



PERSPECTIVE OF FOUNDATION COURSE BY FIRST YEAR STUDENTS OF ASMC, FIROZABAD

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ABSTRACT **Aim:** To evaluate and identify the relevance of foundation course in the curriculum of first year medical students of ASMC, Firozabad. **Study Design:** A cross-sectional study was conducted on 78 (40 males and 38 females) first year students of ASMC, Firozabad (UP). A questionnaire comprising of skill module, community orientation module, ethics module and competence skill module were given to students on 1st September 2023 and again on 30th September 2023. The data so obtained was analysed using 3 point Likert scale. **Materials and Methodology:** A questionnaire with 4 modules consisting of skill module, ethics module, community orientation module and language and computer skill module was prepared and circulated in class. 78 students (40 males and 38 females) were enrolled for the study. **Results:** All data was collected and compiled on Microsoft Excel Worksheet. **Conclusion:** Foundation course was found to be beneficial to the students to get introduced to the medical field and to get acclimatized to the totally new journey of becoming an IMG or physician of 1st contact.

KEYWORDS : Foundation course, CBME, educational module.

INTRODUCTION

National Medical Council (NMC), the regulatory body governing medical education has revised the curriculum for undergraduate medical education program. The aim of the present curriculum is to address the competencies and to make it learner centric^[1].

The foundation course is of one month duration just after admission to prepare the students to adapt into medical profession smoothly and effectively. It aims to sensitize the learners with required knowledge and skills for starting a challenging professional course. Foundation course aims to orient and sensitize the students to learn about effective communication, language and computer skills and also to provide time for interacting with faculty and peers^[2]. It also provides an overview of the entire medical curriculum^[3]. Many factors like home sickness, language problems, adjustment to food and hostel life are stress markers and moreover many students are overburdened with the expectations of family, friends, relatives and society^[4].

Keeping in view the need of the time, medical curriculum proposed a foundation course in its "regulations of graduate medical education 2012"^[5] and document "VISION- 2015"^[6] which emphasized on behavioral competency, stress coping strategies and modern teaching learning techniques to improve the standards of medical education. After nearly two decades, MCI revised the curriculum of medical undergraduates making it learner centric and competency based medical education^[8]. The present study aims at evaluating the students perspectives on the effectiveness and utility of the one month long foundation course.

MATERIALS AND METHODS

A questionnaire was circulated among the newly joined MBBS of Batch 2023 and after completion of 1 month foundation course. Exclusion criteria included those students who were absent or who had not joined the college yet. A predesigned semi-structured questionnaire comprised of the following-

- closed ended questions on overall experience of foundation course (to be rated on 3 point Likert scale)
- closed ended questions regarding relevance of individual modules (to be rated on 3 point Likert scale)
- open ended question regarding suggestions for improvement.

Modules in the Foundation Course Were as Follows-

1. skill module
2. community orientation module
3. ethics module
4. language and computer skills.

Study was evaluated on 30th September 2023 for batch 2023, 78 students (40 males and 38 females) participated in the study. Data so obtained was analyzed using SPSS software and Mean and SD were calculated.

RESULTS

78 students submitted the feedback or a questionnaire containing essential elements of foundation course. It purely indicated their perspective/ knowledge and understanding of the various elements of foundation course. They were asked to grade their knowledge previous to the sessions and after the session on a scale of 1-3. Results were further analyzed using Likert's scale and the average of each module were compared. It was found that the average of each module was significantly higher in post-course session compared to pre-course session (as depicted in Table 1 and graphically in figure 1). Each section under various modules were scored and graded on Likert's scale of 1 to 3 and a comparison was drawn using variables of their pre-course and post-course understanding and significance was calculated. Students had an overall higher understanding in post-session compared to pre-session. However, feedback obtained from one sections 'first aid' reflected that they had its understanding prior to the session than post-session (Table 1).

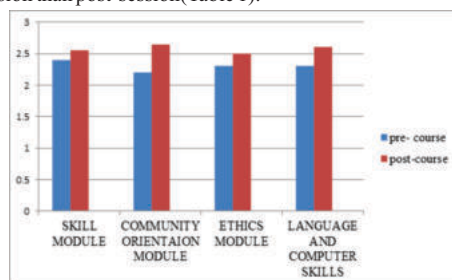


Figure 1:

Table 1:

