MEDICAL COUNCIL OF INDIA

COMPETENCY BASED UNDERGRADUATE CURRICULUM FOR THE INDIAN MEDICAL GRADUATE

Knows → Knows how → Shows → Shows how → Performs

Observe

Demonstrate

Enumerate

Assist

Counsel

Describe

Prescribe

Analyse

Integrate

Guide

Communicate

Correlate

Interpret



Module 1

Foundation Course

Critique

Collaborate

Clinician Communicator Team Leader Professional Lifelong Learner

Knowledge | Skills | Attitude | Values | Responsiveness | Communication

Curriculum Implementation Support Program

Foundation Course for the Undergraduate Medical Education Program

2019

Medical Council of India
Pocket-14, Sector-8, Dwarka,
New Delhi 110 077

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FOREWORD

Medical education and educators have the responsibility of training the custodians of the health of the nation. The MBBS program is the foundation of the health delivery system in the country creating health care providers who need to provide not only adequate, appropriate and cost effective care but also need to be leaders of their community. Through the program it is expected that students will be able to fulfill their professional and personal goals and aspirations in addition to the expectations of the profession, society and nation. The course can be demanding and requires the learner to respond to the challenges of continued learning and improvement. Besides acquisition of new skills, learner is required to provide leadership in challenging situations and demonstrate exemplary professional and humanistic attributes. Medical students come from varied backgrounds and require a bridge that will transition from school to a professional course.

The Board of Governors in supersession of Medical Council of India has therefore created a Foundation Course that will not only serve as a bridge for the student into the MBBS program but will also orient the student to the knowledge, skills and attitude required of him or her during the program. The Foundation Course is envisaged to be a month long program with continued support provided through the year for students to acquire language, communication and computer skills. Particular emphasis on professional and ethical behaviour is placed in the Foundation Course; this dovetails into the AETCOM module - one of the flagship programs of the MBBS curriculum.

This booklet has been developed by experts and is meant to be used as a program guide for the Foundation Course. It outlines the outcomes that are intended to be achieved; it also incorporates examples of the Foundation Course program derived from best practices from around the country. Institutions are encouraged to develop their own Foundation Course that addresses local needs and brings out the institutional flavour while aligning the whole program to the outcomes identified in the booklet. The Medical Council of India also welcomes institutions to share their learning feedback and best practices that will enhance the value and structure of the program in the coming years.

The Council is grateful to the experts who have developed this booklet for their time and effort. Appreciation is also due to the Academic Cell and the members of expert group headed by Dr. Avinash Supe under whose guidance the course and the competency based curriculum has been developed and is being progressively rolled out in the country.

(Dr. V. K. Paul)

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के अधिक्रमण में शासी बोर्ड
पॉकेट – 14, सेक्टर – 8 द्वारका फेस– 1
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Foreword



India has the unique distinction of having the largest number of medical schools since it has taken the responsibility to create a large pool of health educators who would be responsible to train the young Indian Medical Graduate joining the undergraduate medical education program. The MBBS program is the foundation of the health delivery system in the country, creating health care providers who need to provide not only adequate, appropriate and cost effective health care but also need to be leaders of their community, in due course. Medical students in India come from diverse backgrounds in terms of geography, culture, language, economy, social construct, medium of instruction and education Boards. The MBBS course is a highly challenging programwhich prepares the student for a lifetime of altruistic care, continued learning, discipline, professional and ethical behavior and respect for human interactions, systems and processes. It is therefore necessary that a smooth transition of the high school student to this challenging learning stream is ensured and to achieve this, a Foundation Course at the beginning of the MBBS program was considered necessary.

This booklet has been developed by Council-nominated experts and is meant to be used as a program guide for the Foundation Course; institutions are encouraged to develop their own format of the Foundation Course that addresses local needs while aligning the whole program to the outcomes identified in the booklet. The Foundation Course is the forerunner to the roll out of the competency based UG curriculum across the country under the aegis of the Medical Council of India & Board of Governors.

The Council is grateful to the Expert group who have developed this booklet for their valuable time, knowledge, expertise and effort ably supported by the Academic Cell of the Council.

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Curriculum Implementation Support Program

Module – 1

FOUNDATION COURSE

FOUNDATION COURSE

Objective of the document

The objective of this document is to facilitate institutions and faculty in implementing a **Foundation Course** of one-month duration at the beginning of the MBBS course that will sensitise the fresh medical student with the required knowledge and skills that will assist him/her in acclimatising to the new professional environment which would be his/her milieu for a life-long career in the medical profession. The Foundation Course will ~~also~~ provide a sound foundation for learning in the MBBS course and later in their professional career. While the institutions are expected to abide by the general guidelines, local changes can be made depending on the context and requirements.

1. Glossary of terms used in the document

Orientation: Refers to the awareness created in new students with respect to place (learning environment and facility), time, teaching schedules and timetables, processes (Rules, Regulations, policies and procedures), personnel (faculty, staff, and mentors), patients and their relatives.

Skills Module: Refers to basic skills that are considered important for all health care personnel who deal with patients and requires students to be trained in prior to entering patient care areas.

Enhancement skills: Refers to those skills which are needed to enable students from diverse backgrounds (including different Boards, language of instruction, culture and varied degrees of technological exposure) to appreciate and accommodate the similarities and differences in medical practice and to feel at par with each other.

Sports and extra-curricular activities: Refers to sports and extra - curricular activities permitted within the time schedule.

Professionalism and ethics: Professionalism defines a set of values and behaviour that build the trust that a patient has in his/ her doctor. Ethics are principles that govern the behaviour of doctors. Professional competence, effective communication and ethics are the three founding principles of Professionalism.

2. Introduction

Medical education in India requires training in a wide spectrum of domains that involves exposure to human interactions and interpersonal relationships in various settings including hospital, community, clinics etc. The training is intense and demands great commitment, resilience and lifelong learning. Students enter a new environment in medical college at around 17 years of age directly from school which can be challenging. Therefore, it is desirable to create a period of acclimatisation and familiarization to the new environment. This would include an introduction to the course structure, learning methods, technology usage, and peer interactions which would facilitate their smooth transition from high school to medical college.

This is proposed to be achieved through a dedicated one month exclusive "Foundation Course", at the beginning of the MBBS course, to orient and sensitize the student to the various identified areas. Many of these identified areas will need to be followed up by more focused outcome-based sessions at various stages in the MBBS course. This will be achieved through activities/small courses integrated throughout the course which will be like the thread running through a garland. At appropriate stages throughout the course, emphasis will be laid on the various essential roles of the "Indian Medical Graduate".

