

Report Of Curriculum Implementation Support Program -2

CISP- 2

CISP 2 was conducted on 19th and 20th of November 2020.

MCI/NMC OBSERVER- DR.G .Sivaraman

Program was inauguration by Dean Dr.P.Shanmugam,
and Vice Principal Dr.B.Usha,

DR.Suchitra .R attended Day 1 Program as observer for ACME Course.



2 -Day Curriculum Implementation Support Program

(CISP) – II

Day 1				
Time	Session	Objectives	Duration	Faculty
8:45- 9:00	Pre-Test		15 min	
9:00-9:30	Registration, inauguration, ice breaking	Ice breaking and introduction of participants and faculty	30 min	Dr.R.Niruba
9:30-10:30	Competency based medical education (CBME)	Definition of competency, Difference between competency, objectives & outcomes (with examples); introduction to CBME, salient differences from conventional model	60 min	Dr.R.Niruba
10:30-11:00	Tea			
11:00-11:30	IMG: Goals, roles & Competencies	How to link national health needs to competencies and objectives	30 min	Dr. R. Sujatha

11:30-12:30	Deriving objectives from competencies	Demonstrate linking of competency with domains of learning using the competency sheet	60 min	Dr. K. Vijay Babu
12:30-13:00	Linking competency objectives to Teaching Learning Methods (TLM)	Hands-on experience - group work, small groups work with faculty, emphasis on proper alignment, discuss relevant TL methods	30 min	Dr. K. Vijay Babu
13:00	Lunch			
13:45-14:15	Graduate Medical Education Regulations (GMER) 2019	Time frame, training methods, integration, assessment, new additions like Foundation Course, formative feedback	45 min	Dr. R. Sudha
14:15-14:45	Electives	Concept of electives	30 min	Dr. R. Sujatha
14:45-15:00	Tea			
15:00-16:00	Foundation Course Early Clinical Exposure	Concept, components, timeframe & examples	60 min	Dr. N. Vijaya Kumari Dr. S. Ramya
16:00-17:00	AETCOM module	Purpose, mission and objectives & booklet review	60 min	Dr. A.S. Bharranitharan

Day 2				
Time	Session	Objectives	Duration	Faculty
9:00-9:45	Student Doctor -Clinical Teaching	Concept, framework & group activity	45 min	Dr. G. Dhanasekar
9:45-11:00	Alignment and Integration	Concept, framework (using examples from competency table)	75 min	Dr.R.Niruba
11:00-11:15	Tea			
11:15-13:00	Skills training	Competency acquisition, Skills lab: group activity Prescription Skills	105 min	Dr. V. Thirugnana Sambandan
13:00	Lunch			
13:45-14:45	Assessment in CBME	Principles as relevant to CBME, assessment methods	60 min	Dr. N. Vijaya Kumari
14:45-15:00	Tea			
15:00-16:00	Aligning assessment to competency objectives & TLM	Group activity	60 min	Dr. N. Vijaya Kumari
16:00-16:45	Curricular governance	Presentation & discussion	45 min	Dr. G. Dhanasekar
16:45-	Feedback and		15 min	

17:00	Open House			
17:00- 17:15	Valedictory / Post test			

Day 1

Session started with participants completing Pre- Test Questionnaire (Enclosed) and Retro Pre Assessment Form (Enclosed).

Ice Breaking Session

Participants introduced themselves with their Name, Designation, Department and they were made to self reflect themselves with mentioning one good character and one character which they can improve in themselves.

