



**HIMALAYAN INSTITUTE OF MEDICAL SCIENCES  
SWAMI RAMA HIMALAYAN UNIVERSITY**



**NCHPE-2022**

**13th National Conference on Health Professions Education**

**CONCEPT NOTEs**

**FOR**

**PRE-CONFERENCE WORKSHOPS**

**Concept Note for Pre-Conference Workshop (PCW-1)  
at NCHPE Dehradun, Oct/Nov 2022**

<b>Title of Workshop</b>	The PAATH Workshop - Poetry as an Affirmative & Affective Tool in Healthcare
<b>Facilitators</b>	<p>Dr Upreet Dhaliwal, former Director-Professor of Ophthalmology and Founding Member, Health Humanities Group, University College of Medical Sciences, Delhi</p> <p>Dr Satendra Singh, Professor of Physiology and Founding Member, Health Humanities Group, University College of Medical Sciences, Delhi</p>
<b>Duration of Workshop</b>	Three hours
<b>Who can register as participants</b>	Faculty and learners from the health professions
<b>Number of participants</b>	About 30
<b>Concept note</b>	<p>Poetry reading has been found to foster engagement with one's own feelings and thoughts as well as with the feelings and thoughts of others. Through poetry one may explore different perspectives and experience empathetic and effective communication. Its use in medical education allows learners to bridge the gap between the theoretical teaching of empathy and actually learning through experiencing it. It adds a different dimension to how we look at health and at the illness experience. It may also prevent provider cynicism, detachment, and burnout.</p> <p>This workshop will demonstrate the power of poetry and will suggest how to make effective use of it in honing the competencies of health professions learners. Educators who are starting out in the use of poetry as an educational tool may find it particularly useful.</p>
<b>What is expected from participants</b>	<p>Please ensure you are on time for the workshop.</p> <p>Please bring a favourite poem. It may be one that you have written, but it is not essential that you be a poet, just that you have an interest in poetry</p>

**Proposal for Pre-Conference Workshop at NCHPE  
Dehradun Oct/Nov 2022**

<b>Title of Workshop</b>	Demystifying Disability Competencies
<b>Facilitators</b>	<p>Dr. Satendra Singh, Professor of Physiology and co-founder, Health Humanities Group, University College of Medical Sciences, Delhi</p> <p>Jo Chopra-McGowan, co-founder and Executive Director, Latika Roy Foundation (a Dehradun non-profit working with disabled children and adults)</p>
<b>Duration of Workshop</b>	Three hours
<b>Who can register as participants</b>	Faculty and learners from the health professions
<b>Number of participants</b>	About 30
<b>Concept note</b>	<p>The National Medical Commission (NMC) rolled out a Competency-based Curriculum (CBC) in 2019 that allows the propagation of myths such as 'normal life;' uses derogatory terms such as 'mental retardation' (mentioned eight times in the CBC), 'mentally ill,' and 'differently-abled'; and mentions repealed laws such as the Mental Health Act of 1987. Furthermore, the AETCOM excludes keywords like "dignity," which is a crucial human right. In fact, the Rights of Persons with Disabilities Act of 2016, which is not included in the CBC, mandates that colleges and Universities include disability rights in their curricula. As a result</p>

	<p>of physician-led judicial advocacy, disability rights as disability competencies were finally added. Despite the inclusion of mandatory 7 hours for eight disability competencies in the foundation course, medical educators often struggle to meet the requirement since the medical model of disability still dominates our daily interactions. The facilitator has received numerous requests from the institutions to deliver 'guest lectures' as a means of fulfilling the mandate, whereas the goal should have been to teach the trainers. CBC without disability competencies was also adopted by the Indian Nursing Council (INC). The goal of this workshop is to equip educators to view disability as diversity and conduct the module on their own, with a focus on using tools from the humanities, which have also been recommended by regulators (NMC &amp; INC)</p>
<p><b>Intended Outcomes</b></p>	<p>Viewing disability from human rights model of disability</p> <p>Change in attitudes, behavior, communication, understanding diversity, empathy, and ethics (ABCDE paradigm)</p>