3. Purpose

The purpose of the Foundation Course include:

a) Orienting the students to all aspects of the medical college environment.
b) Equipping them with certain basic, but important, skills required for patient care and enhancing their communication, language, computer and learning skills.
c) Providing opportunity for peer and faculty interactions and an overall sensitisation to the various learning methodologies.

4. Context from proposed GMER 2019 (Graduate Medical Education Regulations)

9.1. Foundation Course

Goal: The goal of the Foundation Course is to prepare a learner to study Medicine effectively. It will be of one-month duration after admission (see Table 1).

9.1.1 **Objectives:** The objectives are to:

(i) Orient the learner to:

a. The medical profession and the physician's role in society
b. The MBBS programme
c. Alternate health systems in the country and history of medicine
d. Medical ethics, attitudes and professionalism
e. Health care system and its delivery
f. National health priorities and policies
g. Universal precautions and vaccinations
h. Patient safety and biohazard safety
i. Principles of primary care (general and community-based care)
j. The academic ambience

(ii) Enable the learner to acquire enhanced skills in:

a. Language
b. Interpersonal relationships
c. Communication
d. Learning including self-directed learning
e. Time management
f. Stress management
g. Use of information technology

(iii) Train the learner to provide:

a. First-aid
b. Basic life support

9.1.2 In addition to the above, learners may be enrolled in one of the following programmes which will be run concurrently:

(i) Local language programme
(ii) English language programme

(iii) Computer skills

These may be done in the last hours of the day for the duration of the Foundation Course.

9.1.3 These sessions must be as interactive as possible.

5. Major Components

The major components of the Foundation Course include:

- **Orientation Program:** This includes orienting students to all the components mentioned in GMER 9.1 and should be completed as one block in the first week.
- **Skills Module (Basic):** This involves skill sessions such as Basic Life Support, First Aid, Universal precautions and biomedical waste and safety management that students need to be trained prior to entering the patient care areas.
- **Field visit to Community and Primary Health Centre:** These visits provide orientation to the care delivery through community and primary health centres, and include interaction with health care workers, patients and their families.
- **Professional development including Ethics:** This is an introduction to the concept of Professionalism and Ethics. This component will provide students with understanding that clinical competence, communication skills and sound ethical principles are the foundation of professionalism. It will also provide understanding of the consequences of unethical and unprofessional behaviour, value of honesty, integrity and respect in all interactions. Professional attributes such as accountability, altruism, pursuit of excellence, empathy, compassion and humanism will be addressed. It should inculcate respect and sensitivity for gender, background, culture, regional and language diversities. It should also include respect towards the differently abled persons. It introduces the students to the basic concept of compassionate care and functioning as a part of a health care team. It sensitises students to “learning” as a behaviour and to the appropriate methods of learning.

Orientation to Professionalism and Ethics will continue as the AETCOM module after the first month of the MBBS course and throughout the first year, with reinforcement of the various components introduced.

- **Sports and Extracurricular activities:** These have been included, in order to demonstrate the importance of work-life balance in a demanding profession, and provide an opportunity for students to have compulsory physical activity and to showcase their talents. The Foundation Course should have compulsory 4 hours

per week for sports and 2 hours per week for extracurricular activities, adding up to 22 hours.

- **Enhancement of Language / Computer skills / Learning Skills:** These are sessions to provide opportunity for the students from diverse background and language competence to undergo training for speaking and writing English, fluency in local language and basic computer skills. The students should be sensitized to various learning methodologies such as small group discussions, skills lab, simulations, documentation and concept of Self-Directed learning.

Structure of the program for students

Table.1

Subjects/ Contents	Total Teaching hours
Orientation[1]	30
Skills Module [2]	35
Field visit to Community Health Centre	8
Professional Development including ethics	40
Sports and Extracurricular activities	22
Enhancement of language/ computer skills[3]	40
Total teaching hours	175

1. Orientation course will be completed as single block in first week and will contain elements outlined in the section 9.1.1of the GMR
2. Skills modules will contain elements outlined in the section 9.1.1 of the GMR
3. Based on perceived needs the students may choose any or both of language enhancements (English or local spoken or both) and computer skills. This should be available longitudinally throughout the duration of the Foundation Course and afterwards.

Foundation Course will be organized by co-ordinator appointed by Dean of the college and will be under supervision by the heads of preclinical departments.

Foundation Course Modules

1. Orientation Module — **Total hours: 30**
   - 1A. Orientation Module: Introduction to institution / campus / facilities
   - 1B. Orientation Module: Role of doctors in the society
   - 1C. Orientation Module: History of Medicine and alternate systems
   - 1D. Orientation Module: IMG roles / overview MBBS curriculum various career pathways
   - 1E. Orientation Module : Principles of family practice
2. Skills Module: — **Total hours: 35**
   - 2A.Skills Module: First Aid
   - 2B.Skills Module: BLS
   - 2C.Skills Module: Universal precautions
   - 2D.Skills Module: Waste management
   - 2E.Skills Module: Immunization
   - 2F.Skills Module: Documentation
3. Community orientation module — **Total hours: 8**
   - 3A. Community Orientation Module: National Health goals and policies/ health Care systems/ community health
   - 3B. Community Orientation Module: Interactions with patients and families, Communities.
4. Professional Development and Ethics Module (P&E) — **Total hours: 40**
   - 4A. (P&E): Concept of Professionalism and Ethics
   - 4B. (P&E): White coat Ceremony
   - 4C. (P&E): Professional behaviour and altruistic behaviour
   - 4D. (P&E): Working in a health care team
   - 4E. (P&E): Disability competencies
   - 4F. (P&E): Cultural competence
   - 4G. (P&E): Stress management
   - 4H. (P&E): Time management
   - 4I. (P&E): Interpersonal relationship
   - 4J. (P&E): Learning
5. Enhancement of Language and Computer Skills Module — **Total hours:40**
   - 5A.Enhancement of Language and Computer Skills Module: Communication
   - 5B.Enhancement of Language and Computer Skills Module: Local Language training
   - 5C. Enhancement of Language and Computer Skills Module: English Language training
   - 5D.Enhancement of Language and Computer Skills Module: Computer Skills training
6. Sports and extracurricular activities: — **Total hours: 22**

Sports should be for a mandatory 4 hours per week and extra-curricular activities 2 hours per week, subject to a total of 22 hours.

