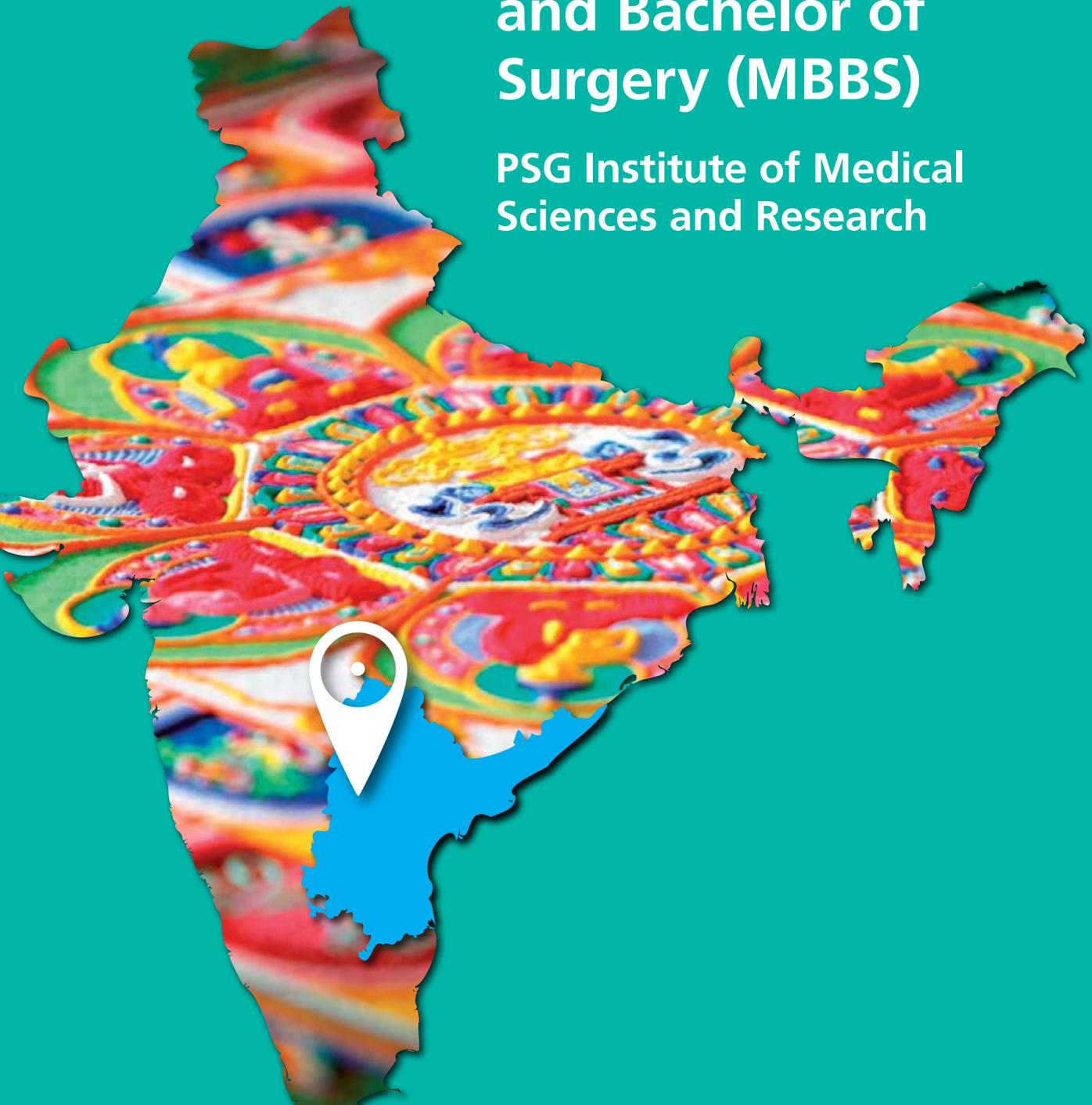


Tuning

India

**Degree Programme
Bachelor of Medicine
and Bachelor of
Surgery (MBBS)**

**PSG Institute of Medical
Sciences and Research**



**Degree Programme Bachelor of Medicine and Bachelor of Surgery (MBBS).
PSG Institute of Medical Sciences and Research**

The degree programme deals with the length, level and definition of the programme in terms of competences and learning outcomes; it also analyses the methodologies for developing the appropriate strategy of teaching, learning and assessing those competences as well as setting up the internal systems for assuring programme quality.

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Contents

1. Name and level of the programme	5
Name of the Programme	5
Purpose of the programme	5
Level and Duration	5
Eligibility	5
Progression	5
2. The social need for the programme	6
3. Future fields, sectors of employment/occupation of graduates	7
Medical officers	7
Further studies	7
Administration	7
4. Description of the degree profile in terms of generic and subject-specific competences	8
5. Link of competences (degree profile) to the agreed meta-profile	13
Medicine metaprofile	13
6. Structure of the programme: units/courses/modules with their learning outcomes and learning, teaching and assessment strategies	15
7. Length of the programme and student workload	25

8. Overall consistency of the programme	24
9. Internal Quality Control/Enhancement	29
10. Other Relevant Aspects	30
11. Example of Students' Learning Guide	31
I. Introduction to the Subject	31
II. Student Work Plan	33
III. Assessment System	34

Name and level of the programme

Name of the Programme

Bachelor of Medicine and Bachelor of Surgery (MBBS). The existing degree programme is being revised by the addition of a module on Medical Humanities.

Purpose of the programme

Graduate medical curriculum is oriented towards training students to undertake the responsibilities of a physician of first contact who is capable of looking after the preventive, promotive, curative & rehabilitative aspect of medicine.

Level and Duration

It is Bachelor level programme, its total duration is 66 months

Eligibility

Students who have completed 17 years of age, passed higher secondary examination with physics, chemistry, biology and English and qualified National Eligibility-cum-Entrance Test are eligible to apply for the course. Selection process is through a transparent single window system.

Progression

The programme equips the graduate to function as a first contact physician. The graduates can become specialists by pursuing masters/ post graduate diploma courses in various medical and surgical specialities. Post doctoral programs DM (Doctorate in Medicine)/ Mch (Magister Chirurgiae) can be done after completing the masters degree.

The social need for the programme

The purpose of the degree programme is to produce a competent physician. Consultation with the stakeholder revealed that the existing programme is dominated by biomedical sciences, to ensure acquisition of adequate theoretical knowledge and skills. Stakeholders had observed that imbining ethics is mandatory in the Medical field but the current curriculum does not assess the learning and practise of ethical principles. Another point that emerged was; Current curriculum does not address dealing with stress and maintaining emotional stability. Stakeholders also opined that the existing program does not formally assess compassionate communication. These essential humanitarian aspects of medical practice are left without attention. The revision in the degree programme is aimed to address this gap.

Studies have shown that systematic observation of paintings can enhance medical students' and doctors' observational skills. Literature, art, narratives of illness etc increases imagination and empathy. Understanding the various cultural and social contexts is important for the future doctors. This can be achieved by exposing the students to social sciences. Medical Ethics training will help the students to deal with various ethical dilemmas encountered in the medical practice. Through all this humanities fosters critical thinking and analytical skills. Medical humanities can also help students develop imagination, creativity, self-awareness and empathy and thus counteract burnout.

In India, the present curriculum does not have a structured program in Medical Humanities. Hence based on the literature we are planning to introduce it in two phases. Phase I when they enter first year and Phase II when they are in their Second year of study.

Future fields, sectors of employment/occupation of graduates

Medical officers

Graduates can function as primary care physicians in the public sector, private sector or even be self employed.

They are eligible to serve as Medical Officers in the defense forces.

The graduates could appear for various licentiate exams for practising or joining higher studies in Foreign countries.

Further studies

The graduates could pursue higher studies in the country in medical and surgical specialities by qualifying various national level, regional level and institution level entrance examinations.

Administration

They are also eligible to appear for the civil service examinations, clearing which they could function as district collector. Graduates could pursue a career in Hospital administration.

