



RESEARCH ARTICLE

OUR EXPERIENCE OF TEACHING VALUE EDUCATION TO HEALTH PROFESSIONAL IN RURAL MEDICAL COLLEGE

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ABSTRACT

Introduction: There is need for education in values due to fast erosion of values in our country and the state of growing up of youth in the age of instant gratification, shortcuts, insecurities, fear based survival and existence.

Methodology: In Datta Meghe Institute of Medical sciences (Deemed University), value education classes for 1st year MBBS, 1st year BDS, 1st year Nursing and 1st year Ayurvedic students are conducted. This course is designated as "Inculcation Course". Lectures are taken by trained Value Education Cell (VEC) members of respective colleges, supervised by either convenor or co-convenor of VEC. These lectures are delivered through powerpoint presentations. Each lecture is of 1 hour and a total of 10 hours of lecture are taken. Pretest questionnaires are administered to the students at the starting of classes and post test questionnaires are administered to the students at the end of classes. The classes were taken under 4 heads namely-Values for adoption in Family life, Values for professional life, Value adoption for self development and Values for better living.

Results: Learners Effectiveness Score (LES) was utilized to find out the Impact Factor. The study showed an average impact factor of 60 % in all the colleges.

Conclusion: The initiatives taken by the Value Education Cell members will reach its goal with the creation of at least semi ideal doctors, dentist & nurses.

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INTRODUCTION

There is need for education in values due to fast erosion of values in our country and the state of growing up of youth in the age of instant gratification, shortcuts, insecurities, fear based survival and existence. The socio-cultural changes like transition from joint family to nuclear family system, excessive competition, parental expectations, commercialization of education, negative impact of media, misuse of information technology, globalization, consumerism etc. are putting immense pressure on children, families and schools leading to distortion of values. The Constitution provides the baseline in working out the framework of values to be nurtured in students. It is an enabling and promising document leading individuals and society towards the process of transformation. The core value concerns suggested in the framework revolve around Health and Hygiene; Responsibility for Self-

development; Responsibility towards one's work/duty; Social Responsibility; Love, Care and Compassion; Critical and Creative Thinking; Appreciation for Beauty and Aesthetics. Each core value is again sub grouped into attitudes and skills which are required to put those values in practice. This grouping is overlapping rather than mutual exclusive. Attitudes, values and skills can be inculcated not by impositions but by concrete experiences and opportunities to think about, to reflect, critically evaluate, appreciate one's own values and those of others. Some usual pedagogical techniques are silent sitting, role plays, group activities, research projects, group discussion, diary writing, reflective practice etc. Policy makers and educators have all along seriously mediated on this concern and have been trying to address the potential of students, pinning their hopes on education to fulfill the aspirations and expectations of the public and the society.(1) The undergraduate medical education programme is designed with a goal to create an

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"Indian Medical Graduate" (IMG) possessing requisite knowledge, skills, attitudes, values and responsiveness, so that

he or she may function appropriately and effectively as a *physician of first contact of the community* while being globally relevant.

In order to fulfil this goal, the IMG must be able to function in the following **ROLES** appropriately and effectively:

1. **Clinician** who understands and provides preventive, promotive, curative, palliative and holistic care with compassion.
2. **Leader and member of the health care team and system** with capabilities to collect analyze, synthesize and communicate health data appropriately.
3. **Communicator** with patients, families, colleagues and community. Competency based learning would include designing and implementing medical education curriculum that focuses on the desired and observable ability in real life situations. For this he should have the following competencies-
 - a. Demonstrate ability to communicate adequately, sensitively, effectively and respectfully with patients in a language that the patient understands and in a manner that will improve patient satisfaction and health care outcomes.
 - b. Demonstrate ability to establish professional relationships with patients and families that are positive, understanding, humane, ethical, empathetic, and trustworthy.
 - c. Demonstrate ability to communicate with patients in a manner respectful of patient's preferences, values, prior experience, beliefs, confidentiality and privacy.
 - d. Demonstrate ability to communicate with patients, colleagues and families in a manner that encourages participation and shared decision making.

In order to ensure that training is in alignment with the goals and competencies listed in items above, there shall be a bridge course termed as "Foundation Course" to orient medical students to MBBS programme, and provide them with requisite knowledge, communication (including electronic), technical and language skills required. The development of ethical values and overall professional growth as integral part of curriculum shall be emphasized through a structured longitudinal and dedicated programme on professional development and ethics. The period of 4 ½ years is divided as follows:

Pre □ clinical Phase (12 months preceded by foundation course of 2 months): will consist of preclinical subjects – Human Anatomy, Physiology, Biochemistry, introduction to Community Medicine, **humanities** and early clinical exposure ensuring both horizontal and vertical integration.