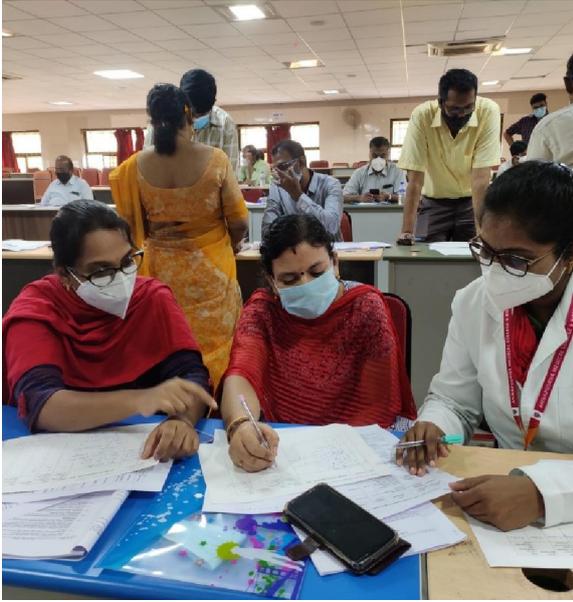




Competency Based Medical Education (CBME)

This session was handled by **Dr.R.Niruba**

Terminologies competency competence competent was introduced to participants with a clinical scenario. Domains of learning, Miller's pyramid and Dreyfus model for assessing competency was explained. Difference between goals competency and objectives was explained and activity was given on it. Difference between traditional and CBME was made clear to the participants. Activity in the form of cross word was given and participants participated actively and found it interesting.



IMG Goals, Roles, Competencies.

This session was handled by **Dr.R.Sujatha**. The 5 Roles...that of Clinician, Leader and member of healthcare team and system, Communicator, Lifelong learner, Professional as envisaged by GMR was explained. The competencies for each role called Global competencies were explained. How to link National Health needs to Competencies and objectives was explained. An activity was given at the end asking participants to prepare SLO's for any one competency from any one Role of IMG. It was done for all 5 Roles.



Deriving Objectives from Competencies to Teaching Learning Methods (TLM)

This session was handled by **Dr.K.Vijayababu**

Introduction about CBME was given with introduction of competency table, deriving specific learning objectives was broadly discussed, like parts of effective SLO, apt verbs to be used IN SLO, and briefing done on selecting domains for the particular SLO, like knowledge, psychomotor attitude and communication. Introduction on various teaching learning methods was taught, and also selection of appropriate teaching learning methods for various domains was discussed, at the end of the session an activity was given to the participants to select a competency in their specialty and write SLO, select right domains for each SLO and also fix right teaching learning methods for each.

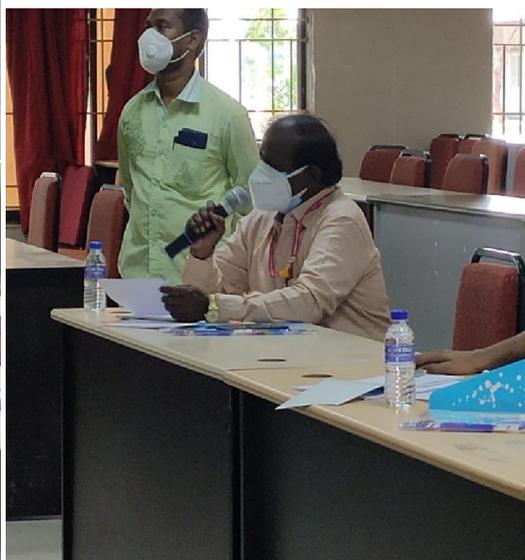
Participants were actively involved in the session, through they are highly learned academicians, they could appreciate few structured learning about CBME, and this was highly perceived through their active participation.



Salient Features of Graduate Medical Regulations 2019

This session was handled by **Dr.R.Sudha**.

Introduction of the GMER 2019 document, its clauses, chapters & its contents were familiarized to the participants. The importance of competency-based curriculum and its goals to achieve an ideal Indian medical graduate were stressed upon. The salient features of GMER 2019 were enumerated. New additions in GMER 2019 like Foundation course, ECE, Integration, and Student - doctor method of learning, Electives, SDL, AETCOM, Skill acquisition & certification were acquainted with. Key changes in the assessment pattern and the importance of formative feedback to achieve the objectives of the curriculum were highlighted. Phase wise distribution of the undergraduate curriculum was explained. The teaching hours in each phase was displayed and discussed. Importance and need of time for sports & extracurricular activities to prevent the burnt-out syndrome was added. AETCOM and its significance in the Undergraduate curriculum were put forth. Session was made interesting by the active interaction & learning of the participants.



