

Original Research Article

Foundation Course – A study on students' perspective about the importance and applicability of the skills taught

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Abstract:

Background& Method: The aim of this study is to study the Student's perspective of the importance and applicability of skills taught during the foundation course. Students were invited to participate in the study using a structured questionnaire designed on Google form on the perceived skills & level of confidence in application of skills taught in the foundation course.

Result: The chi-square statistic is 165.0581. The p -value is < 0.00001 . The result is significant at $p < .05$. The chi-square statistic is 1.0133. The p -value is .047689. The result is significant at $p < .05$.

Conclusion: Long duration of course & didactic lectures were cited as unpleasant experience by most students. In our study male students & students with English as medium of education were significantly more confident in applying skills acquired during foundation course. Some of the skills like computers not perceived as that relevant. Hence, further research in different settings, modifications & innovations are desired to make the foundation course more specific to the needs of the students & helpful.

Keywords: Student, perspective, applicability & skill.

Study Designed: Observational Study.

1. INTRODUCTION

Foundation course was proposed to revamp the existing medical teaching to replace it with a more uniform & objective prototype. A foundation course of one-month duration has been introduced throughout India as a compulsory module at the beginning of the Medical course to sensitize students to information, lifestyle & practical skills required to sail through the training [1]. This study aimed to record the reactions & learning of students who undertook the foundation course. Data were collected as an online Google form framed in the English language & distributed through an online link in an email to the students. All undergraduate students who joined our institution, were administered the survey before completion of the foundation course.

Consent was obtained before sending the link for the online form. The information was collected in an anonymous form. A provision for the hard copy of the form was available for students who were not well-versed with the online usage [2].

2. MATERIAL & METHOD

This study was conducted in the Department of Physiology of Government NSCB Medical College Hospital Jabalpur, M.P. from May 2021 to June 2021. Students were invited to participate in the study using a structured questionnaire designed on Google form on the perceived utility & level of confidence in application of skills taught in the foundation course. Consent was sought & filling the survey form was taken as consent for participation. Students had the option to skip the survey after reading the consent form & study summary with objectives if they did not wish to participate in the study. Data was analysed using MS Excel & Epi Info -7. Perception with regards to application of different acquired skills was assessed on a 5 point Likert scale as follows, 1- Not at all confident, 2- Cannot comment, 3- Confident to some extent, 4- Confident to a great extent, 5- very confident. Perception with regards to utility of different skills taught in foundation course was assessed on a 3 point scale as follows, Not Relevant -1, Cannot comment -2, Relevant-3. Data was summarised into tables & figures. Chi square test was applied.

Data has been collected using an online survey tool administered in the English language via an online link. Data were entered in an MS Excel spreadsheet.

3. RESULTS

Table No. 1: Perceived Relevance of Topics Covered in Foundation Course

Skills/Topic	Relevant	Not Relevant	Cannot Comment
Orientation with Institution/Course Work	83	8	9
Professional development & ethics	91	7	2
Computer skills	37	31	32
Sports & extracurricular activities	52	26	22
Stress management	65	16	19
Time management	79	8	13
Learning (SDL, pedagogy & collaborative)	88	7	11
Social Responsibility	86	5	9
First Aid (Scalpel/chemical/Needle stick injuries)	82	8	10
Universal Precautions Hand washing, PPE	83	9	8
Biomedical Waste Management	85	7	8
Documentation in improved patient outcome	80	11	9
Assessing Library, Journals, E Resource	89	5	6
Research opportunities for UG students, Importance of publication/Research module	87	6	7
Motivation & Mentoring	90	6	4

The chi-square statistic is 165.0581. The p -value is < 0.00001 . The result is significant at $p < .05$.

Table 2: Level of Confidence in Application/Understanding of Skills Acquired in Foundation course

Skills/Topic	Very confident	Confident to a great extent	Confident to some extent	Cannot comment	Not at all confident
Orientation with Institution/Course Work	26	32	29	9	4
Professional development & ethics	24	32	31	11	2
Computer skills	31	37	25	5	2
Sports & extra curricular activities	17	31	27	16	9
Stress management	22	37	30	4	7
Time management	24	32	32	7	5
Learning (SDL, pedagogue & collaborative)	28	30	33	3	6
Social Responsibility	32	37	26	2	3
First Aid (Scalpel/chemical/Needle stick injuries)	21	34	32	4	9
Universal Precautions Hand washing, PPE	24	33	28	8	7
Biomedical Waste Management	25	37	28	6	4
Documentation in improved patient outcome	26	28	34	5	7
Assessing Library, Journals, E Resource	34	25	27	3	11
Research opportunities for UG students, Importance of publication/Research module	29	31	23	5	12
Motivation & Mentoring	37	28	27	3	5

The chi-square statistic is 1.0133. The p -value is .047689. The result is significant at $p < .05$.

4. DISCUSSION

Foundation course concentrates on many aspects of a medical graduate, covering roles such as a clinician, leader & member of the healthcare system, communicator, lifelong learner & professional [3]. The primary purpose of Foundation course is to make competent medical graduates with quality assurance. Since the implementation is new the students & faculty may not be competent enough to evaluate the Foundation course. However, in terms of the quality of the delivery, resources, adjustment, knowledge enhancement & development in competencies, they can provide good feedback. Therefore, we needed to take the implementation challenges & solutions into account when analysing Foundation course. Our study shows that a Foundation course or faculty development program is worthwhile. Students & faculty are adjusted to Foundation course as they agree that they are technically sound & can use them. However, some feel unprepared for Foundation course core areas such as medical knowledge, clinical skills, professionalism, evidence-based practice, interdisciplinary teamwork & systems. Virtual reality sessions in the institute are the best to handle real-life situations. They firmly believe that competencies made are not difficult to adopt in the learning environment [4].

In light of our discoveries, clinical and proficient turn of events and critical thinking capacities in learning are critical. Both the students and staff felt that Foundation course execution centers around a fundamental boundary, "utilization of computerized innovation". This is on the grounds that the schooling system was hampered during covid19 pandemic due to complete lockdown. The utilization of computerized innovation has helped a ton in keeping up the schooling system in every clinical organization [5].

In the current review, generally speaking 83% students detailed the foundation course as important. A past report at a clinical school in Chennai likewise revealed positive criticism in the scope of 88.5 to 98.5% concerning targets of the course and contents show future worth of the course in the students' profession [6]. Comparative outcomes were likewise detailed by a past report from Gujarat where 88.4% students gave a general positive reaction for foundation course. One more review from Bhuj, Gujarat revealed that 75% of students felt that the goals of the Foundation Course were to a great extent met.

In our review, around 61% students were certain with respect to utilization of information and abilities procured in foundation course. Comparable discoveries were accounted for by a new report, with 97.6% of the students conceding to have benefitted and being more certain with better direction of public wellbeing strategies, morals, uprightness and disposition [7]. One more review from Ahmedabad, detailed that around 51% students unequivocally concurred that foundation course prompted certainty in working before beginning the conventional learning of clinical subjects and 43% students emphatically concurred that the progress to clinical school was smooth because of the foundation course [8].

5. CONCLUSION

Long duration of course & didactic lectures were cited as unpleasant experience by most students. In our study male students & students with English as medium of education were significantly more confident in applying skills acquired during foundation course. Some of the skills like computers not perceived as that relevant. Hence, further research in different settings, modifications & innovations are desired to make the foundation course more specific to the needs of the students & helpful.

6. REFERENCES

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