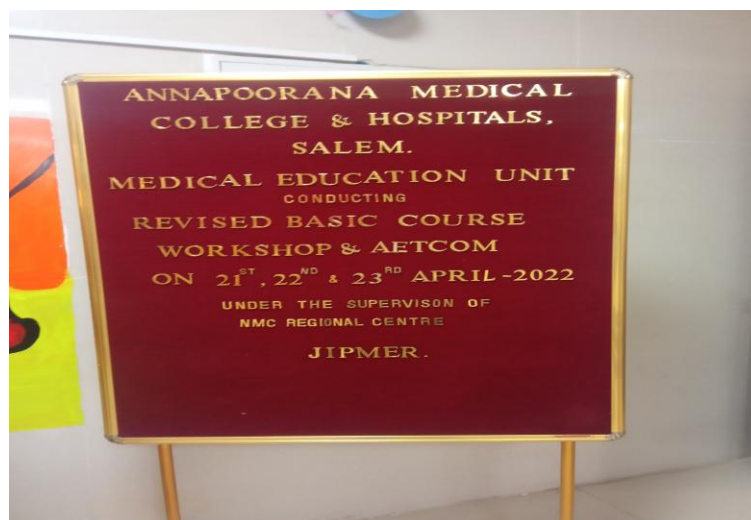


# **Report of Revised Basic Course Workshop in Annapoorana Medical College & Hospitals, Salem**

**21.4.2022 to 23.4.2022**

Under NMC Observer through JIPMER -Regional center for  
National Teachers Training Centre  
NMC Observer– Dr.Deepthi Shastri, Deputy Dean & Professor  
Department of Anatomy











## Program of Revised Basic Course Workshop for fulltime teaching faculty of colleges under NMC (21.4.2022, 22.4.2022 & 23.4.2022)

### Day 1 (21.4.2022)

Day Time	Session	Objectives	Duration	Faculty
9:00	Introduction: ice breaking and Group Dynamics	Understand and apply concepts of group dynamics and team based functioning in teaching and learning	60 minutes	Dr. N. Vijayakumari Dr. R. Niruba
10:00	System's Approach, Principles of adult learning, Learning process	a. Use principles of adult learning in the teaching learning process b. Use the system's approach for instructional design	75 minutes	Dr. S. Ramya Dr. R. Sudha
11:15	Tea break			
11:30	Goals, roles and Competencies: CBME*	a. define goals, roles and competencies and explain the relationship between each other b. elaborate the principles of competency based learning	45 minutes	Dr. R. Niruba
12:15	The IMG – Goals, roles and Competencies	a. be sensitised to the goals, roles and global competencies as developed by the Medical Council of India	15 minutes	Dr. R. Niruba
12:30	Learning domains and progression of learning	a. classify and define learning domains b. demonstrate a basic understanding of hierarchy of knowledge progression	30 minutes	Dr. R. Sujatha
13:00	Lunch		45 min.	
13:45	Objectives - Writing objectives - Developing objectives from competencies, linking learning and assessment with competencies*	a. differentiate competencies from objectives b. develop objectives from different competencies c. explain the relationship between objectives, learning and assessment	60 minutes	Dr. K. Vijay Babu
14:45	Workshop on writing objectives*	a. develop objectives from competencies and specify the domain and the skill level	60 minutes	Dr. K. Vijay Babu
15:45	Tea Break			
16:00	Introduction to assessment	a. elaborate the principles and types of assessment b. explain the utility of assessment	45 minutes	Dr. B. Usha

<b>16:45</b>	Close			
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\*- use AETCOM Module and Revised UG Curriculum for this session

## Day 2 (22.4.2022)

<b>9:00</b>	Choosing a teaching method for objectives and competencies – Workshop	choose the appropriate teaching method for various objectives and competencies	90 minutes	Dr. N. Vijayakumari
<b>10:30</b>	Tea Break			
<b>10:45</b>	Interactive and Innovative teaching methods including Large Group (Demo), Small Group (with demo) and appropriate use of media	a. use the principles of interactive learning in a large group b. use the principles of interactive learning in a small group c. choose appropriate media for a given learning session	105 minutes	Dr. B. Usha
<b>12:30</b>	Writing a lesson plan	develop a lesson plan appropriate to the objectives and teaching learning method	45 minutes	Dr. S. Ramya
<b>13:15</b>	Lunch		45 minutes	
<b>14:00</b>	Assessment planning* and quality assurance, Writing the correct essay question, short answer question and MCQ	a. write an appropriate essay question b. write an appropriate short answer question c. write an appropriate MCQ	120 minutes	Dr. G. Dhanasekar
<b>16:00</b>	Tea break		15 Minutes	
<b>16:15</b>	Internal assessment and Formative assessment	develop a plan for internal assessment and formative assessment	40 minutes	Dr. N. Vijayakumari