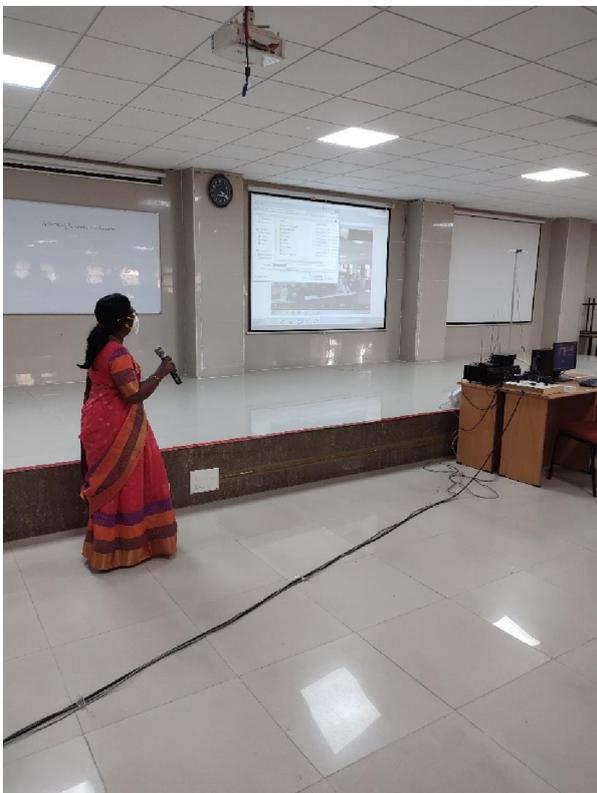
Electives

This session was handled by **Dr.R.sujatha**. The concept of Electives which has been introduced in the revised curriculum was explained. The advantages, duration, examples, curricular delivery and governance, assessment were spoken about. At the end of session, activity was given to create templates for learning experience in Block 1 and Block 2. Pre clinical group presented Block 1 template. Clinical group presented Block 2 template.



Foundation Course

This session was dealt by **Dr. Vijaya Kumari. N.** The importance of foundation course for the MBBS students on entry was discussed. The concept, components – orientation modules, skill modules, community orientation module, professional development and ethics module, enhancement of language and computer skill modules, importance of sports and extracurricular activities: time frame for each module, as prescribed by NMC was explained in detail. The foundation course module released by NMC was introduced to them. As the foundation course was introduced last year itself, the experiences and challenges were asked to share by the faculties who were involved in conducting it.



Early Clinical Exposure

This Session was handled by **Dr.S.Ramya**.

Introduction about Early clinical exposure, the general concepts and definitions was made clear to the participants.

The traditional curriculum of teacher centered method and the newer curriculum of patient centered method of teaching was explained.

The goals and advantages of ECE were discussed in detail.

The salient principles are illustrated around the clinical scenario and the various teaching learning methods of clinical context are described.

The planning of activities and the time distribution guidelines are briefed. The ECE in classroom setup is enlightened to the participants with an example.

The session concluded by arriving at all the objectives and all the concepts are made clear to the participants.



AETCOM - Attitude Ethics and Communication

This topic was discussed by **Dr. Bharranitharan**

The topic mainly focused on emphasis of teaching ethics and communication right from first professional year. The AETCOM modules for each professional year and the hours allotted for the modules were briefly discussed. The need for implementing -various teaching learning methods, self directed learning, communication skills and reflection by students were discussed. The list of core and non core competencies to be assessed for AETCOM - as advised by MCI/NMC were discussed.



DAY 1



Day 2

Second day program started with rapporteurs report by participant **DR.Mohammed Ibrahim**

Student Doctor Method of Clinical Training Program

This topic was discussed by **Dr.G.Dhanasekar**.

He discussed the Goals, Structure of the SDCTM, how the Students are assigned in Hospital throughout the Phases, their responsibilities & Documentation with examples had been dealt. The competences & Skills to be attained in each Phase in the Learning Environment is analyzed & explained.

Finally the Caveats for the Supervising Physician & the Program evaluation were analyzed.



