



ANALYSIS OF ORIENTATION PROGRAM FOR FIRST YEAR MBBS STUDENTS TO ACCLIMATIZE TO MEDICAL INSTITUTION

Biochemistry

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ABSTRACT

Objective: To assess the effect of orientation program for first MBBS students for getting acquainted with the medical institution.

Materials and Methods: The orientation program for first MBBS 2019-20 batch students of Government Medical College, Mahabubnagar was conducted over four days followed by foundation course. 106 students along with their parents were voluntarily participated on the first day of the orientation program. Students' feedback response was obtained on the fourth day by predesigned questionnaires on a five-point Likert scale.

Results: 60.6% students were voluntarily participated in the orientation program. 13.2% students were from other states of India, and 67% were from different places of Telangana. 58.7% students like sports and 29% involved in extracurricular activities. 94.3% reported that the overall orientation program was very helpful and effective.

Conclusion: The students' feedback from the orientation program has been positive and appreciated. It helped to alleviate their fear, felt comfortable and self-confident.

KEYWORDS

Orientation program, First MBBS students, Feedback

INTRODUCTION:

Medicine is one of the esteemed, competent, most sought-after professions in India. The students come from different boards of education, belong to different regions, socioeconomic strata. The students has dissimilar psychological state such as fear of ragging, feeling of homesickness, peer pressure, parental pressures, language problems, and adjustments to hostel life and food [1, 2]. In order to facilitate this transition from school phase to a professional course, a need for orientation program to acclimatize them to the campus environment, familiarize them with the teaching programs, helping them to adapt to the academic challenges [3]. Studies reported that the medical education is more stressful than other professions due to various reasons like improper behavior (ragging) by senior students, academic and financial issues [3, 4, 5], diverse expectations from the medical profession and lack of information on how to cope with the problems experienced.

The aim of the study was (1) to provide social support, familiarized with the institution and academics, (2) to build self-confidence for getting acquainted with the new curriculum. Based on the students' feedback the effect of this orientation program was assessed and updates can be made useful for subsequent academic years.

MATERIALS AND METHODS:

The orientation program at the entry-level for 1st MBBS 2019-20 batch students of Government Medical college, Mahabubnagar, was conducted over four days followed by foundation course for one month as suggested by the MCI in "Regulations on Graduate Medical Education, 2012"[6] and "Vision 2015" [7]. 175 students got admission in this college on the basis of NEET merit. 106 students along with their parents were voluntarily participated on the first day of orientation program held on 1st august 2019. The program began with the inaugural address by the Director which focused on vision and mission of institution to get the students focus on social commitment and the service to the poor. The topics of orientation program were developed by the Medical Education Unit from the booklet of "Foundation Course for the Undergraduate Medical Education Program 2019 By MCI" [8], including the role of doctors and Indian medical graduate in the society, medical career opportunities, college achievements, new MCI curriculum, overview on college rules and regulations, various departments, library, hostel, sports facilities, hospital and awareness on anti-ragging act.

The student's feedback response was obtained on fourth day of orientation program by predesigned questionnaires on a five point Likert scale, from "strongly agree" to "strongly disagree". Since it was an anonymous questionnaire, no written informed consent was obtained. Statistical analysis was done with SPSS version 11.5.

RESULTS:

Among 175 students, 106 (60.6%) were voluntarily participating in the

orientation program. The majority of students, 100 (94.3%) was from English medium school. 14 (13.2%) students were from other states of India. 62 (58.7%) students were involved in sports and 31 (29%) in extracurricular activities (Table 1).

Table 1: Information collected from the students.

Medium	No	%
English	100	94.3
Telugu	2	1.9
Hindi	4	3.8
Place		
Local to city	21	19.8
Other states of India	14	13.2
Other places of Telangana	71	67
Sports		
Extracurricular activities	62	58.5
	31	29

The majority of students 92 (86.8%) were positively responded the importance of the presence of parents in the orientation program. 100 (94.3%) students said that the overall orientation was very helpful and 91 (85.9%) received guidance (Table 2).

Table 2: Students feedback on orientation program.

