

ORIGINAL RESEARCH

A QUESTIONNAIRE BASED SURVEY ON FEEDBACK OF FOUNDATION COURSE FROM FIRST YEAR MBBS STUDENTS AT TMC & DR. BRAM TEACHING HOSPITAL, TRIPURA.

¹Nabaneet Majumder, ²Swarupa Chakma, ³Sayandeep Nath, ⁴Maharshi Debnath, ⁵Sanjay Nath

^{1,3}Associate Professor, ²Assistant Professor, ⁴Tutor, ⁵Professor & Head Department of Pathology, TMC & Dr. BRAM Teaching Hospital, Tripura, India.

Correspondence:

Maharshi Debnath

Tutor, Department of Pathology, TMC & Dr. BRAM Teaching Hospital, Hapania, Tripura, India

Email: maharshidocument1@gmail.com

ABSTRACT:

Background: The Board of Governors in supersession of Medical Council of India has started the foundation course of one month at the commencing of first year MBBS course. The intention had been to sensitize the fresh medical students with the required knowledge and skills that would benefit them in acclimatizing to the new rapidly evolving medical environment. The new admitted medical students need to get oriented and sensitized at various identified areas. In view of this medical council of India has introduced a dedicated foundation course for students. To evaluate the feedback of the students regarding the foundation course this study was conducted.

Aim: The study was a questionnaire based survey on feedback of foundation course from first year MBBS students, batch 2020-2021 at TMC and Dr BRAM Teaching Hospital, Tripura.

Method: The study was conducted by a MCI advised feedback questionnaire containing 4-point Likert scale on various modules. The ethical clearance from the institutional ethical committee was obtained before the study.

Result: Most of the students (45.45% male and 50.00% female) gave good response on first aid and skill module. Regarding community orientation module 54.55% male gave average response. Regarding the sports and extracurricular activities 42.00% male and 35.00% female gave poor feedback.

Conclusion: The student's feedback on foundation program was very encouraging despite the limitation of the course with shortened duration due to covid 19 pandemic. It

can be hoped that this foundation course will lead to better healthcare and positive doctor patient relationship.

Keywords: Foundation course, questionnaire, feedback, MBBS, MCI

INTRODUCTION:

Medical education in India requires training in a wide spectrum of domain that involving exposure to human interaction and interpersonal relationship in setting like hospital, community, clinics. Professionalism belongs to the attributes, behaviour, commitments, goals and values that characterize a profession and in medical profession it has strong social and emotional component. The ethics is the study of morality and systemic analysis of moral decisions and behaviours and practicing them. Medical ethics focuses on issues arising on day-to-day practice of medicine. It is desirable to create a period of acclimatisation and familiarization to the new environment as it is challenging for students because they are entering from school which is a different environment. Though it is generally believed that professionalism and ethics are passively diffused to students from teachers despite of any formal teaching but with time it has been advocated that graduates need to be formally trained in the concepts of professionalism and ethics. MCI has felt the need to introduce a foundation course (dedicated one month duration) at beginning of the MBBS course to sensitize and orient the students in various identified areas. Medical faculties has been made responsible for the task of imparting these desired skills, qualities and attitude to the future doctors of the country. In India with the introduction of the new competency based Medical education (CBME) curriculum in 2019, the “Foundation course” has become mandatory for the newly admitted medical under graduates. The course is designed different areas like orientation with different areas like orientation, skill module, community orientation module, professional development and ethics, enhancement of language/computer skills and sports and extracurricular activities. The aim of the present study to access the students feedback covering all the topics of all the module of the foundation course and to assess whether one week course along with a yearlong support is adequate enough to achieve its purpose.

MATERIALS AND METHODS:

This study was an institutional questionnaire based survey conducted for the batch 2020-2021 after completion of foundation course for 1st year undergraduate student organised by medical education unit in the TMC & BRAM teaching hospital. Consent from the principal was taken regarding the study before starting of the foundation course. The ethical clearance was taken from the institutional ethical board. One week was dedicated to teach the foundation course involving:

1. Orientation
2. Skill module
3. Community orientation module
4. Professional development and ethics module
5. Enhancement of language and computer skill
6. Sports/ extracurricular activities

The structured module advised by MCI was used for this purpose.

