



ORIGINAL RESEARCH ARTICLE

ORIENTATION PROGRAM FOR POSTGRADUATE RESIDENTS: A FEEDBACK OF THE PARTICIPANTS

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ABSTRACT

Introduction: To get feedback from the participant residents of 3-days Orientation Program (OP) for MD/MS resident about- i) the usefulness, content, relevance, importance and facilitation of OP and ii) good points of OP and areas for improvement. **Methods:** The feedback was taken on questionnaire contained 9 questions- 6 were close and 3 open ended about orientation program. The questions were related to usefulness, content, relevance, facilitation, relevance of opening session, overview of program, specifics of program, importance of college and hospital visit, good points of OP, area of improvement and for additional comments. **Results:** The residents found OP useful and relevant, the subject content pertinent and facilitation very good. Overall rating was very high (8.13 ± 1.23) on rating scale 1-10 (1=poor, 10= excellent). They perceived opening session, overview of program session, and specifics of program session of highly relevant and recognized the importance of college and hospital visit. They mentioned that OP was good opportunity for acquaintance with faculty members, staff and peers, knowing about academic curriculum & activities, rules, regulations, duties & responsibilities, mandatory trainings and courses, writing thesis proposal, understanding what is to be done in three years and for adjustment in the institute. **Conclusion:** Overall OP was very good and better than expected and residents suggested to discuss thesis writing in detail and provide detail information about administrative aspects and financials knowhow. Professor Thomas V Chacko Director, PSG-FAIMER Regional Institute commented "Good Orientation for the PGs. What they would normally come to know in 2 months informally has been done systematically in a short time."

Key words: Feedback, Nepal, Orientation program, Postgraduate, Residents

INTRODUCTION

Chitwan Medical College (CMC) Bharatpur Nepal, a one among the best medical colleges in the private sector was established in June 2006 and its Teaching Hospital (TH) in 2008. It is affiliated with Tribhuvan University Institute of Medicine Kathmandu Nepal. The undergraduate course in medicine was started in 2008 and postgraduate course in 2018.¹

Post-graduation in medicine is a study phase of training when a medical graduate is anticipated to gain knowledge, acquire skills under supervision in a particular specialty and transform attitude, so the postgraduate resident may become competent of mastering & functioning independently in particular field of study. Usually and often, new medical

graduates begin this phase without any clear aim and objective.² Essence of education is to orient the candidate about training at the beginning of study phase.

To get familiarize the postgraduate residents of first batch of Doctor of Medicine (MD) & Master of Surgery (MS) with their tasks and assignments during three years of study period, Health Professional Education and Research Center (HPERC), Chitwan Medical College (CMC) Bharatpur organized orientation program (OP). The aims of the OP were 1) to comprehend residents about the curriculum and 2) acquaint residents about the facilities and working environment both in college and hospital. The objective of this study was to get feedback from

the participant residents about- i) the usefulness, content, relevance, importance and facilitation of OP and ii) good points of OP and areas for improvement.

METHODS

Health Professionals Education & Research Centre (HPERC), Chitwan Medical College (CMC) Bharatpur Nepal conducted a three days Postgraduate (PG) Orientation program for first year Doctor of Medicine (MD) & Master of Surgery (MS) of first batch from various departments in May 21-23, 2018. Eighteen residents of 1st year PG's- seven from general surgery, five from internal medicine, three from clinical pathology, two from clinical psychiatry and one from General Practice & Emergency Medicine participated in the program. Resource persons from HPERC, department of General Surgery, Internal Medicine, Clinical Pathology, Clinical Psychiatry and General Practice & Emergency Medicine facilitated the program. Adult learning principles were used to get involved the PGs. The sessions were very interactive and environment was non-threatening. The resource persons clarified the queries raised by the participants.

The summary of program

First Day

Session I- Opening Session(OS): Sub-sessions of OS

Lightening of lamp & vandana (prayers), Introduction of faculty members, related administrative staff & residents, Welcome Speech, History of CMC, Establishment of CMCTH and its Evolution, Sharing Experiences in teaching postgraduate residents, Resident & Professionalism, Guidance by Head of Departments, Way Forward, Conclusion and Group Photo. At the end of session copy of relevant curriculum was handed over to the residents.