Alignment and Integration

This session was handled by **Dr.R.Niruba**

Integration and alignment has been greatly emphasized in GMER document. Hardens ladder of different level of integration was introduced to participants. Making timetable with alignment and integration was made clear with a example.

Hands on training with a competency was given to each group and they were made to identify the departments that can be integrated and aligned for that competency.



Skills Training

This session was handled by **Prof.V.Thirugnana Sambandan.,**

Introduction for skills, competencies, skill labs were familiarized to the participants. Various types of skills were discussed with example.

Activity session was done for intellectual skills - formulating a session plan. Feasibility and criticality matrix was discussed with example.

Psychomotor skills were discussed with pitons four step approach and an activity was carried out for the same by the participants. OMP and SNAPPS methods for psychomotor skills was discussed .The importance of Communications skills was discussed in detail with examples of

various situations and team skills has been given appropriate importance .

The paramount importance of establishing Skills lab with specifications was explained in detail. Various assessment methods for the particular skills were elaborated to the participants.

All the participants were actively interacting during the long session and involved in the group activities regarding the particular skill and appreciated that the session was very informative.



Assessment in CBME

Principles as relevant to CBME were dealt by **Dr. Vijaya Kumari.N.** The key changes that have been made in competency based assessment were explained. The Importance of Formative assessment and Feedback for better learning and to achieve the objectives of new curriculum was stressed. The various Assessment opportunities and tools for formative assessments were discussed. The new guidelines regarding conduct, time frame, marks distribution, framing questions for Internal Assessment and University exams were discussed. The exam schedule was displayed and introduced to them. The eligibility marks and attendance as per assessment module introduced by NMC was explained.

Aligning Assessment to Competency Objectives & TLM

This session was dealt by Dr. Vijaya Kumari. N.

Group activities

Aligning objectives, teaching learning methods to assessment was done. It was done for the competency which was used for framing objectives the previous day. The participants were asked to present and discussion was done with other participants

Participants were asked to list out various opportunities and tools to conduct formative assessment in their department and present it and discussed

The challenges that may be expected while conducting formative assessment and how to overcome it were asked to discuss and present.

In view of Covid-19 individual participants were asked to do the activities and present it. The participants actively participated in all the activities and made the session interesting. Throughout the session various precautions to prevent Covid-19 was taken care of.



Curricular Governance

This Session was handled by **Dr.G.Dhanasekar**.

He explained we should have Curricular Governance in the Newer Components of CBME, Objectives, and Structure & Organogram of the Curricular Governance in an Institution.

Discussed in detail on various CG Committees, who are the stakeholders & their individual responsibilities of each committee. Finally monitoring and oversight of the Curricular Committee in a Medical College over CBMEC implementation was discussed.

Day 2 CISP 2 rapporteurs report was read by DR.Mohammed Harris.
Post - test questionnaire (Enclosed) and retro pre assessment form (Enclosed) was completed by the participants
Feedback was collected from participants in a separate format (Enclosed)

DAY 2



Resource Persons

Medical Education Unit, AMCH, SALEM.



Pre/ Post Test Questionnaire

1. The roles of the Indian Medical Graduate are
 - A. Clinician
 - B. Leader
 - C. Communicator
 - D. All of the above**
2. A CRRI performing a lumbar puncture for CSF analysis fall in the _____proficiency levels
 - A. Knows
 - B. Knows how
 - C. Shows
 - D. Shows how**
3. As per CBME didactic teaching should be _____total time allotted for the discipline
 - A. More than 1/3rd
 - B. Less than 1/3 rd**
 - C. More than 2/3rd
 - D. Less than 2/3rd
4. The time frame for elective posting in the MBBS curriculum is
 - A. Two months at the end of third MBBS part I examination**
 - B. Two months at the end of final MBBS examination
 - C. Three months after CRRI posting
 - D. Three months at the end of II MBBS
5. Learner must secure at least _____% marks in internal assessment
 - A. 50% marks in combined theory and practical**
 - B. 50% marks each in theory and practical
 - C. 40% marks in combined theory and practical
 - D. 40% marks in each theory and practical
6. Assessment of the “shows how” on millers pyramid includes all except
 - A. OSCE
 - B. THE long case**
 - C. Mini CEX
 - D. DOPS
7. The overall in charge of curricular delivery is
 - A. Dean**
 - B. HOD
 - C. Faculty
 - D. Curricular committee
8. The role of MEU includes all **EXCEPT**
 - A. Provides faculty education and support
 - B. Helps develop teaching and assessment methods and train faculties
 - C. Involved in program evaluation**
 - D. Liases with RC/NC of MCI