Feedback Form of Foundation Course Tripura Medical College And Dr. BRAM Teaching Hospital				
Module And Topic	Tick The Suitable Response			
	0 poor	1 average	2 good	3 excellent
1. Orientation module				
A Introduction to institute/ Faculties				
B Role of doctors in society				
C History of Medicine and alternate system				
D IMG roles/ Overview MBBS curriculum				
E. Principles of family practice				
2. Skill Module				
A First Aid				
B Basic life support				
C Waste management				
D Universal precautions				
E Immunization				
F. Documentation				
3. Community Orientation Module				
A. National health goals and policies/ community health				
B. Interactions with patients and families, community				
4. Professional Development and ethics Module				
A. Concept of professionalism and ethics				
B. White coat ceremony				
C. Professional behaviour and alternative behaviour				
D. Working in a healthcare team				
E. Disability competence				
F. Stress management				
G. Cultural competence				
H. Time management				
I. Interpersonal relationship				
J. Learning				
5. Enhancement of language and computer skill				
A. Communication				
B. Local language training				
C. English language training				
D. Computer skills training				
6. Sports and extracurricular activities				
A. Sports				

B. Extracurricular activities				
-------------------------------	--	--	--	--

At the end of the one week training the students feedback on the foundation course was taken with the help of feedback questionnaire containing all the topics covered on the course. The feedback questionnaire consisted of two sections. The first section comprised of demographic profile of students and the second section contained the feedback questionnaire regarding the topics covered using a 4 point likert scale as response scale ranging from 0 to 4 as poor, average, good and excellent respectively.

DATA ANALYSIS:

All the data was collected from the feedback questionnaire. The data was analysed on the statistical package for the social sciences (IBM SPSS statistics for windows version 23). Descriptive statistics, frequency and percentage were calculated for all categorical variables. The difference between the response from male and female students were compared using unpaired independent students t test to detect any significant difference between them.

RESULT:

Total 53 students were included in the study, out of them 33 (62%) were male and 20 (38%) were female. All the students were asked to give their feedback on the foundation course on a 4-point likert scale.

The likert scale was validated by anonymous institutional medical expert committee. Regarding the feedback on introduction of institution on orientation module 54.55% male students gave good feedback and 55.00% female students gave excellent feedback. Regarding the feedback on role of doctors on society on orientation module 81.82% male students gave excellent feedback and 60.00% female students gave excellent feedback. Maximum male and female students (81.82% and 60.00% respectively) regarding the role of doctors in society and gave excellent feedback.

Maximum students gave good response on the history of medicine and alternate system (male 60.61% and 40.00% respectively).

Maximum students gave good response on the IMG roles and overview curriculum (male 51.52% and 45.00% respectively).

Most of the students gave good response on the principle of family medicine (male 60.61% and female 65.00%).