Selected readings:

1. Singh S, Khan AM, Dhaliwal U, Singh N. Using the health humanities to impart disability competencies to undergraduate medical students. *Disabil Health J.* 2021;101218.
2. Singh S, Cotts KG, Maroof K A, Dhaliwal U, Singh, N, & Xie T. Disability-inclusive compassionate care: Disability competencies for an Indian medical graduate. *J Family Med Prim Care.* 2020;9:1719-27
3. Dambal A, Gururaj H, Aithal KR, et al. Delivering disability competencies of MCI's revised competency based curriculum at a medical university in North Karnataka. *Med J Armed Forces India.* 2021;77:S65eS72.

## **Pre-Conference Workshop**

### **Facilitating Communication Skills in Clinical Skill Laboratories**

Farzana Mahdi, Sucheta Dandekar, Nirmala Rege and Anuja Bhargava  
Era's Lucknow Medical College, Era University, Lucknow, UP

Effective communication is one of the core competencies for medical professionals. It underpins all the aspects of the practice of medicine. Communication skill is one of the five required goals identified by the National Medical Commission (NMC). A health professional needs to hone this skill in order to facilitate professional relationships with patients, students, health team members and administrators. This will help reduce the problems associated with miscommunication.

Clinical Skills Laboratories (CSLs) were introduced out of a necessity to train young budding health professionals in a safe and non-threatening environment. Teaching relevant skills to medical students in CSL is highly efficient and cost effective. The National Medical Commission (NMC) have released a Skills Training Module For Undergraduate Medical Education Program in 2019.

The theme of the present conference is “Preserving human connect in the era of technological advancements in medicine” and we shall use this platform to conduct a preconference workshop on facilitating communication skills in the clinical skill laboratories. This workshop has been planned to share experiences and thoughts regarding how to train and assess the students to communicate with patients, peers, with health care team members, especially when team is an inter professional team, using different media in CSLs. As teacher's communication (both, verbal and non-verbal) with students is equally crucial for their skill learning, this aspect will also be discussed.

This workshop will cover how to make optimum use of clinical skill lab to master the communication skills with following objectives:

At the end of the workshop, participants will be able to:

- Describe relevance of effective communication in health profession
- Identify barriers to communication
- Develop teaching -learning modules for communication skills in different areas using different media and plan assessment in the Clinical Skills Laboratory

## **NCHPE 2022 Proposed Workshop- Concept note**

**Title: Embracing Arts and Humanities in health and health care: Teaching-Learning and Assessment of Humanities.**

**Facilitators: Dr Rajiv Mahajan, Dr. Shaista Saiyad, Dr. Amrit Virk**

**Target participants: HPE faculty, residents, PG's.**

### **Background:**

All faculties should have requisite knowledge, skills and attitudes regarding soft skills related to HPE's.

Soft skills include attributes of humanities like communication skills, ethics, professionalism, altruism, empathy etc. Medical Humanities is combination of science with arts which allows an insight into human illness, suffering leading to self-reflection and learning. Modern medicine relies only on science, facts figures and test. In pursuit of evidence and science, the 'art' portion of Medical Humanities could not develop and has always remained as hidden curriculum. Lack of empathy in current healthcare workers is a challenging aspect in patient care. Preserving the human connect in an era of technological advancements and science is need of the hour.

Due to lack of formal training and assessment of Humanities, medical graduates lack holistic approach for management of patients, leading to deteriorating doctor patient relationship. Appropriate attitude, empathy, altruism etc can be learned, modulated and enhanced.

As a result, it is now imperative to include soft skills like Humanities as a part of explicit curriculum.

**Objectives:** At the end of the workshop, participants would be able to:

- 1) Understand what are attributes of humanities and the importance of including them in medical curriculum
- 2) Plan teaching learning methods for learning humanities
- 3) Plan various assessment methods that can be used for assessing Humanities.

