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## Introduction

- Family Adoption Programs (FAPs), an initiative launched by the National Medical Commission (NMC) in the year 2022, designed to enhance the early involvement of medical students in community healthcare. Under this initiative, medical students are assigned to rural families, for a hands-on approach that introduces them to the healthcare challenges in rural areas.
- The program aims to bridge the gap between medical education and the practical needs of community healthcare, providing a more comprehensive training experience for future healthcare professionals.
- This study examines the implementation and effectiveness of FAPs, focusing on their impact on both medical education and rural healthcare delivery.
- By integrating feedback from various stakeholders, including medical students, faculty, and the rural families involved, the study explores the strengths and limitations of FAPs, particularly in fostering healthcare equity.
- Objectives** - To identify and analyze the specific challenges faced during the implementation of FAPs in medical colleges and explore the opportunities FAPs offer for enhancing medical education and improving rural healthcare.

## Methodology

- The study was a cross-sectional descriptive study conducted at Era's Lucknow Medical College & Hospital, Lucknow, over a period of three months from July to September 2024.
- The study population comprised of medical students and faculty members actively involved in the Family Adoption Program (FAP).
- A purposive sampling technique was employed to select a sample size of 550 participants, consisting of 500 medical students and 50 faculty members.
- Data was collected through a pre-tested, pre-structured questionnaire designed using Google Forms.
- An electronic survey link was distributed to all participants, who were informed about the purpose of the study. Informed consent was obtained, and anonymity was assured to encourage honest responses.
- The inclusion criteria required participants to be actively involved in the FAP program and to have provided informed consent.

## Results

Table 1. Distribution Table of Students and Faculty

Variable	No.	%	Variable	No.	%		
Age	20 - 25	462	92.4%	Age	31 - 35	20	40.0%
	26 - 30	2	.4%		Above 35	30	60.0%
	Under 20	36	7.2%		Gender	Female	30
Gender	Female	278	55.6%	Male		20	40.0%
	Male	222	44.4%	Years of Teaching Experience	5-10 years	20	40.0%
Phase	Phase I	60	12.0%		Less than 5 years	20	40.0%
	Phase II	300	60.0%		More than 15 years	10	20.0%
	Phase III	140	28.0%	Time Involved in the FAP	1-2 years	20	40.0%
Time Involved in the FAP	1-2 years	324	64.8%		6 months - 1 year	10	20.0%
	6 months - 1 year	66	13.2%		More than 2 years	20	40.0%
	More than 2 years	110	22.0%	How frequently do you engage with the adopted families?	Bi-weekly	10	20.0%
How frequently do you engage with the adopted families?	Bi-weekly	20	4.0%		Monthly	20	40.0%
	Monthly	459	91.8%		Never	10	20.0%
	Quarterly	6	1.2%		Quarterly	10	20.0%
	Rarely	6	1.2%				
	Weekly	9	1.8%				

Table 2. Impact Assessment of FAP on Key Skills and Attributes

Rating the impact of FAP	Very Negative		Negative		Neutral		Positive		Very Positive		Impact Index (%)
	No.	%	No.	%	No.	%	No.	%	No.	%	
Communication Skills	0	.0%	3	.5%	96	17.5%	306	55.6%	145	26.4%	77.0
Understanding of Rural Healthcare Dynamics	0	.0%	112	20.4%	298	54.2%	3	.5%	137	24.9%	57.5
Problem-Solving Skills	5	.9%	5	.9%	182	33.1%	230	41.8%	128	23.3%	71.4
Empathy and Compassion	3	.5%	0	.0%	120	21.8%	264	48.0%	163	29.6%	76.5
<b>Overall : (95% CI)</b>											70.8 (67.0-74.6)