(2) The soft skills can be imbibed into the personality of a person with the inculcation and consolidation of values. Education for values has the potential to set in motion the process of growth and change of mindsets likely to result in improved practices. Education for values needs to be pursued

with will, commitment and the hope for transformation and change.

Methodology

Inculcation course

The Inculcation of human values is a process that aims to take a person to the second stage, so that a person can lead a normal life with virtuous human values and continuously emancipate and elevate himself from that level and steadily proceed towards higher level.

In Datta Meghe Institute of Medical sciences (Deemed University), value education classes for 1st year MBBS, 1st year BDS, 1st year Nursing and 1st year Ayurvedic students are conducted for the moral development of students and they are encouraged and motivated to inculcate the positive values to shape them into a better doctor/dentist/nurse and all the more into a better human being. Lectures are taken by trained Value Education Cell(VEC) members of respective colleges, supervised by either convenor or co-convenor of VEC. These lectures are delivered through powerpoint presentations. Pretest questionnaire are administered to the students at the starting of classes.

Each lecture was of 1 hour and included-

a.Defination of that value, b.Purpose, c.Implementation, d.Affirmation and e.Quotable quotes.

Each value was also explained with a story or video shows which ever applicable/possible/relevant.

Educational tools used **were** listening and reflection.

Attendance was taken at the end of the class.

At the end of 10 hour of the course, students were administered the post test questionnaire.

Value classes in inculcation course was taken under 4 heads namely-

1.Values for adoption in Family life include

Love: For leading a better family life, the person should love the members of family and should be kind to them. This will help in development of a strong bond between family members which will be retained for life.

Empathy: It means the feeling that you understand feelings and experiences of other family members. Empathic feelings may help individuals to develop more satisfactory interpersonal relations, especially in the long-term.

Respect: It is well said that "give respect to take respect". So the individual should respect his elders and should show gratitude towards the younger family members.

Obedience: The individual should be obedient in whatever he does.

2.Values for professional life include

Active learning and determination: These values when inculcated in an individual help to lead a better personal life. With active listening, the individual will become capable of achieving his goals and determination towards his goals will give him the courage to achieve those goals.

Discipline and courage: A well disciplined individual will always be a role model for all and will gain respect from the society and an individual with courage will help him to try new things which are best for him and will help him to achieve his goals in life.

3.Value adoption for self development include

Peace and enthusiasm: A peaceful life will make an individual feel satisfied. This will help him to be calm and patient and in turn the individual will be able to lead a better personal and social life, whereas, enthusiastic youths are the need of time. They will help to mould the society as well as themselves in a better form.

Faith and forgiveness: An individual should have faith on himself as well as on people around him. This will help an individual to be confident and will show him the path towards success. An individual should have a quality to forgive the mistakes done by others. This will give him the mental peace as well as will help him to be a better human being.

4.Values for better living include:

Responsibility and cooperation: An individual should know all his responsibilities towards his family ,his work place, his society and nation. He should also cooperate **with** the people around him to perform various activities so that a better relationship develops.

Happiness: It is well said that the more you share with people around, the more happy you will feel. So happiness increases by communicating with people around us.

The distribution of hours in phase of inculcation is as follows.-
Phase of inculcation – 10 hours

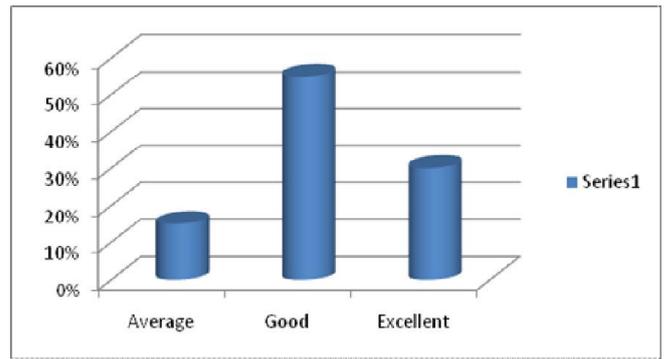
1. Current scenario of value system	→ 2hours
2. Values in family life	
a) Love and b) Obedience	→1 hour
c) Respect and d) Empathy	→1 hour
3. Values in professional Life	
a) Active listening and b) Determination	→1 hour
c) Discipline and d) Courage	→1 hour
4. Values for self development	
a) Peace and b) Enthusiasm	→1 hour
c) Faith and d) Forgiveness	→1 hour
5. Happy living	→2 hours