4

Description of the degree profile in terms of generic and subject-specific competences

Role	Definition of the competence – how is it understood in your programme?	Generic/ Subject specific	Programme-Level Learning Outcomes (minimum 1 - maximum 3 per competence)
Competent Medical Practitioner	Ability to apply knowledge in practical situations	Generic	<ul style="list-style-type: none"> • Demonstrate ability to apply knowledge and skill to real world situations
	Ability to make reasoned decisions	Generic	<ul style="list-style-type: none"> • Demonstrate ability to analyse and apply knowledge from multiple sources and other experiences in decision-making
	Differentiate between normal and abnormal structure and function of the human body	Subject specific	<ul style="list-style-type: none"> • Differentiate between normal and abnormal human structure, function and development from a molecular, cellular, biologic, clinical, behavioural and social perspective.
	Elicit, evaluate and interpret a patient's history and medical records Perform a relevant physical examination	Subject specific	<ul style="list-style-type: none"> • Demonstrate ability to elicit and record from the patient, and other relevant sources including relatives and caregivers, a history that is complete, relevant and contextual. • Demonstrate ability to perform a physical examination that is complete, relevant and contextual.
	Critically appraise history, examination and diagnostic test findings for differential diagnosis	Subject specific	<ul style="list-style-type: none"> • Demonstrate effective clinical problem solving, judgment and ability to interpret and integrate available data in order to address patient problems, generate differential diagnoses and develop individualized management plans that include preventive, promotive and therapeutic goals
	Perform basic clinical procedures independently	Subject specific	<ul style="list-style-type: none"> • Demonstrate ability to perform basic clinical procedures independently
	Practice Evidence-Based Medicine	Subject specific	<ul style="list-style-type: none"> • Demonstrate ability to search (including through electronic means), and critically evaluate the medical literature and apply the newly gained knowledge in the care of the patient.
	Identify and refer patients for specialized and/or advanced care	Subject specific	<ul style="list-style-type: none"> • Demonstrate ability to provide a continuum of care at the primary and/or secondary level and appropriately refer patients who may require specialized or advanced tertiary care

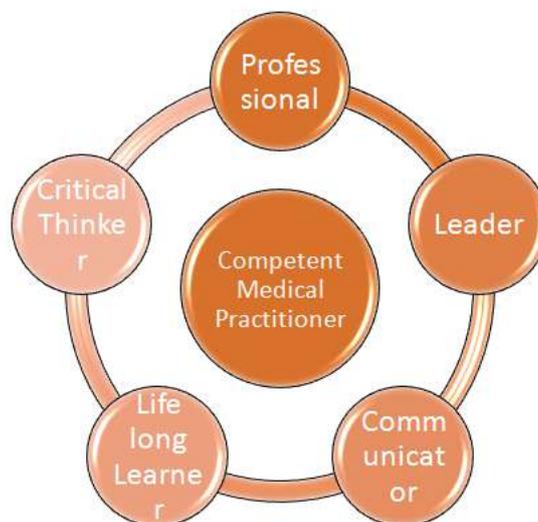
8

Role	Definition of the competence – how is it understood in your programme?	Generic/ Subject specific	Programme-Level Learning Outcomes (minimum 1 - maximum 3 per competence)
Professional	Adhere to ethical principles	Generic	<ul style="list-style-type: none"> Apply prescribed ethical codes of conduct and practice. Demonstrate ability to recognize and manage ethical conflicts.
	Be socially responsible and humane	Generic	<ul style="list-style-type: none"> Demonstrate ability to establish professional relationships with patients and families that are positive, understanding, humane, ethical, empathetic, and trustworthy.
	Practice professionalism	Generic	<ul style="list-style-type: none"> Practice selflessness, integrity, responsibility, accountability and respect. Demonstrate ability to recognize and manage professional conflicts.
	Apply ethical and humanitarian principles that influence health care	Subject specific	<ul style="list-style-type: none"> Demonstrate knowledge of societal, ethical and humanitarian principles that influence health care.
	Apply medico-legal principles in health care practice	Subject specific	<ul style="list-style-type: none"> Demonstrate knowledge of medico-legal principles that influence health care and maintain accurate, clear and appropriate record of the patient in conformation with legal and administrative frameworks.
	Integrate health care policies and guidelines into the routine clinical practice	Subject specific	<ul style="list-style-type: none"> Demonstrate knowledge of national and regional health care policies including the National Health Mission that incorporates National Rural Health Mission (NRHM) and National Urban Health Mission (NUHM), frameworks, economics and systems that influence health promotion, health care delivery, disease prevention, effectiveness, responsiveness, quality and patient safety. Access and utilize components of the health care system and health delivery in compliance with the national health care priorities and policies, as well as be able to collect, analyze and utilize health data.
	Choose and interpret appropriate diagnostic tests based on scientific validity, cost effectiveness	Subject specific	<ul style="list-style-type: none"> Access and utilize components of the health care system and health delivery in a manner that is appropriate, cost effective and fair.
	Prescribe and safely administer appropriate therapies	Subject specific	<ul style="list-style-type: none"> Demonstrate ability to prescribe and safely administer appropriate therapies
	Ensure and maintain patient safety	Subject specific	<ul style="list-style-type: none"> Participate effectively in measures that will advance quality of healthcare and patient safety within the healthcare system and educate other members of the team.
	Respect patient autonomy	Subject specific	<ul style="list-style-type: none"> Respect and maintain professional boundaries between patients, colleagues and society.

Role	Definition of the competence – how is it understood in your programme?	Generic/ Subject specific	Programme-Level Learning Outcomes (minimum 1 - maximum 3 per competence)
Leader	Ability to manage crisis effectively	Generic	<ul style="list-style-type: none"> • Demonstrate ability to manage disease, epidemic, communication, intensive care and palliative care in pandemic.
	Ability to work as a team	Generic	<ul style="list-style-type: none"> • Work effectively and appropriately with colleagues in an inter-professional health care team and function effectively, responsibly and appropriately as a health care team leader in primary and secondary health care settings.
	Ability to manage stress and maintain emotional stability	Generic	<ul style="list-style-type: none"> • Demonstrate knowledge of significance and methods of stress management
	Ability to plan and manage time efficiently	Generic	<ul style="list-style-type: none"> • Demonstrate knowledge of significance and appropriate ways of time management.
	Communicate compassionately with patients and care givers	Subject specific	<ul style="list-style-type: none"> • Recognize and advocate health promotion, disease prevention and health care quality improvement through prevention and early recognition in a) lifestyle diseases and b) cancers, in collaboration with other members of the health care team.
	Recognize the role of traditional systems of medicine in health care	Subject specific	<ul style="list-style-type: none"> • Demonstrate awareness of the alternate systems of Medicine.
Communicator	Ability to communicate effectively	Generic	<ul style="list-style-type: none"> • Demonstrate ability to communicate adequately, sensitively, effectively and respectfully with colleagues in a manner that will improve interpersonal relationships.
	Communicate compassionately with patients and care givers	Subject specific	<ul style="list-style-type: none"> • Demonstrate ability to communicate with patients in a manner respectful of patient's preferences, values, prior experience, beliefs, confidentiality, privacy and shared decision-making. • Demonstrate ability to communicate adequately, sensitively, effectively and respectfully with patients in a language that the patient understands and in a manner that will improve patient satisfaction and health care outcomes.
Life Long Learner	Be a life-long learner	Generic	<ul style="list-style-type: none"> • Be able to identify and select an appropriate career pathway that is professionally rewarding and personally fulfilling.
	Be motivated for self-learning	Generic	<ul style="list-style-type: none"> • Demonstrate ability to perform an objective self-assessment of knowledge and skills, continue learning, refine existing skills and acquire new skills and apply to the care of the patients.
	Contribute towards the growth of the medical profession	Subject specific	<ul style="list-style-type: none"> • Demonstrate a commitment to the growth of the medical profession as a whole.
Critical Thinker	Ability to do research	Generic	<ul style="list-style-type: none"> • Demonstrate familiarity with basic, clinical and translational research as it applies to the care of the patient.
	Acquire problem solving capacity	Generic	<ul style="list-style-type: none"> • Demonstrate problem solving capacity
	Be a reflective practitioner	Generic	<ul style="list-style-type: none"> • Demonstrate ability to introspect and utilize experiences, to enhance personal and professional growth and learning
	Demonstrate higher order thinking skill	Generic	<ul style="list-style-type: none"> • Demonstrate higher order thinking skill

