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Study of effect of induction programme among phase I MBBS students

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Abstract--In India, students enter medical profession at the age of 17-19 years. At such tender age, this cohort of students has dissimilar psychological characteristics such as fear of ragging, feeling of homesickness, peer pressure, parental pressures, language problems, and adjustments to hostel life and food. In such a psychological state, they are expected to understand and appreciate the medical subjects. The health professional will understand their responsibilities with regards to quality service delivery in their work station. The aim and objective of the study was to evaluate the feedback of Induction Programme in newly entered medical undergraduate programme. 199 students participated in this one day program held on 1/10/2018. Their feedback was obtained by a pre-designed and pre-validated questionnaire on a five-point Likert scale. 199 students responded in feedback on induction on varied criterias of induction programme. It is therefore important to give newly appointed lecturers the best possible start in the teaching profession since their input is vital for promoting learning. A study in 2017 was done by Patel J on 107 students with the feedback about orientation program, whereas all the 112 students gave feedback on foundation course. 78% students responded positively for orientation, and 88% responded positively for foundation course. Students were largely satisfied with the program. In our study, also 199 students responded about quality of sessions and their responses on Likert scale were more towards high and very high side. Fresher's Induction programme for MBBS students at the entry level, as suggested by MCI, helps reduce students anxiety and boost their confidence. It facilitates their smooth transition from high school to an undergraduate medical course.

Keywords---induction programme, feedback, five-point likert scale, anxiety, pre-validated questionnaire.

Introduction

In India, students enter medical profession at the age of 17 – 19 years. At such tender age, this cohort of students has dissimilar psychological characteristics such as fear of ragging, feeling of homesickness, peer pressure, parental pressures, language problems, and adjustments to hostel life and food. They come from different socio-cultural background and have diverse expectations from the medical profession. On the top of these, they are burdened with various expectations from family and society. In such a psychological state, they are expected to understand and appreciate the medical subjects. The health professional will understand their responsibilities with regards to quality service delivery in their work station.

Aims and objective

The aim and objective of the study was to evaluate the feedback of induction programme in newly enter medical undergraduate.

Materials and Methods

Type of study –observational study

Place of study – JNMC Sawangi (M) Wardha

Fresher’s Induction programme was organized by JNMC Sawangi (M) for the first year MBBS students of 2018-19 batch.

199 students participated in this one day program held on 1/10/2018.

Their feedback was obtained by a pre-designed and pre-validated questionnaire on a five-point Likert scale.

Inclusion Criteria

Newly enter Undergraduate students who were undergo Induction Programme and willing for consent.

Exclusion Criteria

Students who will not interested

Details of Freshers’s Induction Programme

Datta Meghe Institute of Medical Sciences (Deemed to be University)		
Date :- 01/10/2018		
Venue :- Auditorium		
Sr.No.	Time	Lecture
01	8.00 to 9.00 AM	Registration, Breakfast and Pre Test
02	9.00 – 9.20 AM	Anti Ragging Measures
03	9.20 – 9.40	Institutional forum for women cell

04	9.40 – 10.00	Sexual harassment of women at working place
05	10.00 – 10.20	Students guidance and counseling centre
06	10.20 – 10.40	Preceptor ship programm
07	10.40 – 11.00	Academic appraisals programm
08	11.00 – 11.20	Teaching learning modality
09	11.30 – 12.30	Sermon ceremony
10	12.30 – 1.00	Assessment and examination system
11	Lunch break	
12	1.40 – 2.10	Communication skills
13	2.10 – 2.40	Principle of medical and bioethics
14	2.40 – 3.00	Integrated community service
15	3.00 – 3.20	Attendance cell
16	3.20 – 3.40	Hostel disciplines
17	4.00 – 4.10	Post test and feedback
18	4.10 onwards	Concluding function

Approval for the study was obtained from the institutional ethics committee of JNMC Sawangi (M) Wardha.

Results

In India, students get admission to a medical college based on their merit at the qualifying National Eligibility-Cum-Entrance Test Undergraduate examination as per the Indian Medical Council (Amendment) Act, 2016. These selection criteria do not consider extracurricular abilities of these students. Furthermore, students belonging to diverse sociocultural, religious, economic, and geographic backgrounds come together at a medical college to pursue their MBBS. Such teenage students have varying psychological framework and may find it difficult to adapt to the new academic environment. The students' initial feedback was obtained during the program (on daily basis) under the following

Parameters

Students Feedback on Induction Programme

About organization of Induction program

		1 (Very Low)	2 (Low)	3 (Average)	4 (High)	5 (Very High)
1	Program facilities and location was appropriate and satisfactory	-	-	74	100	25
2	Atmosphere was conducive for learning	-	-	59	130	10
3	The food provided was good	-	-	19	160	20

About quality of scientific sessions

		1 (Very Low)	2 (Low)	3 (Average)	4 (High)	5 (Very High)
1	Overall content of the course	-	-	68	112	19
2	Learning resource material and handouts	-	-	34	98	67
3	Power point slides	-	-	46	147	6
4	Presentation of material by resource persons	-	-	21	165	13

Students were happy that their college staff and seniors were supportive. Their doubts were cleared and they felt relieved.

Discussion

199 students responded in feedback on induction on varied criterias of induction programme. It is therefore important to give newly appointed lecturers the best possible start in the teaching profession since their input is vital for promoting learning². A study in 2017 was done by Patel J on 107 students with the feedback about orientation program, whereas all the 112 students gave feedback on foundation course. 78% students responded positively for orientation, and 88% responded positively for foundation course. Students were largely satisfied with the program¹. In our study, also 199 students responded about quality of sessions and their responses on Likert scale were more towards high and very high side. As envisaged by the MCI Indian Medical Graduate (IMG) should possess requisite knowledge, skills, attitude, values and responsiveness, so that he or she may function appropriately and effectively as a physician of first contact of the community while being globally relevant. One of the main roles required of the IMG is that of a good communicator with patients, families, colleagues, and community.

Medicine is a profession that requires not only the mastery of a large body of knowledge and the acquisition of clinical skills, but also high standards of behaviour and appropriate attitudes (10). It is found to be more effective to teach and assess professionalism in early medical learners who have just entered medical school with huge expectations and ideals. A consensus is emerging that role modelling is an effective means of teaching professionalism. In this context senior faculty and Medical Education Unit members acted as facilitators of the various interactive sessions, under the guidance of the Principal who herself was an active facilitator. Experience suggests that learners watch, embrace and mimic attitudes and behaviors of role models. For the medical student a “professionalism portfolio,” can be created in this first contact program, the totality of which should represent the individual’s professionalism. These portfolios are very useful in gauging the students development through medical college. Portfolios can be used for formative assessment (i.e.feedback and action plans for improvement) and summative feedback (eg.discipline individuals with unacceptable professional lapses). The data can also be used to reward exemplars.⁴⁻¹²

Conclusion

Fresher's Induction programme for MBBS students at the entry level, as suggested by MCI, helps reduce students anxiety and boost their confidence. It facilitates their smooth transition from high school to an undergraduate medical course.

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