Observation

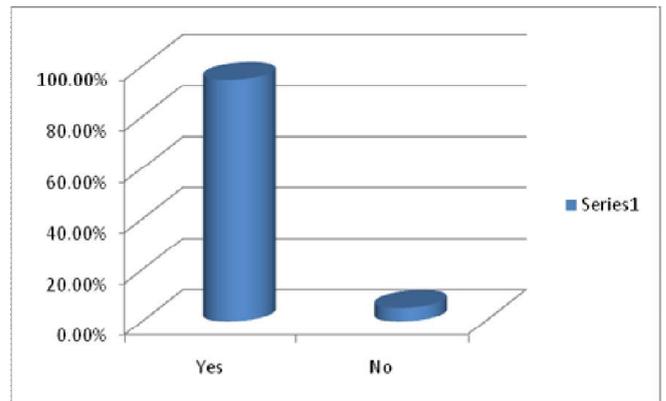
Report of Feedback

Inculcation Course was taught to the First students of all the colleges in this University.

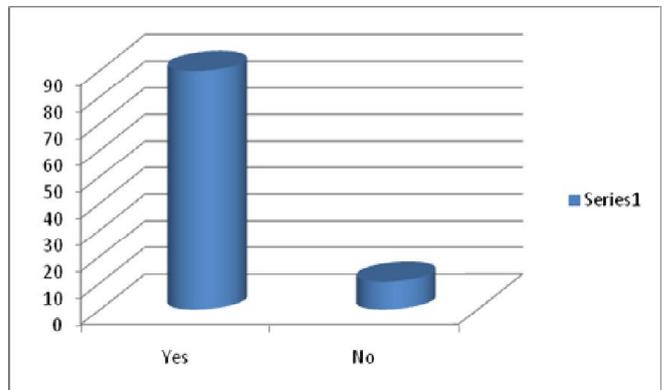
1. How do you find the program?



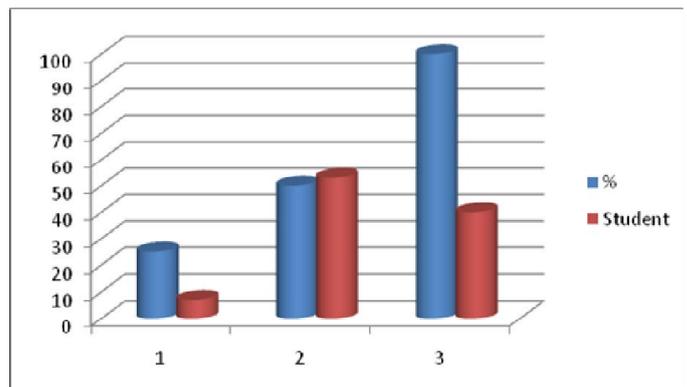
2. Was the time given for the programme sufficient?



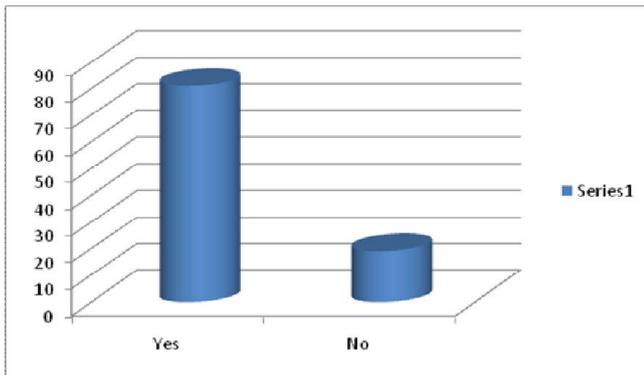
3. Did the exercise add to your existing knowledge?



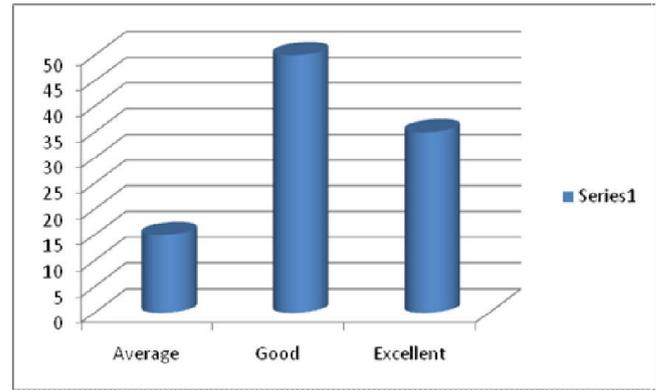
4. If yes, to what extent?