Figure no 1: Pie chart on gender ratio of students

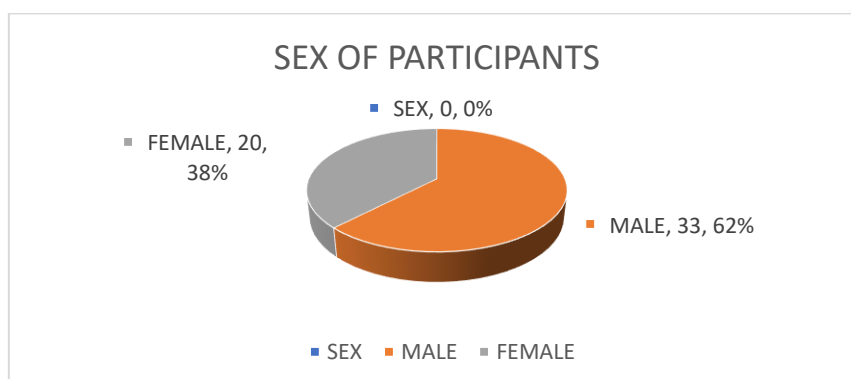


Table 1: Feedback of students regarding orientation module

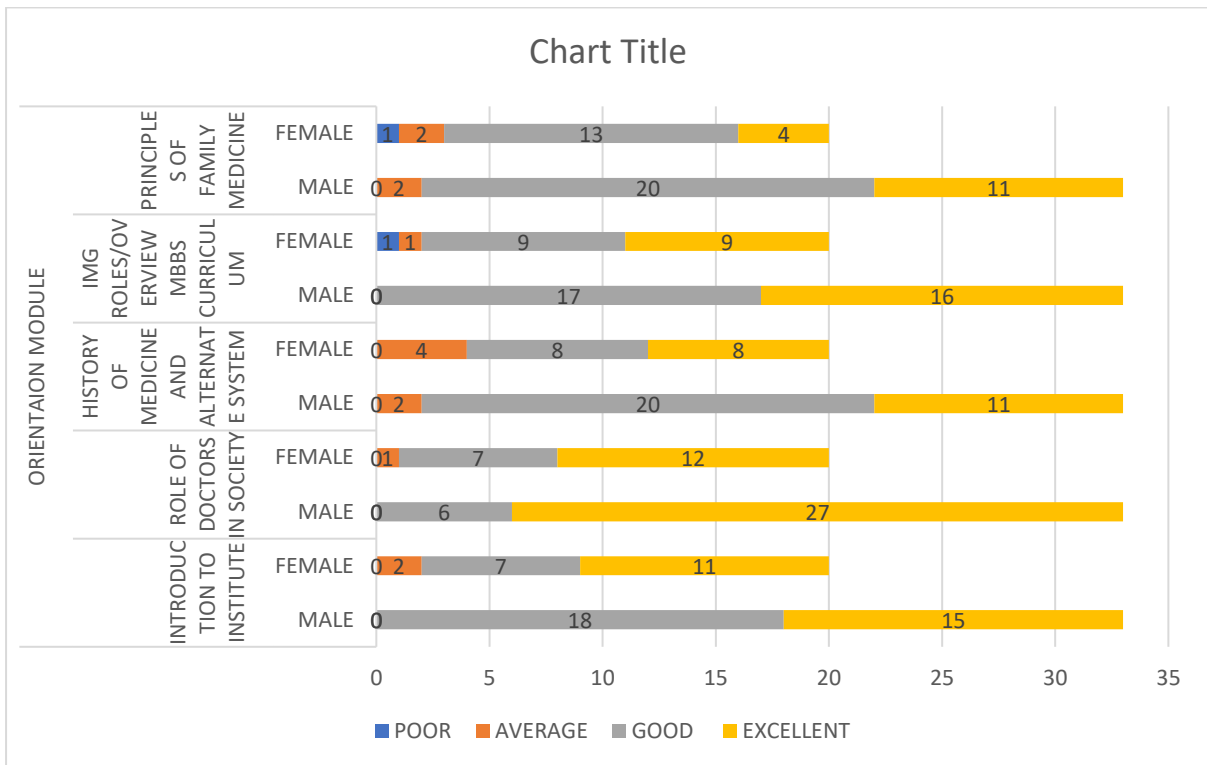


Table 2: Feedback of students regarding skills module