### **Content:**

#### **Teaching Humanities:**

- 1) Introduction and importance of humanities: Interactive session.
- 2) Group activity: Each group asked to select a soft skill and frame a session regarding how to teach various attributes of humanities.
- 3) Debriefing: Group presentations and discussions.

#### **\* Assessment of Humanities:**

- 1) Introduction and concept related to assessment of humanities: Interactive session
- 2) Group activity: Alignment of assessment with teaching method of humanities.
- 3) Debriefing: Group presentations and discussion.

# NCHPE - 2022

Himalayan Institute of Medical Sciences  
Dehradun



**PCW - 5**

**31st October**

**1000 - 1300 hrs.**

How to bring  
life to  
Paper Cases

(Case based  
Learning)

Registration Link  
**CLICK HERE**

## Agenda

1. Introduction to CBL
2. CBL across different settings
3. Creating a CBL scenario
4. Hands-on group/individual exercises
5. Conducting a CBL session
6. Realism and Ethics

## Who can attend?

Faculty and learners  
from health professions

## Number of participants

30 - 40

## Contact -

Email:

drsdpicu@gmail.com

Mobile: 7030495955

# Why this workshop?

1. The new CBME curriculum makes it mandatory to conduct small group teaching. Case Based Learning (CBL) is a feasible and useful educational strategy to facilitate small group discussion. A case is a discussion of the patient's problems where the learner's task is to analyze, interpret and solve the problem. It fosters the attainment of Higher Order Cognitive Skills like application and analysis.
2. Training of faculty is essential to ensure that the CBL experience is authentic (as close to real life scenarios as possible). The complexity of a case may vary from beginner's to advanced level. It is vital that faculty design cases depending on the learner's level.
3. The workshop will encompass the entire spectrum of CBL from theory to practice. It will begin with the educational rationale for CBL and then, provide learners with a hands-on experience to design and conduct Case Based Learning (CBL) sessions.



# Resource Faculty

Sr. No.	Name	Designation	Institute
1.	<b>Sandeep Dhingra</b>	Professor and Head (Pediatrics) GSMC FAIMER Fellow	Army Hospital (R & R) Delhi
2.	<b>Richa Ghay Thaman</b>	Professor (Physiology) CMCL FAIMER Fellow Deputy Dean PG	SGRDIMSAR, Amritsar, Punjab
3.	<b>Swapnil Paralikar</b>	Associate Professor (Physiology) CMCL FAIMER Fellow	GMC, Bhavnagar, Gujarat
4.	<b>Vishakha Jain</b>	Assistant Professor (Medicine) Deputy Medical Superintendent GSMC FAIMER Fellow	AIIMS Bibinagar, Hyderabad
5.	<b>Niket Verma</b>	Assistant Professor (Medicine) Member, Centre for Medical Education and Technologies (CMET) CMCL FAIMER Fellow	AIIMS Bathinda, Punjab