6. Learning outcomes

Code	COMPETENCY The student should be able to:	Domain	K/KH/ SH/P
1.	Topic : ORIENTATION		
FC 1.1	Demonstrate understanding of the role of doctors in the society and their impact	A	KH
FC 1.2	Demonstrate understanding of the Roles of an Indian Medical Graduate and relate it to the societal impact	A	KH
FC 1.3	Discuss and appreciate the expectations of the students from the Nation, society, Institution, peers, colleagues and patients and vice versa	A	KH
FC 1.4	Demonstrate understanding of the rules and regulations of the institution	A	SH
FC 1.5	Orient themselves to the college campus, facilities, faculty, administrative structure, support systems and processes of the institution	A	KH
FC 1.6	Discuss the various career pathways and opportunities for personal growth	A	KH
FC 1.7	Demonstrate understanding of the overview of MBBS curriculum, its structure and outcomes and its relation to the career pathways	K	KH
FC 1.8	Demonstrate understanding the role of physician at various levels of Health care delivery	K	KH
FC 1.9	Discuss the principles of family practice	K	KH
FC 1.10	Demonstrate awareness of the History of Medicine and alternate systems of Medicine	K	K
2	**Topic : Skills**		
FC 2.1	Perform Basic Life support in Skills lab	S	SH
FC 2.2	Perform First Aid in a simulated environment	S	SH
FC 2.3	Follow bio-safety and universal precautions	S	SH
FC 2.4	Demonstrate handling and safe disposal of Biohazardous materials in a simulated environment	S	SH
FC 2.5	Demonstrate proper hand washing and use of personal protective equipment	S	SH

FC 2.6	Demonstrate appropriate response to needle stick injuries	S	SH
FC 2.7	Demonstrate Biomedical Waste segregation (BMW), observe and explain the process of management of BMW in accordance with National Regulations	S	SH
FC 2.8	Discuss the Immunization requirements of Health care professionals	K	KH
FC 2.9	Demonstrate awareness of significance of documentation in patient care and the proper method of documentation	S	SH
3	**Community Orientation and field visits**		
FC 3.1	Demonstrate understanding of the National Health Goals and Policies	K	KH
FC 3.2	Discuss the national health scenario, demographic, socio-cultural and epidemiological issues	K	KH
FC 3.3	Demonstrate understanding of the health care systems in India with reference to primary, secondary and tertiary level care	K	KH
FC 3.4	Discuss the basic principles of community health and its impact on health and disease	S	SH
FC 3.5	Demonstrate understanding of the structure and functioning of the community health center	K	KH
FC 3.6	Demonstrate ability to obtain patient experiences through patient and family interactions and relate these experiences to impact of environment and diseases.	S	SH
4	**Professional Development including Ethics**		
FC 4.1	Demonstrate understanding of the concept of Professionalism and ethics among health care professionals and discuss the consequences of unprofessional and unethical behavior	S	KH
FC 4.2	Demonstrate understanding that compassion, altruism, integrity, duty, responsibility and trust are the core values that defines the nature of the physician's work	K	KH
FC 4.3	Discuss the value, honesty and respect during interaction with peers, seniors, faculty, other health care workers and patients	S	KH

FC 4.4	Discuss the significance of working in a health care team	S	KH
FC 4.5	Discuss disability competencies	K	KH
FC 4.6	Demonstrate understanding and respect of cultural diversities and interact with those with different cultural values	K/A	KH
FC 4.7	Discuss the significance and methods of stress management and risk taking behavior.	K	KH
FC 4.8	Understand the role of Yoga and meditation in personal health	S	S
FC 4.9	Discuss the significance and appropriate ways of Time management	K	KH
FC 4.10	Demonstrate understanding of importance of interpersonal relationship while working in a health care team	S	KH
FC 4.11	Understand the role of mentoring	S	KH
FC 4.12	Demonstrates understanding of the process of group learning and group dynamics	S	KH
FC 4.13	Comprehend the learning pedagogy and its role in learning skills	S	KH
FC 4.14	Demonstrates understanding of different methods of self-directed learning	S	KH
FC 4.15	Understand collaborative learning	S	KH
5	**Enhancement skills - Communication and language skills**		
FC 5.1	Demonstrate ability to communicate with patient and families, be aware of barriers to communication and appropriate ways to respond	C	SH
FC 5.2	Demonstrate use of local language in patient and peer interactions	C	SH
FC 5.3	Demonstrate ability to communicate and learn in English	C	SH
FC 5.4	Demonstrate basic computer skills	S	SH
FC 5.5	Demonstrate ability for accessing online resources	S	SH

7. Formative and Internal Assessment

- Foundation Course is compulsory and an attendance of 75% will be mandatory
- Feedback, comments and/or grades about the student's performance by the faculty mentor can be documented particularly for the skills training
- The performance of the students in the Foundation Course will **NOT** contribute towards internal assessment marks.
- Student's feedback about the Foundation Course also needs to be documented in a structured format. This will help in gathering student's perceptions about various aspects of Foundation Course and help in program evaluation and refinement.

8. Capacity Building for Faculty

The components of the Foundation Course are multifarious and will require resource faculty from various disciplines. Many of these identified areas of the Foundation Course will need to be followed up by more focused outcome-based sessions at various stages in the course of MBBS through activities spirally integrated throughout the course. The objectives of each of the sessions in the Foundation Course are specific and the resource faculty need to understand not only the content, context and specific objectives of these sessions but also the approach and need for an interactive teaching learning methodology. The Dean/Principal of every medical college will ensure that adequate faculty training and resources are made available for implementation of the Foundation Course.

9. Curricular Governance and Evaluation

The Dean/ Principal in each medical college will identify **a faculty coordinator from preclinical departments** for conduct of the Foundation Course.

The faculty coordinator will identify resource faculty for the various sessions from within and outside the institution and coordinate the training of the resource faculty, the implementation of the program and the evaluation of the program.

Program evaluation report from faculty and students will be submitted to curriculum committee within four weeks of completion of Foundation Course.

Annexures

(The following are examples of schedules and lesson plans that may be used for Foundation Course. Institutions are encouraged to make their own plan tailored to their local needs and aligned to proposed outcomes)

		Mon	Tue	Wed	Thu	Fri	Sat	Sun
Week 1	Morning	1A	1B	1C	1D	1E	2F	
	After noon	1A	1B 6A	1C 6A	1D 6A	1E 6A		
Week 2	Morning	2B	2A	2C	2D	2E	6B	
	After noon	2B	2A 6A	2C 6A	2D 6A	2E 6A		
Week 3	Morning	3A	4A	4C	4D	4G	4F 6B	
	After noon	3B	4A 6A	4C 6A	4D 6A	4E 6A		
Week 4	Morning	4H	4J	5A	5D	5D	5B 6B	
	After noon	4I	5B 6A	5B 6A	5B 6A	5B 6A		
Week 5	Morning	5D	5C	5C				
	After noon	5B	5C	4B				

Sample lesson plans

1. Orientation

The purpose of the Orientation Module is to provide the new MBBS student a greater understanding of the medical profession in a historical, local and national context, a knowledge of the institution in which he/she will spend the next six years, and an idea of his/her role as an MBBS student.

