning methods in interesting and easy way. During the visit to

Primary and urban health centres they were introduced to importance of social responsibility in medical practice at the primary level and importance of first contact doctors. An early clinical exposure was new addition for effective communication, sympathetic behaviour and empathy towards patients and their relatives. An exhaustive sessions were taught on computer skills using hands on training of Microsoft word, excel, Power Point presentation and searching the online scientific medical research journals. This feedback study was a cross sectional study was done by providing pre and post foundation feedback questionnaire to participants and its evaluation was done after that.

Students had informed not to put any type of identity in given questionnaire such as their roll numbers, names and contact number. Questionnaire consists of 23 questions in tabulated form given in Table-1 and one vacant column to write their scaling (1-5). We have also given a column to provide one statement each positive as well as negative statement regarding foundation course as perceived by students. These all questions are about the modules according to new curriculum provided by MCI which we had scheduled in foundation course timetable. It would be beneficial to fresher to become an “Indian medical graduate”, and after completion of this course they would feel positive changes in them which were taught to them during this 30 days duration. We had taken the first feedback test prior to course and second test after completion of this programme to evaluate the advantage. Foundation feedback Questionnaire was same prior and after the course as it was only a study to assess the student’s knowledge regarding this course and to conclude that how it was beneficial to new students in medical profession. Likert scale is validated method to measure

attitudes or self-assessment of Knowledge; it is frequently used in medical education, at the end of training [4]. In all 23 questions they had to rate them from 5 to 1 in which rating scale is likely decided as 5 points – strongly agree, 4 points- agree, 3 points – Neutral, 2 points – disagree and 1 point – strongly disagree. Evaluating the feedback from the students is best way to measure the quality and importance of foundation course. The results were analyzed after one week of the last session.

Result

Students stated that they did not aware of topics included in different sessions but after completion of course they appreciated it and gained significant knowledge about respective topics. We also observed that 92 to 98.5% students appreciated topics dealing with communication skills, learning methodologies, basic life support, first-aid with cardiopulmonary resuscitation, regional language classes; they also enjoyed visit to community centres & the extracurricular activities. These all helped them a lot in making new good friends, gaining the team spirit and importance of teamwork, these activities had created a friendship bond and broken cultural barriers among the batch mates. On the other hand there were also some uninterested topics namely alternate healthcare system, history of medicine, and value of medical profession in view of society.

Among 150 students, only 142 had participated, 3 students were absent at beginning and 2 at the end of session, over-all 136 students entered all data correctly in provided Questionnaire. So result is prepared for 136 participants only. The collected responses were displayed in Table 1, its shows the comparison of mean scores between prior and importance of all modules which were taught during foundation course. The

overall mean scores of the knowledge and importance of the topics included in module were 1.2 ± 0.440 before the foundation course but after wards the scores increased to 3.8 ± 1.7 respectively. While the mean score of every topic which is given in 23 question format, is given in every column in Table 1, in which we can found the great variation in the mean score, which is based on the knowledge of students before and end of the these sessions.

Mean of all the score was calculated differently and two graphs were plotted of feedback questionnaire, prior and after the foundation course. The graph 1 has high peaks of strongly disagree (SD %) and disagree (D %) (Light blue and purple colour) in comparison to strongly agree (SA %), graph line could be seen at lower side (blue). Statistically significant difference ($p < 0.001$) was found between both mean scores, the awareness among students before and the sincerity which they had gain after this course. It was nice experience and facilitators made it worth with the help of various teaching methods. Positive statement given by many students, to illustrate, it would be helpful for them to become an ideal "Indian medical graduate". While the negative feedback, that it is quiet time taking, some suggested to increase the time period of clinical exposure and visit to rural and urban health centre. After that they prescribed to reduce the time duration of course to make it more worthy and convenient for the new admitted students.

Discussion

According to Medical Council of India Vision 2015, total duration of the course would be five and half years. First phase of MBBS is designed of 14 months, including the 1 months of the Foundation course [1] which is mandatory to be followed by all medical colleges in India. Even in the COVID-19 phase it is to

be followed for 1 month duration, as per scheduled by MEU of medical college. The feedback Questionnaire includes the previous experience of the students as a parameter and tested the gain in knowledge after the sessions. The majority of the students have the knowledge of internet but not of the Microsoft, they have heard about the time and stress management but not followed in their routine. Students would be more interested to learn basic sciences if they feel it is the basic to clinical practice and is important to their future role as a doctor[7] Problem based learning was found to be more effective than the lectures on medical ethics[6]. Training of yoga, heartfulness and Mindfulness reduced the mental illness in students and helped them to become wellbeing [7]. Awareness of research work would help students in scientific researches; they can start it earlier during undergraduate medical education and continue throughout the pre-clinical and clinical years. This will also help in their research oriented career in their future [8]. The mean scores of the knowledge and importance of the topics included in module were 1.33 ± 0.230 and 1.58 ± 0.291 respectively before the foundation course but after wards the scores increased to 3.57 ± 1.12 and 4.04 ± 0.845 respectively. There was a statistically significant difference between pre and post mean score of perception of knowledge and importance at 5% level of significance ($p < 0.05$). The overall scaling for the foundation course was 4.19 ± 0.61 [9]. Positive feedback of 88.5 to 98.5% was recorded regarding the objectives of the course, contents, presentation, future value of the course in the student's career by a Questionnaire issued to the students [10]. Almost 67% of students were satisfied with the foundation course. In our study the satisfaction by the students was measured on likert scale and the mean score was 4.19 [12].

