

Faculty perception of medical council of India basic course workshop in medical education technologies as faculty development programme**Arvind Kumar Yadav*, Savita Choudhary**

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ABSTRACT

Background: There is growing recognition of the importance of basic course workshop (BCW) in medical education technologies (MET) implemented by MCI as faculty development programme. It is now mandatory by the MCI for all the faculty members from Professor to Assistant Professor. So, this study was planned to develop a questionnaire and to use this questionnaire after validation as a tool to assess faculty perception of BCW in MET.

Methods: This is a questionnaire based observational study. After taking the ethical permission from the institutional ethical committee, data was collected in preformed validated questionnaire from all the faculty members who have undergone the basic course workshop at our institute.

Results: Out of total 60 faculty who responded to the questionnaire 50 (83.33) were showing positive response on compulsion of MCI BCW for all faculties and 42 (70%) faculties considered it during post-graduation itself. 56 (93.33%) accepted that this course was beneficial in acquiring new concepts or knowledge. 46 (76.66%) out of total 56 (93.33%) faculty who acquired new knowledge said that they have implemented new acquired knowledge in routine practice and 41 (68.33%) found positive response in students. Only 17 (28.33%) attended workshop for certificate and promotion consequences in future. 31 (51.66%) faculties responded that present modules requires certain changes and 51 (85%) think that implementation of some part of modules require more teaching faculty in department.

Conclusions: BCW must be an integral part of the faculty development programme at institute level but its modules should be regularly updated time to time.

Keywords: MCI, BCW, Faculty development programme, Questionnaire, MET

INTRODUCTION

Faculty development may be defined as an endeavour aimed at promoting faculty success and academic acculturation. Faculty new to the role of academician are often unprepared by degree granting institutions for the unique challenges of an academic career.¹ So, faculty development is a necessity in any educational system to train faculty for improving their teaching skills. There is growing recognition of the importance of basic course workshop in medical education technologies (MET) implemented by MCI as faculty development programme. It is mandatory now by the MCI for all the faculty members from professor to assistant professor level to undergo the basic course workshop on MET for faculty development. The purpose of the basic course

workshop in MET is to provide basic knowledge, skills and attitudes to all faculty members in medical colleges which they can apply in day to day practice in different areas of teaching and assessment (classroom, laboratory, clinical, and field work). The basic course workshop in MET in its present form is operational since six years. The contents of the programme include teaching learning methods, assessment (formative and summative) as well as proposed curricular changes (Integrated teaching, early clinical exposure, internal assessment and E-learning). Minimum duration of the workshop is three days.² Based on experience gained at regional centres and feedback from faculty as well as participants, certain revisions are required to make the course more useful and acceptable to teachers in the current scenario of exploding knowledge. Many times teachers think that; BCW is

unnecessary for them as they are already trained and competent enough to teach. So, this study was planned to assess faculty perception of basic course workshop in medical education technologies in our institute which is a tertiary care teaching hospital.

METHODS

This questionnaire based observational study was conducted in a tertiary care teaching hospital. After taking the ethical permission from the institutional ethical committee; data was collected in preformed questionnaire. Questionnaire was developed and distributed amongst the MEU faculties for validation. Validation of questionnaire was completed after lots of discussion and changes. Questionnaire was distributed to all the faculty members who have undergone BCW in MET in our institute except the MEU members who were involved in validation of questionnaire. For questionnaire item 1-3 and 5-9, all the participants were requested to respond in a 5 point Likert's scale, where 1 indicates strongly disagree and 5 indicated strongly agree.

But for item no. 4 and 10 they were asked to respond either yes/no or can't say. The questionnaire was anonymous; it had to be voluntarily self-administered. Since it was anonymous, a separate consent form was not collected. In the event that questionnaires were returned filled, consent was implicit; non-consent presumed when questionnaires were returned blank. Data collected in questionnaire was analysed in excel using suitable statistical tests.

RESULTS

Out of total 70 faculty who had undergone BCW of MET in this institute; 60 faculties participated in this study as all others were members of Medical Education Unit (MEU) who were involved in validation of this questionnaire. There were total 15 Professors, 20 Associate Professors and 25 Assistant Professors of various specialty of the institute with female accounting 40% and males 60%. Age ranged from 28 to 68 with a mean of 43.83 year. (Table 1), (Figure 1) and (Figure 2) are showing the responses of the faculty.

Table 1: Faculty response of MCI basic course workshop in medical education technologies for all questionnaire items.

Questionnaire item	Number of responders= 60		
	Average score on five point likert scale (strongly disagree - 1, disagree - 2, neutral - 3, agree - 4, strongly agree - 5)		
You concur with compulsion of MCI basic course workshop	4.13		
This course should be made compulsory during post-graduation itself	3.78		
This workshop is beneficial in acquiring new concepts or knowledge	4.23		
You have been able to implement the acquired knowledge in practice	Yes	No	Can't say
	46 (76.66 %)	8 (13.33 %)	6 (10 %)
Newer teaching skills and methodology have given a positive student response	3.83		
You have attended the workshop for certificate and the promotion consequence in future	2.75		
The present modules of basic course workshop require certain changes	3.48		
Implementation of some part of modules of workshop require more teaching faculty in department	4.13		
This three day workshop is too lengthy and boring for the faculty	3.2		
Do you wish to undergo the MCI advance course on medical education	Yes	No	Can't say
	31 (51.66 %)	18 (30 %)	11 (18.33 %)

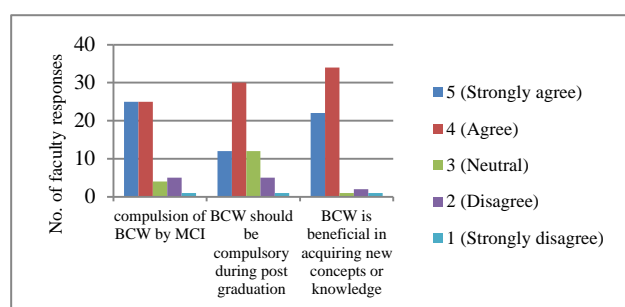


Figure 1: Faculty responses (n= 60) on Likert scale for question item 1 to 3.