1A Orientation Module: Introduction to institution / campus / facilities

The medical students at the very beginning of their course should have a clear understanding of the goals of their training, the expectations of the nation, the vision and mission of the institution, Rules and Regulations of the organisation. They must also be provided an orientation to the campus and the facilities available.

FC 1.2	Demonstrate understanding of the Roles of an Indian Medical Graduate and relate it to the societal impact	A	KH
FC 1.3	Discuss and appreciate the expectations of the students from the nation, society, Institution, peers, colleagues and patients and vice versa	A	KH
FC 1.4	Demonstrate understanding of the rules and regulations of the institution	A	SH
FC 1.5	Orient themselves to the college campus, facilities, faculty, administrative structure, support systems and processes of the institution	A	KH

Objectives:

At the end of the session the students should be able to:

- Explain the Roles of the Indian Medical Graduate
- Discuss their expectations from the Nation, institution, society, colleagues and peers and vice versa
- Understand the Rules and Regulations of the Institution

- Familiarise themselves with the college campus, facilities, administrative structure, support systems and processes of the institution

Methodology

No.	Content area	Methodology	Time
1	Welcome and Introduction by institutional heads	Inspiring talk… to the new MBBS graduates and their parents	2 hours
2	Vision / Mission of the institution		
3	Roles of an Indian Medical Graduate		
4	Expectation of the students from Nation, Society, Institutions, colleagues and peers	Overview lecture/ interactive discussion	1 hour
4	Rules and Regulations of the institution	Overview lecture/ interactive discussion	1 hour
5	Orientation to the college / campus / facilities	▪ Walk through the college including lecture halls, common rooms, preclinical departments, office of the Dean and administration, library, food facilities, security facilities, auditorium – ▪ mini talks at important facilities regarding Rules and Regulations	4 hours
6	Introduction to faculty / mentors	Interactive session with faculty mentors and peers	2 hours

Assessment: Open feedback at the end of the Foundation Course

1B. Orientation Module: Role of doctors in the society

It is important for new entrants to the new MBBS program to have a clear understanding of the roles and responsibilities of a doctor in society and the expectations from society, patients and the profession. It is important to sensitise and inspire students to the wider roles of physicians in society beyond patient-doctor interaction.

FC 1.1	Demonstrate understanding of the role of the doctors in the society and their impact	A	KH

Objectives:

At the end of this session, the student will be able to:

1. Appreciate the wider role of physicians in society beyond the physician – patient interaction
2. Reflection their own potential roles in society

At the end of this session, the moderators will be able to:

1. Better understand the attitude of students who join the medical course regarding their perceptions of the social role of physicians
2. Review the session and make plans for:
    a. Further sessions
    b. The session next year

Methodology

No	Sub session	Methods	Requirements	Time
1	**Introduction**	Moderators, observers and other participants		10 minutes
2	Role of doctors buzz groups	• Create buzz groups of 10 students each • Ask each group to list, discuss and note down on separate cards the various roles of doctors • After 10 minutes, ask one student from each batch to bring up their cards to put on four different posters which will be labelled at the back as – diagnostic role, treating role, physician-patient interactive roles, societal role. ▪ The students will be blinded to labels at the back of poster. The moderator will help them separate and place their cards. • At the end, the entire group will view the posters – the moderator will turn the posters around to show the poster titles at the back The discussion that follows will be based on the	10 cards per group i.e. 150 cards Felt pens 04 large black poster sheets A4 white paper – for notes and observations	30 minutes

		nature of responses: • Do the students see the doctor within a constrained role? • Is there a societal role for doctors in all conditions? – is there an even greater relevance in a diverse, unequal society like India • Is there a possibility that doctors remove themselves from society – us (ivory tower) AND them – the concept of isolationism and the 'urban citadel'		
3	Short film	**Short film: In Silence – maternal mortality in India** Discussion: • Is this a medical problem or are there wider problems? • If there are wider problems, what are they? • What can doctors do to address wider problems? • Do doctors have privileged roles in society	LCD projector with adequate sound facilities	30 minutes

		that they can exploit for greater common good?		
4	Meet the doctor	**Meet the doctor:** Three doctors with diverse backgrounds who have chosen wider roles in society: They introduce themselves and their work **Interview them:** • Why did they choose this option? • What were the choices that they had to make? • What challenges did they face? • What advice, if any, would they give to these students?	Arrange chairs for visitors to face the students	6o minutes
5	Wrap up	Wrap up: Each student gets one card. • Think of one social issue in your own local area. • What could you do to help address that issue?	150 cards 4 black poster sheets 60 brief feedback questionnaires	30 minutes

		Students stick it on a poster entitled – • I AM PART OF SOCIETY – I CAN CONTRIBUTE TO IT • Time for entire batch to review what has been put up- • Which of the sessions did you like the most & why?		

Alternative method

No	Sub Session	Methods	Requirements	Time
1	Introduction	An interactive lecture to discuss • the roles of a physician and the expectation from the patient, families and society. followed by small group discussion Videos / clippings relating to the roles of the doctor could also be used as a trigger for discussion	LCD projector, audio output for video, Appropriate Video clips, Flip charts, Marker pens	1 hour
2	Shadowing the physician	Students asked to shadow Physicians and • observe patient- physician interaction and their expectations from doctors		2 hours
3	Reflection	Small group discussion and reflection		2 hours
4	Wrap up	Summarize salient points		10 minutes

Assessment: Formative: May be assessed by active discussion in the small group session or by Reflective writing in log book.

1C.Orientation Module: History of Medicine and alternate systems

Students at the time of entry into MBBS must be introduced to the evolution of the system of medicine which they will be learning and appreciate the great men and women behind many of the seemingly mundane practices and concepts in modern medicine. The students should also be introduced to the alternative systems that are available and how they can impact patient preferences and choices.

FC 1.10	Demonstrate awareness of the History of Medicine and alternate systems of Medicine	K	K

Objectives

At the end of the session, the students should be able to:

1. Discuss the History of Medicine
2. Distinguish Alternative Medicine, Complementary Medicine and Evidence based Medicine
3. Discuss the various Alternative Medicine practices in India and its practice impact

Methodology

No	Sub Session	Methods	Requirements	Time
1	Overview	lecture/ interactive discussion	LCD projector, Flip charts, Marker pens	30 minutes
2	Group work	Students, split into groups, are given a structured task on • obtaining information on one important aspect of the History of Medicine (example – evolution of the germ	History of Medicine hand outs	3 hours

		theory of medicine, discovery of vaccines,…etc) Small group discussion and reflection Presentation by groups and discussion		
3	Alternate systems of Medicine	lecture/ interactive discussion to address the following questions • What is Alternative Medicine? • What is Complementary Medicine? • What is Evidence Based Medicine? • What is the difference between Modern Medicine and Complementary and Alternative Medicine (CAM)? • What is the practice impact?	LCD projector, Flip charts, Marker pens	1 hour
3	Wrap up	Summation and learning points		10 minutes

Assessment: General feedback about the usefulness of the session for future planning

1D. Orientation Module: IMG roles / overview of MBBS curriculum and various career pathways

It is important for medical students at entry to have an overview of the curricular frame work and the expected learning outcomes from them. It is very important for them to know their career path and the road ahead.

