

## STUDY OF STUDENT'S FEEDBACK ON THE SKILL MODULE IN FOUNDATION COURSE IN FIRST YEAR MBBS CURRICULUM

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**Received: 24/04/2021**

**Revised:07/06/2021**

**Accepted: 28/06/2021**

### ABSTRACT

**Background:** The Medical Council of India new competency based medical education (CBME) for medical graduates is a major landmark for medical education in India. As per the new curriculum, one month foundation course has been introduced at the entry level of medical (MBBS) students so as to acclimatize the new environment of the medical colleges. **Material and methods:** At the end of foundation course, study was carried out to evaluate the student perception regarding utility of skill module. A predesigned feedback forms related to questionnaire based on skill module were distributed to the first year MBBS students participated in the foundation course and the results were analyzed. **Results:** More than 95% positive feedback was recorded in relation to objectives, contents, presentation and future value of the skill module in foundation course as per new CBME curriculum. The present study also discusses the views of the students about skill module and also the problems faced by them while learning skill module in the foundation course at the beginning of their carrier. **Conclusions:** Skill module is the best part of foundation course. It helps the new medical aspirants to adapt the environment at new medical institution and to acquire the basic skills necessary for their future journey of education and medical practice.

**Keywords:** CBME curriculum, MCI, Foundation course, Skill module, medical graduates



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### INTRODUCTION

The Medical Council of India (MCI)'s new competency-based curriculum for medical graduates is a major landmark for medical education in India. The foundation course was introduced at the entry level for medical (MBBS) students as per the new curriculum recommendation of MCI. It is of one month duration after getting admission to prepare a medical graduate to study medicine effectively.

It aimed at providing an introduction to the MBBS program that will allow students from diverse background, language, culture and varying degrees of technical/ communication skill to adapt and enhance required skills. It consists of different

modules/ contents spreading over 25 days of seven hours as shown in table 1.

Skill module (SM) emphasis for 35 hours to train the students on First aid, Basic life support and Safety measures like hand washing, needle / scalpel injury, Immunization, Concept of bio-safety and Biomedical waste management. At the end of foundation course the feedback on skill module was taken from the first MBBS students and results were analyzed.

**AIM:** To the student feedback on skill module in foundation course in first year MBBS curriculum.

**Table 1: Foundation Course**

| Modules/ Contents                         | Total hours |
|---|-------------|
| Orientation                               | 30          |
| Skill Module (SM)                         | 35          |
| Field visit to Community health center    | 8           |
| Professional Development including ethics | 40          |
| Language/ computer skill                  | 40          |
| Sports and Extracurricular activities     | 22          |
| Total: 25 days of seven hours             | 175         |

**MATERIAL AND METHODS:**

The present study was conducted at GMC, Nagpur after approval from IEC. It includes 250 first year MBBS students participated in the foundation course as per new competency based medical education (CBME). Skill module, an important content of foundation course is taught by para-clinical and clinical teachers for total 35 hrs in one month duration. The students were made to attend one hour interactive lecture followed by 1-2 hr demonstration in small groups. At the end of their FC, the predesigned feedback forms based on skill module questionnaire comprising a set of 16 questions (14 close ended and 2 open ended) were distributed to and collected from the students and the results were analyzed.

**RESULTS:**

250 students of first year MBBS profession were participated in the study. They were made to attend one hour interactive learning on skill module followed by 1-2 hr demonstration in small groups for total 35 hrs during their 1 month foundation course as per new CBME.

At the end of one month foundation course, using predesigned questionnaire based on skill module, feedback was obtained from the students.

**Table 2: Feedback response to skill module questionnaire**

| Response      | N   | %   |
|---------------|-----|-----|
| Submitted     | 225 | 90% |
| Not submitted | 25  | 10% |
| Total         | 250 | 100 |

As per table 2, the feedback response was submitted by 90% students out of the total participants. It was not submitted by 10% students.

**Table 3: Percentage of positive feedback of skill module questionnaire**

| Sr.No | Basic questionnaire of SM  | Yes | %     |
|-------|--|-----|-------|
| 1.    | Whether the objectives of SM were clearly stated?  | 218 | 96.89 |
| 2.    | Whether the contents of SM were clear?   | 215 | 95.56 |
| 3.    | Whether the presentation of skill module was clear and informative?                              | 214 | 95.11 |
| 4.    | Can it be helpful in the future to acquire basic knowledge and skill required to study medicine? | 224 | 99.56 |

As per table 3, the objectives, contents and presentation of SM were clear to an extent of 95.56% to 96.8%; and 99.56% students stated that skill module will be helpful in future to acquire basic knowledge and skill required to study medicine.

