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PERCEPTION OF THE FIRST YEAR MBBS STUDENTS TOWARDS THE ORIENTATION PROGRAM BY CREST AT THE ENTRY LEVEL.

Dr Balreet
Associate Professor, Department of Anatomy
Pt. Jawahar Lal Government Medical College and Hospital, Chamba, Himachal Pradesh.

Dr Anshu Gupta
Professor, Department of Pharmacology
MMIMSR, MMU, Mullana.

Dr Abhilasha Setia,
Tutor, Department of Anatomy
BPS Government Medical College for Women, Khanpur Kallan, Sonipat.

Abstract: **Introduction: The orientation of the MBBS students is must at the time of beginning of the course. The 8 days program was conducted with the help of CEST (Centre for Research & Education for Social Transformation) to overcome different problems and to develop personality skills.**
Aim: To help the students to overcome stress and to develop new skills.
Methods and Material: The study was done on the first year MBBS students of batch (2018-2019) at RGMC, Hamirpur, HP. An orientation program was conducted for the students by the team of the CREST for a period of 8 days. All the students participated in 8 days long orientation program held from 27th to 3rd August, 2018. A questionnaire was prepared to access the feedback of the students. There were 10 questions in the questionnaire. The data was analyzed using descriptive and thematic content analysis.
Results: All students participated in the orientation program. Before participating in this program, they were a little afraid but after going through this program they were very happy and satisfied. They were more confident to face the new challenges now.
Conclusions: The orientation program, as suggested by the MCI, conducted with the help of CREST helped the students to overcome the anxiety and communication gaps among themselves as well with faculty. It boosted their moral.

Key Words: **Anxiety, Stress and Communication gap.**

I. INTRODUCTION

Introduction: Medicine is one of the esteemed and most competitive profession in India. It is observed that students entering in the medical college have little knowledge about the profession.[1] Students enter in the medical profession at an age between 17-19 after clearing the NEET. At this tender age when a medical graduate enters into the medical college faces a lot of emotional turmoil and the mental pressure as they belong to different socioeconomic backgrounds, different boards and religions. They also have fear for ragging, and hostel life. They feel homesick and have fear of peer pressure along with high expectations from the parents and the teachers.[2] Keeping in view the problems faced by the students Medical council of India in Regulations of graduate medical education 2012 and 'Vision 2015' proposed the orientation program at the beginning of the course. [3-4]

An orientation program was conducted for the first year MBBS students. The aim of this orientation program was to not only introduce the first-year students about the subjects of MBBS course but also included the sessions to make them feel relaxed, enjoy, to know each other better, time management, leadership, team work and also develop skills for better communication as well as self enhancement for the professional development. The program was conducted by medical education unit with the help of CREST team. The Crest is an organization known for developing the different personality skills with the help of theatrical acts and the role plays.[5] Objective of the present study was to know that does the orientation program really helped the students in overcoming their stress and problems.

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II. MATERIAL & METHODS:

Study Setting:
Dr. Radhakrishnan Government Medical College and Hospital Hamirpur is a govt medical college in Himachal Pradesh.
Study design: It was a questionnaire based cross sectional study.
Ethical approval: An Approval was sought and obtained from the Institutional Ethical committee of the college before conducting the study.
Informed Consent: A written informed consent of the students was obtained before administering the questionnaire.
Participants and Group: Orientation program was conducted for first year MBBS students (batch 2018-2019). All the students participated in the study.
Conduct and content of the course:
After the meeting of the Department of medical Education the Orientation Program was conducted by the team members of CREST. It was an 8 days program immediately after the enrollment of the students to 1st year MBBS. The basic objective of the program was enhancement of self-confidence and ability to socialize better by providing mentoring support.
The program started with inauguration by the Principal of the college followed by the ice breaking session. The students were also told the vision of Dr. Radhakrishnan Govt. medical college. It included:
Introduction to the staff and faculty
Overview of medical Profession and Curriculum
Development of communication skills,
Self-enhancement for professional excellence,
Time management, mentorship, and self-confidence
The topics were taught with the help of lectures, skits, Role-plays and games. Few sessions of self-enjoyment were also kept to elevate the mood of the students. The students were told the importance of the communication skills for the better development of trust among the doctor and patient.
Questionnaire:
At the end of the program a pre validated questionnaire was given to the students to access the success of the orientation program. The questionnaire included 10 questions based on the different topics included in the program. Questionnaire comprised of both close ended and open-ended questions. Quantitative analysis was done with Likert scale for close ended questions and qualitative analysis was done for open-ended items.