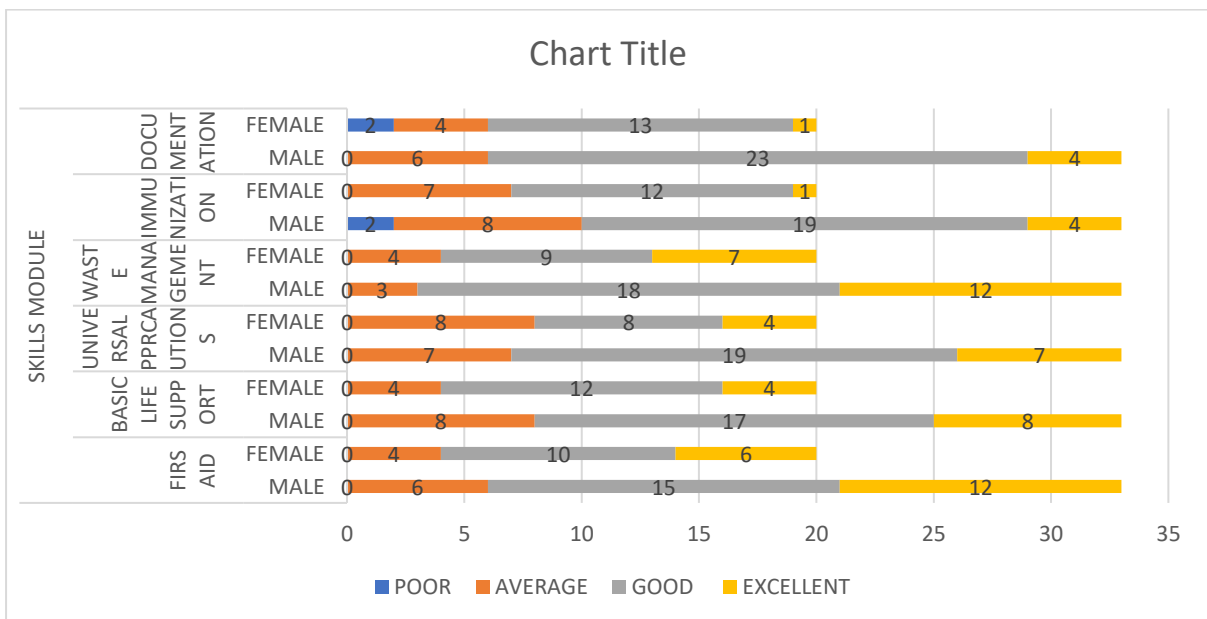


Table 3: Feedback of students regarding community orientation module

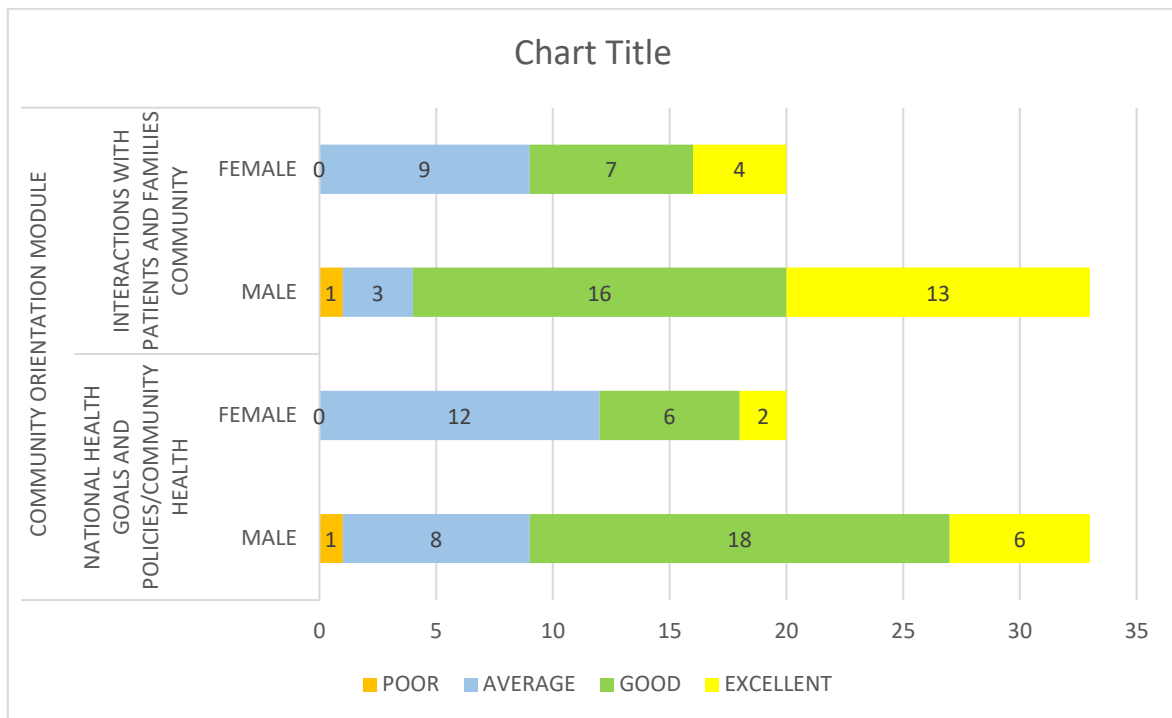


Table 4: Feedback of students regarding Professional Development and ethics module