\* use AETCOM module and Revised UG Curriculum for this session

### Day 3 (23.4.2022)

<b>9:00</b>	Discussion on AETCOM Module: Reflection and Narrative	a. demonstrate the ability to use the AETCOM module for Basic Course in MET to be held b. demonstrate the ability to write reflection & narrative on AETCOM Module c. demonstrate readiness to launch AETCOM module in own college	60 minutes	Dr. A.S. Bharranitharan
<b>10:00</b>	Matching assessment to competency, objectives and learning Workshop - Choosing the right assessment	choose the right assessment method for a given objective/ competency and learning method	60 minutes	Dr. R. Mohammed Ibrahim
<b>11:00</b>	Tea Break		15 minutes	
<b>11:15</b>	Effective clinical and practical skill teaching	a. teach skills effectively b. teaching skills at the workplace c. use a skills lab effectively	60 minutes	Dr. R. Sujatha Dr. C.S. Sathis Dr. A.S. Bharranitharan
<b>12:15</b>	Assessment of clinical and practical skills	a. assess skills effectively b. assess skills at the workplace c. use a skills lab to assess competency in skills d. design a skills assessment station	60 minutes	Dr. R. Sujatha Dr. C.S. Sathis Dr. A.S. Bharranitharan
<b>13:15</b>	Lunch		30 minutes	
<b>13:45</b>	Assessment of clinical skills (cont.)		60 minutes	Dr. R. Sujatha Dr. C.S. Sathis Dr. A.S. Bharranitharan
<b>14:45</b>	Improving SDL through technology	a. promote self directed learning (SDL) in students b. use technology to improve self directed learning	30 minutes	Dr. R. Sudha
<b>15:15</b>	Tea Break			
<b>15:30</b>	Feedback	provide effective feedback to students	30 minutes	Dr. G. Dhanasekar
<b>16:00</b>	Educational networking for growth	a. understand avenues for growth in education b. create networks in education	45 minutes	Dr. R. Mohammed Ibrahim
<b>16:45</b>	Closing			

<b>S No.</b>	<b>Name of Resource Person</b>	<b>Designation &amp; Department</b>
1	Dr. R. Niruba	Professor of Physiology.
2	Dr. B. Usha	Professor & HOD of Microbiology.
3	Dr. G. Dhanasekar	Professor of Community Medicine.
4	Dr. N. Vijayakumari	Professor & HOD of Forensic Medicine.
5	Dr. R. Sujatha	Assoc. Professor of OBG.
6	Dr. A.S. Bharranitharan	Asst. Professor of General Medicine
7	Dr. K. Vijay Babu	Professor & HOD of Pharmacology.
8	Dr. R. Sudha	Professor & HOD of Anatomy
9	Dr. S. Ramya	Associate Professor of Biochemistry
10	Dr. R. Mohammed Ibrahim	Associate Professor, Department of Community Medicine
11	Dr. C.S. Sathis	Associate Professor of Anaesthesiology



**Day one session started with 27 participants taking Pre test ,Pre assessment of Knowledge and Importance in google forms.**

**Feedback forms were given in hardcopy in beginning of the program the participants were made to give immediate feedback on all sessions.**

**Mean Pre Test Score was 4.6 /10.**

**Inauguration of the program was done by Dean DR.P.Shanmugam and Vice Principal DR.B Usha.**

**Followed by an induction speech by NMC Observer DR.Deepthi Shastri.**

**First session Introduction of Participants they self introduced themselves and mentioned there non academic interest which was a Ice breaking session for them.**



**Followed by Group Dynamics by DR.N.Vijiyakumari HOD& Professor Dept Of Forensic Medicine** in this session The concept of group dynamics and team based functioning was made to understand by giving a group activity. The importance of clarifying roles and rules before any group task was demonstrated. Participants actively participated and enjoyed the session. Various stages of group development, different behaviors of group members, factors influencing and hindering the group task were explained.