9. The duration of foundation course is
- One month at the beginning of I MBBS**
 - One month at the end of I MBBS
 - Two months at the beginning of I MBBS
 - Two months at the end of I MBBS
10. The foundation course should have
- 75% attendance and certified by Dean of the college**
 - 75% attendance and certified by MEU Council
 - 50% attendance and certified by Dean if the college
 - 50% attendance and certified by MEU Council

NMC Regional Centre for Faculty Development Program
 Department of Medical Education
 JIPMER, Puducherry.
Curriculum Implementation Support Program (CISP)

Name of the medical college where CISP will be held : ANNAPOORANA MEDICAL COLLEGE & HOSPITALS, SALEM.

Dates for the CISP : 19TH TO 20TH NOV 2020

Name of the observer from Regional Centre : Dr.SIVARAMAN, Associate Professor of ENT, JIPMER, Puducherry.

FEED BACK FORM

Date: 19.11.2020

Please tick the appropriate options

S.No.	SESSION	EXCELLENT	GOOD	FAIR	NOT SATISFACTORY
	Inauguration, ice breaking				
	Competency based medical education (CBME)				
	IMG: Goals, roles & Competencies				
	Deriving objectives from competencies				
01)	Linking competency objectives to Teaching Learning Methods (TLM)				

	Graduate Medical Education Regulations (GMER) 2019				
	Electives				
02)	Foundation Course				
03)	Early clinical exposure				
04)	AETCOM module				

a) Factors facilitating the programme.

b) Factors hindering the programme.

c) Any other suggestion.

Signature.

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FEED BACK FORM

Date: 20.11.2020

Please tick the appropriate options

S.No	SESSION	EXCELLENT	GOOD	FAIR	NOT SATISFACTORY
	Student Doctor Clinical Teaching				
	Alignment & integration				
	Skills training				
	Assessment in CBME				
	Aligning assessment to competency objectives &TLM				
	Curricular governance				
	Feedback and Open House				
	Valedictory/ Post test				

d) Factors facilitating the programme.

e) Factors hindering the programme.

f) Any other suggestion.

Signature.

Retro-Pre-Assessment for participants

(to be filled by participants, analysis to be provided to observer/convener)

Please rate on a 5 point scale as follows: 5: Highly knowledgeable 1: No knowledge

a. How knowledgeable you were/are about these topics:

	Before the workshop	After the workshop
Competency based medical education (CBME)		
IMG: Goals, roles & Competencies		
Deriving objectives from competencies		
Linking competency objectives to Teaching Learning Methods (TLM)		
Proposed changes in Graduate Medical Education Regulations (GMER) 2019		
Electives		
Foundation course		
AETCOM		
Early clinical exposure		
Student doctor clinical teaching		
Integrated teaching		
Aligning & integrating competencies		
Skills Training		
Assessment in CBME		
Aligning assessment to competency objectives & TLM		
Curricular governance		
Training and Faculty Development		

Please rate on a 5 point scale as follows: 5: Highly knowledgeable 1: No knowledge

b. How important these topics were/are to you:

	Before the workshop	After the workshop
Competency based medical education (CBME)		
IMG: Goals, roles & Competencies		
Deriving objectives from competencies		

Linking competency objectives to Teaching Learning Methods (TLM		
Proposed changes in Graduate Medical Education Regulations (GMER) 2019		
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Assessment in CBME		
Aligning assessment to competency objectives &TLM		
Curricular governance		
Training and Faculty Development		

Please rate on a 5 point scale as follows: 5: Extremely important 1: Not at all important