FC 1.2	Demonstrate understanding of the Roles of an Indian Medical Graduate and relate it to the societal impact	A	KH
FC 1.7	Demonstrate understanding of the overview of MBBS curriculum, its structure and outcomes and its relation to the career pathways	K	KH
FC 1.6	Discuss the various career pathways and opportunities for personal growth	A	KH

The objectives

At the end of the session, the students should be able to:

- Comprehend the overall Goal and outcomes of the MBBS program
- Reflect on the various Roles of the Indian Medical Graduate
- Discuss the structure of the MBBS program
- Recognise the various career pathways that are available for their Career growth

Methodology

No	Sub Session	Methods	Requirements	Time
1	GMR 2019	Lecture/ interactive discussion about the salient features of the GMR 2019 • Explain the MBBS curriculum, its structure, outcomes and curricular requirements for course completion and program certification	LCD projector, Flip charts, Marker pens GMR 2019 handouts	1 hour
2	Panel discussion	A panel of specialists and physicians from diverse career pathways • Discuss the opportunities for the students followed by a question answer session. This could be done by the Alumni from various career back grounds		2 hour
3	Wrap up	Summation and learning points		10 minutes

Assessment: General feedback about the usefulness of the session for future planning

1E Orientation Module: Principles of family practice

The students need to be provided a basic understanding of the concept of family practice and holistic care. It is also important for the student to understand the role of the family practitioner in the health system, the role they could play at the various levels of health care.

FC1.8	Demonstrate understanding the role of physician at various levels of Health care delivery	K	KH
FC 1.9	Discuss the principles of family practice	K	KH

Objectives:

At the end of this session, the student will be able to:

1. Discuss the principles of family practice and holistic care
2. Describe the role of the physician in the health care system

Methodology

No	Sub Session	Methods	Requirements	Time
1	Principles of family practice and holistic care	Lecture/ interactive discussion about the ten principles of family practice: ▪ Caring ▪ Clinical Competence ▪ Cost-effectiveness ▪ Continuity of care ▪ Comprehensive care ▪ Common problems management expertise	LCD projector, Flip charts, Marker pens Case vignette or a visit to a family practitioner	1 hour

		▪ Co-ordination of Care ▪ Community based care and research ▪ Counselling and Communication skills ▪ Continuing Medical Education (CME) Depending on available time the session may be preceded by either an appropriate case vignette or a visit to a family practitioner		

Assessment: Formative: Reflective writing

2. Skills

The fresh undergraduate student should be aware of some basic principles of Hospital safety and trained in certain basic skills that are mandated before they enter patient care areas. These are a part of quality initiatives to ensure patient and physician safety.

2A and 2B Skills module 1 and 2: BLS and First Aid

New entrants into medical fraternity should have a basic understanding of resuscitation and first aid skills.

The Basic Life Support (BLS): CPR provider training is designed to provide the students with foundational knowledge and skills needed to perform cardiopulmonary resuscitation (CPR) and other lifesaving skills. The first-aid component of this course addresses additional circumstances and diseases that may require intervention and assistance before the patient is transferred to emergency medical services.

FC 2.1	Perform Basic Life support in Skills lab	S	SH
FC 2.2	Perform First Aid in a simulated environment	S	SH

Objectives:

At the end of this session, the student will be able to:

1. Perform adequate chest compressions, deliver adequate ventilations in adults and children and appropriately use of an Automated External Defibrillator (AED).
2. Recognize and initiate first aid for several life threatening emergencies.

150 students can be divided into two groups of 75 each. Each group should be engaged by facilitators for a three hour session inclusive of break and subsequently groups should be rotated.

Group 1: Basic Life Support

No	Sub Session	Methods	Requirements	Time
1	Introduction	Introduction to Basic Life Support. Its importance and need.		15 minutes
2	Demonstration with appropriate videos followed by Hands on training	15 groups of 5 students each = 75 Total Demonstrate individual skills of basic life support followed by hands on practice of each skill and finally integration of all the skills in a patient scenario. • Introduce them to C-A-B algorithm • Recognition of cardiac and respiratory arrest • Pulse check • Chest compression • Delivering effective breaths • Use of an AED • Integration of all skill sets into a single scenario. These skills will be taught for both adults and children (including infants)	Space/Area to accommodate 75 students, Adult, child and infant Basic Life support mannequins. LCD projector with adequate sound facilities to show appropriate videos.	2.5 hours (150 minutes)
3	Wrap up	Feedback from students and guidance for future learning		15 minutes

Group 2: First Aid

No	Sub Session	Methods	Requirements	Time
1	Introduction	Introduction to several life threatening emergencies, the importance of first aid and its benefits.		15 minutes
2	Appropriate videos followed by discussion and hands on training when required.	75 students: Table top discussion Initial videos to demonstrate emergency scenarios followed by appropriate first aid. • First Aid Basics (Approach) • Medical emergencies (Breathing problems, Choking, Allergic reactions) • Injury Emergencies (Bleeding, Bandaging, Burns, Electrical Injuries) • Environmental Emergencies (Bites and stings, heat cramps) Emphasis on Do's and Don'ts in each category.	Space/Area to accommodate75 students, adult, child and infant Basic Life support mannequins. LCD projector with adequate sound facilities to show appropriate videos.	2.5 hours (150 minutes)
3	**Wrap up**	Feedback from students and guidance for future learning		15 minutes

Assessment: Assessment of skill performance as a part of the formative assessment

2C Skills Module: Universal Precautions (UP)

FC 2.3	Follow biosafety and universal precautions	S	SH
FC 2.4	Demonstrate handling and safe disposal of Bio hazardous materials in a simulated environment	S	SH
FC 2.5	Demonstrate proper hand washing and use of personal protective equipment	S	SH
FC 2.6	Demonstrate appropriate response to needle stick injuries	S	SH

Objectives:

At the end of this session, the student will be able to:

1. Define Universal Precautions
2. List essential components of Universal Precautions
3. List infective and non- infective body fluids
4. Demonstrate correct techniques of Hand washing, gloving/degloving, disinfection, handling sharps, waste disposal