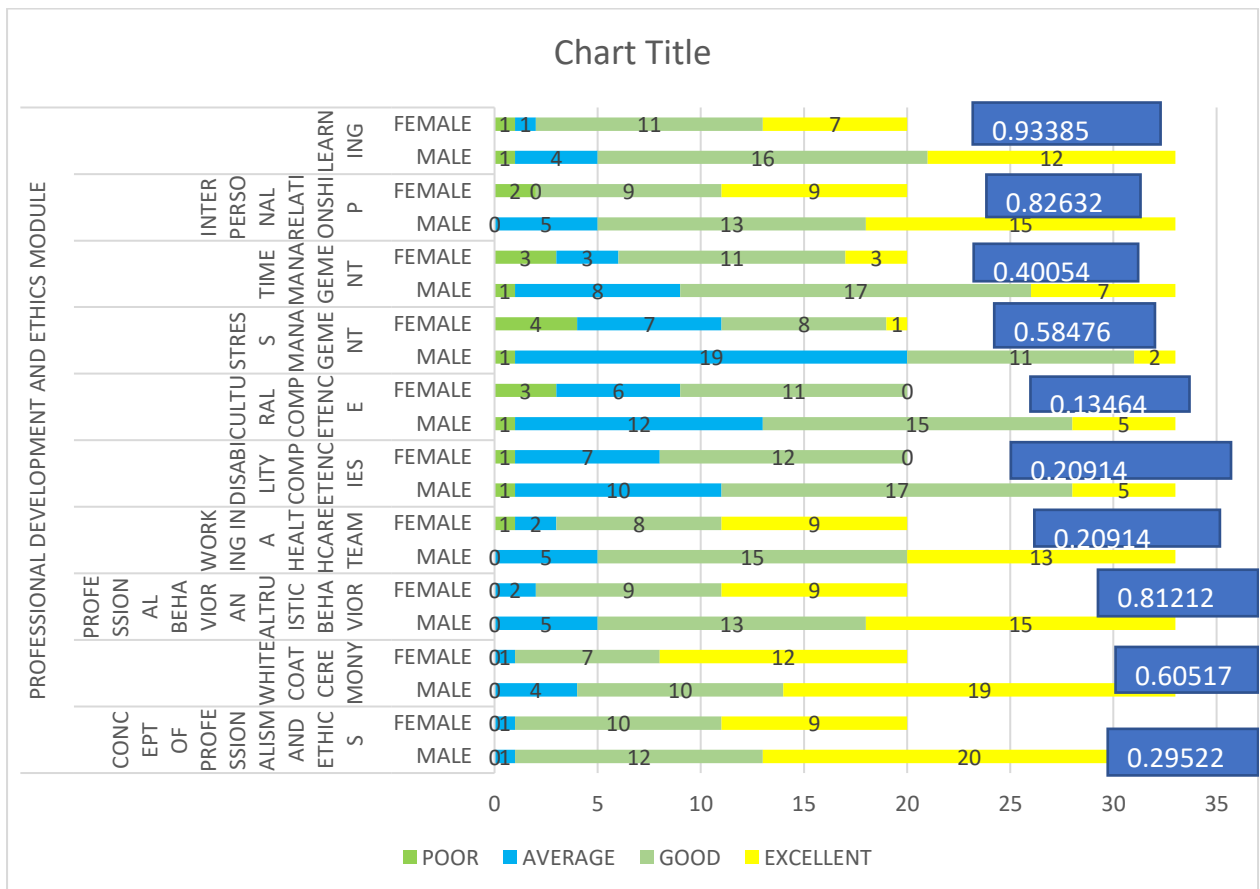


Table 5: Feedback of students regarding Enhancement of language and computer skill module