In relation to content of SM (table 4), the students stated that the topics of skill module designed by MCI were sufficient in 96.89 % and contents were satisfactory in 95.50 % participants. Seven students stated that the topics were insufficient and suggested that topics like CPR machine and music and meditation should be added to SM. Ten students were not satisfactory about the content of the topics and suggested that the topics should be made more

interesting, practical oriented and more time be given to hands on practice.

Table 5 shows the student's response in relation to the presentation and group activity (GA) conducted under SM. The student stated that the presentations

were interactive in 99.56 % and teaching learning method was satisfactory in 93.78%. The group activities were beneficial according to 97.34% students; however 36.44% students stated that the allotted time for these activities was not sufficient.

**Table 4: Feedback Questionnaire in relation to contents of SM**

| Sr.No | Contents of SM  | Y   | %     | N  | %    |
|-------|---|-----|-------|----|------|
| 1.    | Whether the topics included in SM were sufficient? If no, which topic needs to be added?                  | 218 | 96.89 | 7  | 3.11 |
| 2.    | Whether the contents of topics included in SM were satisfactory? If no, which topics need to be improved? | 215 | 95.56 | 10 | 4.44 |

**Table 5: Feedback Questionnaire in relation to presentation and group activity of SM**

| Sr.No | Presentation and Group Activity of SM  | Y   | %     | N  | %     |
|-------|--|-----|-------|----|-------|
| 1.    | Whether the lectures were interactive?                                       | 224 | 99.56 | 1  | 0.44  |
| 2.    | Whether the teaching learning method used in various topics were sufficient? | 211 | 93.78 | 14 | 6.22  |
| 3.    | Whether group activities were beneficial?                                    | 219 | 97.34 | 6  | 2.66  |
| 4.    | Whether the time allotted for group activities were sufficient?              | 143 | 63.56 | 82 | 36.44 |

**Table 6: Feedback Questionnaire in relation to skill-lab utility of SM**

| Sr.No | Utility of SM and Skill-Lab                             | Y   | %     | N  | %     |
|-------|---|-----|-------|----|-------|
| 1.    | Whether the skill-lab mandatory to acquire skills?      | 169 | 75.11 | 54 | 24.00 |
| 2.    | Whether the facilities in skill lab were adequate?      | 197 | 87.56 | 26 | 11.56 |
| 3.    | Whether the SM helpful at the beginning of MBBS course? | 216 | 96    | 7  | 3.11  |
| 4.    | Should the SM split in different phase of MBBS course?  | 158 | 70.22 | 67 | 29.78 |

Table 6 shows the student's feedback response in relation to the utility of SM. Students stated that the skill- lab is mandatory in 75.11% to acquire skills properly, however the facilities were inadequate in 11.56 % and suggested more small group activities

or more equipments in skill lab. 96% participants stated that SM will be helpful at the beginning of MBBS course whereas 70.22 % stated that it should split in different phases of MBBS course.

Table 7: Open ended Questionnaire in relation to SM

| Sr.No | Open ended Questionnaire  | Responded | %     |
|-------|---|-----------|-------|
| 1.    | <b>Problems faced while learning skill taught in SM</b>   | 132       | 58.67 |
|       | <ul style="list-style-type: none"> <li>• Not getting chance for group activity -56 (24.89%)</li> <li>• Insufficient time for group activity – 26 (11.56%)</li> <li>• Insufficient equipment in skill lab – 16 (7.11%)</li> <li>• Poor infrastructure – 10 (4.44%)</li> <li>• Language problem – 12 (5.33%)</li> <li>• Lengthy and boring lecture – 10</li> <li>• Technical problem – 10</li> <li>• Stage phobia – 07</li> <li>• Unsatisfactory topics – 09</li> </ul> |           |       |
| 2.    | <b>Ideas/ views shared while learning skills in SM</b>  | 222       | 98.67 |
|       | <ul style="list-style-type: none"> <li>• Helpful in gaining knowledge and skill- 140 (62.22%)</li> <li>• Good platform to interact -44 (19.56%)</li> <li>• Best part of the foundation course – 17 (7.56%)</li> <li>• Requirement of more practical knowledge – 14 (6.22%)</li> <li>• Requirement of more interactive sessions – 09</li> <li>• Lengthy course – 04</li> <li>• Overcrowding - 03</li> </ul>  |           |       |

As per table 7, two open ended questionnaire were asked to the participants in relation to SM. It is noted that 58.67 % participants had faced certain problems while learning skills in skill module. The most common problem was not getting a chance to perform skill (56 students -24.89%) and insufficient time for GA (15 students-11.56%). The other problems were related to language (12), lengthy and boring lecture (10), less number of equipment (16), poor infrastructure (10), technical problem (10), stage phobia (7), and unsatisfactory topics (9 students pointed out mainly BMW and immunization).