Next session on **Systems approach** was handled by **Dr.S.Ramya, Associate Professor Dep Of Biochemistry-** The concept of Medical education as a system and the role of teacher as system specialist was explained. The three major components of Systems namely input, process and output was made clear with examples. The distinction between open and closed system were discussed. Systems approach for various instructional design models has been introduced and the ADDIE model was explained in detail. The Session ended by knowing how system approach can resolve complex issues and the need for the paradigm shift in thinking from problem solving strategy to pattern resolution strategy with an incident.



**Principles of Adult learning and Learning process was handled by Dr.R. Sudha  
HOD& Professor Dep Of Anatomy,**

The Principles of Adult learning was introduced to the participants. The importance of application of these principles in the teaching learning methods for adult learners was emphasized. The session provided an insight into how adults learn and stressed the participants to be more effective in their practice and more responsive to the needs of the learners they serve. The session was completed with a self-reflection of each participant about their role model teacher, their difficulties as an adult learner and the factors which motivated them to overcome it successfully. The participants were asked to name one method they will adapt to make the teaching learning process more effective using adult learning principles as an activity.



Session **CBME, Goals and competency and Roles of IMG** was handled **DR.R.Niruba**, Professor, Dept Of Physiology.

Need of competency based medical education was insisted. Difference between traditional and Competency based education was listed Terminology competency, Competencies Competent was explained. National goal and institutional goal was reinforced .Difference between Goals and Competency was told and participants were made to identify goals and competencies from the given list. Entrustable Professional Activity - EPA was told.

### **Indian Medical Graduate- IMG**

5 roles an IMG should perform like Clinician Communicator, Leader of health care system, Life-long learner and Professionalism was insisted and participants came out with their view in each role .

Cross word was given as activity at the end of the session





**Learning domains and progression of learning was handled by Dr.R.Sujatha MD, Associate Professor, Dept Of OBG.**

Participants were introduced to the three domains of learning small activity clarified it further. The different levels of thinking defined within each domain of the taxonomy are hierarchical. It was explained with examples and activity. The usage of the various verbs to formulate objectives for different levels of learning was discussed.





Session on **Objectives and workshop on writing Objectives** was handled by **DR.K.Vijayababu. HOD & Professor Dept Of Pharmacology** Specific learning Objectives -Workshop on specific learning objectives was well received by the facilities, while constructing objectives, few participants had little confusion in coining measurable active verbs, that was clarified during presentation, overall objectives of the session achieved, each and every participants presented a flaw less objective with all components of objectives and using appropriate measurable and active verbs, degree of assessments.



**Session Introduction to Assessment was handled by Dr.B.Usha HOD & Professor Dept of Microbiology** . The purpose of assessment, different types of assessment methods based on the miller's pyramid, selection of an appropriate tool that matches the purpose of assessment was dealt in detail for the participants.



**Day 2 began with Rapporteurs report of day 1 by DR. P.Balaji, Asst Professor, Department of General Surgery .**



**First session was on Choosing a teaching method for objectives and competencies –workshop DR.N.Vijayakumari,HOD & Professor, Dept Of Forensic Medicine**

The importance of separating the domains for the given competency was stressed. Recap of framing a SMART objective using ABCD technique was done. The importance of linking the objective with teaching learning methods and assessment, the factor to be considered while selecting the T-L methods and the various tools of T-L were explained. An activity was given to select appropriate T-L methods for the objectives which they have framed for the given competency. Participants actively and enthusiastically participated and presented their workouts. After the presentation each groups were made to comment and verify it.





Next session on **Interactive teaching and learning** was dealt by **Dr.B.Usha, HOD & Professor Dept Of Microbiology**. The participants were appraised of the meaning of interactive teaching, Difference between traditional and interactive teaching methods and the types of interactive teaching learning methods. Workshop on various ITM was conducted where all the participants participated in jigsaw method, and the five groups demonstrated Think-pair-share, Buzz method, Brainstorming, Exit slip and case study as group activity.









**Writing a lesson plan -This Session was handled by Dr.S.Ramya , Associate Professor, Department Of Biochemistry.** Lesson planning for a constructive Systematic Teaching-learning process and the pre-requisites of creating a good lesson plan were well informed. The models for lesson planning were explained to enhance the process of conceptualization. The concept was even made clear by the activity given to each group at the end of Session.





**Session on Assessment Planning and Quality Assurance: Writing Correct Essay Questions, Short Answer Questions & Multiple Choice Questions was handled by Dr.G.Dhanasekar,.MD, Professor, Dept Of Community Medicine.**

All the participants were introduced about quality assurance & insisted that it is a way of preventing mistakes and defects in manufactured products (IMG) and avoiding problems when delivering solutions or services to customers (society).