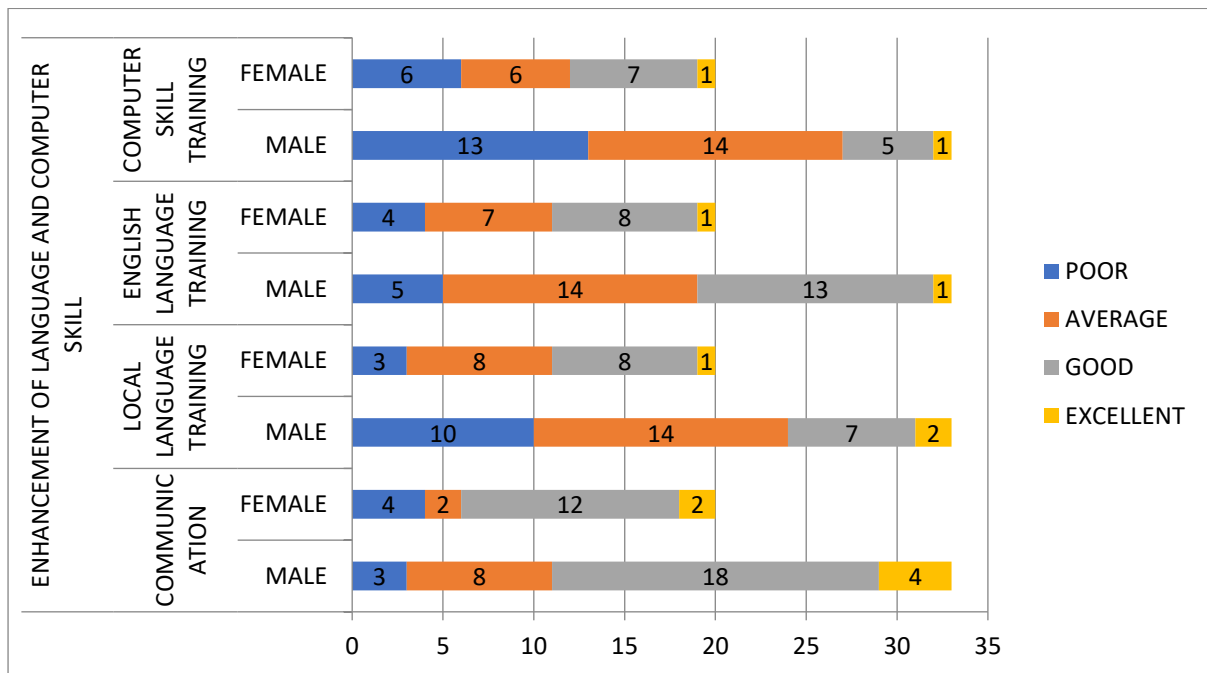
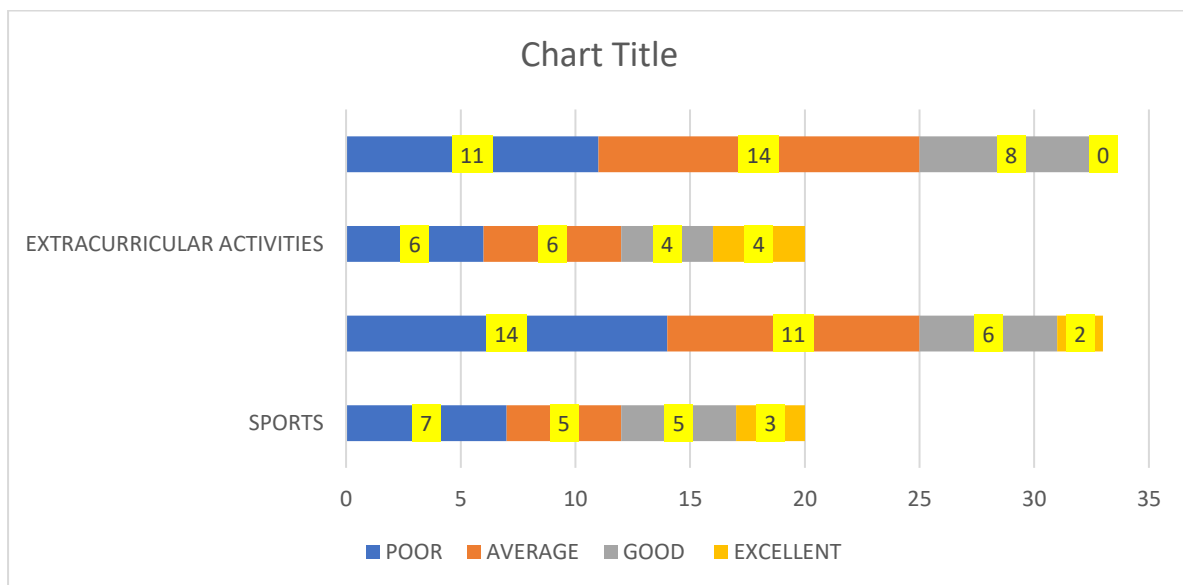


Table 6: Feedback of students regarding sports and extracurricular activities module



SKILL MODULE:

Most of the students gave good response on the first aid skill module (male 45.45% and female 50.00%). Most of the students gave good response on the basic life support skill module (male 51.52% and female 60.00%). Most of the students gave good response on the

universal precaution of skill module (male 57.58% and female 40.00%). Most of the students gave good response on the waste management on skill module (male 54.55% and female 45.00%). Most of the students gave good response on the immunization of skill module (male 57.58% and female 60.00%). Most of the students gave good response on the documentation of skill module (male 69.70% and female 65.00%).