**Proposal for Pre-Conference Workshop at NCHPE  
Dehradun Oct/Nov 2022**

<b>Title of Workshop</b>	Demystifying Disability Competencies
<b>Facilitators</b>	Dr. Satendra Singh, Professor of Physiology and co-founder, Health Humanities Group, University College of Medical Sciences, Delhi  Jo Chopra-McGowan, co-founder and Executive Director, Latika Roy Foundation (a Dehradun non-profit working with disabled children and adults)
<b>Duration of Workshop</b>	Three hours
<b>Who can register as participants</b>	Faculty and learners from the health professions
<b>Number of participants</b>	About 30
<b>Concept note</b>	<p>The National Medical Commission (NMC) rolled out a Competency-based Curriculum (CBC) in 2019 that allows the propagation of myths such as 'normal life'; uses derogatory terms such as 'mental retardation' (mentioned eight times in the CBC), 'mentally ill,' and 'differently-abled'; and mentions repealed laws such as the Mental Health Act of 1987. Furthermore, the AETCOM excludes keywords like "dignity," which is a crucial human right. In fact, the Rights of Persons with Disabilities Act of 2016, which is not included in the CBC, mandates that colleges and Universities include disability rights in their curricula. As a result of physician-led judicial advocacy, disability rights as disability competencies were finally added. Despite the inclusion of mandatory 7 hours for eight disability competencies in the foundation course, medical educators often struggle to meet the requirement since the medical model of disability still dominates our daily interactions. The facilitator has received numerous requests from the institutions to deliver 'guest lectures' as a means of fulfilling the mandate, whereas the goal should have been to teach the trainers. CBC without disability competencies was also adopted by the Indian Nursing Council (INC).</p> <p>The goal of this workshop is to equip educators to view disability as diversity and conduct the module on their own, with a focus on using tools from the humanities, which have also been recommended by regulators (NMC &amp; INC)</p>
<b>Intended Outcomes</b>	<p>Viewing disability from human rights model of disability</p> <p>Change in attitudes, behavior, communication, understanding diversity, empathy, and ethics (ABCDE paradigm)</p>

Selected readings:

1. Singh S, Khan AM, Dhaliwal U, Singh N. Using the health humanities to impart disability competencies to undergraduate medical students. *Disabil Health J.* 2021;101218.
2. Singh S, Cotts KG, Maroof K A, Dhaliwal U, Singh, N, & Xie T. Disability-inclusive compassionate care: Disability competencies for an Indian medical graduate. *J Family Med Prim Care.* 2020;9:1719-27
3. Dambal A, Gururaj H, Aithal KR, et al. Delivering disability competencies of MCI's revised competency based curriculum at a medical university in North Karnataka. *Med J Armed Forces India.* 2021;77:S65eS72.

**Concept Note for Pre-Conference Workshop (PCW-7) at NCHPE Dehradun,31<sup>st</sup>  
Oct 2022**

<b>Name of the workshop</b>	<b>Strengthening Human Connect while Conducting Educational Research</b>
<b>Facilitators</b>	<p><b>Dr. Medha A. Joshi,</b> Consultant, Health Professions Education, Bangalore</p> <p><b>Dr. Neema Rege,</b> Professor, pharmacology, Era's Lucknow Medical College &amp; Hospital, Era University, Lucknow and Professor Emeritus Dept of Pharmacology &amp; Therapeutics, Seth GSMC &amp; KEMH , Mumbai</p> <p><b>Dr. Chinmay Shah</b> Professor and Head Department of Physiology, Government Medical College, Bhavnagar, Gujarat</p>
<b>Duration of the workshop</b>	Approx. 3 hours
<b>Who can register as participants</b>	The participants eligible for this workshop should have experience of at least one educational research project and background knowledge of educational research.
<b>Number of participants</b>	About 30
<b>The objectives of the workshop</b>	<p>At the end of the workshop the participants shall be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the hurdles in conducting educational research</li> <li>2. Appreciate the need for both, technology and human connect</li> <li>3. Elaborate upon theories underpinning human connect and principles derived from them</li> <li>4. State specific areas with examples during research that need human connect</li> <li>5. Evolve strategies to overcome hurdles by strengthening the human connect</li> </ol> <p>The workshop is expected to empower the faculty members, keen to conduct educational research, with strategies to tackle hurdles investing in human connect, in order to obtain desired research outcomes.</p>

<b>Concept note</b>	<p>Educational research is a rigorous, systematic investigation of any aspect of education including student learning, teaching methods, teacher training, and classroom dynamics. The National Medical Commission (NMC) and the National Assessment and Accreditation Council (NAAC) both expect quality research and publications from the faculty members. However, many of the health professional faculty members have limited, if any, background in educational research. Whereas educational research methodology course is required to equip the faculty members with tools and technology of conducting research, a human connect is essential during planning, implementation and reporting stage of research. This is because any research is associated with hurdles- expected as well as unexpected. Tackling the hurdles can be quite exhausting, stressful and may result in negativity towards research. Sometimes first attempt turns into the last attempt at research front. Also educational research shares the platform of social and behavioural research and therefore, the researchers need to be well versed with theories of human connect, which can provide set of guiding principles to be applied during research.</p> <p>In this workshop the participants with some experience of educational research will share their experiences which were unpleasant and troublesome. From these experiences the list of issues/problems will be identified, wherein a human connect could have helped. Importance of human connect at various stages of research viz. planning, implementation and reporting stages and the theories that support the need for human connect will be discussed. The strategies will be evolved to develop or strengthen human connect using consensus group method.</p>
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**Concept note for Pre Conference workshop (PCW-9) at NCHPE  
Dehradun, 31<sup>st</sup> Oct 2022**