Session II- Visit to college facilitated by coordinator

Second Day

Session III- Visit to teaching hospital facilitated by director hospital

Session IV- Overview of Postgraduate Program: Sub-sessions

Overview of Program, Overview of Teaching

Learning Practices, Role of Guide & Co-Guide, Rules & Regulation of College & Hospital, Duties and Responsibilities of Resident, Dress Code and interaction with response to queries of residents

Third Day

Session V- Specifics of Postgraduate Program: Sub-sessions

Overview of academic activities, Overview of skills development courses, Overview of training workshops, Overview of thesis process, Overview of assessment and Exposure to specific competencies.

Session VI- Feedback Session

Both verbal and the written feedback were taken from the participants. The questionnaire for written feedback was designed to judge the perception of the participants. Written informed consent was taken from the participants for publication of the data of written feedback.

The questionnaire

The questionnaire contained 9 questions- first six were close ended and last three open ended. The question one was on rating the orientation program for its usefulness, content, relevance, facilitation and overall rating (scale 1-10; 1 poor and 10 excellent). The questions two was about the relevance of opening session (Session I), the questions 5 about the relevance of overview of program (Session IV) and the questions 6 about the relevance of Specifics of Program (Session V). While questions three and four were about the importance of visit to college and hospital respectively. The questions two, five and six were rated at Likert scale 1-4 (4= highly relevant, 3= relevant, 2= to some extent relevant, 1= not relevant). The questions three and four were rated at Likert scale 1-4 (4= very important, 3= moderately important, 2= to some extent important, 1= not important). The question seven was about good points of workshop, question eight on area of improvement and question nine for additional comments.

Data Entry & Statistical Analysis

The collected data was checked for completeness, accuracy and consistency. The collected data

were coded and entered in Epi Data 3.1 (EpiData Association, Odense, Denmark) and exported to IBMS SPSS version 20 (IBM Corporation, Armonk, NY, USA) for analysis.

The data was analyzed by frequency, percentage, mean (standard deviation) for continuous variables and median (interquartile range) for ordinal variables, and p-value was calculated for significance.

The questions 3 and 4 were for rating college and hospital visit respectively rated at Likert scale 1-4.

RESULTS

Eighteen residents of 1st year MD/MS PG's- seven from general surgery, five from internal medicine, three from clinical pathology, two from clinical psychiatry and one from General Practice & Emergency Medicine participated in the program. Fifteen residents consented to provide feedback. The response rate was 83.33%.

The residents rated the orientation program for its usefulness, content, relevance, facilitation and overall rating on scale 1-10 (1 poor and 10 excellent). (Table 3)

Table 1. Rating on orientation program by MD/MS residents

Q-1	Items of question one	Rating (Mean ± SD)
	Usefulness of program (Scale 1-10)	8.33 ± 0.82
	Subject Content of program (Scale 1-10)	8.20 ± 0.86
	Relevance of orientation program (Scale 1-10)	7.87 ± 0.99
	Facilitation during orientation program (Scale 1-10)	7.70 ± 1.28
	Overall (Scale 1-10)	8.13 ± 1.23

The questions 2, 5, and 6 were related to relevance of opening session (Session I), overview of program (Session IV), and Specifics of Program (Session V) respectively rated on Likert scale 1-4. (Table 2)

Table 2: Rating on relevance of session I, IV, and V of orientation program by MD/MS residents

Q. No	Session	Not relevant No. (%)	To some extent relevant No. (%)	Relevant No. (%)	Highly relevant No. (%)
2	Opening session (Session I)	0	1 (6.7)	10 (66.7)	4 (26.7)
5	Overview of program (Session IV)	0	0	9 (60.0)	6 (40)
6	Specifics of Program (Session V)	0	0	9 (60.0)	6 (40)

The questions 3, and 4 were related to importance of college visit (Session II) and hospital visit (Session III) respectively rated on Likert scale 1-4. (Table 3)

Table 3: Rating on importance of session II and III of orientation program by MD/MS residents

Q. No	Session	Not important No. (%)	To some extent important No. (%)	Important No. (%)	Highly important No. (%)
3	College Visit (Session II)	0	4 (26.7)	6 (40.0)	5 (33.3)
4	HOSPITAL VISIT (SESSION III)	0	0	6 (40.0)	9 (60)

The question seven was about good points of orientation program; the participant residents shared their perception about good points (Table 4).