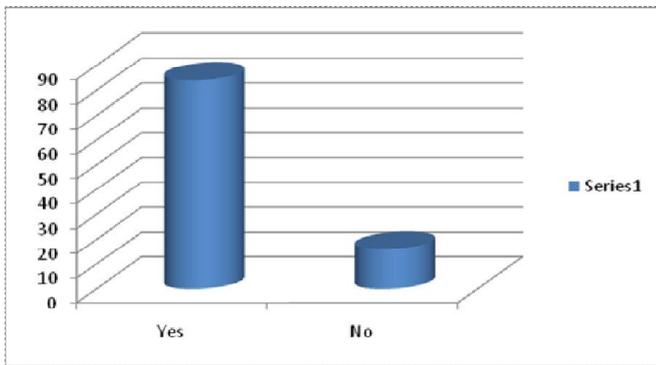
5. Were you given clear idea about the exercise before hand?



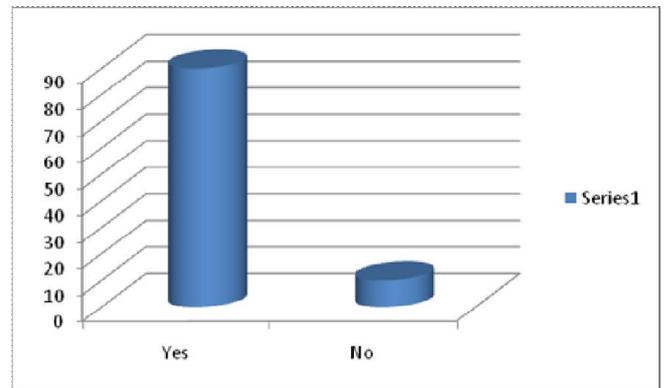
9. How was the performance of trainers/ instructors?



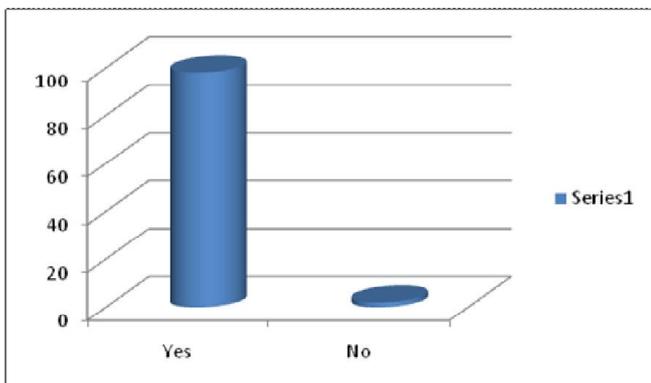
6. Are you satisfied with the understanding of values?



10. Was the atmosphere in the room conducive?



7. Do you realize the importance of values in your daily life?



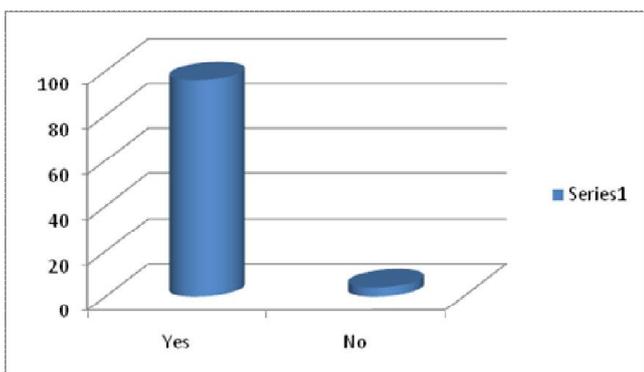
Learners Effectiveness Score (LES) was utilized to find out the Impact Factor. The study showed an average impact factor of 60 % in all the colleges.

Student Perceptions

Appreciation

- It is a very good approach especially for this new generation, who are really forgetting them.
- It helps in the improvement of personality.
- It gives positive direction for education.
- It helps to take judgment in difficult situation.
- It develops positive attitude towards life.
- It realizes importance of value education in family & professional life.

8. Do think values should be inculcate in daily life?



DISCUSSION

Value education is must these days, as it help us knowing others more efficiently and also develops patience in ourselves so that we can be a good person, a responsible person and a better citizen and help those in need. It forms the framework and defines the course of person life to happiness and satisfaction.

This study showed that

- Students are more active than previous days with more enthusiasm.

- Students take part confidently in interactive sessions.
- Percentage of late comers decreases, in regular classes.

What have we Learnt in these 4 years?

In the year 2011, the need of imparting Value Education to all students of DMIMS (DU) was felt. This led to the formation of Value Education Cell by DMIMS (DU) in 2011, itself. In these 4 years we have seen a lot of behavioral changes in Medical, Dental, Ayurvedic & Nursing Students. The highlights of these changes in students are as follows:-

1. Students are more active than previous days.
2. They have developed a lot of enthusiasm in studies.
3. They take part confidently in interactive sessions.
4. Percentage of Latecomer in Value Education & regular classes have decreased.

Conclusion

The initiatives taken by the Value Education Cell members will reach its goal with the creation of at least semi ideal doctors, dentists & nurses.

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