



PERCEPTION OF USEFULNESS OF FOUNDATION COURSE AMONG 1ST YEAR MBBS STUDENTS – A STUDY AT SAHEED LAXMAN NAYAK MEDICAL COLLEGE, KORAPUT ODISHA.

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ABSTRACT

Introduction: -Competency Based Medical Education (CBME) has been implemented for MBBS admission batch 2019-20 by BoG MCI.As per the CBME, the first month of the MBBS curriculum will be the Foundation Course (FC).

The FC will be a bridge for the students between the nonmedical background to the professional medical background. Further FC serves as a platform for preparing the young learners for a challenging health care profession. The feedback and perception is important to improvement and modify this FC for next successor.

Objective:- 1. To study the perception of students regarding the usefulness of the foundation course.

Methodology :- Place of study- Saheed Laxman Nayak Medical College, Koraput

Duration of study- 20th August to 19th September 2019

Type of study- Cross-sectional study

Study subject- 119 students participated out of 125 of 1st Year MBBS students

Study instrument- Predesigned pre tested self administered feedback forms.

Study Analysis using SPSS software version 21.

Results: Out of the four thematic areas assessed, it was observed that the sessions under the theme 'Skill' was rated as most useful as compared to the other thematic areas Orientation, Professionalism & Field Activities.

Conclusion: Changing from traditional MBBS curriculum to CBME (Competency Based Medical Education) will make the students more competent health care providers of first contact. The MBBS students as envisaged from their response to label Skill attribute as the most useful one.

KEYWORDS : Foundation Course, Perception of usefulness, Orientation, Professionalism, Skill & Field activity

INTRODUCTION:

Competency Based Medical Education (CBME) has been implemented for MBBS admission batch 2019-20 by BoG MCI.As per the CBME, the first month of the MBBS curriculum will be the Foundation Course (FC). The FC will be a bridge for the students between the non medical backgrounds to the professional medical background. Further the four thematic dimension of Foundation Course, that is, Orientation, Professionalism, Skill, Field Activities serve as a platform for preparing the young learners for a challenging health care profession. The feedback and perception is important to improvement and modify this FC for next successor.

OBJECTIVE:-

1. To study the perception of students regarding the usefulness of the foundation course.

METHODS

Study design

This assessment involves a cross-sectional survey conducted at the Saheed Laxman Nayak Medical College and Hospital (SLNMCH), Koraput (Odisha), within the period from 20th August ,2019 to 19th September,2019.

Participation and Data collection

The study population included 125 first year students of the Bachelor in Medicine and Bachelor in Surgery (MBBS) program. We used a set of structured questionnaires to collect the required data capturing the students' level of perception about the usefulness of different teaching sessions of the foundation course. Immediately after all the teaching sessions under the foundation course were over, the students were provided the questionnaires and encouraged to complete the survey.

Survey development and content

Initially, we conducted a review of relevant literatures on learners perception regarding the usefulness of a newly introduced academic programme in order to ascertain that the definitions of constructs of interest align with relevant prior research and theory. This helped us identify the existing survey scales and items to be used. The input from other members of faculty under the department of Community Medicine of the medical college was also taken for consideration. The

last step in the survey design process was the revision of the data collection instruments based on piloting of the questions on the second-year medical students of the college. As a result, we developed a self-administered, closed-ended unipolar three points Likert's scales for the theme, i.e., perception of usefulness, pertaining to 43 teaching sessions of the foundation course divided into four different themes (orientation, professionalism, skill and field activities).

Survey variables

The outcome variables were the degree of perception regarding usefulness of different teaching sessions of the foundation course. We used a three-point Likert's scale for the perception regarding usefulness of the teaching sessions (1= Not useful; 2= Useful; 3= Very useful). Under this theme, the students who responded with 2 and 3 were considered to have rated it as useful, whereas those responded with 1 were considered not to have felt the sessions useful to them.

The independent variables were 43 areas of the foundation course, e.g. Introduction to the campus, Role of the doctors, Time management and so on. The details of the teaching sessions (or independent variables) are in Appendix 1.

