

EVALUATION OF ORIENTATION PROGRAMME FOR THE FIRST YEAR UNDERGRADUATE MEDICAL STUDENTS

Community Medicine

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Abstract:

Background: Professionals have always advocated that the orientation of any person being inducted in a new program, should be the first task of any organization; can be in the form of a conventional orientation program (OP) or merely a walk around the establishment. Objective: To evaluate the orientation program conducted for first MBBS students.

Study Design: Cross sectional study. Setting: Konaseema Institute of Medical Sciences, Andhra Pradesh, India. Subjects: 150 medical students of first M.B.B.S were participated in the study. Results: Majority (98.6%) of the students were in the age group 18-20years, among them females students were 55.3%. Duration of the program was 10 days. Overall rating was good (median 4 on a five point Likert scale of excellent = 5, very good = 4, good = 3, satisfactory = 2, poor = 1, can't say = 0). 64.6% of the students felt it is very good, 72% of them marked as it is very useful. Conclusion: Orientation program was considered valuable to familiarize with the surroundings and to acquire basic knowledge and skills required for all the subsequent phases in MBBS course.

Key words: Orientation program, Medical students, Andhra Pradesh.

INTRODUCTION

Professionals have always advocated that students perspective to make changes if the orientation of any person being inducted required for future batches.

in a new program, should be the first task of any organization; can be in the form of a conventional orientation program (OP) or merely a walk around the establishment.¹

One possible reason for student stress could be, not knowing what to expect during the programme for the first year undergraduate course and lack of information on how to cope with the problems experienced. In joined in our institution in the month of South Asia improper behavior (ragging) September, 2015. We have divided them by senior students could be a possible into five groups each group consists of 30 source of stress.² So orientation program is members and allotted mentors for them. considered valuable in lowering the anxiety The schedule consists of field visits to of new workplace, and can benefit both Hospital, Various Departments of the faculty and the new entrants.³

We made an effort to conduct orientation program in our college and evaluated from

Conducted Lectures and Group Discussions

METHODOLOGY

We have conducted one week orientation programme for the first year undergraduate medical students immediately after they joined in our institution in the month of September, 2015. We have divided them into five groups each group consists of 30 members and allotted mentors for them. The schedule consists of field visits to Hospital, Various Departments of the College, Library, PHC, RHTC and UHTC.

on MBBS curriculum, Health care system in India, National health programmes, Bio-hazard safety, Medical ethics, Anti ragging measures, Mentorship programme, Stress Management, Time Management, Personality development, Study skills and learning techniques.

On the last day we have evaluated the programme by using a pre tested, semi structured questionnaire which consists of basic details, students opinion regarding duration, course content and their understanding regarding various topics was collected. Prior to the study Institutional ethics committee (IEC) approval was taken, informed written consent was obtained from the participants. Epi-info statistical software package version 3.5.4 was used for data analysis.

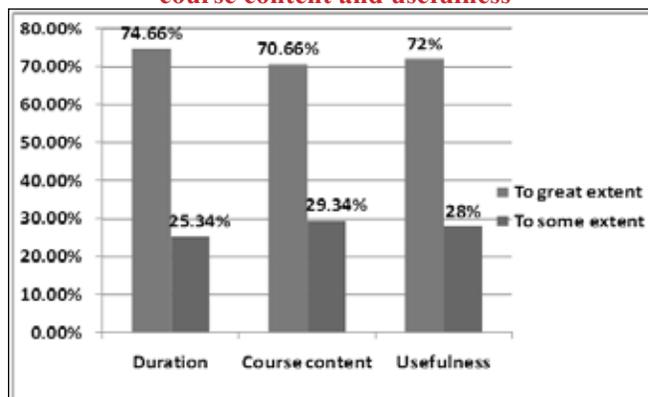
RESULTS & DISCUSSION

Majority (98.6%) of the students were in the age group 17-19 years, among them female students were 55.3% in contrast to this in a study conducted in Nepal 33.3% were females.² Overall rating was good (median 3 on a five point Likert scale of excellent = 5, very good = 4, good = 3, satisfactory = 2, poor = 1, can't say = 0). 64.6% of the students felt it is good. 72% of them marked as it is very useful (Figure – 1) similar findings were observed in another study done in Chennai.⁴

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.⁵

Figure: 1 - Satisfaction of the students with duration, course content and usefulness



All the students felt that it is useful and knowledge giving, helpful to adopt to the new environment and team based learning seems interesting. Similar results were observed in another study done in Gujarat.⁶

For most of the topics students gave their feedback that they understood the topic to great extent and to some extent for topics like National health programmes, bio-hazard safety and medical ethics. (Table – 1) In a similar study conducted in Telangana 88.10% of the students understood the program and felt that the skills taught can be implemented and 11.40% understood but felt the skills difficult to implement while 0.5% did not understand at all.⁷

Table: 1 - Student Understanding regarding various topics

Topic	To great extent (3)	To some extent (2)	Not at all (1)	Median
MBBS curriculum	128	22	0	3
Health care system in India	112	31	7	3
Various departments in the college	131	19	0	3
Various departments in the hospital	128	22	0	3
Library	136	14	0	3
PHC	122	28	0	3
National health programmes	42	106	2	2
Bio-hazard safety	47	101	2	2
Medical ethics	41	107	2	2
Anti ragging measures	128	22	0	3
Mentorship programme	106	44	0	3
Stress management	122	27	1	3
Time management	131	19	0	3
Study skills and learning techniques	114	36	0	3
Satisfied with the programme content	112	38	0	3
Satisfied with the duration of the programme	106	44	0	3
Satisfied with the Mentors	106	44	0	3
Satisfied with the planning and organization	110	40	0	3

CONCLUSION

Orientation program was considered valuable in lowering the anxiety of the new work place, to familiarize with the surroundings and to acquire basic knowledge and skills required for all the subsequent phases in MBBS course.

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