They were sensitized about the objectives of Long answer questions, short answer questions & multiple choice questions and different types of the same. Model Question items in each type were discussed and in the end every candidate was given with the activity of setting up two questions in their specialty in each of the assessment tool. It was presented by each team and remedial action was taken immediately by the participants themselves after learning it right.

The participants understood and used the Bloom's Taxonomy verbs and used them right in appropriate questions while writing the LAQ, SAQ & MCQs. Especially in LAQs and MCQs, many questions were set at higher-order thinking skills to test the cognitive domain. They clearly understood the concept of the formative and summative assessment and practiced the appropriate tools to assess the students to bring about the positive desired outcome.



Last session of day 2 was handled by **DR.N.Vijayakumari, HOD& Professor, Dep Of Forensic Medicine on Internal assessment & Formative assessment**

The importance of linking an assessment with objective was explained. Various opportunities for different types of assessments were listed. The advantages, importance of feedback and the various tools of formative assessment were explained. An activity was giving to develop a plan for internal assessment and formative assessment for their subject. Finally the participants were made to present and discuss with other groups.



Day 3 started with **Rapporteur** report by DR.T.Hemamalini , Asst Professor,

Department Of Physiology



First session on **AETCOM - AETCOM - Attitude Ethics and Communication** was handled by **Dr.A,S. Bharranitharan Asst Professor, Dep Of General medicine**, The need for ethics and communication from 1 st professional year was emphasized . The various modules for first year, the hours allotted and the importance of these modules was discussed briefly. Empathy towards patients and communication skills were discussed briefly. Group activity was done on various modules and discussed.





**Matching assessment to competency, objectives and learning Workshop - Choosing the right assessment was handled by DR.R.Mohammed Ibhrain, Associate Professor, Dept Of Community Medicine.** Matching Assessment Methods to given competency and objectives....This topic was started with debate on traditional and competency based assessment as a set induction and participants have actively participated in the debate and this was followed by introducing the assessment toolbox and using correct assessment methods for the specific competency and objectives from the toolbox have been explained to the participants and also they were asked to do group activities for choosing the correct assessment methods and finally verification done by one the groups after the presentations by each group.











**Effective Clinical & Practical Skill Teaching was handled by Dr.C.S.Sathis D.A., DNB (Anesthesiology) ,Associate Professor ,Dep Of Anesthesiology.** Participants actively involved in a buzz session, by sharing their views on clinical and practical session teaching of their student days which were effective and ineffective and the need for skills lab in present scenario .Introduced the Participants about the technical and non technical skill to be taught to the students. Participants interacted the traditional methods used for teaching history taking skills which lack communication skills. Emphasized the importance of communication skill teaching (Both verbal and non verbal) during every patient encounter of the students (I.e., During History taking, Physical examination....etc).

Stressed upon effective teaching of clinical reasoning skills through one minute preceptor, SNAPPS model and other validated methods, to facilitate the students in making diagnosis and management plan. Need for feedback, self reflection to improve metacognition of students is emphasized.

Validated teaching methods for procedural skills teaching such as Peyton's 4 step approach was demonstrated using Infant Choking first Aid example. Participants were given an insight on other models for effective teaching of procedural skills.



Emphasized the importance of teaching Non technical skills (situational awareness, communication among team, decision making, team skills, and leadership skills) to students through role plays, simulated patient, virtual patients and training in critical incident scenarios.

Participants were introduced about of various types of manikins and the need for simulation based teaching and how to innovatively use skills lab with available manikins and developing modules for teaching effectively.

Participants enthusiastically involved in an activity to develop session plan with appropriate teaching methods for a chosen skill.

**Skill assessment was continued by DR.R.Sujatha MD, Associate Professor, Dept Of OBG,** The various methods available for skill assessment were discussed exhaustively. Check list based and global rating methods discussed were well received. Every group designed a skill assessment plan. A group activity involving all participants with four stations further reinforced the assessment methodologies.

Hands on training on OSCE station was conducted by **DR.A.S.Bharranidharan, Asst Professor, Dept of General Medicine.**











**Improving Self-directed Learning through technology was handled by Dr.R. Sudha, HOD & Professor, Dept Of Anatomy** - The session started with an activity on SDL as a part of the set induction. The activity familiarized the participants to the Self-directed learning process and its importance. The characteristics of a self-directed learner, the role of teachers and the scope of technology/e-learning in SDL was discussed in detail. The process and the methods of implementation of self-directed learning in our teaching learning process was reinforced. The types of social media, E- learning platforms and E - learning tools which can be used for self-learning purpose were listed.