III. RESULTS

All the students participated in the orientation program. Most of the questions were close ended. The program was a great success as 97% students rated the program very good, 2% found above average and 1% found good.
90% students found the 8 days' time period for the orientation program adequate, 6% found it lengthy and 4% found it short.
All the students found the program helpful in gaining self-confidence.
78% students found the program helpful in understanding the role of a medical student and the medical profession while 22% students did not find it helpful.
87% students found the course content facilitated their learning to great extent during the program, 6% to some extent while 7% responded not at all.
90% students found the lecture content facilitated their learning to great extent, 6% found it to some extent while 4% found it not at all good.
93% students found the facilitator's body language and accent as a factor for better understanding to a great extent while 7% found it helpful to some extent.
98% students liked the innovative methodology used in teaching learning process to great extent while 2% responded it helpful to some extent.
All the students found the interactive sessions helpful to great extent in better learning.
94% students found the program helpful to great extent in building the self-confidence and felt motivated while 6% found it helpful to some extent.
Qualitative Analysis: For open ended questions

Theme 1: Role of a medical student and medical profession.
The role of the medical students and medical profession was successfully taught by a role play. The importance of doctor patient relation and ethics of the profession were made clear to the students with this role play. Students found this way of learning very interesting and enjoyed it.

Theme 2: The most liked session and why.
All students liked the session of time management, development of communication skills, self enhancement for professional excellence, time management, mentorship, and self-confidence because they found these topics more relevant in their learning during the MBBS course. Further they liked the new methods of teaching like role plays, skits, plays and games used to make them understand better. They also felt that they are not feeling more home sick as now they have developed new bonds with their classmates.

Theme 3: Scope of changes in the program.
They found this session very interesting and most of them wanted such sessions to be taken frequently. Some students wanted tips for how to study and prepare for exams.

IV. DISCUSSION

At the commencement of the first year MBBS most of the medical colleges organize the orientation programs. This helps students to have an idea of the course content and to understand need of the medical profession. We also conducted eight days orientation program. This program was unique in its way as it was conducted with the help of the CREST team. The aim of the study was to observe the success of the program by assessing the knowledge gained by students about

medical profession, development of communication skills, self enhancement of professional excellence, time management, mentorship, and self-confidence.

The CREST was started as a National institute of humanities, science and professional studies, to improvement of scheduled caste and scheduled tribe students of Kerala. It also conducts short term orientation programs for new entrants of various institutes across India. Post Graduate Certificate Course in Professional Development is the main course offered by the CREST. The CREST was successful in its main aim of integrating the students of scheduled caste communities with the global economy. [6]

A similar study was conducted at Jubilee Mission Medical College, Kerala. In this study different methods were included like lectures, small group assignments, observations and group activities. The assessment was done with the help of a semi structured Questionnaire. Through this orientation program, the students were able to understand that leadership quality, team work and good communication skills are needed to be an efficient doctor. Physical work and shadowing of the patients were two innovative and well appreciated sessions. It is evident through the feedback of the students that such orientation programmes are beneficial to them. [7]

In another study the emphasis was given on the basic knowledge and development of skills required for the MBBS. The study was conducted in small group sessions. In this 8 days study program besides the introduction to the preclinical, paraclinical and clinical subjects the other skills were also taught that included Stress and Time Management, language, communication, use of information technology, National health policies, Biohazard safety, Introduction to the preclinical subjects, Medical literature search, First Aid and Basic life support, Medical ethics and professionalism. [8]

In a similar study conducted at Gujarat Adani Institute of Medical Sciences (GAIMS) the orientation program conducted by Medical Education Unit in felicitation of transition from school phase to a professional course helped the students to cope up with the anxiety and helped in boosting their confidence. [9]

In another study the students and teachers both were the part of the study as the students' and faculty perspective are alike. In this study it was observed that those who did not attended the orientation program felt difficulty in understanding, stress management, time management and other study skills. [10]

The institute of international medical education has also given seven main domains as international Global minimum essential requirements (GMER) mandatory for the students includes 1. Professional values, attitudes, behavior and ethics. 2. Scientific foundation of medicine 3. Clinical skills 4. Communication skills 5. Health scheme 6. Management of information 7. Critical thinking and research. [11]

The study was a success as the feedback indicated that the students were happy and satisfied. Such structured programs really help the students in coping up with the stress and the professional demands.

V. CONCLUSION

The study showed that the orientation programs are mandatory for the stress management and their adjustment in the new environment.

Conflict of Interest: NIL
Source of Funding: Self
Ethical Clearance: Taken

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AUTHORS

Dr Balreet

Dr Anshu Gupta. Dr Abhilasha Setia

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