Methodology

No	Sub Session	Methods	Requirements	Time
1	Definition of Universal Precautions (UP)	Interactive lecture about: ▪ Definition of UP ▪ Essential components of UP ▪ Infective and non-infective body fluids (may use a drill to recap)	LCD projector, Flip charts, Marker pens	1 hour
2	Interactive practical demonstration	▪ Divide the students into groups of not more than 10 per group. There should be one faculty per group who will conduct an interactive practical demo about ▪ Use of hand rub ▪ Gloving and de-gloving The students will be then allowed to demonstrate the correct method and receive feedback		2 hour
3	Wrap up	Summation and learning points		10 minutes

Assessment: Formative assessment, OSCE

2D Skills Module: Waste management

FC 2.7	Demonstrate Biomedical Waste (BMW) segregation, observe and reflect on the process of management of BMW in accordance with National regulation	S	SH

Objectives:

At the end of this session, the student will be able to:

1. Define biomedical waste
2. Explain the hazards of improper disposal of biomedical wastes
3. Describe the different types of waste generated in a health care facility
4. Explain how one should segregate waste
5. Explain how one should dispose biomedical wastes
6. Methodology

No	Sub session	Methods	Requirements	Time
1	Definition of BMW	Interactive lecture about: ▪ Definition of biomedical wastes ▪ Different types of waste generated in a health care facility) ▪ Segregation and disposal of waste	LCD projector, Flip charts, Marker pens	1 hour

Assessment: Students may present a reflection of their observation, OSCE on BMW segregation

2E Skills Module: Immunization

The students should be sensitised to the occupational exposure and the need for protection and safety. During this session, it's important to review the immunisation status of the students and also ensure compliance to the requirements.

FC 2.8	Discuss the Immunization requirements of Health care professionals	K	KH

Objectives:

At the end of this session, the student will be able to:

1. List the vaccine-preventable diseases (VPD)
2. Explain why vaccination is important for staff and students
3. Describe the vaccination recommendation for health care personnel (Hepatitis B, Chicken pox etc.)

Methodology

No	Sub Session	Methods	Requirements	Time
1	Vaccine-preventable diseases and recommendations for health care personnel	Interactive lecture about: • What are vaccine-preventable diseases (VPD)? • Why is vaccination important for staff? • VPDs in healthcare • Recommendation for health care personnel (Hepatitis B, Chicken pox)	LCD projector, Flip charts, Marker pens	1 hour

Assessment: Formative assessment, short notes, Viva in summative assessments

2F Skills Module: Documentation

The students in the first year should be introduced to the importance of “Documentation” in patient care. They should learn the method of appropriate documentation and understand its significance in patient and employee safety.

FC 2.9	Demonstrate awareness of significance of documentation in patient care and the proper method of documentation	S	SH

Objectives

At the end of the session, the students should be able to:

- Explain the importance of documentation as a physician responsibility
- Discuss the consequences of appropriate and inappropriate documentation on patient and employee safety
- Observe the correct method of documentation in patient record
- Reflect on the process

Method: Large group session that gives an overview and demonstrates the documentation process and explains the right and wrong ways.

- The students can be asked to do mock audit and discuss on patient records (dummy records) with a check list .Small group sessions with peer interaction to guide the new students on the process

Assessment: Formative assessment

3. Community Orientation Module

3A. Community Orientation Module: National Health goals and policies/ health care systems / community health

The medical student should be exposed from the beginning to the community in order to get a bird's eye view of the social, demographic, environmental and cultural factors that influence health and the system of health care delivery at the primary level of health care.

FC 3.1	Demonstrate understanding of the National Health Goals and Policies	K	KH
FC 3.2	Discuss the national health scenario, demographic, socio cultural and epidemiological issues	K	KH
FC 3.3	Demonstrate understanding of the health care systems in India with reference to primary, secondary and tertiary level care	K	KH
FC 3.4	Discuss the basic principles of community health and its impact on health and disease	S	SH
FC 3.5	Demonstrate understanding of the structure and functioning of the community health center	K	KH

Objectives:

At the end of this session, the student will be able to:

1. Explain the National Health goals and policies
2. Discuss the National health scenario, demographic, socio-cultural and epidemiological issues
3. Discuss the health care systems in India with reference to primary, secondary and tertiary level care
4. Describe the basic principles of community health and its impact on Health and disease
5. Observe the structure and functioning of the community health centre
6. Reflect on the observation

Methodology

No	Sub Session	Methods	Requirements	Time
1	National Health: goals and policies	Interactive lecture on National health goals and policies	LCD projector, Flip charts, Marker pens	1 hour
2	National health scenario	Interactive lecture on National health goals and policies	LCD projector, Flip charts, Marker pens	1 hour
3	Health care systems in India	Community Health Centre visit and reflection on the experience with particular reference to: A) Levels of health care in a community setting B) Interaction with families in the community setting and the impact of health C) Functioning of the Community Health Centre and health care team Community visit followed by a discussion back in the college	Logistics for community visit	4 hours
4	Principles of community health			
5	Community Health Center			

Assessment: Formative: Reflection writing / discussion of the experience

3B. Community Orientation Module: Interactions with patients and families and communities.

Exposure to the community in the beginning of their profession will sensitize the students to the actual community living of people, the disease impact in the community and its impact on the patient's families and health workers.

FC 3.6	Demonstrate ability to obtain patient experiences through patient and family interactions and relate these experiences to impact of environment and diseases.	S	SH

Objectives:

At the end of this session, the student will be able to demonstrate an understanding of:

1. The effect of family and social environment in the aetiology of diseases
2. Community beliefs and practices related to health and illnesses
3. The environmental health problems in the community
4. Patient experiences to diseases treatment-seeking practice

Methodology

No	Sub Session	Methods	Requirements	Time
1	Interaction with patients and families and communities**.**	• Community Health centre visit and reflection on the experience with particular reference to: • The effect of family and social environment in the aetiology of diseases • Community beliefs and practices related to	Logistics for community visit LCD projector, Flip charts, Marker pens	1 hour (The time for community visit is factored in in the previous session)

		health and illnesses • The environmental health problems in the community • Patient experiences to diseases treatment-seeking practice • Community visit followed by a discussion back in the college		

Assessment: Formative: Reflective writing of their observations

4. Professional Development and Ethics

4A. Professional Development and Ethics Module: Concept of Professionalism and Ethics

The students should be introduced to the concept of professionalism and ethics as an important domain in their learning and practice. They should be made aware of the code of conduct and its significance in life and career.