COMMUNITY ORIENTATION MODUELE

Regarding feedback on national health goals and policies/community health maximum male (54.55%) gave good response and 60.00% female gave average response, but their responses are not statistically significant different (p value 0.06584).

Regarding feedback on interaction with patients and families community maximum male students (48.48%) gave good feedback while maximum female (45.00%) gave average feedback and responses are statistically significant different (p value 0.030).

CONCEPT OF PROFESSIONALISM AND ETHICS

On feedback regarding the concept of professionalism & ethics 60.61% male gave excellent response and 50.00% female gave good response (p 0.93385), in case of white coat ceremony maximum male and female (57.58 and 60.00 respectively) gave excellent response (p=0.82632).

In case of professional behaviour and altruistic behaviour 45.45 % male and 45.00% female gave similar excellent response (p=0.40054).

45.45% male and 45.00% female gave feedback as good and excellent respectively on Working in a healthcare team (p=0.58476).

Majority of students 51.53 % male and 60.00% female gave good response feedback on Disability competence (p=0.13464).

Maximum students gave similar response on cultural competence (good, male 45.45%, female 55.00%) (p=0.20914). 57.58% male gave average and 40.00% female gave good feedback on Stress management, but there is no significant difference (p=0.20914).

Majority of students agreed on good feedback on Time management (male 51.52% and 55.00% female) 45.45% male and 45.00% female gave excellent response regarding Interpersonal relationship. 48.48% male and 55.00% female agreed on good feedback response regarding Learning module.

ENHANCEMENT OF LANGUAGE AND COMPUTER SKILL:

Majority of students 54.55% male, 60.00% female gave good feedback on Communication module. 42.42% male and 40.00% female gave average feedback on Local language training. Majority of male 42.42% gave average response and majority 40.00% female gave good response on English language training, but their response are not significantly different (p=0.780621). Regarding computer skills training majority male 42.42% gave average feedback and majority female 35.00% gave good response (no significant difference in response p=0.195727).

SPORTS AND EXTRACURRICULAR ACTIVITIES:

Majority of male and female 42.00% and 35.00% respectively gave poor feedback regarding sports. Majority of students male 42.42% and female 30.00% gave average response regarding extracurricular activities.

DISCUSSION:

Medical colleges and universities around the world developed and implemented foundation program to orient and acclimatize medical students about the campus, familiarize about teaching programs and support them to adapt the challenges as they enter medical college from school. Researchers found that teaching professionalism and medical ethics, enhancement of language and computer skill should start from the time students enter medical school. Besides learning cognitive and psychomotor skills language and computer skills and professional and ethics skills should start immediately as a part of development process. Therefore, this has led to lot of focus regarding the foundation course and implementing it in the medical curriculum.

Studies have shown that if foundation course and especially professionalism and ethics development are taught to medical students when they enter medical school, they understand its importance. This education evolves and improves medical students as they are taught further during medical career and exploration and self reflection.

This study evaluated the perception of 1st year medical students regarding different module of foundation course as they enter the medical after the completion of 175/40 hours of training. The response rate of the students are 100% which is higher than most of the studies Srimathi T et al, Haque M et al.^{4,5} but similar to study conducted by Ghosh S et al, where 97% was the response rate Singh S et al .⁶

This studies shows male dominance in the medical school but it is unlike other studies in other parts of the world also Ismail S et al.⁷ but similar to other studies Tsai TC et al.⁸

In Pakistan also, similar results were found with female medical students being only 43% in Government College, Akhund S et al⁹ and only 47.5% in private medical colleges, Sobani ZU et al¹⁰ but different from study conducted by Velusami D et al¹¹, where 46.67% were male and 53.33% were female.

The program found significant response from students after training and moderation in the skill module which were similar to study conducted by Garg N et al, Dixit R et al.^{12,13}

In our study 42.42% male and 40.00% female gave as average and good feedback on computer skill development module which was little lower than the study, Garg N et al¹² where around half of the students gave significant improvement.