Questions	5 No (%)	4 No (%)	3 No (%)	2 No (%)	1 No (%)
1 Communication received about the institution prior to orientation was effective	20 (18.9)	51 (48.1)	14 (13.2)	19 (17.9)	2 (1.9)
2 Made me feel excited about my choice of institution after orientation	41 (38.7)	56 (52.8)	9 (8.5)	0 (0)	0 (0)
3 Should Parents be involved in this orientation and their children medical education	54 (51)	38 (35.8)	8 (7.5)	5 (4.7)	1 (0.9)
4 Better understanding of transformation of perceptual into experimental learning	53 (50)	48 (45.3)	5 (4.7)	0 (0)	0 (0)
5 Better understanding of outcome as a successful doctor	57 (53.8)	45 (42.4)	3 (2.8)	1 (0.9)	0 (0)
6 Better understanding of education system, curriculum, made me feel less anxious about my transition to professional course	24 (22.6)	46 (43.4)	17 (16)	19 (17.9)	0 (0)
7 Received guidance about the quarries	18 (17)	73 (68.9)	15 (14.2)	0 (0)	0 (0)
8 Achievements of institution may boost the students interest	44 (41.5)	58 (54.7)	4 (3.8)	0 (0)	0 (0)

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9	Introduction of departments and hospital made me to understand the social commitment of doctor	39 (36.8)	58 (54.7)	4 (3.8)	0 (0)	0 (0)
10	Understanding of vision and mission of institution builds more confidence	26 (24.5)	55 (51.9)	23 (21.7)	2 (1.8)	0 (0)
11	Understanding of hostel and library policies made me feel comfortable zone?	17 (16)	62 (58.5)	27 (25.5)	1 (0.9)	0 (0)
12	Sports and extra curriculum activities are important for medical graduate?	63 (59.4)	31 (29.2)	10 (9.4)	2 (1.8)	0 (0)
13	Understanding of anti-ragging committee activities is important?	53 (50)	39 (36.8)	14 (13.2)	0 (0)	0 (0)
14	Overall orientation was very helpful?	54 (50.9)	46 (43.4)	5 (4.7)	1 (0.9)	0 (0)

Strongly agree 5, Agree 4, Neutral 3, Strongly disagree 2, Disagree 1

DISCUSSION:

The medical profession is more stressful and different from the school education; hence there was a need to conduct the orientation program to familiarize them with institutions and teaching program. In our study the feedback obtained from the students, 80% have a better understanding of the transformation of perceptual learning into experimental learning. Studies were also done to evaluate the orientation program from a student's perspective [9].

In our study, 13.2% students belong to other states of India. These students have language problems. Most of the students, 80.2% stay in hostel, came from different places with different socioeconomic status and religion, have a feeling of homesickness, have to adjust the hostel and food. Hence an orientation program is needed to acclimatize the students to the hostel and library.

The feedback undoubtedly indicated that students were very happy and satisfied with the program. In our study, 94.3% reported that the overall orientation program was very helpful and effective. Similar results were obtained by various previous studies [1, 9-12]. 67% received effective communication about the institution, but after orientation program, 91.5% felt excited about their choice of institution. Thus an orientation program can help alleviate students' worries.

Parents are their first teachers and they have a key role in shaping up their character. Studies show improved behavior of students when their parents are involved. MCI introduced the ATCOM module for the MBBS students with the aim of producing competent Indian Medical Graduate [6, 7]. To implement this module effectively the involvement of parents in their medical education is important, 86.8% were positively responded. Thus, students give higher priority on academic achievements. 76.4% were more comfortable and confident after understanding the vision and mission of the institution.

96.2% acknowledged the importance of active and lifelong learning in the medical carrier to become a successful doctor. 96.2% reported that knowing institutional achievements creates motivation for good academic performance. Introduction of various departments and hospital made to understand the social commitment of doctors, which influenced the development of professional attitudes and ethics at the earliest stages of medical education.

Most of the students have a fear of ragging. In South Asia improper behavior (ragging) by senior students could be a possible source of stress [5]. Regulations of anti-ragging committee were explained to students in our orientation program aiming to create a ragging free environment in the college. In our study, 86.8% understood the anti-ragging committee activities, thereby, reduce the students fear and stress towards ragging.

Most of the students felt that they were away from the sports and extracurricular activities in the professional colleges. The new curriculum of MCI included compulsory 22hrs for sports and extracurricular activities, in order to demonstrate the importance of work-life balance in a demanding profession, and provide an opportunity for students to have compulsory physical activity and to showcase their talents [8]. Most of the students positively responded to sports and extracurricular activities. Students who involved in

extracurricular activities are often seen to have better time management skills, social skills, communication skills, art of prioritizing tasks and overcome culture shock. Thus, our study supports the MCI decision on implementing the orientation program followed by foundation course for first MBBS students.

CONCLUSION:

The students' feedback from the orientation program has been positive and appreciated. It helped to alleviate their fear and develop a positive professional attitude, behavior and ethics towards patients, teachers and colleagues at the earliest stages of medical education. Students felt less anxious, comfortable, self confident and emotionally safe in and outside the college.

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