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## Original Research Article

# Knowledge, attitude, and feedback of students regarding the orientation program at R.D. Gardi Medical College, Ujjain, Madhya Pradesh, India

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## ABSTRACT

**Background:** The orientation program gives information about the course curriculum, future opportunities, campus details and facilities available for students, various learning methods, coping with stress, and mental health.

**Objective:** The present study was undertaken to observe the students' knowledge and attitude and to obtain their feedback regarding the orientation program.

**Materials and Methods:** A total of 106 participants responded to the knowledge and attitude questionnaire and a total of 111 participants responded to the feedback questionnaire. Knowledge and attitude were assessed before and after the orientation program. Feedback was assessed after the orientation program.

**Results:** There was an improvement in the knowledge mentioned by the participants after attending the orientation program. The majority of the participants gave positive feedback about the orientation program. Majority of the participants reported that the orientation program improved not only their knowledge about academics but also the management of their mental and emotional health.

**Conclusion:** The present study results present the positive impact of the orientation program on medical students. The study results support the implementation of the orientation program for the benefit of medical students in general.

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## 1. Introduction

R.D. Gardi Medical college is the first private medical college in Madhya Pradesh, located in the city of Lord Mahakal. The students entering the medical college are from plus two backgrounds. These students do not have an idea about the course and its contents and their role as a doctor. Hence, to overcome these barriers, the orientation program was introduced. The orientation program gives information about the course curriculum, future opportunities, campus details and facilities available for students, various learning methods, coping with stress, and mental health. The present study was undertaken to observe the students' knowledge

and attitude and to obtain their feedback regarding the orientation program.

## 2. Materials and Methods

## 2.1. Study design

Cross-sectional study.

## 2.2. Study setting

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### 2.3. Study participants

A total of 150 MBBS first-year students attending the orientation program were part of the study after obtaining the voluntary, written informed consent. Willing participants, in the age groups of 18-24 were included in the study. Unwilling participants and those with any severe complications were excluded from the study. A total of 106 participants responded to the knowledge and attitude questionnaire and a total of 111 participants responded to the feedback questionnaire.

### 2.4. Study design

Before the orientation program the knowledge and attitude of the students were assessed using a standard questionnaire consisting of questions related to testing their knowledge, attitude. After completion of attending the orientation program, the students were given a questionnaire consisting of questions related to testing their knowledge, attitude, and feedback about the program. At the end of the questionnaire, space was given to suggest any new things to be included in the program. Twenty minutes time was allotted for the filling of the questionnaires.

### 2.5. Questionnaire

The questionnaire was adopted from the earlier publications in the literature and due permission was obtained from the author to use the questionnaire in our study.<sup>1</sup>

### 2.6. Ethical considerations

The present study protocol was approved by the institutional human ethical committee of R.D. Gardi Medical College, Ujjain, Madhya Pradesh. Written, voluntary informed consent was obtained from all the participants prior to the study.

## 3. Data analysis

Data was analyzed using SPSS 20.0 version. Data were presented as frequency and distribution.

## 4. Results

Table 1 and Table 3 presents the knowledge of the students before and after the orientation program (n=106). There was an improvement in the knowledge as mentioned by the participants after attending the orientation program. Table 2 and Table 4 present the attitude of the students after the orientation program (n=106). Table 5 presents the feedback of students about the orientation program (n=111). Majority of the participants gave positive feedback about the orientation program. Majority of the participants reported that the orientation program improved not only their knowledge about academics but also the management

of their mental and emotional health.

## 5. Discussion

Upon entering the medical college, there will be a different experience for the medical students. From plus two levels, these students enter into the professional environment. Hence, initially, they experience some hardship to adapt to this new environment. For the benefit of the students, National Medical Commission has introduced an orientation program to help students during the transition period. The orientation program helps the students to develop adequate discipline, and knowledge about academics and improves their confidence in students to deal with the patients in future years.<sup>2,3</sup> The students who entered the medical college found it difficult to study the vast syllabus, moreover high expectations from parents and teachers, fear of ragging, and other difficulties like adjusting to a hostel or with new friends.<sup>4</sup> The orientation program addresses all the issues and how to handle them effectively.<sup>5,6</sup> The impression created by the orientation program is long-lasting. Hence, orientation programs were introduced throughout the world for the benefit of the students. The duration of the orientation program ranges from two days to five days.<sup>7</sup>