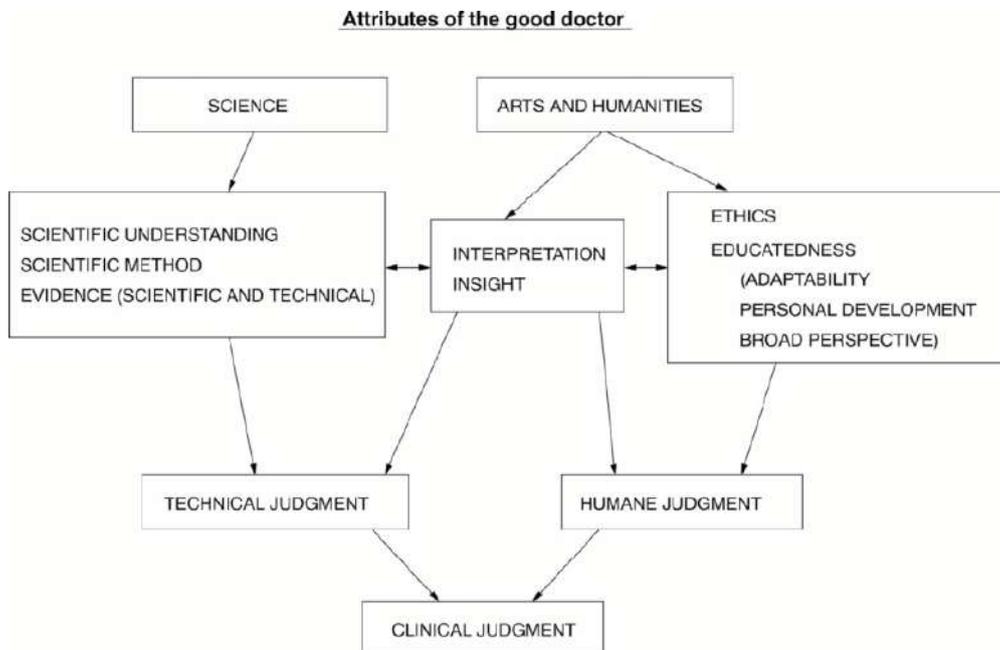
Link of competences (degree profile) to the agreed meta-profile

Medicine metaprofile



- The Gaps were identified by comparing the current degree profile with the agreed metaprofile by survey with the academicians and stakeholders. The academicians were required to identify the coincidences and differences between the metaprofiles and the existing degree programme. The gaps identified were in the areas of critical thinking, Lifelong learning and Professionalism. These areas are not formally taught and assessed in the current curriculum and emphasis is more on imparting and testing technical knowledge. The current module we think will fill the gap in the areas of Professionalism and Critical thinking.
- Teaching of medicine is dominated by imparting scientific knowledge and problem solving, But practice of Medicine does not involve just scientific knowledge. Medicine is an art as much as it is science. The essential humanitarian instincts of medical students needs to be nurtured, else it will result in danger of losing humanity in the practice of medicine. Studying humanities can help the medical students in observation, attention, historical

perspective, narrative, ethics, judgment, creativity in addition to developing critical thinking and empathy. All this will help in the practice of holistic medicine. Introduction of the Medical humanities course will mainly address the gaps in the professional domain. Competences such as; apply ethical and humanitarian principles, be socially responsible and humane, and Practice professionalism will be addressed by this module.



Structure of the programme: units/courses/modules with their learning outcomes and learning, teaching and assessment strategies

Consultation with stakeholders led to the identification of gaps in the critical thinker and professional domain. The stakeholders observed that the competences such as adhere to ethical principles, demonstrate problem solving and higher order thinking skills were not formally taught and assessed. Introducing a Medical Humanities course could bridge this gap. We plan to address generic competences and 2 specific competences in this course all belonging to the critical thinker and Professional domains. These would be done over a period of 2 years in phase I and II in 2 modules. Teaching learning activities will include Lecture, Group discussion/debates, Experience sharing, Field visit and Reflective writing, Role play, theatre, story telling and Movie critiquing.

STRUCTURE OF THE PROGRAMME

Course/paper (name and code)	Course/paper learning outcomes	Learning and teaching activities related to each course/paper learning outcome	Assessment activities (formative and summative) related to each course/paper learning outcome
Human anatomy	AN1: Demonstrate understanding of the gross and microscopic structure and development of human body, AN2. Demonstrate comprehension of the normal regulation and integration of the functions of the organs and systems on basis of the structure and genetic pattern. AN3. Demonstrate understanding of the clinical correlation of the organs and structures involved and interpret the anatomical basis of the disease presentations.	Didactic lecture, dissection practical classes and small group teaching	Written exam Practical exam Viva voce
Physiology	PY1. Demonstrate understanding of the normal functioning of the organs and organ systems of the body, PY2. Demonstrate comprehension of the normal structure and organization of the organs and systems on basis of the functions. PY3. Demonstrate understanding of age-related physiological changes in the organ functions that reflect normal growth and development, PY4. Demonstrate understanding the physiological basis of diseases.	Didactic lecture, practical classes and small group teaching	Written exam Practical exam Viva voce
Biochemistry	BI1. Demonstrate understanding of biochemical and molecular processes involved in health and disease BI2. Demonstrate knowledge of importance of nutrition in health and disease, BI3. Demonstrate understanding of biochemical basis and rationale of clinical laboratory tests, and demonstrate ability to interpret these in the clinical context.	Didactic lecture, practical classes and small group teaching	Written exam Practical exam Viva voce
Pathology	PA1. Comprehension of the causes, evolution and mechanisms of diseases, PA2. Knowledge of alterations in gross and cellular morphology of organs in disease states, PA3. Ability to correlate the natural history, structural and functional changes with the clinical manifestations of diseases, their diagnosis and therapy,	Didactic lecture, practical classes and small group teaching	Written exam Practical exam Viva voce
Microbiology	MI1. Demonstrate understanding of role of microbial agents in health and disease MI2. Demonstrate understanding of the immunological mechanisms in health and disease MI3. Demonstrate ability to correlate the natural history, mechanisms and clinical manifestations of infectious diseases as they relate to the properties of microbial agents, MI4. Demonstrate knowledge of the principles and application of infection control measures MI5. Demonstrate understanding of the basis of choice of laboratory diagnostic tests and their interpretation, antimicrobial therapy, control and prevention of infectious diseases.	Didactic lecture, practical classes and small group teaching	Written exam Practical exam Viva voce
Pharmacology	PH1: Demonstrate knowledge about essential and commonly used drugs and an understanding of the pharmacologic basis of therapeutics, PH2. Demonstrate ability to select and prescribe medicines based on clinical condition and the pharmacologic properties, efficacy, safety, suitability and cost of medicines for common clinical conditions of national importance. PH 3. Demonstrate knowledge of pharmacovigilance, essential medicine concept and sources of drug information and industry-doctor relationship, PH 4. Demonstrate ability to counsel patients regarding appropriate use of prescribed drug and drug delivery systems.	Didactic lecture, practical classes and small group teaching	Written exam Practical exam Viva voce

STRUCTURE OF THE PROGRAMME

Course/paper (name and code)	Course/paper learning outcomes	Learning and teaching activities related to each course/paper learning outcome	Assessment activities (formative and summative) related to each course/paper learning outcome
Forensic Medicine	<p>FM1. Demonstrate understanding of medico-legal responsibilities of physicians in primary and secondary care settings.</p> <p>FM2. Demonstrate understanding of the rational approach to the investigation of crime, based on scientific and legal principles.</p> <p>FM3. Demonstrate ability to manage medical and legal issues in cases of poisoning / overdose,</p> <p>FM4. Demonstrate understanding the medico-legal framework of medical practice and medical negligence,</p> <p>FM5. Demonstrate understanding of codes of conduct and medical ethics.</p>	Didactic lecture, practical classes and small group teaching	Written exam Practical exam Viva voce
Otorhinolaryngology	<p>EN1. Demonstrate knowledge of the common Otorhinolaryngological (ENT) emergencies and problems,</p> <p>EN2. Demonstrate ability to recognize, diagnose and manage common ENT emergencies and problems in primary care setting,</p> <p>EN3. Demonstrate ability to perform simple ENT procedures as applicable in a primary care setting,</p> <p>EN4. Demonstrate ability to recognize hearing impairment and refer to the appropriate hearing impairment rehabilitation programme.</p>	Didactic lecture, clinical classes and small group teaching	Written exam Clinical exam Viva voce
Ophthalmology	<p>OP1. Demonstrate knowledge of common eye problems in the community</p> <p>OP2. Recognize, diagnose and manage common eye problems and identify indications for referral,</p> <p>OP3. Demonstrate ability to recognize visual impairment and blindness in the community and implement National programmes as applicable in the primary care setting.</p>	Didactic lecture, clinical classes and small group teaching	Written exam Clinical exam Viva voce
Community Medicine	<p>CM1. Demonstrate understanding of physical, social, psychological, economic and environmental determinants of health and disease,</p> <p>CM2. Demonstrate ability to recognize and manage common health problems including physical, emotional and social aspects at individual family and community level in the context of National Health Programmes,</p> <p>CM3. Demonstrate ability to Implement and monitor National Health Programmes in the primary care setting,</p> <p>CM4. Demonstrate knowledge of maternal and child wellness as they apply to national health care priorities and programmes,</p> <p>CM5. Demonstrate ability to recognize, investigate, report, plan and manage community health problems including malnutrition and emergencies.</p>	Didactic lecture, practical classes, community visits, clinical classes and small group teaching	Written exam Practical exam Viva voce
Gen Medicine	<p>IM1. Demonstrate understanding of the patho-physiologic basis, epidemiological profile, signs and symptoms of disease and their investigation and management,</p> <p>IM2. Competently interview and examine an adult patient and make a clinical diagnosis,</p> <p>IM3. Appropriately order and interpret laboratory tests,</p> <p>IM4. Initiate appropriate cost-effective treatment based on an understanding of the rational drug prescriptions, medical interventions required and preventive measures,</p> <p>IM 5. Follow up of patients with medical problems and refer whenever required,</p> <p>IM 6. Communicate effectively, educate and counsel the patient and family,</p> <p>IM7. Manage common medical emergencies and refer when required,</p> <p>IM8. Independently perform common medical procedures safely and understand patient safety issues.</p>	Didactic lecture, clinical classes and small group teaching	Written exam Clinical exam Viva voce