Data analysis

Data obtained from the questionnaires were analyzed using SPSS version 21. Descriptive data were presented in percentages, means, and standard deviation.

RESULTS & DISCUSSION

The results of the analysis revealed that, from a total of 125 first year MBBS students,119 attended different sessions of the foundation course and participated in the feedback exercise by completing the questionnaires on constructs 'usefulness' of the foundation course, having four different themes(orientation, professionalism, skill and field activities). Thus, the overall response rate for the above stated exercise was almost 100%.

Student perception of the usefulness of the foundation course

We conducted descriptive analysis for the construct, i.e., usefulness. For assessment of students' level of perception about the usefulness of the foundation course, we administered a questionnaire having the said

themes with a three-point Likert's scale.

The following Table 1 shows over 90% of students found the sessions- "Introduction to institution", "Role of Doctors", "Professionalism", "Patient Safety", and "Orientation to different Departments" useful to them.

The session on "History of Medicines and Alternate Medicine" likely to have not gone down well with one fourth of the students and they perceived it to be the least useful, followed by "National Health Program" session with 18% of students to have attempted the questionnaire opting for the option "Not useful". Surprisingly, 10% of the total students preferred to remain neutral as to usefulness of session "Healthcare Delivery System" and did not attempt to answer the aligned question.

Table 1 Student's perception about usefulness of the sessions under the "Orientation" theme*

Sessions	Very useful	Useful	Not Useful	Non-Response
Introduction to institution/campus	61.3	35.3	2.5	0.8
Role of Doctors	78.2	16.8	2.5	2.5
History of Medicine& Alternate Medicine	18.5	48.7	25.2	7.6
IMG Goal & Role	50.4	39.5	5	5
Professionalism	47.1	47.1	3.4	2.5
Health Care Delivery System	32.8	47.9	9.2	10.1
Patient Safety	73.9	21.8	1.7	2.5
Role of Nutrition	40.3	46.2	7.6	5.9
National Health Programme	31.9	58	18.4	1.7
National Health Policy	24.4	58.8	10.1	6.7
National Population Policy	28.6	58.8	11.8	0.8
Working in a Health Team	47.9	40.3	4.2	7.6
Orientation to diff. Department	71.4	23.5	3.4	1.7

*Figures in the table are in percentage

With regard to the "Professionalism" theme, almost all the students (99%) perceived "Medical Ethics" session to be useful, while both "Respect to Cadaver" and "Record and Documentation" stood as the second most useful sessions attracting 98% of students' response in their favour (Table 2).

Table 2 Student perception about usefulness of the sessions under the 'Professionalism' theme*

Sessions	Very useful	Useful	Not Useful	Non-Response
Time Management	68.1	21.8	7.6	2.5
Carrier Pathway & Personal Goal	52.1	37.0	7.6	3.4
Gender Sensitivity	32.8	43.7	20.2	3.4
What is it to be a Patient	42.0	46.2	6.7	5
Stress Management	52.9	32.8	10.1	4.2
Exercise and Physical Fitness	45.4	37.0	13.4	4.2
Informed Consent	52.1	32.8	9.2	5.9
Respect for Cadaver	89.9	8.4	0.8	0.8
Record and Documentation	76.5	21.8	0.8	0.8
Medical Ethics	79.0	20.2	0	0.8
Anti-ragging Rules and Regulations	29.4	44.5	12.6	13.4
Bio-Medical Research	54.6	35.3	3.4	6.7
Motivation	66.4	25.2	4.2	4.2
Essential Drug List	60.5	26.1	5.0	8.4
Leadership	38.7	44.5	10.9	5.9

Figures in the table are in percentage

Besides these three sessions, "Time management", "Bio-medical research" and "Motivation" were the other three sessions to have been considered as useful by over 90% of the students. Thus, these six sessions out of 15 sessions under the "Professionalism" theme were considered useful by over 90% of the students. Likewise, "Gender sensitivity" session turned out to be the least useful session under "Professionalism" theme as one fifth of the students replied in negative

as to usefulness. Of the all sessions, in the "Anti-ragging rules and regulation" session the proportion of students to have responded to the question was the lowest (87%).