The goal of the orientation program conducted at R.D.Gardi Medical College was to familiarize the students with the college, academics, curriculum, and faculty. The majority of the students reported that the orientation program helped them to overcome many challenges and also build up their self-confidence. Earlier studies reported that the orientation program was very essential for providing a strong basis for the accomplishment of future goals.<sup>4</sup> Another study reported that the students became more confident after the orientation program and they were ready to take up the challenges in future years of the medical profession.<sup>8</sup> Apart from the details about the curriculum, the students learn behavior, ethics, and communication skills through the orientation program. These things are essential for their successful career.<sup>9</sup> A study conducted in Canada reported that the orientation program helped them in the transition phase of life from the layman to a medical professional.<sup>10</sup> A study conducted in Karachi explained that students were happy to learn about interactive teaching and shared many ideas with the faculty.<sup>11</sup> Another study reported that the orientation program helped the students to manage their stress levels.<sup>12</sup> The present study results are in accordance with the earlier studies as the majority of the students reported the positive impact of the orientation program.

## 6. Conclusion

The present study results present the positive impact of the orientation program on medical students. The study results support the implementation of the orientation program for

**Table 1:** Knowledge of the students before the orientation program (n=106)

	1	2	3
Basic information about RDGMC	10 (9.43)	20 (18.86)	60 (56.6)
Present status of Medical Education	21 (19.81)	30 (28.30)	55 (51.88)
Medical ethics	4 (3.77)	40 (37.73)	62 (58.49)
Indian health system	8 (7.54)	50 (47.16)	48 (45.28)
Self-directed learning	6 (5.66)	40 (37.73)	60 (56.6)
Team-based learning	6 (5.66)	42 (39.62)	58 (54.71)
History of medicine/ alternative system of medicine	26 (24.52)	40 (37.73)	40 (37.73)
Principles of family practice	6 (5.66)	40 (37.73)	60 (56.6)
MBBS curriculum	16 (15.09)	60 (56.6)	30 (28.3)
Study and writing skills	6 (5.66)	60 (56.6)	40 (37.73)
Various career opportunities	16 (15.09)	50 (47.16)	40 (37.73)
Stress and time management	16 (15.09)	30 (28.30)	60 (56.6)
Role of doctors in society	6 (5.66)	50 (47.16)	50 (47.16)
Role of Indian medical graduate	6 (5.66)	60 (56.6)	40 (37.73)
Role of a physician at various levels of the health care delivery system	6 (5.66)	44 (41.5)	56 (52.83)
Mental health/ emotional management	16 (15.09)	42 (39.62)	48 (45.28)

(1= Improved knowledge to a greater extent 2= Improved knowledge to some extent 3= Not at all improved). (Data was presented as frequency and percentage)

**Table 2:** Attitude of the students before the orientation program (n=106)

	1	2	3	4	5
I feel proud to be a student of RDGMC	0 (0)	6 (5.66)	30 (28.3)	60 (56.6)	10 (9.43)
Medical humanities are important for doctors	1 (0.94)	2 (1.88)	40 (37.73)	56 (52.83)	7 (6.6)
Indian health system ensures health care for majority	0 (0)	6 (5.66)	60 (56.6)	20 (18.86)	20 (18.86)
SDL is important for medical students	0 (0)	6 (5.66)	40 (37.73)	50 (47.16)	10 (9.4)
Team-based learning is interesting	2 (1.88)	4 (3.77)	20 (18.86)	60 (56.6)	20 (18.86)
Community-oriented medical education is important	2 (1.88)	4 (3.77)	10 (9.43)	80 (75.47)	10 (9.43)
The MBBS student should maintain the dignity of the profession	2 (1.88)	4 (3.77)	10 (9.43)	80 (75.47)	10 (9.43)

(1= Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5= strongly agree). (Data was presented as frequency and percentage)