Fig 1 : Challenges/Barriers according to Students

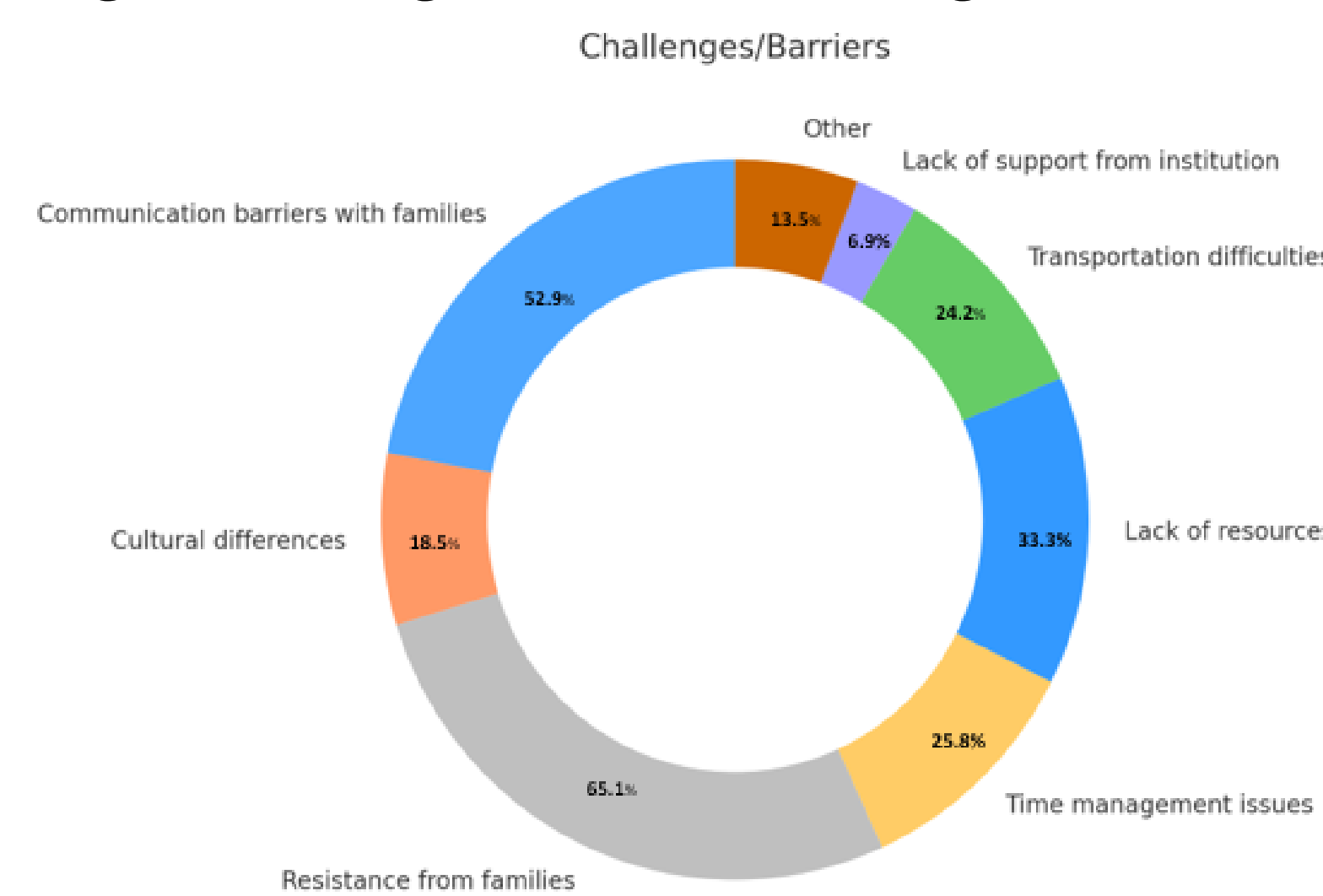
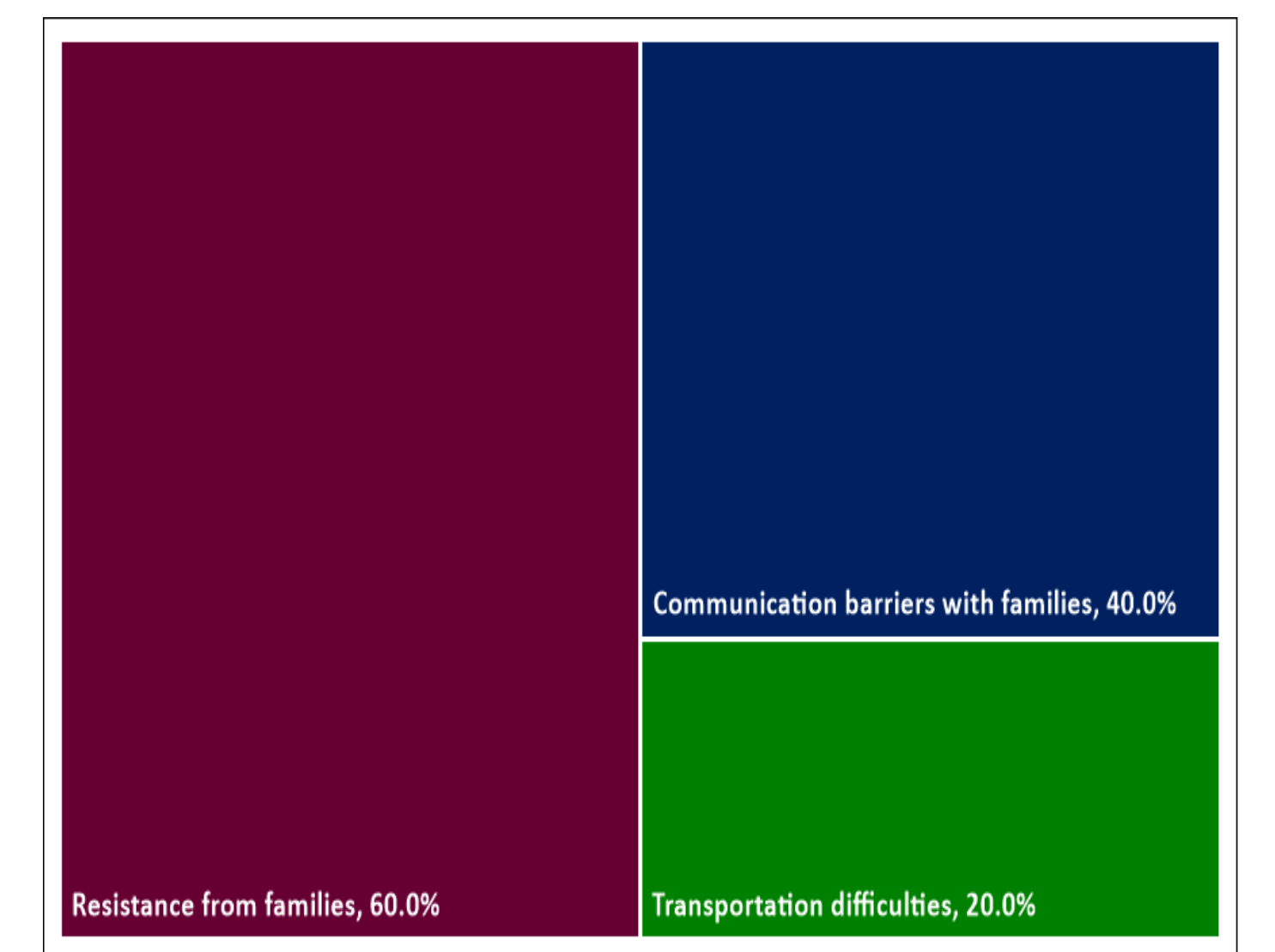


Fig 2 : Challenges/Barriers according to Faculties



Data being collected by students during the FAP visit

## Conclusion

- FAPs significantly enhance medical education by promoting community engagement and practical skill development. Despite logistical challenges, the program offers valuable opportunities for improving communication, healthcare delivery, and students' overall competence in rural areas, making it a sustainable component of medical education in India.
- The FAP provides students with a deep understanding of the daily lives and challenges faced by rural residents. During their interactions, students develop essential interpersonal skills, and as subsequent interactions continue, they gain a more comprehensive view of community health needs and other related concerns.
- This experience increases their confidence in offering families effective medical guidance and treatment options. By participating in the program, students gain invaluable exposure to rural healthcare, preparing them to become community-focused health practitioners. In turn, communities benefit from improved access to healthcare, increased health-seeking behavior, and enhanced overall health, supporting the broader goal of achieving "Health for All."

## References

- Shikha S, Kumar A, Begum J, Ali SI, Tripathy S. Family adoption program for undergraduate medical students at a new medical school of Jharkhand: An experience and SWOC analysis. Indian J Community Med. 2024;49(1):218-22. doi:10.4103/ijcm.ijcm\_954\_22.
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