



## FIELD VISITS – AN EFFECTIVE TEACHING-LEARNING AND COMMUNICATION TOOL TO BUILD GOOD DOCTOR PATIENT RELATIONSHIP.

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**ABSTRACT** Introduction: Field exposure to undergraduate students is the most important tool to make a primary physician. Objective: To study the effectiveness of field visits as teaching learning tool. Methodology: The study was conducted as a part of faculty development programme (FDP) organized by MCI regional centre for medical education in a medical college. 1 hour lecture class was taken for 3rd MBBS (part-I) students and field visit was organized after the class. Students were evaluated by conducting pre test after lecture class and post test after the field visit. Result: There was improvement in the scores of post test. Conclusion: Community based teaching should be integrated with lecture class to retain the learned material and to have better communication skills.

**KEYWORDS :** Field visit, Communication skill, medical education, Community medicine, doctor patient relationship

### INTRODUCTION:-

According to the Medical Council of India (MCI), every college should have adequate facilities for conducting the field visits. [1] Undergraduate (UG) students are posted for 6 weeks in each semester (III & VII) as a part of clinical posting in Community Medicine Department. During clinical posting, students are taken to the community, where they interact with the people and try to understand their health issues and socioeconomic factors that contribute to it. Field visit as a method of teaching in community medicine gives more opportunity to the students to be with the people and community during their learning process. Maharashtra University of Health Sciences (MUHS) included 'Communication skills, professionalism and ethics in 2nd and 3rd MBBS syllabus'.<sup>[2]</sup>

According to the world health organization, in a meeting conducted in Bangkok mentioned that many medical schools do not arrange field visits properly due to lack of organizational interest and financial constraints.<sup>[3]</sup>

### OBJECTIVE:-

The objective of the study was to know the effectiveness of field visits as a teaching learning tool in community medicine.

### METHODOLOGY:-

The study was conducted for third year MBBS students in a tertiary health care and teaching institute in Kerala in March 2015. 100 students were posted in rotation in 3 batches for the clinical posting in the department of Community Medicine during their 3rd and 7th semester. Each batch consisted of 30-35 students. Study was done on one batch. The observed sample size was 34. (n=34)

First lecture class was conducted on the topic 'Integrated Child Development Scheme' (I.C.D.S.). After the lecture, 20 Multiple Choice Questions (M.C.Q.'s) were given to the students as a pre-test regarding must know areas of the above topic.

Field visit was conducted on the same day after the pre-test. Students were interacted with Anganwadi Worker, Anganwadi helper and children. Functioning of I.C.D.S. was explained to the students. After the visit, feedback was asked from students and Post-test was given to the students. Multiple Choice Questions of Pre-test & Post-test were evaluated and the result was analysed. 1 mark was given for each correct answer and zero mark allotted to wrong and un-attempted question.

Difference between scores of pre-test and post-test was calculated and ranks were assigned to them.

Data analysis: Data was entered in the excel sheet. Data was analyzed by using SPSS software version 20. Wilcoxon rank test applied to the

scores of pre-test and post-test. P value < 0.05 was considered significant.

### RESULTS:-

Mean score of pre-test and post-test was 16.29 and 17.17 respectively (out of 20). In Pre-test maximum number of students 23 (67.65%) scored marks between 50-90%. In the Post test 27 (79.41%) students scored marks above 75% (Distinction). (As shown in table no.1)

**Table 1: Marks obtained by the students in the pre-test and post-test (n=34)**

Marks Obtained	No. of students	
	Pre-Test	Post-Test
< 25 %	0	0
25- 50 %	1 (2.94 %)	1 (2.94%)
50-75 %	13 (38.23%)	6 (17.65%)
75-90 %	10 (29.41%)	12 (35.29%)
>90 %	10 (29.41%)	15 (44.11%)

Table no. 2 shows that Wilcoxon Signed Rank Test statistics Z = -2.041 (p=0.041). There was significant difference between pre-test and post test scores.

**Table 2: Knowledge score of the student: (n=34)**

Known Rank Score	Rank			Mean Rank		Sum of Ranks	
	Positive	Negative	Ties	Positive	Negative	Positive	Negative
	20	8	6	14.58	14.31	291.50	114.50

Wilcoxon Signed Rank Test statistics Z = -2.041 (p=0.041)

### DISCUSSION:

Total 34 students were participated in this study. Most of the student's score was improved after the field visit. They got chance to interact with the people. It will help them to develop their communication skills.

Community based medical education is the need of the hour. [4] Medical Students should participate in action oriented community based medical education. [5, 6] That will give a chance to medical students to socialize with the community and interact with the people without any communication gap.

In a study conducted by the Roman, in Philippines stressed on the importance of long term exposure of the students to the community in the medical education. [7] Community will also get the benefit if health

institutions organizes field visit in their catchment area.<sup>[8]</sup>

A doctor can perform clinical procedures in better way if he/she possesses two types of skills; one is related with procedure and other communication with patients.<sup>[9]</sup>

In a study conducted by P. Crohlan et al concluded that field visits are important to build doctor patient relationship.[10] Recently, cases of violence against the doctors are reported in many parts of India. This occurs because of communication gap between doctor and patient. A doctor has to break this communication gap to improve the doctor patient relationship. Medical students will able to communicate in a better way by understanding the social problems of the family. This will be possible only by conducting regular field visits. Effective communication can improve treatment outcome and quality of patient care but for that acculturation is required.<sup>[11,12,13,14]</sup> These skills should be taught to the medical students and evaluated by the faculties as done in a study conducted by the Haq et al.<sup>[15]</sup>

In a FDG conducted by the Shobha Mishra discussed about the importance of field visit. Students should be given an opportunity so that they become aware of the actual practice in the field area. [16, 17] In this study also student had observed the actual functioning of Anganwadi. There is need of in-depth research about the impact of field visits on the medical education. [18] It should be integrated with lecture class to have positive impact on all three domains i.e. Cognitive, Affective & Psychomotor.<sup>[19]</sup>

#### CONCLUSION:-

Field visit is an effective teaching learning tool in medical education. Student's feedback regarding field visit was that it is more interesting and active learning unlike passive class room lecture.

**RECOMMENDATIONS:** All Medical students should have enough field exposure for getting better communication skills so as to have good doctor patient relationship.

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