

Medical Personality - A Concept In Medical Training.

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Abstract: The dynamic and organized set of characteristics that uniquely influence the society are to be developed in the student. These traits play an important role as the doctor patient relation is a unique and sacred and bound by emotions of society. Therefore the medical teacher has to play a key role by exposing students to the community. A teacher has to identify his role in innovative courses with specific and less broad objectives.

I - Medical Personality: The term personality is derived from Latin word "Persona" - the masks that actors wore on the stage. Truly a medical personality is expected to wear a mask of the God and act like the God because the Indian society views the Doctor as next only to God. Personality can be defined as distinctive set of characteristics which have unique influences on society possessed by a person. In this sense I propose the medical personality as distinctive set of characteristics possessed by a Medical graduate that uniquely influence the society. It can be simply said that it is the way a Doctor feels, thinks and behaves. The medical profession interacts with emotions of society. The patient doctor relation is a unique, intimate and sacred. Therefore the medical training is required to imbibe certain dynamic and organized set of characteristics and attitudes in a person before inducting in to the society as a Medical professional. A Medical personality is required to be developed from the prescribed curriculum of the Medical graduate course. Therefore the medical teacher has to play a key role. A teacher has to identify his role with the individual student, through the entire course. Competency, Responsibility, Empathy, Magnanimity, High Human Values and a love for one's country and other such qualities make up the personality of a Doctor.

II- Society and Medical training: Indian society presents a great variety of religions and languages. Majority of the residents live in villages. Each community has its own ethical, cultural and philosophical values. A person is required to be well aware of these values before he is inducted into the society. The relevance of these components increases with increasing levels of education and graduates are expected to be trained in these values. Probably, the expectations are the highest from a medical graduate, particularly from the Indian medical graduate. The medical professionals are required to educate society on the matters of health. They are to bring awareness amongst the community with social components such as substance abuse, female feticide, blood donations, autopsy, and body part donations like eye. Therefore, there should be a strong and vital connection between the medical training and life in the community. This in turn exposes the students to society and guides them to develop the qualities needed to become excellent medical professionals.

III-Medical training and Students: The students entering the MBBS course are those who top in their academic performance at pre university level of education. They enter university directly through professional education which deals with human life! A significant proportion of this student population is from urban area and may be financially sound. Many students are highly ambitious with a strong desire to pursue post graduation. The students may have inclination to serve abroad. They take

graduate training as a step to post graduate courses. Therefore they spend more time with books and less time in hospitals and with community. The hands-on training, cultural components and soft skills get low priority. Thus a large cultural gap is built between the “would be doctors” and the expectations of the society. I as a teacher in medical college feel that characteristic features of medical personality are learnt and acquired through experiences during the course. Therefore programmes for the modification of attitudes required for a doctor should become part of teaching learning sessions.

IV- Present scenario and Personality : Rapid increase in the number of Medical colleges in the recent years has led to the scarcity of teachers in general and senior teachers in particular affecting the quality of teaching in the medical college. The available teachers are required to concentrate on components important for completion of course and examination. Therefore the social components of education are ignored. The Prime Minister of India established National knowledge commission in 2005 to study and recommend reforms connected with educational activities. Medical education forms an important component of these activities. The NKC has recommended the concept of family physician and basic doctor who can be a guide and philosopher for the family on all the medical matters. In consideration to this report social aspects of medical education should receive due importance.

V. Teachers and Personality: The medical teacher must design the training programs to impart knowledge, skills and traits of medical personality that can take care of varied community. The community centered activities such as extension activities, Co-curricular and Extra Curricular activities form an important tool for the teachers to bring students in close proximity to community which becomes an aid for personality development.

It is noticed that the Students take learning seriously when it is assessed and awarded. Therefore suitable methods to be developed and introduced in the curriculum.

The courses have to expand and specialize with expanding knowledge and needs. The teachers are to plan and discuss at appropriate platforms for

- Introduction of formal curriculum during the phase of internship, which also includes social and behavioral sciences.
- Independent end courses which are complete in themselves for Graduation, Post graduation and super-Specialty, starting from pre university level with objectives to take Primary contact care, Secondary contact care and specialized care.
- Viability of conducting an aptitude test as one of the criteria for admissions to medical colleges.
- Due consideration to regional students for graduation course which may be more suitable to produce doctors of primary contact.

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