STRUCTURE OF THE PROGRAMME

Course/paper (name and code)	Course/paper learning outcomes	Learning and teaching activities related to each course/paper learning outcome	Assessment activities (formative and summative) related to each course/paper learning outcome
Gen. Surgery	<p>SU1. Demonstrate understanding of the structural and functional basis, principles of diagnosis and management of common surgical problems in adults and children,</p> <p>SU2. Demonstrate ability to choose, calculate and administer appropriately intravenous fluids, electrolytes, blood and blood products based on the clinical condition,</p> <p>SU3. Demonstrate ability to apply the principles of asepsis, sterilization, disinfection, rational use of prophylaxis, therapeutic utilities of antibiotics and universal precautions in surgical practice,</p> <p>SU4. Demonstrate knowledge of common malignancies in India and their prevention, early detection and therapy,</p> <p>SU5. Demonstrate ability to perform common diagnostic and surgical procedures at the primary care level,</p> <p>SU6. Demonstrate ability to recognize, resuscitate, stabilize and provide Basic & Advanced Life Support to patients following trauma,</p> <p>SU7. Demonstrate ability to administer informed consent and counsel patient prior to surgical procedures,</p> <p>SU8. Demonstrate commitment to advancement of quality and patient safety in surgical practice.</p>	Didactic lecture, clinical classes and small group teaching	Written exam Clinical exam Viva voce
Paediatrics	<p>PE1. Demonstrate ability to assess and promote optimal growth, development and nutrition of children and adolescents and identify deviations from normal,</p> <p>PE2. Demonstrate ability to recognize and provide emergency and routine ambulatory and First Level Referral Unit care for neonates, infants, children and adolescents and refer as may be appropriate,</p> <p>PE3. Demonstrate ability to perform procedures as indicated for children of all ages in the primary care setting,</p> <p>PE4. Demonstrate ability to recognize children with special needs and refer appropriately,</p> <p>PE5. Demonstrate ability to promote health and prevent diseases in children,</p> <p>PE6. Demonstrate ability to participate in National Programmes related to child health and in conformation with the Integrated Management of Neonatal and Childhood Illnesses (IMNCI) Strategy,</p> <p>PE7. Demonstrate ability to communicate appropriately and effectively.</p>	Didactic lecture, clinical classes and small group teaching	Written exam Clinical exam Viva voce
Obstetrics and Gynaecology	<p>OG1. Demonstrate ability to Provide peri-conceptional counseling and antenatal care,</p> <p>OG2. Identify high-risk pregnancies and refer appropriately,</p> <p>OG3. Conduct normal deliveries, using safe delivery practices in the primary and secondary care settings,</p> <p>OG4. Prescribe drugs safely and appropriately in pregnancy and lactation,</p> <p>OG5. Diagnose complications of labor, institute primary care and refer in a timely manner,</p> <p>OG6. Perform early neonatal resuscitation,</p> <p>OG7. Provide postnatal care, including education in breast-feeding,</p> <p>OG8. Counsel and support couples in the correct choice of contraception,</p>	Didactic lecture, clinical classes and small group teaching	Written exam Clinical exam Viva voce

STRUCTURE OF THE PROGRAMME

Course/paper (name and code)	Course/paper learning outcomes	Learning and teaching activities related to each course/paper learning outcome	Assessment activities (formative and summative) related to each course/paper learning outcome
Orthopedics	<p>OR1. Demonstrate ability to recognize and assess bone injuries, dislocation and poly-trauma and provide first contact care prior to appropriate referral,</p> <p>OR2. Demonstrate knowledge of the medico-legal aspects of trauma,</p> <p>OR3. Demonstrate ability to recognize and manage common infections of bone and joints in the primary care setting,</p> <p>OR4. Recognize common congenital, metabolic, neoplastic, degenerative and inflammatory bone diseases and refer appropriately,</p> <p>OR5. Demonstrate ability to perform simple orthopaedic techniques as applicable to a primary care setting,</p> <p>OR6. Demonstrate ability to recommend rehabilitative services for common orthopaedic problems across all ages.</p>	Didactic lecture, clinical classes and small group teaching	Written exam Clinical exam Viva voce
T.B. and Chest	<p>CT1. Demonstrate knowledge of common chest diseases, their clinical manifestations, diagnosis and management,</p> <p>CT2. Demonstrate ability to recognize, diagnose and manage pulmonary tuberculosis as contemplated in National Tuberculosis Control programme,</p> <p>CT3. Demonstrate ability to manage common respiratory emergencies in primary care setting and refer appropriately.</p>	Didactic lecture, clinical classes and small group teaching	Written exam Clinical exam Viva voce
Psychiatry	<p>PS1. Demonstrate ability to promote mental health and mental hygiene,</p> <p>PS2. Demonstrate knowledge of etiology (bio-psycho-social-environmental interactions), clinical features, diagnosis and management of common psychiatric disorders across all ages,</p> <p>PS3. Demonstrate ability to recognize and manage common psychological and psychiatric disorders in a primary care setting, institute preliminary treatment in disorders difficult to manage, and refer appropriately,</p> <p>PS4. Demonstrate ability to recognize alcohol/ substance abuse disorders and refer them to appropriate centers,</p> <p>PS5. Demonstrate ability to assess risk for suicide and refer appropriately,</p> <p>PS6. Demonstrate ability to recognize temperamental difficulties and personality disorders,</p> <p>PS7. Assess mental disability and rehabilitate appropriately,</p> <p>PS8. Demonstrate understanding of National and State programmes that address mental health and welfare of patients and community.</p>	Didactic lecture, clinical classes and small group teaching	Written exam Clinical exam Viva voce
Skin and STD	<p>DR1. Demonstrate understanding of the principles of diagnosis of diseases of the skin, hair, nail and mucosa,</p> <p>DR2. Demonstrate ability to recognize, diagnose, order appropriate investigations and treat common diseases of the skin including leprosy in the primary care setting and refer as appropriate,</p> <p>DR3. Demonstrate a syndromic approach to the recognition, diagnosis, prevention, counseling, testing and management of common sexually transmitted diseases including HIV based on national health priorities,</p> <p>DR4. Demonstrate ability to recognize and treat emergencies including drug reactions and refer as appropriate.</p>	Didactic lecture, clinical classes and small group teaching	Written exam Clinical exam Viva voce