SKILL MODULE	PRE COURSE	POST COURSE KNOWLEDGE
First aid	2.7 +/- 2.2	2.4 +/- 1.9
Basic life support	2.2 +/- 1.7	2.6 +/- 2.1
Universal precautions	2.1 +/- 1.6	2.5 +/- 2.0
Waste management	2.2 +/- 1.6	2.6 +/- 2.1
Immunization	2.6 +/- 2.1	2.6 +/- 2.1
Documentation and record keeping	2.6 +/- 2.1	2.7 +/- 2.2
COMMUNITY ORIENTAION MODULE		
Health policies	2.2 +/- 1.7	2.7 +/- 2.2
Patient –community interaction	2.2 +/- 1.7	2.6 +/- 2.1
ETHICS MODULE		
Professionalism and ethics	2.3 +/- 1.8	2.4 +/- 1.9
White coat ceremony	2.3 +/- 1.8	2.8 +/- 2.3
Teamwork in healthcare facility	2.4 +/- 1.9	2.8 +/- 2.3

Disability competencies	2.2 +/- 1.7	2.5 +/- 1.0
Cultural competencies	2.3 +/- 1.8	2.5 +/- 2.0
Stress management	2.2 +/- 1.8	2.5 +/- 2.0
Interpersonal relationship	2.3 +/- 1.9	2.4 +/- 1.9
Classroom rules	2.4 +/- 1.9	2.5 +/- 2.0
Role of physician	2.4 +/- 2.0	2.6 +/- 2.1
sports	2.6 +/- 2.1	2.7 +/- 2.2
Assessment	2.2 +/- 1.7	2.6 +/- 2.1
LANGUAGE AND COMPUTER SKILLS		
Communication skills	2.2 +/- 2.1	2.6 +/- 2.1
English proficiency, local language training	2.6 +/- 2.1	2.6 +/- 2.1
Research aptitude	2.1 +/- 1.6	2.6 +/- 2.1
Computer skills	2.4 +/- 1.9	2.6 +/- 2.1

Students were also asked to grade the relevance of each module and converted to a Likert's scale of 1 to 3. And the average of each module was done and listed in Table 2. The analysis of feedback obtained on relevance of each module reflected that there is a higher relevance of each module. Also there is almost equal relevance found to be in each module as shown in (Figure 2).

Table 2:

SKILL MODULE	Post Course
First aid	2.7+/- 2.2
Basic life support	2.7+/-2.2
Universal precautions	2.7+/-2.2
Waste management	2.7+/-2.2
Immunization	2.7+/-2.2
Documentation and record keeping	2.6+/-2.1
COMMUNITY ORIENTAION MODULE	
Health policies	2.7+/-2.2
Patient –community interaction	2.7+/-2.2
ETHICS MODULE	
Professionalism and ethics	2.8 +/-2.3
White coat ceremony	2.8+/-2.3
Teamwork in healthcare facility	2.8 +/-2.3
Disability competencies	2.7+/-2.2
Cultural competencies	2.6+/-2.1
Stress management	2.6+/-2.1
Interpersonal relationship	2.6+/-2.1
Classroom rules	2.6+/-2.1
Role of physician	2.5+/-2.0
sports	2.6+/-2.1
Assessment	2.6+/-2.1
LANGUAGE AND COMPUTER SKILLS	
Communication skills	2.6+/-2.1
English proficiency, local language training	2.6+/-2.1
Research aptitude	2.6+/-2.2
Computer skills	2.7+/-2.2

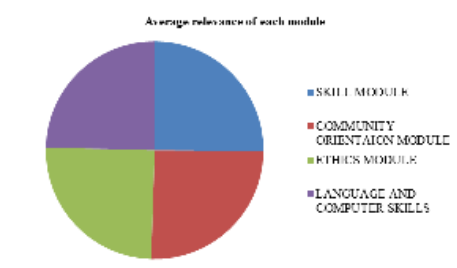


Figure 2:

DISCUSSION

As per GMER-2019, the goal of this dedicated one month foundation course at the beginning of MBBS course is to acquaint the fresh medical students with the required in depth knowledge and sound skills that will help him/her in acclimatizing to the new professional environment⁸.

Previous studies on the effectiveness of having a foundation course for the MBBS students have also benefitted the student community^[9,10,11].

In the present study , a positive feedback regarding overall experience

of the course was excellent. Similar results were obtained by Khilnani A K et al where students rated their overall experience as excellent and very good^[12].

In a similar study from Ahmedabad, Gujrat , students gave a favourable response for the foundation course^[13]. In another study conducted by Dixit R et al ; seeking the perception of students regarding 1 month long foundation course indicating their level of satisfaction with the course^[14].

CONCLUSION

This study showcased the effectiveness of the foundation course and the findings were clearly indicative of its key importance in regard to the new CBME. So, we concluded that this foundation course would play a central role in medical profession and assist students to acquire skills essential for the medical profession. Foundation course is useful in laying a strong foundation in transformation of a Novice Medical undergraduate to a competent Indian Medical Graduate. It can be further improved by inculcating suggestions received from participants as well as Peers.

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