FC 4.1	Demonstrate understanding of the concept of Professionalism and ethics among health care professionals and discuss the consequences of unprofessional and unethical behavior	S	KH

Objectives:

At the end of this session, the student will be able to:

1. Explain the concept of professionalism and ethics among health care professionals
2. Describe the consequences of unprofessional and unethical behavior

Methodology

No	Sub Session	Methods	Requirements	Time
1	Professionalism and Ethics – the concept	• Interactive lecture about using case vignettes and video • Could use a drill with various scenarios depicting professional and unprofessional behaviour	LCD projector, Flip charts, Marker pens	1 hour
2	Consequences of unprofessional and unethical behavior	• Group work using case vignettes / video • Group presentation and discussion with reference to consequences of unprofessional and unethical behavior		1 hour

Assessment: Formative assessment

4B. Professionalism and Ethics Module: White coat ceremony

FC 4.2	Demonstrate understanding that compassion, altruism, integrity, duty, responsibility and trust are the core values that defines the nature of the physician's work	K	KH

Objective:

At the end of the session, the student is able to:

1. Appreciate the significance of White Coat Ceremony

The white coat reminds physicians of their professional duties, as prescribed by Hippocrates, to lead their lives and practice their art in uprightness and honour. The white coat is a symbol of our profession.

The White Coat Ceremony is a rite of passage, welcoming the new medical students into the medical profession. As medical students, they are bound by the same professional commitments that bind all physicians. This ceremony will join the symbol of the white coat with the virtues of altruism, responsibility, duty, honour, respect, and compassion.

Assessment: Reflections

4C Professionalism and Ethics Module 3: Professional and altruistic behaviour

FC 4.2	Demonstrate understanding that compassion, altruism, integrity duty, responsibility and trust are the core values that defines the nature of the Physician work	K	KH

Objective

At the end of the session, the student should be able to:

- Describe Altruism
- Discuss Altruism as an important professional virtue of a physician

1	Altruism as a virtue of a Physician	• Guest lecture / Address by the dean or director • Case based interactive lecture	LCD projector, Flip charts, Marker pens	1hour
2	Case discussion	• The students will discuss case in groups		1 hour

Assessment: Formative assessment while discussing in groups

4D Professionalism and Ethics Module: Working in a health care team

One of the major roles of the Indian Medical Graduate is that of being a member of a health care team. While the MBBS program is structured to build this competence during its course, an introduction to the concept of working in a team is essential at the beginning.

FC 4.3	Discuss the value of honesty and respect during interaction with peers, seniors, faculty, other health care workers and patients	S	KH
FC 4.4	Discuss the significance of working in a health care team	S	KH

Objectives:

At the end of this session, the student will be able to:

1. Describe the significance of working in a health care team
2. Discuss the role of honesty ,respect and trust

Methodology

No	Sub Session	Methods	Requirements	Time
1	Working in a health care team	1. The students visit several patient care area and observe functioning of the Multidisciplinary teams, such as the emergency OPD, or OT, or labour room 2. The students may be posted in small groups to observe and reflect with regard to the 5	LCD projector, Flip charts, Marker pens	1 hour

		important aspects of working in a team: a. Shared goals b. Communication c. Leadership d. Role clarity e. Trust / respect 3. Group presentation and discussion		

3. **Assessment :** Formative assessment during group discussions / presentations

4E Professionalism and ethics Module 5: Disability competencies

As newly joined medical students, they need to recognize the importance of various deviations from majority that are happening in human life. Disability is part of human diversity. Differently abled individuals need to be understood and recognized by any stream that deals with human life.

India was one of the first major country who ratified the greatest human rights instrument of 21st Century, the United Nations Convention on the Rights of Persons with Disabilities (CRPD) and accordingly amended its disability legislation incorporating human rights approach to Rights of Persons with Disabilities (RPDA) Act, 2016. The Act mandates inducting disability content into all professional courses including medical field.

Educational Strategy

An Indian Medical Graduate is expected to have disability competence which is the skills and attributes essential to provide quality health care to patients with disabilities. It is the social responsibility of medical institutions to be empathetic towards the marginalized section. Disability competencies and suggested teaching-learning methods are provided in table 2.

Table 2. Disability Competencies under the Five Roles of the Indian Medical Graduate (IMG)

IMG Role	FC 4.5 Competencies addressed The student should be able to:	Domain	Level	Suggested TLM	Duration

Clinician	**4.5.1** Describe disability as per United Nations Convention on the Rights of Persons with Disabilities while demonstrating respect for the differences and capacities of persons with disabilities as part of human diversity and humanity.	K	KH	Lecture/or panel discussion involving person with disability	1 hour
Clinician	**4.5.2** Compare and contrast medical and social model of disability.	K	KH	Patient narratives in small groups followed by sharing amongst groups	
Communicator	**4.5.3** Build an understanding on the disability etiquettes while addressing people with disabilities	S/A	SH	Standardized patient with disabilities in small groups followed by sharing amongst groups	1 hour
Lifelong learner	**4.5.4** Demonstrate awareness of the disabilities included in the Rights of Persons with Disabilities Act, 2016.	K	KH	Case histories, incidental reports in small groups followed by sharing amongst groups	
Communicator	**4.5.5** Demonstrate the use of verbal and non-verbal empathetic communication techniques while communicating with people with disabilities	S/A	SH	Clinical patient encounter with guidance in small groups followed by sharing amongst groups	1 hour

Professional	**4.5.6** Demonstrate a non-discriminatory behaviour towards patients or caregivers with disabilities	A	SH	Video or simulated encounters or Forum Theatre (Theatre of the Oppressed) Class room Session	
Lifelong learner	**4.5.7** Have an understanding of accessible healthcare setting for patients with disabilities, including universal design	K	KH	Functioning of NGO or accessible Disability Unit	Visit or SGD-2 hours
Leader	**4.5.8** Advocate social inclusion by raising awareness of the human rights of persons with disabilities.	K	KH	Self-reflection paper/blog SDL	SDL- 2 hours

Modified-from Disability-inclusive Compassionate Care: Core Competencies on Disability for Health Professions Education by Medical Humanities Group, UCMS, Delhi

4F. Professionalism and Ethics Module: Cultural competence

Cultural competence is the ability to interact respectfully with colleagues from any culture and requires critical consciousness. It is a congruent set of behaviours, attitudes, skills, policy and procedures that come together in a system, agency, or among individual professionals to enable them to work effectively in cross cultural situations. This is relevant for the medical students as they are joining MBBS in medical colleges throughout all states in India and students from outside India are also joining medical colleges in India. Therefore, the cross cultural component will help students a lot as the cultural diversity is unique and vast in the country.

FC 4.6	Demonstrate understanding and respect of cultural diversities and interact with those with different cultural values	K/A	KH

Objectives:

At the end of this session, the student will be able to:

1. Describe components of cultural competence

Methodology

No	Sub Session	Methods	Requirements	Time
1	Components of cultural competence	• An interactive lecture on the components	LCD projector, Flip charts, Marker pens	1 hour

Professionalism and Ethics Module: Stress management

The first year students are challenged with many changes including the new place,peers, atmosphere, environment and a major leap in the learning styles and contents. This induces stress making them vulnerable. Hence, it is important to address the role of stress during their learning period and methods to enhance their resilience.