STRUCTURE OF THE PROGRAMME

Course/paper (name and code)	Course/paper learning outcomes	Learning and teaching activities related to each course/paper learning outcome	Assessment activities (formative and summative) related to each course/paper learning outcome
Anaesthesia	<p>AS1. Describe and discuss the pre-operative evaluation, assessing fitness for surgery and the modifications in medications in relation to anaesthesia / surgery,</p> <p>AS2. Describe and discuss the roles of Anaesthesiologist as a peri-operative physician including pre-medication, endotracheal intubation, general anaesthesia and recovery (including variations in recovery from anaesthesia and anaesthetic complications),</p> <p>AS3. Describe and discuss the management of acute and chronic pain, including labour analgesia,</p> <p>AS4. Demonstrate awareness about the maintenance of airway in children and adults in various situations,</p> <p>AS5. Demonstrate the awareness about the indications, selection of cases and execution of cardiopulmonary resuscitation in emergencies and in the intensive care and high dependency units,</p> <p>AS6. Choose cases for local / regional anaesthesia and demonstrate the ability to administer the same,</p> <p>AS7. Discuss the implications and obtain informed consent for various procedures and to maintain the documents.</p>	Didactic lecture, clinical classes and small group teaching	Written exam Clinical exam Viva voce
Radiodiagnosis & Radiotherapy	<p>RA1. Demonstrate understanding of indications for various radiological investigations in common clinical practice,</p> <p>RA2. Demonstrate awareness of the ill effects of radiation and various radiation protective measures to be employed,</p> <p>RA3. Demonstrate ability to identify abnormalities in common radiological investigations.</p> <p>RT1. Demonstrate understanding of clinical presentations of various cancers,</p> <p>RT2. Demonstrate understanding of appropriate treatment modalities for various types of malignancies,</p> <p>RT3. Demonstrate understanding of principles of radiotherapy and techniques.</p>	Didactic lecture, clinical classes and small group teaching	Written exam Clinical exam Viva voce
Foundation course	<p>FC1 Demonstrate familiarity with the program, profession, institution, health care system, ethics and professional conduct</p> <p>FC2 Demonstrate ability to provide first aid and Basic life support</p> <p>FC3 Demonstrate familiarity with organisational skills, IT skill, language and communication skills needed in the program</p>	Lectures, small group discussions, workshops, field visits.	Reflective writing, log book, OSPE
AETCOM	<p>AE1. Demonstrate the ability to apply principles of bioethics and law as they apply to medical practice and Research</p> <p>AE2 Demonstrate the ability to understand and apply the principles of system based care as they relate to the care of the patient,</p> <p>AE3 Demonstrate the ability to understand and apply empathy and other human values to the care of the patient,</p> <p>AE4 Demonstrate the ability to communicate effectively with patients, families, colleagues and other health care professionals,</p> <p>AE5 Demonstrate the ability to understand the strengths and limitations of alternative systems of medicine,</p> <p>AE6 Demonstrate the ability to respond to events and issues in a professional, considerate and humane fashion,</p> <p>AE7 Demonstrate the ability to translate learning from the humanities in order to further his / her professional and personal growth.</p>	small group discussions, patient care scenarios, workshop, seminars, role plays, lectures	Written exam Clinical exam Viva voce

STRUCTURE OF THE PROGRAMME

Course/paper (name and code)	Course/paper learning outcomes	Learning and teaching activities related to each course/paper learning outcome	Assessment activities (formative and summative) related to each course/paper learning outcome
Early Clinical exposure	<p>ECE1 Demonstrate the ability to understand the relevance of basic sciences in diagnosis, patient care and treatment,</p> <p>ECE2 Demonstrate the ability to relate to experience of patients as a motivation to learn,</p> <p>ECE3 Demonstrate ability to recognize attitude, ethics and professionalism as integral to the doctor-patient relationship,</p> <p>ECE4 Demonstrate ability to understand the socio-cultural context of disease through the study of humanities.</p>	Clinical charts, case discussions, hospital visits	Written exam Clinical exam Viva voce
Medical humanities	<p>MH1. Demonstrate problem solving skills as regards to resolution of human values dilemmas presented to them</p> <p>MH2. Demonstrate empathy. Demonstrate empathy using one fine art skill (Art, photography, poetry or essay)</p> <p>MH3. Demonstrate ability to reach a well reasoned conclusion based on gathering information from interaction, literature, experiences and abstract ideas.</p> <p>MH4. Demonstrate ability to analyse a given situation, questions assumptions, develop and communicate an argument effectively</p> <p>MH5. Demonstrate academic integrity</p> <p>MH6. Adhere to the professional code of conduct</p> <p>MH7. Discuss the concept of disease Vs wellness, Social determinants of health, religious/cultural beliefs in health and healthcare.</p> <p>MH8. Discuss methods of comforting and counseling terminally ill patients (dying well)</p> <p>MH9. Able to apply the ethical and humanitarian principles to critically analyse and manage a situation</p> <p>MH10. Maintain confidentiality and privacy of patients Respect patient autonomy</p> <p>MH11. Demonstrate understanding of ethical issues in public health, animal experimentation, clinical research, genetic testing, Assisted Reproductive Technology euthanasia</p>	Lectures, field visits, group discussions, movie critiquing, reflective writing	Assignments, reflective writing, written exam

Length of the programme and student workload

Table 1: Time distribution of MBBS Programme & Examination Schedule

Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
							Foundation Course	I MBBS			
I MBBS								Exam I MBBS	II MBBS		
II MBBS								Exam II MBBS	III MBBS		
III MBBS Part I								Exam III MBBS Part I	Electives & Skills		
III MBBS Part II											
Exam III MBBS Part II	Internship										
Internship											

Image source: GMER Guidelines.

Phase	Subjects taught	Duration	Examination
First Professional MBBS	Foundation Course (1 month) Human Anatomy, Physiology & Biochemistry, introduction to Community Medicine, Medical Humanities Early Clinical Exposure Attitude, Ethics, and Communication Module	14 months	University Phase I examination Human Anatomy, Physiology & Biochemistry,
Second Professional MBBS	Pathology, Microbiology, Pharmacology, Forensic Medicine and Toxicology, <ul style="list-style-type: none"> • Introduction to clinical subjects including Community Medicine Medical Humanities <ul style="list-style-type: none"> • Clinical postings • Attitude, Ethics & Communication Module (AETCOM) 	12 months	University Phase II examination Pathology, Microbiology, Pharmacology,
Third Professional MBBS Part I	General Medicine, General Surgery, Obstetrics & Gynecology, Pediatrics, Orthopedics, Dermatology, Psychiatry, Otorhinolaryngology, Ophthalmology, Community Medicine, Forensic Medicine and Toxicology, Respiratory medicine, Radio-diagnosis & Radiotherapy, Anesthesiology <ul style="list-style-type: none"> • Clinical subjects /postings • Attitude, Ethics & Communication Module (AETCOM) 	13 months	University Phase III Part 1 examination Otorhinolaryngology, Ophthalmology, Community Medicine, Forensic Medicine
Electives	Electives, Skills and assessment	2 months	
Third Professional MBBS Part II	General Medicine, Pediatrics, General Surgery, Orthopedics, Obstetrics and Gynecology including Family welfare and allied specialties <ul style="list-style-type: none"> • Clinical postings/subjects • Attitude, Ethics & Communication Module (AETCOM) 	13 months	University Phase III Part 2 examination General Medicine (Including Psychiatry), Pediatrics, General Surgery (Including Anesthesiology), Orthopedics, Obstetrics and Gynecology

LENGTH OF THE PROGRAMME AND STUDENT WORKLOAD

Year	Semester	Course Code	Course	Students' Workload, hours			Total Students' Workload (F+G+H), hours	ECTS Credits (I / 30)
				Contact hours (Guided Learning, face to face activities, lectures, labs, tutorials, etc)	Independent work (self-learning, non face-to-face activities, revision, homework, etc)	Others: Continuous Assessment (Test, Quiz, Final Exam)		
Foundation Course								
1	1 month	FC	Foundation Course	160	60	15	235	8
Phase 1								
1	13 months	AN	Anatomy	635	550	25	1210	40
1		PY	Physiology	495	400	25	920	31
1		BI	Biochemistry	250	200	25	475	16
1		CM	Community Medicine	47	50	5	102	3
1		AETCOM	Attitude Ethics and Communication	30	20	4	54	2
Phase 2								
2	12 months	PA	Pathology	230	350	25	605	20
2		PH	Pharmacology	230	350	25	605	20
2		MI	Microbiology	190	300	25	515	17
2		CM	Community Medicine	105	80	5	190	6
2		FM	Forensic Medicine	40	50	5	95	3
2		AETCOM	Attitude Ethics and Communication	25	18	4	47	2
2		IM	General Medicine	80	45	5	130	4
2		SU	General Surgery	80	45	5	130	4
2		OG	O&G	80	45	5	130	4
2		PE	Pediatrics	27	10	3	40	1
2		OR	Orthopedics	27	10	3	40	1
2		EN	ENT	57	20	3	80	3
2		OP	Ophthalmology	57	20	3	80	3
2		RM	Respiratory Medicine	27	10	3	40	1
2		PS	Psychiatry	27	10	3	40	1
2		RD	Radiology	27	10	3	40	1
2	DR	Dermatology	27	10	3	40	1	