<b>Name of the workshop</b>	<b>Faculty development to support Professional Identity Formation</b>
<b>Facilitators</b>	<p><b>Dr. Himanshu Pandya</b> Professor Dean, Pramukhswami Medical College, Karamsad, Gujarat</p> <p><b>Dr. Amol Gupta</b> Professor, Community Medicine Pramukhswami Medical College, Karamsad, Gujarat</p> <p><b>Dr. Sarmishtha Ghosh</b> Professor Department of Health Professions Education Bhaikaka University, Karamsad, Gujarat</p>
<b>Duration of the workshop</b>	Approx. 3 hours
<b>Who can register as participants</b>	Faculty of Medicine, Nursing, Physiotherapy and Dentistry
<b>Number of participants</b>	About 30
<b>The objectives of the workshop</b>	<p><b>At the end of the workshop participants will be able:</b></p> <ul style="list-style-type: none"> <li>• To define identity, professional identity, and professional identity formation;</li> <li>• To develop insight about their own personal and professional identities – and their formation;</li> <li>• To explore the process of socialization and professional identity formation;</li> <li>• To identify the key factors, both positive and negative, that influence socialization processes; and</li> <li>• To discuss and design strategies that can positively influence these factors and support professional identity formation.</li> </ul>
<b>Concept Note</b>	<p>One of the five roles recommended for the Indian Medical Graduate (IMG) in the Competency Based Medical Education (CBME) curriculum introduced by the erstwhile Medical Council of India (MCI) since 2019 is that of a “Professional”. The MCI has also published AETCOM booklet to guide faculty of medical colleges in teaching learning and assessment of AETCOM competencies.</p> <p>However, with the publication of Carnegie Foundation Report on the future of medical education in 2010, the emphasis has moved from teaching professionalism to supporting professional identity formation. The report asserts that: “professional identity formation - the development of professional values, actions and aspirations - should be the backbone of medical education”. The authors of the report argue that for this to transpire, professional identity formation must be</p>

	<p>accepted as one of the major objectives of education throughout the continuum of medical education.</p> <p>Learners need to understand the concepts of both identity formation and socialization and consciously develop their own professional identity. This can happen if faculty and learners understand the norms of the community of practice included in the terms “profession” and “professional”. Therefore, the definitions and list of attributes, as well as understanding of society’s expectations of the profession, become fundamental elements in development of professional identity. Institutions providing health professions education have a big role to play in influencing identity formation of future health care professionals.</p> <p>In view of the shift from teaching of professionalism to supporting the development of professional identity, faculty development to promote professional identity becomes crucial strategy to facilitate the process of ‘becoming a health care professional’</p>
<p><b>Key References</b></p>	<p>Cruess, R.L., Cruess, S.R., Boudreau, J.D., Snell, L. and Steinert, Y., 2015. A schematic representation of the professional identity formation and socialization of medical students and residents: a guide for medical educators. <i>Academic Medicine</i>, 90(6), pp.718-725.</p> <p>Cruess, R.L., Cruess, S.R., Boudreau, J.D., Snell, L. and Steinert, Y., 2014. Reframing medical education to support professional identity formation. <i>Academic Medicine</i>, 89(11), pp.1446-1451.</p> <p>Cruess, R.L., Cruess, S.R. and Steinert, Y., 2016. Amending Miller’s pyramid to include professional identity formation. <i>Academic Medicine</i>, 91(2), pp.180-185.</p> <p>Holden, M.D., Buck, E., Luk, J., Ambriz, F., Boisaubin, E.V., Clark, M.A., Mihalic, A.P., Sadler, J.Z., Sapire, K.J., Spike, J.P. and Vince, A., 2015. Professional identity formation: Creating a longitudinal framework through TIME (transformation in medical education). <i>Academic Medicine</i>, 90(6), pp.761-767.</p> <p>Irby, D.M., Cooke, M. and O'brien, B.C., 2010. Calls for reform of medical education by the Carnegie Foundation for the Advancement of Teaching: 1910 and 2010. <i>Academic Medicine</i>, 85(2), pp.220-227.</p>