When we examined the frequency and percentage values of the students gained from the "Skill" part of the students' perception of usefulness questionnaire, the top three useful sessions perceived by the students were-First aid(96%),Communication skill(95%) and Training on basic life support(94%). The students considered the "Adult learning session" to be in the least useful session with only 76% of them replying in its favour as to usefulness.

Table 3 Student perception about usefulness of the sessions under the "Skills" theme*

Sessions	Very Useful	Useful	Not Useful	Non-Response
First Aid	82.4	13.4	0.8	3.4
Telemedicine	28.6	54.6	13.4	3.4
Training on Basic Life Support	70.6	23.5	5.0	0.8
Adult Learning System	21.8	54.6	19.3	4.2
Group Dynamics	58.0	35.3	5.9	0.8
Use of IT in Health	34.5	53.8	6.7	5.0
Role of Yoga and Meditation	41.2	39.5	12.6	6.7
Communication Skill	58.8	36.1	1.7	3.4
Life Skill Education	34.5	43.7	11.8	10.1
Universal Precautions	36.1	52.9	2.5	8.4
Biomedical Waste	59.7	28.6	5.0	6.7
Extracurricular activities	44.5	40.3	12.6	2.5
Language and Computer skill	32.8	47.9	13.4	5.9

*Figures in the table are in percentage

The analysis of the last theme of the "Usefulness" construct i.e. Field activities shows, 93% of the students felt visit to the college library was useful while almost similar percentage of students (92%) rated visit to hospital and filed as useful (Table 4).

Table 4 Student perception about usefulness of sessions under the "Field Activities" theme*

Sessions	Very Useful	Useful	Not Useful	Non-Response
Visit to Hospital and Field	60.5	31.9	5	2.5
Visit to College Library	61.3	31.9	4.2	2.5

*Figures in the table are in percentage

Table 5 Overall perception of the students about usefulness *

Themes(factor)	Frequency	Useful	Not Useful
Orientation	119	54(45)	65(55)
Professionalism	119	47(40)	72(60)
Skills	119	62(52)	57(48)
Field activities	119	27(23)	92(77)

*Figures in the parenthesis are in percentage

We then examined the overall perception of the students with respect to usefulness of the foundation course divided into four constructs. Table 5 above shows except for the "Skills" section of the foundation course, in all other three sections the proportion of students perceiving it "not useful" outweighed students' notion of it to be useful.

Summary:

90% of the students found the sessions, namely, 'Introduction to Institution', 'Roles of doctors', 'Professionalism', 'Patient Safety' and 'Orientation to different departments', useful to them.

99% of the students found the session 'Medical Ethics' very useful followed by the sessions 'Respect to Cadaver', & 'Record & Documentation'.

90% students found 'Time Management', 'Bio Medical Research' & 'Motivation' as useful sessions.

Sessions on 'First Aid', 'Communication Skill', & 'Training on Basic Life Support' were found to be useful sessions by 95% of the students. On assessment of overall perception of usefulness of the four thematic

areas, 'Skill 'was perceived to be the most useful area followed by 'Orientation', 'Professionalism' & 'Field Visit'.

CONCLUSION:

The respondents of this study were the 1st year MBBS students coming from general teaching & learning environment could perceive the usefulness of the sessions covered in Foundation Course, though the degree of perceived usefulness had some variation. The importance attached to skill component by the students clearly indicates that they want to develop the 'Skill & Art of Healing' through competency based learning curriculum. The respondents have also demonstrated their inclination towards 'Professionalism' & reiterated the need for an initial orientation programme which is very much useful in familiarizing the new entrants to the novel environment of professional learning. It may be opined that under the gamut of new CBME Curriculum, the first one month devoted to 'Foundation Course' is the gateway to have smooth & stressfree entry into the MBBS professional studies.

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