LENGTH OF THE PROGRAMME AND STUDENT WORKLOAD

Year	Semester	Course Code	Course	Students' Workload, hours			Total Students' Workload (F+G+H), hours	ECTS Credits (I / 30)
				Contact hours (Guided Learning, face to face activities, lectures, labs, tutorials, etc)	Independent work (self-learning, non face-to-face activities, revision, homework, etc)	Others: Continuous Assessment (Test, Quiz, Final Exam)		
Phase 3 Part 1								
3	13 months	IM	General Medicine	127	90	5	222	7
3		SU	General Surgery	127	90	5	222	7
3		OG	O&G	127	90	5	222	7
3		PE	Paediatrics	107	70	5	182	6
3		OR	Orthopedics	102	60	5	167	6
3		FM	Forensic Medicine	60	60	10	130	4
3		CM	Community Medicine	190	150	18	358	12
3		DR	Dermatology	53	30	4	87	3
3		PS	Psychiatry	63	40	4	107	4
3		RM	Respiratory Medicine	18	15	2	35	1
3		EN	ENT	120	90	6	216	7
3		OP	Ophthalmology	145	100	6	251	8
3		RD	Radiology	18	12	2	32	1
3		AS	Anesthesiology	33	20	5	58	2
3		AETCOM	Attitude Ethics and Communication	19	12	3	34	1
3	CA	Casualty	33	15	3	51	2	
3	DE	Dentistry	15	7	3	25	1	
Electives								
4	2 months	EL	Electives	180	100	20	300	10
Phase 3 Part 2								
4	13 months	IM	General Medicine	387	280	25	692	23
4		SU	General Surgery	387	280	25	692	23
4		OG	O&G	387	280	25	692	23
4		PE	Pediatrics	110	105	6	221	7
4		OR	Orthopedics	75	50	6	131	4
4		DR	Dermatology	33	15	3	51	2
4		AETCOM	Attitude Ethics and Communication	25	20	3	48	2

8

Overall consistency of the programme

Contribution of Course outcomes to programme level outcomes

Each course contributes to the program level outcomes. Mapping of the course outcome with the program level outcomes showed that the majority of the courses addressed the outcomes pertaining to the competence “clinician”. The other competences including professional, communicator, leader and life long learner were addressed only in few course like AETCOM (Attitude, Ethics and Communication) and ECE (Early Clinical; exposure). These were the deficiencies identified for revising the program. Introduction of the Medical Humanities module addressed many program level outcomes in professional and communicator bridging the gap to some extent.

Unit level outcomes mapped to Programme Level Outcomes	CLINICIAN										PROFESSIONAL										LEADER				COMMUNICATOR		LIFE LONG LEARNER		CRITICAL THINKER										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24	PO25	PO26	PO27	PO28	PO29	PO30	PO31	PO32	PO33	PO34	PO35				
EM4. Demonstrate ability to recognize hearing impairment and refer to the appropriate hearing rehabilitation programme.																																							
OP1. Demonstrate knowledge of common eye problems in the community.																																							
OP2. Recognize, diagnose and manage common eye problems and identify indications for referral.																																							
OP3. Demonstrate ability to recognize visual impairment and blindness in the community and implement National programmes as applicable in the primary care setting.																																							
CM1. Demonstrate understanding of physical, social, psychological, economic and environmental determinants of health and disease.																																							
CM2. Demonstrate ability to recognize and manage common health problems including physical, emotional and social aspects at individual family and community level in the context of National Health Programmes.																																							
CM3. Demonstrate ability to implement and monitor National Health Programmes in the primary care setting.																																							
CM4. Demonstrate knowledge of maternal and child welfare as they apply to national health care priorities and programmes.																																							
CM5. Demonstrate ability to recognize, investigate, report, plan and manage community health problems including malnutrition and emergencies.																																							
IM1. Demonstrate understanding of the patho-physiologic basis, epidemiological profile, signs and symptoms of disease and their investigation and management.																																							
IM2. Competently interview and examine an adult patient and make a clinical diagnosis.																																							
IM3. Appropriately order and interpret laboratory tests.																																							
IM4. Initiate appropriate cost-effective treatment based on an understanding of the rational drug prescriptions, medical interventions required and preventive measures.																																							
IM5. Follow up of patients with medical problems and refer whenever required.																																							
IM6. Communicate effectively, educate and counsel the patient and family.																																							
IM7. Manage common medical emergencies and refer when required.																																							
IM8. Independently perform common medical procedures safely and understand patient safety issues.																																							
SU1. Demonstrate understanding of the structural and functional basis, principles of diagnosis and management of common surgical problems in adults and children.																																							
SU2. Demonstrate ability to choose, calculate and administer appropriately intravenous fluids, electrolytes, blood and blood products based on the clinical condition.																																							
SU3. Demonstrate ability to apply the principles of asepsis, sterilization, disinfection, rational use of prophylaxis, therapeutic utilities of antibiotics and universal precautions in surgical practice.																																							
SU4. Demonstrate knowledge of common malignancies in India and their prevention, early detection and therapy.																																							
SU5. Demonstrate ability to perform common diagnostic and surgical procedures at the primary care level.																																							
SU6. Demonstrate ability to recognize, resuscitate, stabilize and provide Basic & Advanced Life Support to patients following trauma.																																							
SU7. Demonstrate ability to administer informed consent and counsel patient prior to surgical procedures.																																							
SU8. Demonstrate commitment to advancement of quality and patient safety in surgical practice.																																							
PE1. Demonstrate ability to assess and promote optimal growth, development and nutrition of children and adolescents, and identify deviations from normal.																																							
PE2. Demonstrate ability to recognize and provide emergency and routine ambulatory and First level Referral Unit care for neonates, infants, children and adolescents and refer as may be appropriate.																																							
PE3. Demonstrate ability to perform procedures as indicated for children of all ages in the primary care setting.																																							
PE4. Demonstrate ability to recognize children with special needs and refer appropriately.																																							
PE5. Demonstrate ability to promote health and prevent diseases in children.																																							