**Effective Feedback to Students in Medical Education & Student Learning was handled by Dr.G.Dhanasekar,.MD, Professor ,Dept Of Community Medicine.**

The session on feedback in medical education - the shortest possible abstract, began with the quote- nothing we do to, or for our students is more important, than our assessment of their work and the feedback we give them on it.

A pretest was conducted to know the participants knowledge on feedback and discussion started with the objectives of giving constructive feedback to the learners. Different principles of feedback & different models of feedback were practiced, to maximize the participants potential at different stages of student training, raise their awareness of strengths & areas that require improvement, and identify actions to be taken to improve performance.

Feedback is information, which describes a student's performance in a given activity that is intended to guide his future performance, in that same activity or in a related activity and that is a part of the overall interaction, between teacher and learner was well understood by the participants. The feedback techniques beneficial for students and efficient for faculty were taken up by the participant and the tips to improve receiving feedback by students were reviewed.





**Educational networking for growth was handled by DR.R.Mohamed Ibhraim, Associate Professor, Dep Of Community Medicine.**

Need of professional networking for the growth in the field of medicine have been detailed explained after defining and various growth Avenues in medical education. The participants have felt the need of such networking and also understood the principles of educational networking.

They have also agreed to develop such networking and participate in such professional networking in the future.



**Feedback received from all participants :**





**Post test was conducted through google forms**

**Mean score of 8.6 /10 indicating the success of the workshop.**

**Post knowledge and Importance was assessed through Google forms.**

**All participants were given certificate of completing Revised Basic Course Workshop and AETCOM under the supervision of NMC Observer DR.Deepthi Shastri.**

<b>S No.</b>	<b>Name of Participant</b>	<b>Designation &amp; Department</b>
1	Dr. S. Sathiya	Associate Professor, Dept. of Anatomy.
2	Dr. B. Shwetha	Assistant Professor, Dept. of Anatomy.



3	Dr. R. Babitha	Professor, Dept. of Physiology.
4	Dr. K. Ponsuganthi	Professor & HOD, Dept. of Biochemistry.
5	Dr. K.M. Selvanayagi	Professor & HOD, Dept. of Pathology.
6	Dr. C. Shashikala	Associate Professor, Dept. of Pathology
7	Dr. R. Abdul Nayeem	Professor, Dept. of Community Medicine
8	Dr. V.M. Somasundaram	Professor & HOD, Dept. of Community Medicine.
9	Dr. S. Ramasamy	Professor & HOD, Dept. of General Medicine.
10	Dr. V. Sathish	Assistant Professor, Dept. of Ophthalmology.
11	Dr. S. Bharanidharan	Professor & HOD, Dept. Of Paediatrics.

12	Dr. N. Prasanna Babu	Professor & HOD, Dept. of Dermatology.
13	Dr. V. Thirugnana Sambandan	Professor & HOD, Dept. of General Surgery.
14	Dr. G.P. Navaneethan	Professor, Dept. of General Surgery.
15	Dr. S. Sabitha	Professor & HOD, Dept. of Dentistry
16	Dr. T. Hemamalini	Assistant Professor, Dept. of Physiology
17	Dr. A. Hemalatha	Assistant Professor, Dept. of Pharmacology
18	Dr. C. Sharmila Devi	Assistant Professor, Dept. of Pathology
19	Dr. L.A. Baba	Assistant Professor, Dept. of Pathology
20	Dr. Surangama Chakraborty	Associate Professor, Dept. of Forensic Medicine.

21	Dr. P. Balaji	Assistant Professor, Dept. of General Surgery.
22	Dr. G. Lakshman Prasath	Associate Professor, Dept. of Orthopedics.
23	Dr. T. Raghul	Assistant Professor, Dept. of ENT
24	Dr. T.K. Madhumitha	Assistant Professor, Dept. of OBG.
25	Dr. P. Nithya	Assistant Professor, Dept. of OBG.
26	Dr. S. Vijay	Assistant Professor, Dept. of Psychiatry.
27	Dr. J. Sathiya Jeeva	Associate Professor, Dept. of Dentistry.

**THANK YOU.**

**REGARDS,**

**MEU,**

**AMCH, SALEM.**