DISCUSSION

Many faculty members in medical education institutions complete their degree programs with a deep knowledge of their disciplines, but generally have little or no educational basics of classroom teaching; these workshops like BCW were developed to address that gap.³ This is the first study to report results of perception of faculty for BCW. This study provided an overview of faculty perception and allowed areas of concern to be highlighted. Out of total 60 faculties who responded the questionnaire 83.33% faculty were showing positive response on compulsion of MCI BCW. These results

seem to be in consistent with the compulsion of this course for all the faculty from professor to assistant professor level.² Similar types of results were found for compulsion of this course in postgraduate too. 70% faculty were showing positive response on compulsion of

MCI BCW during postgraduate. This could be because most of the faculty think that after doing post-graduation they are bound to teach undergraduate students if they join teaching institute. So early exposure is better for them for this type of course.

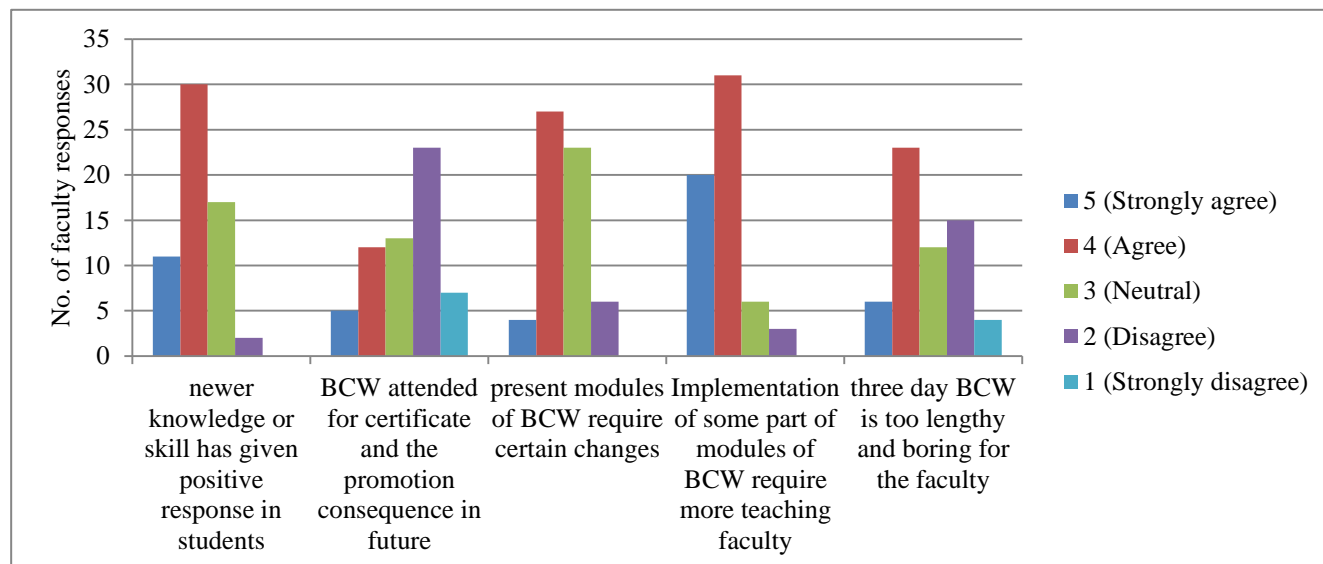


Figure 2: Faculty responses (n=60) on Likert scale for question item 5 to 9.

93.33% accepted that this course was beneficial in acquiring new concepts or knowledge from basic MET workshop. Similar results were found in other study in which 91.93% of faculty accepted the usefulness of basic MET.⁴

76.66% faculty out of total 93.33% faculty who acquired new knowledge said that they have implemented new acquired knowledge in routine practice and 68.33% found positive response in students. This shows that BCW is very much helpful to them in routine practice. The role of teachers training in improving teaching effectiveness is well established.^{5,6} These activities are highly valued by participants, and definite changes in learning and behaviour are reported by them.⁷

Only 28.33% faculties attended workshop for certificate and promotion consequences in future. It means that most of the faculty were motivated to attend workshop for knowledge. 51.66% faculty responded that present module of BCW require certain changes. 85% think that implementation of some part of modules of BCW require more teaching faculty in department. Reason for this could be that in recent time MCI have decreased the faculty in various department and some concepts like objective structured clinical exam/practical exam (OSCE/OSPE) require more faculties in department.

48.33% faculty think that three day workshop is too lengthy and boring for the faculty. This could be because clinical side faculty find difficult to attend lengthy

workshop on the cost of patient care. This shows that some faculty needs few modifications in time as well as in module of BCW.

CONCLUSION

Most of the faculty agreed on compulsion of BCW for all the faculty of medical college and they also thought that it should also be made compulsory during post-graduation itself. Majority of faculty thought that BCW was helpful in acquiring new concepts or knowledge. More than fifty percentage of faculty thought that present module of basic course required some changes and implementation of some parts of modules of BCW require more teaching faculty in the department. So, BCW must be an integral part of the faculty development programme at institute level but its modules should be regularly updated time to time. As this study was questionnaire based and no open ended questions were asked. So, more studies with open ended questions are required.

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