Unit level outcomes mapped to Programme Level Outcomes	CLINICIAN										PROFESSIONAL										LEADER			COMMUNICATOR		LIFE LONG LEARNER		CRITICAL THINKER																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24	PO25	PO26	PO27	PO28	PO29	PO30	PO31	PO32	PO33	PO34	PO35	PO36	PO37	PO38	PO39	PO40	PO41	PO42	PO43	PO44	PO45	PO46	PO47	PO48	PO49	PO50	PO51	PO52	PO53	PO54	PO55	PO56	PO57	PO58	PO59	PO60	PO61	PO62	PO63	PO64	PO65	PO66	PO67	PO68	PO69	PO70	PO71	PO72	PO73	PO74	PO75	PO76	PO77	PO78	PO79	PO80	PO81	PO82	PO83	PO84	PO85	PO86	PO87	PO88	PO89	PO90	PO91	PO92	PO93	PO94	PO95	PO96	PO97	PO98	PO99	PO100	PO101	PO102	PO103	PO104	PO105	PO106	PO107	PO108	PO109	PO110	PO111	PO112	PO113	PO114	PO115	PO116	PO117	PO118	PO119	PO120	PO121	PO122	PO123	PO124	PO125	PO126	PO127	PO128	PO129	PO130	PO131	PO132	PO133	PO134	PO135	PO136	PO137	PO138	PO139	PO140	PO141	PO142	PO143	PO144	PO145	PO146	PO147	PO148	PO149	PO150	PO151	PO152	PO153	PO154	PO155	PO156	PO157	PO158	PO159	PO160	PO161	PO162	PO163	PO164	PO165	PO166	PO167	PO168	PO169	PO170	PO171	PO172	PO173	PO174	PO175	PO176	PO177	PO178	PO179	PO180	PO181	PO182	PO183	PO184	PO185	PO186	PO187	PO188	PO189	PO190	PO191	PO192	PO193	PO194	PO195	PO196	PO197	PO198	PO199	PO200	PO201	PO202	PO203	PO204	PO205	PO206	PO207	PO208	PO209	PO210	PO211	PO212	PO213	PO214	PO215	PO216	PO217	PO218	PO219	PO220	PO221	PO222	PO223	PO224	PO225	PO226	PO227	PO228	PO229	PO230	PO231	PO232	PO233	PO234	PO235	PO236	PO237	PO238	PO239	PO240	PO241	PO242	PO243	PO244	PO245	PO246	PO247	PO248	PO249	PO250	PO251	PO252	PO253	PO254	PO255	PO256	PO257	PO258	PO259	PO260	PO261	PO262	PO263	PO264	PO265	PO266	PO267	PO268	PO269	PO270	PO271	PO272	PO273	PO274	PO275	PO276	PO277	PO278	PO279	PO280	PO281	PO282	PO283	PO284	PO285	PO286	PO287	PO288	PO289	PO290	PO291	PO292	PO293	PO294	PO295	PO296	PO297	PO298	PO299	PO300	PO301	PO302	PO303	PO304	PO305	PO306	PO307	PO308	PO309	PO310	PO311	PO312	PO313	PO314	PO315	PO316	PO317	PO318	PO319	PO320	PO321	PO322	PO323	PO324	PO325	PO326	PO327	PO328	PO329	PO330	PO331	PO332	PO333	PO334	PO335	PO336	PO337	PO338	PO339	PO340	PO341	PO342	PO343	PO344	PO345	PO346	PO347	PO348	PO349	PO350	PO351	PO352	PO353	PO354	PO355	PO356	PO357	PO358	PO359	PO360	PO361	PO362	PO363	PO364	PO365	PO366	PO367	PO368	PO369	PO370	PO371	PO372	PO373	PO374	PO375	PO376	PO377	PO378	PO379	PO380	PO381	PO382	PO383	PO384	PO385	PO386	PO387	PO388	PO389	PO390	PO391	PO392	PO393	PO394	PO395	PO396	PO397	PO398	PO399	PO400	PO401	PO402	PO403	PO404	PO405	PO406	PO407	PO408	PO409	PO410	PO411	PO412	PO413	PO414	PO415	PO416	PO417	PO418	PO419	PO420	PO421	PO422	PO423	PO424	PO425	PO426	PO427	PO428	PO429	PO430	PO431	PO432	PO433	PO434	PO435	PO436	PO437	PO438	PO439	PO440	PO441	PO442	PO443	PO444	PO445	PO446	PO447	PO448	PO449	PO450	PO451	PO452	PO453	PO454	PO455	PO456	PO457	PO458	PO459	PO460	PO461	PO462	PO463	PO464	PO465	PO466	PO467	PO468	PO469	PO470	PO471	PO472	PO473	PO474	PO475	PO476	PO477	PO478	PO479	PO480	PO481	PO482	PO483	PO484	PO485	PO486	PO487	PO488	PO489	PO490	PO491	PO492	PO493	PO494	PO495	PO496	PO497	PO498	PO499	PO500	PO501	PO502	PO503	PO504	PO505	PO506	PO507	PO508	PO509	PO510	PO511	PO512	PO513	PO514	PO515	PO516	PO517	PO518	PO519	PO520	PO521	PO522	PO523	PO524	PO525	PO526	PO527	PO528	PO529	PO530	PO531	PO532	PO533	PO534	PO535	PO536	PO537	PO538	PO539	PO540	PO541	PO542	PO543	PO544	PO545	PO546	PO547	PO548	PO549	PO550	PO551	PO552	PO553	PO554	PO555	PO556	PO557	PO558	PO559	PO560	PO561	PO562	PO563	PO564	PO565	PO566	PO567	PO568	PO569	PO570	PO571	PO572	PO573	PO574	PO575	PO576	PO577	PO578	PO579	PO580	PO581	PO582	PO583	PO584	PO585	PO586	PO587	PO588	PO589	PO590	PO591	PO592	PO593	PO594	PO595	PO596	PO597	PO598	PO599	PO600	PO601	PO602	PO603	PO604	PO605	PO606	PO607	PO608	PO609	PO610	PO611	PO612	PO613	PO614	PO615	PO616	PO617	PO618	PO619	PO620	PO621	PO622	PO623	PO624	PO625	PO626	PO627	PO628	PO629	PO630	PO631	PO632	PO633	PO634	PO635	PO636	PO637	PO638	PO639	PO640	PO641	PO642	PO643	PO644	PO645	PO646	PO647	PO648	PO649	PO650	PO651	PO652	PO653	PO654	PO655	PO656	PO657	PO658	PO659	PO660	PO661	PO662	PO663	PO664	PO665	PO666	PO667	PO668	PO669	PO670	PO671	PO672	PO673	PO674	PO675	PO676	PO677	PO678	PO679	PO680	PO681	PO682	PO683	PO684	PO685	PO686	PO687	PO688	PO689	PO690	PO691	PO692	PO693	PO694	PO695	PO696	PO697	PO698	PO699	PO700	PO701	PO702	PO703	PO704	PO705	PO706	PO707	PO708	PO709	PO710	PO711	PO712	PO713	PO714	PO715	PO716	PO717	PO718	PO719	PO720	PO721	PO722	PO723	PO724	PO725	PO726	PO727	PO728	PO729	PO730	PO731	PO732	PO733	PO734	PO735	PO736	PO737	PO738	PO739	PO740	PO741	PO742	PO743	PO744	PO745	PO746	PO747	PO748	PO749	PO750	PO751	PO752	PO753	PO754	PO755	PO756	PO757	PO758	PO759	PO760	PO761	PO762	PO763	PO764	PO765	PO766	PO767	PO768	PO769	PO770	PO771	PO772	PO773	PO774	PO775	PO776	PO777	PO778	PO779	PO780	PO781	PO782	PO783	PO784	PO785	PO786	PO787	PO788	PO789	PO790	PO791	PO792	PO793	PO794	PO795	PO796	PO797	PO798	PO799	PO800	PO801	PO802	PO803	PO804	PO805	PO806	PO807	PO808	PO809	PO810	PO811	PO812	PO813	PO814	PO815	PO816	PO817	PO818	PO819	PO820	PO821	PO822	PO823	PO824	PO825	PO826	PO827	PO828	PO829	PO830	PO831	PO832	PO833	PO834	PO835	PO836	PO837	PO838	PO839	PO840	PO841	PO842	PO843	PO844	PO845	PO846	PO847	PO848	PO849	PO850	PO851	PO852	PO853	PO854	PO855	PO856	PO857	PO858	PO859	PO860	PO861	PO862	PO863	PO864	PO865	PO866	PO867	PO868	PO869	PO870	PO871	PO872	PO873	PO874	PO875	PO876	PO877	PO878	PO879	PO880	PO881	PO882	PO883	PO884	PO885	PO886	PO887	PO888	PO889	PO890	PO891	PO892	PO893	PO894	PO895	PO896	PO897	PO898	PO899	PO900	PO901	PO902	PO903	PO904	PO905	PO906	PO907	PO908	PO909	PO910	PO911	PO912	PO913	PO914	PO915	PO916	PO917	PO918	PO919	PO920	PO921	PO922	PO923	PO924	PO925	PO926	PO927	PO928	PO929	PO930	PO931	PO932	PO933	PO934	PO935	PO936	PO937	PO938	PO939	PO940	PO941	PO942	PO943	PO944	PO945	PO946	PO947	PO948	PO949	PO950	PO951	PO952	PO953	PO954	PO955	PO956	PO957	PO958	PO959	PO960	PO961	PO962	PO963	PO964	PO965	PO966	PO967	PO968	PO969	PO970	PO971	PO972	PO973	PO974	PO975	PO976	PO977	PO978	PO979	PO980	PO981	PO982	PO983	PO984	PO985	PO986	PO987	PO988	PO989	PO990	PO991	PO992	PO993	PO994	PO995	PO996	PO997	PO998	PO999	PO1000	PO1001	PO1002	PO1003	PO1004	PO1005	PO1006	PO1007	PO1008	PO1009	PO1010	PO1011	PO1012	PO1013	PO1014	PO1015	PO1016	PO1017	PO1018	PO1019	PO1020	PO1021	PO1022	PO1023	PO1024	PO1025	PO1026	PO1027	PO1028	PO1029	PO1030	PO1031	PO1032	PO1033	PO1034	PO1035	PO1036	PO1037	PO1038	PO1039	PO1040	PO1041	PO1042	PO1043	PO1044	PO1045	PO1046	PO1047	PO1048	PO1049	PO1050	PO1051	PO1052	PO1053	PO1054	PO1055	PO1056	PO1057	PO1058	PO1059	PO1060	PO1061	PO1062	PO1063	PO1064	PO1065	PO1066	PO1067	PO1068	PO1069	PO1070	PO1071	PO1072	PO1073	PO1074	PO1075	PO1076	PO1077	PO1078	PO1079	PO1080	PO1081	PO1082	PO1083	PO1084	PO1085	PO1086	PO1087	PO1088	PO1089	PO1090	PO1091	PO1092	PO1093	PO1094	PO1095	PO1096	PO1097	PO1098	PO1099	PO1100	PO1101	PO1102	PO1103	PO1104	PO1105	PO1106	PO1107	PO1108	PO1109	PO1110	PO1111	PO1112	PO1113	PO1114	PO1115	PO1116	PO1117	PO1118	PO1119	PO1120	PO1121	PO1122	PO1123	PO1124	PO1125	PO1126	PO1127	PO1128	PO1129	PO1130	PO1131	PO1132	PO1133	PO1134	PO1135	PO1136	PO1137	PO1138	PO1139	PO1140	PO1141	PO1142	PO1143	PO1144	PO1145	PO1146	PO1147	PO1148	PO1149	PO1150	PO1151	PO1152	PO1153	PO1154	PO1155	PO1156	PO1157	PO1158	PO1159	PO1160	PO1161	PO1162	PO1163	PO1164	PO1165	PO1166	PO1167	PO1168	PO1169	PO1170	PO1171	PO1172	PO1173	PO1174	PO1175	PO1176	PO1177	PO1178	PO1179	PO1180	PO1181	PO1182	PO1183	PO1184	PO1185	PO1186	PO1187	PO1188	PO1189	PO1190	PO1191	PO1192	PO1193	PO1194	PO1195	PO1196	PO1197	PO1198	PO1199	PO1200	PO1201	PO1202	PO1203	PO1204	PO1205	PO1206	PO1207	PO1208	PO1209	PO1210	PO1211	PO1212	PO1213	PO1214	PO1215	PO1216	PO1217	PO1218	PO1219	PO1220	PO1221	PO1222	PO1223	PO1224	PO1225	PO1226	PO1227	PO1228	PO1229	PO1230	PO1231	PO1232	PO1233	PO1234	PO1235	PO1236	PO1237	PO1238	PO1239	PO1240	PO1241	PO1242	PO1243	PO1244	PO1245	PO1246	PO1247	PO1248	PO1249	PO1250	PO1251	PO1252	PO1253	PO1254	PO1255	PO1256	PO1257	PO1258	PO1259	PO1260	PO1261	PO1262	PO1263	PO1264	PO1265	PO1266	PO1267	PO1268	PO1269	PO1270	PO1271	PO1272	PO1273	PO1274	PO1275	PO1276	PO1277	PO1278	PO1279	PO1280	PO1281	PO1282	PO1283	PO1284	PO1285	PO1286	PO1287	PO1288	PO1289	PO1290	PO1291	PO1292	PO1293	PO1294	PO1295	PO1296	PO1297	PO1298	PO1299	PO1300	PO1301	PO1302	PO1303	PO1304	PO1305	PO1306	PO1307	PO1308	PO1309	PO1310	PO1311	PO1312	PO1313	PO1314	PO1315	PO1316	PO1317	PO1318	PO1319	PO1320	PO1321	PO1322