Regarding second open ended questionnaire, 98.67 % participants shared their ideas/ views while learning skills in skill module. 62.22% students stated that SM is helpful for gaining knowledge and

skills. Almost 20 % of the students emphasize that it is a good platform to interact. The other views were in the form of best part of foundation course (17 cases), more practical knowledge needed (14), requirement of more interactive sessions (9), lengthy course (4) and overcrowding (3).

#### DISCUSSION:

MCI has implemented the new competency based medical education for MBBS medical graduate since 2019. It represent paradigm shift in keeping with recent global trends. It aims to produce “Indian Medical Graduates” with requisite knowledge, skills, attitudes, values, and responsiveness, so that they may function appropriately and effectively as physicians of first contact in the community.<sup>1</sup> After qualifying the NEET- UG exam, the students get admission in the MBBS mostly on basis of their

merit rank. Thus, these students may be from different states or from different boards of education with different syllabus. They may also be of different socio-economic status, culture and languages. So they may need some time to adapt the new environment at new medical institute. In this regards, the MCI had planned the foundation course at the beginning of first year MBBS curriculum to acquire some knowledge and skills for the students in order to facilitate the adaptation of the environment of new medical college. Garg et al<sup>2</sup> (2020) noted that there was significant and positive correlation between the implementation of foundation course and knowledge and skills of students after the foundation course.

In the present study, feedback forms related to the questionnaire based on skill module were distributed to all the first year MBBS students at the end of foundation course. The feedback forms were collected and the results were analyzed to find out its utility. The questionnaire was responded by 90% of the students. Positive feedback was noted in more than 95% of the students regarding the objectives, contents and the presentation of skill module. 99.56% students also stated that the skill module will be helpful in the future to acquire basic knowledge and skills required to study medicine. Srimathi<sup>3</sup> (2014) also noted positive feedback in 88.5% to 98.5% regarding objectives, contents, presentation and future value of the foundation course. Shah et al<sup>4</sup> (2020) also reported 99-100% positive feedback of students in foundation course. The old curriculum which was focused on traditional teaching and assessment methodology is now replaced with the acquisition of skills as per the recommendation of CBME.<sup>1</sup>

The contents of skill module were satisfactory and the topics were sufficient in more than 95.50% cases. However, 10 students suggested that the topics should be made more interesting, practical oriented with more time given to hands on practice. They also suggested that topics like CPR machine, music and meditation should be added to the topics of skill module. The presentation of SM was interactive and group activities were beneficial according to most of the students (> 97% cases). However, the allotted time was not sufficient in 36.44% students.

The new curriculum implemented by MCI emphasize on skills to be acquired. It also encourages the use of skill laboratories.<sup>5</sup> It requires simulated and guided environments to demonstrate

how skills are acquired and also mandates the performance and certification of some skills during the course, prior to clinical internship.<sup>5</sup> In this regards, 96% students stated that SM will be helpful at the beginning of first year MBBS curriculum. However, 70.22% also stated that it should split in different phases of MBBS course. As per 75.11% students, the skill lab is mandatory to acquire skills and suggested more small group activities or increase number of equipments in skill lab so that every student will be able to practice skills individually. Garg et al<sup>2</sup> (2020) found significant improvement in the development of skills of the student after they underwent training and moderation in the skill module with highest t-value in skill module as compared to other modules of foundation course. Thus, the skill module sensitized the students for their future role of Indian Medical Graduate (IMG).

In an open ended questionnaire in relation to the SM, 58.67% of the participants had faced certain problems while learning SM. The most common problem was not getting chance to perform skill (56 students - 24.89%) and insufficient time for group activity (26 students - 11.56%). Insufficient equipments, poor infrastructure, language problem, stage phobia, lengthy course, etc were the other problems faced by the student while learning skill module. Secondly, 98.67% of the participants shared their ideas/ views about skill module and stated that it is helpful in gaining knowledge and skills; and also it is a good platform to interact with their fellow colleagues. Thus, the present study discusses not only the views of the student about SM but also the problems faced by them while learning SM in the foundation course as per new CBME curriculum recommended by MCI. Shah et al<sup>4</sup> (2020) suggested that the duration of foundation course should be reduced to two weeks.

## **CONCLUSIONS:**

Thus, it is evident that the skill module is the best part of foundation course and is very much needed for the new medical aspirants as it will help the students to acquire the basic skills necessary for their future journey of education and medical practice. It also helps the students to adapt the new environment in new medical institution. The newly implemented UG curriculum is definitely more effective than the earlier traditional curriculum as it covers the cognitive, affective and psychomotor domain of learning.

## Declarations

Funding: *None*

Conflict of interest: *None*

Ethical approval: *The study was approved by the Institutional Ethics Committee*

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**How to cite this article:** Ambade H V, Nemade K , Namdeo K. Study of student's feedback on the skill module in foundation course in first year MBBS curriculum. *Int.J.Med.Sci.Educ* 2021;8(2):1-6