Conclusion

Overall this foundation program is beneficent to new undergraduates; it is clear by their participation in academic as well as extracurricular sessions. Their positive feedback was really very encouraging. Medical Education unit of a college prepares all the curricular programmes, scheduling the good programmes are beneficial to faculty members also, through addition of Curriculum Implementation Support Programme, medical colleges are upgrading the teaching-learning skills and methods of their faculty and upgrading the new facilities for making easily attainable to all students. Following correctly structured foundation courses, medical students will get immense knowledge and skills that is prerequisite of dynamic as well as rapidly changing healthcare system of our country. This student belongs to different learning and living environment. This study notices that from the student's perspective the foundation course is the requirement of MBBS students in initial phase. It would really advantageous for students to attain the bright future in medical field by acquiring the required basic skills through the proper implementation of this course. The Medical colleges with excellent teaching skills of facilitator, by modifying few changes, replacing some nonessential topics by vital topics and decreasing its time duration, could make it best for upcoming medical students in future.

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PHASE 1 MBBS (BATCH 2019-20) Feedback Form Foundation Course

Table 1: Questionnaire of all module as per MCI

Scaling of questions before and after the foundation course

5-Strongly agree, 4-Agree, 3-Neutral, 2- Disagree, 1- Strongly Agree

	Statement	prior					After				
		5	4	3	2	1	5	4	3	2	1
1.	Foundation course was a memorable learning experience	1.0 ± 0.46					3.9 ± 1.5				
2.	Foundation Course has changed my attitude towards medical profession	1.0 ± 0.47					3.6 ± 1.6				
3.	Foundation course must be introduced at every year of MBBS	1.3 ± 00					3.8 ± 1.6				
4.	Foundation course has played a crucial role in laying foundation of medical profession in me	2.0 ± 0.46					3.6 ± 1.6				
5.	Foundation course had a positive effect on my feelings / emotions	1.3 ± 0.46					3.5 ± 1.9				
6.	Such programs are needed so that one can become a noble doctor	1.33 ± 0.47					3.6 ± 1.5				
7.	Knowledge towards first aid & basic life support, biohazard safety, hygiene maintenance, environmental issues and healthy life style	1.0 ± 00					3.4 ± 1.6				
8.	The course has made me realize the importance of professionalism amongst doctors	2.0 ± 00					3.3 ± 1.6				
9.	Understanding concept of ethical behavior of doctor and ethics in medical profession during foundation course	1.33 ± 0.33					3.6 ± 0.7				
10.	I understood the need of doctors in villages, functioning of community health centers, national health policies and health programmes, duties of an IMG	1.3 ± 0.39					3.6 ± 1.3				
11.	The course helped me to get acquainted with colleagues, faculty and new environment.	1.0 ± 0.47					3.6 ± 1.6				
12.	The course helped me to learn and apply time management skills	2.0 ± 0.33					3.3 ± 1.6				
13.	I was able to learn communication skills and could communicate better after the foundation course	1.30 ± 0.39					3.3 ± 1.3				
14.	Meditation and exercise is helpful to manage routine stress which was told during the foundation course	1.0 ± 00					2.6 ± 1.5				
15.	It was a good effort to teach humanity and did make us better human beings	2.0 ± 0.47					3.3 ± 1.5				
16.	The course helped me to understand Self-directed learning for better organization of my studies.	1.0 ± 0.46					3.4 ± 1.5				
17.	To maintain healthy relationship with juniors and seniors	2.0 ± 0.33					3.3 ± 1.6				
18.	It decreased my fear/tension and increased my overall confidence	1.3 ± 0.39					3.6 ± 1.3				

19.	Language classes, extracurricular activity, information technologies skills ,research ethics and library knowledge	1.0 ± 0.46	3.4 ± 1.5
20.	It was a memorable lifetime experience for moral development	1.33 ± 0.39	3.3 ± 1.5
21	I have become a more sincere student as a result of this foundation course	1.3 ± 00	3.1 ± 1.6
22	I was benefited from the foundation course	2.0 ± 0.46	3.1 ± 2.5
23	Benefitted me for being a good team member and build up the qualities of good team member	1.0 ± 0.47	3.6 ± 2.3
*	Positive feedback if any		
*	Negative feedback if any		