Internal Quality Control/Enhancement

Students feedback will be obtained through survey from the students at 2 phases

- a) short term impact of the course will be assessed from feedback taken from the students who have completed the course (taken by the course co-ordinator)
- b) long term impact of the course will be assessed by feedback taken from the students after graduating (taken by the academic co-ordinator)

Feedback will also be taken from the facilitators by the course co-ordinator. Academic coordinator and the course coordinator (myself) will analyse the feedback. Improvements will be decided upon by the course co-ordinator and the Core team of facilitators. The team will implement the improvements systematically; feedback from students and facilitators will be collected to monitor the progress. Impact will also be monitored by doing a program evaluation during the internship of the students. All these Quality control procedures will be reported to and monitored by the Institutional Quality Assurance Cell.

10

Other Relevant Aspects

Does not require any accreditation presently as it is incorporated in the already existing MBBS curriculum.

30

Example of Students' Learning Guide

Bachelor of Medicine and Bachelor of Surgery

Students' Learning Guide

I. Introduction to the Subject

Medical humanities (MH) can be defined as the application of the techniques of the traditional humanities fields to medical practice.

1.1. *Lecturer's contact details*

Dr. Sudha Ramalingam

1.2. *Contribution to the degree profile*

- The doctor-patient relationship remains the cornerstone of healthcare. It is the medium in which data are gathered, diagnoses and plans are made, compliance is accomplished, healing and support are provided. Studying humanities, can train the medical students in narrative, attention, observation, historical perspective, ethics, judgment, and creativity in addition to developing empathy. All this will help in the practice of holistic medicine by increased appreciation for other's perspectives, broaden your perspective fostering tolerance and empathy, establish better therapeutic relationship with patients and increase confidence when dealing with uncertainty. This may also help the future health care provider by increasing self awareness and preventing burnouts.

1.3. *Competences to be developed*

Specific Competences

- Apply ethical and humanitarian principles that influence health care
- Apply ethical principles under special circumstances

Generic Competences

- Be socially responsible and humane
- Practice professionalism

II. Student Work Plan

2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1 Be socially responsible and humane	History of Medicine Human values and practice of medicine Health vs illness Social; determinants of health Death and Dying – concepts Gender sensitivity Culture sensitivity Disability competency	Lecture Group discussion/debates Videos Experience sharing Field visit and Reflective writing -1	12 hrs	4 hr	Phase I week 1
Specific competence 1 Apply ethical and humanitarian principles that influence health care	Introduction to medical humanities Empathy in health care-primer and need Fine arts in health and healing Compassionate care Expressing altruism	Lectures Movie critiquing Videos Fine arts assignment -2b	8 Hrs	16 hrs	Phase 1 Week 1
Specific competence 1 ctd.. Apply ethical and humanitarian principles that influence health care	Basic principles of medical ethics: respect to others Confidentiality Conflict of Interest vulnerability informed consent Religious beliefs, human values and customs in the context of healthcare	Lectures Case scenario Discussions-blogs- 2a Role play Experience sharing by medical practitioners, theatre, story telling	8 hrs	16 hrs	Phase II Week 1-4
Generic competence 2 Practice professionalism	Introduction to clinical ethics Doctor-patient relationship Doctor Pharmaceutical relationship	Lectures Role play Group discussions Case scenarios Experience sharing Assignment- 3	8hrs	16 hrs	Phase 2 Week 5-8
Specific competence 2 Apply ethical principles under special circumstance	Euthanasia Ethical issues in genetic testing Understanding vulnerability in the context of Social determinants of health Public health ethics – Concepts Ethical issues in Assisted Reproductive Technology Ethical issues with animal experimentation Ethical issues in Clinical research	Movie critique on genetic testing Lecture	4 hrs	4 hrs	Week 9-10
Total			40 hrs (i.e. no more than 1/3)	56 (i.e. up to 2/3)	

2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	20	20	40
Practical activities and assessment	20	36	56
Total	40	56	96

III. Assessment System

3.1. Table of assessment

Competence	Assessment technique	Grade
<p>Generic competence 1 Be socially responsible and humane</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • LO1. Demonstrate problem solving skills as regards to resolution of human values dilemmas presented to them • LO2. Demonstrate empathy. Demonstrate empathy using one fine art skill (Art, photography, poetry or essay) 	<p>Participation in group discussion</p> <p>Assignment</p>	
<p>Generic competence 2 Practice professionalism</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • LO1. Demonstrate academic integrity • LO2. Adhere to the professional code of conduct LO3. 	<p>Assignment</p> <p>Written test- Essays, Short notes, MCQs</p>	
<p>Specific competence 1 Apply ethical and humanitarian principles that influence health care</p> <p>Learning Outcomes</p> <p>LO1. Discuss the concept of disease Vs wellness, Social determinants of health, religious/cultural beliefs in health and healthcare.</p> <p>LO2. Discuss methods of comforting and counseling terminally ill patients (dying well)</p> <p>LO3. Able to apply the ethical and humanitarian principles to critically analyse and manage a situation</p> <p>LO4. Maintain confidentiality and privacy of patients</p> <p>LO5. Respect patient autonomy</p>	<p>Reflective writing</p> <p>Written test- Essays, Short notes, MCQs</p>	
<p>Specific competence 2 Apply ethical principles under special circumstances</p> <p>Learning Outcomes</p> <p>LO1. Demonstrate understanding of ethical issues in public health, animal experimentation, clinical research, genetic testing, Assisted Reproductive Technology euthanasia</p>	<p>Written test- Essays, Short notes, MCQs</p>	

3.2. Observations of assessment

Attendance to 75% of classes is mandatory. Submission of three works (assignment/reflective writing) is required with acquiring a minimum 40% of marks aggregate to qualify.

3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	20	0	20
Generic competence 2	10	20	30
Specific competence 1	20	20	40
Specific competence 2	0	10	10
Total	50%	50%	100%