Table 4. Good points of orientation program perceived by MD/MS residents

Good point	No (%)
Acquaintance with faculty members, staff and peers	13 (86.7)
Knowing academic curriculum & activities	12 (80.0)
Familiar with hospital environment	11 (73.3)
Knowing rules, regulations, duties & responsibilities	11 (73.3)
Idea about thesis proposal & related process	09 (60.0)
Understanding what is to be done in three years	09 (60.0)
Ample time for adjustment in institute	07 (46.7)
Importance of mandatory trainings and courses	07 (46.7)
Interaction	05 (33.3)
Preparation to face challenges during residency	04 (26.7)
Familiar with college environment	03 (20.0)
Experiences sharing by faculty members	02 (13.3)

The question eight was about areas for improvement shared their perception about areas for in orientation program; the participant residents improvements (Table 5.)

Table 5. Areas for improvement in orientation program perceived by MD/MS residents

Area for improvement	No (%)
Discuss thesis writing in detail	4 (26.7)
Make program brief	2 (13.3)
Content could have been more in detail	1 (6.7)
Provide Handout of sessions	1 (6.7)
Discuss about duties and responsibilities in detail	1 (6.7)
Information about books to be studied and referred	1 (6.7)
Make program more interactive	1 (6.7)
Provide short break in between sub-sessions	1 (6.7)

The question nine was about additional comments on orientation program; the participant residents' additional comments mentioned below:

1. Overall orientation program was very good
2. Program was better than expected
3. Provide detail information about administrative aspects and financials knowhow.

DISCUSSION

Postgraduate medical academic institutions worldwide conduct orientation program for their residents at the beginning of residency.² Keeping

importance of orientation program for residents, Chitwan Medical College Bharatpur Nepal organized 3-days orientation program for first batch of MD/MS postgraduate residents in May 2018. The duration of the program was short compared to the one conducted for first batch of postgraduate MD/MS residents in Patan Academy of Health Sciences, Lalitpur Nepal in year 2017.³

This study highlights the feedback provided by the participant residents of orientation program at the end of orientation program.

The residents found the OP very useful and relevant; the subject content of OP was pertinent and

facilitation was very good. Overall rating for OP by residents was very high 8.13 ± 1.23 on rating scale 1-10 (1=poor, 10= excellent).

The residents perceived opening session, session on overview of program, and session about specifics of program highly relevant. The residents very much recognized the importance both college and hospital visit.

The residents mentioned that OP was good opportunity for acquaintance with faculty members, staff and peers, knowing academic curriculum & activities, getting familiar with hospital environment, knowing rules, regulations, duties & responsibilities, receiving idea about thesis proposal & related process, understanding what is to be done in three years, getting ample time for adjustment in the institute, appreciating importance of mandatory trainings and courses, interaction and getting prepared to face challenges during residency.

The residents suggested to discuss thesis writing in detail and provide detail information about administrative aspects and financials knowhow.

Overall orientation program was very good and program was better than expected, they felt. The OP schedule with subject content was shared with Professor Thomas V Chacko Director, PSG-FAIMER Regional Institute, through *PSG-FAIMERINSTITUTE@listserv.ecfmg.org*. His comments were: "Good Orientation for the PGs. What they would normally come to know in 2months informally has been done

systematically in a short time. You can also consider sharing with them the expected benchmarked EPAs and core competencies along with milestones to be achieved in years 1,2 &3; the system of documenting progression in performance as above; the concept of PBLI (practice based learning and improvement), Reflection on learning and performance and importance of being a reflective practitioner etc."

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