LIMITATIONS:

The course duration was reduced to one week due to time constraints during Covid 19 restrictions. The limitation of the study is that it is a cross sectional study done in a single medical college. India is a large country with different professionalism and society due to

cultural and social differences. Therefore the generalization of the findings to all medical colleges in the country may not be appropriate. Therefore we need to conduct similar studies with more batches of medical students and more medical colleges of the country.

CONCLUSION:

The study concludes that foundation course must be incorporated in initial course of medical students as they enter in medical school. The rating given by the students regarding the foundation course in the feedback form is very encouraging in spite of short duration due to unavoidable circumstances. It seems that teaching the community orientation, professional development and ethics, enhancement of language in the medical students will definitely lead to more awareness of these values in our future doctors though this need more assessment in future. It can be hoped that the teaching of foundation course will help the doctors of our society to have a better attitude, ethics, moral values and professionalism, which will lead to better healthcare in our society and positive doctor-patient relationship.

REFERENCES:

1. Mahajan R, Aruldas BW, Sharma M, Badyal DK, Singh T. Professionalism and ethics: a proposed curriculum for undergraduates. *International Journal of Applied and Basic Medical Research*. 2016 Jul;6(3):157.
2. Medical Council of India (homepage on the internet), Foundation Course. Available from: <https://www.nmc.org.in/wp-content/uploads/2020/08/FOUNDATION-COURSE-MBBS-17.07.2019.pdf>
3. Gupta RR, Prakash A, Nair BT. Perceptions of the first-year MBBS students about professionalism and ethics after foundation course of competency-based medical education curriculum. *Medical Journal of Dr. DY Patil Vidyapeeth*. 2022 Mar 1;15(2):241.
4. Srimathi T. A study on students feedback on the foundation course in first year MBBS curriculum. *International journal of medical research & health sciences*. 2014;3(3):575-9.
5. Haque M, Zulkifli Z, Haque SZ, Kamal ZM, Salam A, Bhagat V, Alattraqchi AG, Rahman NI. Professionalism perspectives among medical students of a novel medical graduate school in Malaysia. *Advances in medical education and practice*. 2016;7:407.
6. Singh S, Ghosh S, Pandya H. Foundation programme for MBBS students at entry level: Experience at an Indian medical school. *South East Asian J Med Edu*. 2007;1:33-7.
7. Ismail S, Rahman NI, Mohamad N, Jusoh NM, Hood AI, Arif LA, Binti WS, Abdullah W, Zainal ZN. Preference of teaching and learning methods in a new medical school of Malaysia. *Journal of Applied Pharmaceutical Science*. 2014 Feb 1;4(2):48.
8. Tsai TC, Lin CH, Harasym PH, Violato C. Students' perception on medical professionalism: the psychometric perspective. *Medical teacher*. 2007 Jan 1;29(2-3):128-34.
9. Akhund S, Shaikh ZA, Ali SA. Attitudes of Pakistani and Pakistani heritage medical students regarding professionalism at a medical college in Karachi, Pakistan. *BMC research notes*. 2014 Dec;7(1):1-6.
10. Sobani ZU, Mohyuddin MM, Saeed SA, Farooq F, Qaiser KN, Gani F, Bham NS, Raheem A, Beg MA, Mehraj V, Sharif H. Professionalism in medical students at a private

medical college in Karachi, Pakistan. Journal of Pakistan Medical Association. 2013;63(7):935.

11. Velusami D, Dongre AR, Kagne RN. Evaluation of one-month foundation course for the first year undergraduate students at a Medical College in Puducherry, India. Journal of Advances in Medical Education & Professionalism. 2020 Oct;8(4):165.
12. Garg N, Chakraborty H, Kumari N, Choudhary A. A Study on the Impact of Foundation Course on 1st Year MBBS Students (2019 Batch) at RD Gardi Medical College, Ujjain. CHAIRMAN, EDITORIAL BOARD. 2020 Oct;8(04):431.
13. Dixit R, Joshi KP, Suhasini P, Jamadar D. Students' perception of foundation course- Anew experience in mbbs curriculum in India. Int J Med Sci Educ. 2019;6(3):1-7.