**Table 3:** Knowledge of the students after the orientation program (n=106)

	1	2	3
Basic information about RDGMC	59 (55.66)	24 (22.64)	23 (21.69)
Present status of Medical Education	42 (39.62)	21 (19.81)	43 (40.56)
Medical ethics	45 (42.45)	30 (28.3)	30 (28.3)
Indian health system	54 (50.94)	25 (23.58)	27 (25.47)
Self-directed learning	46 (43.39)	23 (21.69)	37 (34.9)
Team-based learning	49 (46.22)	22 (20.75)	35 (33.01)
History of medicine/ alternative system of medicine	51 (48.11)	23 (21.69)	32 (30.18)
Principles of family practice	46 (43.39)	31 (29.24)	30 (28.3)
MBBS curriculum	45 (42.45)	18 (16.98)	43 (40.56)
Study and writing skills	49 (46.22)	21 (19.81)	35 (33.01)
Various career opportunities	54 (50.94)	22 (20.75)	30 (28.3)
Stress and time management	52 (49.05)	25 (23.58)	29 (27.35)
Role of doctors in society	51 (48.11)	29 (27.35)	26 (24.52)
Role of Indian medical graduate	67 (63.2)	14 (13.2)	25 (23.58)
Role of a physician at various levels of the health care delivery system	59 (55.66)	13 (12.26)	34 (33.07)
Mental health/ emotional management	47 (44.33)	20 (18.86)	35 (33.01)

(1= Improved knowledge to a greater extent 2=Improved knowledge to some extent 3=Not at all improved). (Data was presented as frequency and percentage)

**Table 4:** Attitude of the students after the orientation program (n=106)

	1	2	3	4	5
I feel proud to be a student of RDGMC	1 (0.94)	0 (0)	6 (5.66)	31 (29.24)	68 (64.15)
Medical humanities are important for doctors	2 (1.88)	1 (0.94)	4 (3.77)	24 (22.64)	73 (68.86)
Indian health system ensures health care for the majority	1 (0.94)	8 (7.54)	13 (12.26)	40 (37.73)	44 (41.5)
SDL is important for medical students	2 (1.88)	1 (0.94)	22 (20.75)	43 (40.56)	37 (34.9)
Team-based learning is interesting	1 (0.94)	2 (1.88)	18 (16.98)	40 (37.73)	44 (41.5)
Community-oriented medical education is important	0 (0)	5 (4.71)	11 (10.37)	42 (39.62)	49 (46.22)
The MBBS student should maintain the dignity of the profession	2 (1.88)	0 (0)	0 (0)	17 (16.03)	87 (82.07)

(1= Strongly disagree 2= Disagree 3= Neither agree nor disagree 4= Agree 5= strongly agree). ((Data was presented as frequency and percentage)

**Table 5:** Feedback of students about the orientation program (n=111)

	1	2	3
Basic information about the RDGMC	59 (53.15)	49 (44.14)	3 (2.7)
Present status of Medical Education	46 (41.44)	59 (53.15)	6 (5.4)
Medical ethics	56 (50.45)	38 (34.23)	17 (15.31)
Indian health system	42 (37.83)	49 (44.14)	20 (18.01)
Self directed learning	45 (40.54)	47 (42.34)	19 (17.11)
Team based learning	52 (46.84)	50 (45.04)	9 (8.1)
History of the medicine/alternative system of medicine	45 (40.54)	49 (44.14)	17 (15.31)
Principles of family practice	39 (35.13)	45 (40.54)	28 (25.22)
MBBS curriculum	57 (51.35)	44 (39.63)	10 (9)
Study & writing skills	49 (44.14)	53 (47.74)	9 (8.1)
Various career opportunities	57 (51.35)	42 (37.83)	12 (10.81)
Stress & Time management	50 (45.04)	48 (43.4)	13 (11.71)
Role of doctor in society	70 (63.06)	32 (28.82)	9 (8.10)
Role of Indian Medical Graduate	55 (49.54)	44 (39.63)	12 (10.81)
Role of a physician at various levels of health care delivery system	40 (36.03)	59 (53.15)	12 (10.81)
Mental health/Emotional management	47 (42.34)	49 (44.14)	15 (13.51)

(1= Improved knowledge to a greater extent 2=Improved knowledge to some extent 3=Not at all improved). (Data was presented as frequency and percentage)

the benefit of medical students in general.

## 7. Conflicts of Interest

None declared.

## 8. Source of Funding

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