FC 4.7	Discuss the significance and methods of stress management and risk taking behaviour.	K	KH
FC 4.8	Understand the role of yoga and meditation in personal health	S	S

Objectives

At the end of the session, the student should be able to:

- Describe the situation that may cause stress during their learning period
- Discuss the health impact of stress
- Appreciate the various stress management techniques including yoga and meditation
- Discuss the spectrum of risk - taking behaviour, consequences and ways to manage

Case based discussion to be held in small groups on stressful situations such, academic stress, examination stress, peer pressure, family pressure, gender issues, discrimination, dealing with emotions. Various risk taking behaviours such as violence, drug abuse, rash driving, bullying etc. should be addressed.

A Yoga / Meditation demonstration by an expert followed by reflection on the experience may be done.

4 H Professional Development and Ethics Module: Time management

Good time management is essential for a Professional. Many deadlines for college work occur at the same time, and unless the student plans ahead, he/she will find it difficult to manage. Learning how to manage time will help them maintain academic performance as well as a life outside of school.

FC 4.9	Discuss the significance and appropriate ways of time management	S	SH

Objectives:

At the end of this session, the student will be able to:

1. Describe the importance of time management
2. Prioritize their activities in order to manage time better
3. Identify and handle their own distractions and interruptions

Methodology

No	Sub Session	Methods	Requirements	Time
1	Importance of time management	• An interactive lecture	LCD projector, Flip charts, Marker pens	1/2 hour
2	Prioritization	• Group work using the “action priority matrix” • Discussion		1 hour

3	Distractions and Interruptions	• Administer the time management skills questionnaire • Students to reflect their own strengths • Ask students to work in groups and write down what they think are the main distractions / interruptions that a MBBS student will face. • Ask the groups to discuss and present the solutions to the above		1 hour
4	Wrap up	Summarize and take general feedback about the session		5 minutes

Assessment: Formative

4I Professional Development and Ethics Module: Interpersonal relationship

The students should understand the role of interpersonal relationship while interacting with the patients, families, peers, superiors and health care personnel. They should understand the significance of these interactions and professional boundaries. They should understand and experience the role of mentoring in personal and professional growth.

FC 4.10	Demonstrate understanding of importance of interpersonal relationship while working in a health care team	S	KH
FC 4.11	Understand the role of mentoring	S	KH

Learning method:

(1) Role plays to understand the significance of interpersonal relationship and group discussion

(2) Interactive lecture on Mentoring followed by allotment of mentors to the new batch

(3) Mentor-Mentee interaction and road ahead

4J Professionalism and Ethics: Learning

After years of formal schooling, students enter the MBBS course often without having mastered the fundamental skills of learning. When they begin their course and are propelled into a more active learner mode, understanding of these fundamentals becomes vital. Students will learn how to learn through many avenues, such as modelling, curiosity, and situational need. This session on learning is included in the Foundation Course as a way to help them understand the process learning.

FC 4.12	Demonstrate understanding of the process of group learning and group dynamics	S	KH
FC 4.13	Comprehend the learning pedagogy and its role in learning skills	S	KH

FC 4.14	Demonstrate understanding of different methods of self-directed learning	S	KH
FC 4.15	Understand collaborative learning	S	KH

Objectives:

1. To recognize the need to learn
2. To identify and maximize one's learning style
3. To describe how people learn
4. Experience collaborative and group learning
5. Discuss the methods of SDL and its application in their routine learning

Learning method

- Students are subjected learning style evaluation and asked to reflect
- Students are exposed to various methods through self -experience and role play and asked to reflect

Assessment: Nil

5 Enhancement of Language and Computer Skills:

5A Enhancement of Language and Computer Skills Module: Communication

Good communication skills are essential for an optimal doctor-patient relationship, relationship between peers/colleagues and also colleagues in a team which ultimately also contributes to improved health outcomes. Training in communication skills needs approaches which are different from that of teaching other clinical subjects.

FC5.1	Demonstrate ability to communicate with patient and families, be aware of barriers to communication and appropriate ways to respond	C	SH

Objectives:

At the end of this session, the student will be able to:

1. Describe the basic elements of communication skills
2. Explain the importance of listening and empathy in communication
3. Explain the importance of good communication skills in medicine
4. Recognise the common barriers to communication
5. Observe patient and family interactions (Videos , Role plays)
6. Reflect on the appropriate ways to respond

Methodology

No	Sub Session	Methods	Requirements	Time
1	Basic communication skills	• Lectures (PPT), role plays, group	LCD projector, Flip charts,	3 hours

2	Listening skills	discussions, brainstorming	Marker pens	
3	Importance of empathy in communication skills			
4	Importance of good communication in medicine			
5	Observe patient and family interactions	• Video demo / Role play of patient and family interaction • Ask students to reflect on appropriate and inappropriate responses	Video	

Assessment: Formative during group discussions

5B Enhancement Skills Module 8: Local Language skills

The local language skills training will be conducted as per the felt need and may continue beyond the Foundation Course.

FC 5.2	Demonstrate use of local language in patient and peer interactions	C	SH

Sessions will be organised in small groups and rotated between enhancement skills

5C Enhancement Skills Module 8: English Language skills

The English language skills training will be conducted as per the felt need and may continue beyond the Foundation Course.

FC 5.3	Demonstrate ability to communicate and learn in English	C	SH

Sessions will be organised in small groups and rotated between enhancement skills

Enhancement of Language and computer skills Module: Basic computer skills

The students should be competent in the use of ICT in teaching and learning. The students should be introduced to the basic use of word and power point, familiar with search engines, in performing a literature search and accessing online resources.

FC 5.4	Demonstrate basic computer skills	S	SH
FC 5.5	Demonstrate ability for accessing online resources	S	SH

The students are posted to the computer / Active learning centre for the training and it will continue as per need of the students beyond Foundation Course

6 Sports and extracurricular activities

Should be for a mandatory 4 hours per week and extra-curricular activities 2 hours per week, subject to a maximum of 22 hours

1. Further Reading link

https://www.mciindia.org/CMS/wp-content/uploads/2019/01/UG-Curriculum-Vol-I.pdf

https://www.mciindia.org/CMS/wp-content/uploads/2019/01/UG-Curriculum-Vol-II.pdf

https://www.mciindia.org/CMS/wp-content/uploads/2019/01/UG-Curriculum-Vol-III.pdf

https://www.mciindia.org/CMS/wp-content/uploads/2019/01/AETCOM_book.pdf