**Title of Session: Faculty development to support Professional Identity Formation**

**Faculty:** Himanshu Pandya, Amol Dongre, Sarmishtha Ghosh

**Date and Time:** October 31, 2022; 9.00 am to 1.00 pm

**Introduction:**

One of the five roles recommended for the Indian Medical Graduate (IMG) in the Competency Based Medical Education (CBME) curriculum introduced by the erstwhile Medical Council of India (MCI) since 2019 is that of a “Professional”. The MCI has also published AETCOM booklet to guide faculty of medical colleges in teaching learning and assessment of AETCOM competencies.

However, with the publication of Carnegie Foundation Report on the future of medical education in 2010, the emphasis has moved from teaching professionalism to supporting professional identity formation. The report asserts that: “professional identity formation - the development of professional values, actions and aspirations - should be the backbone of medical education”. The authors of the report argue that for this to transpire, professional identity formation must be accepted as one of the major objectives of education throughout the continuum of medical education.

Learners need to understand the concepts of both identity formation and socialization and consciously develop their own professional identity. This can happen if faculty and learners understand the norms of the community of practice included in the terms “profession” and “professional”. Therefore, the definitions and list of attributes, as well as understanding of society’s expectations of the profession, become fundamental elements in development of professional identity. Institutions providing health professions education have a big role to play in influencing identity formation of future health care professionals.

In view of the shift from teaching of professionalism to supporting the development of professional identity, faculty development to promote professional identity becomes crucial strategy to facilitate the process of ‘becoming a health care professional’.

At the end of the workshop participants will be able:

- To define identity, professional identity, and professional identity formation;



- To develop insight about their own personal and professional identities – and their formation;
- To explore the process of socialization and professional identity formation;
- To identify the key factors, both positive and negative, that influence socialization processes; and
- To discuss and design strategies that can positively influence these factors and support professional identity formation.

**Target audience:** Faculty of Medicine, Nursing, Physiotherapy and Dentistry

### **Key References:**

Cruess, R.L., Cruess, S.R., Boudreau, J.D., Snell, L. and Steinert, Y., 2015. A schematic representation of the professional identity formation and socialization of medical students and residents: a guide for medical educators. *Academic Medicine*, 90(6), pp.718-725.

Cruess, R.L., Cruess, S.R., Boudreau, J.D., Snell, L. and Steinert, Y., 2014. Reframing medical education to support professional identity formation. *Academic Medicine*, 89(11), pp.1446-1451.

Cruess, R.L., Cruess, S.R. and Steinert, Y., 2016. Amending Miller's pyramid to include professional identity formation. *Academic Medicine*, 91(2), pp.180-185.

Holden, M.D., Buck, E., Luk, J., Ambriz, F., Boisubain, E.V., Clark, M.A., Mihalic, A.P., Sadler, J.Z., Sapire, K.J., Spike, J.P. and Vince, A., 2015. Professional identity formation: Creating a longitudinal framework through TIME (transformation in medical education). *Academic Medicine*, 90(6), pp.761-767.

Irby, D.M., Cooke, M. and O'brien, B.C., 2010. Calls for reform of medical education by the Carnegie Foundation for the Advancement of Teaching: 1910 and 2010. *Academic Medicine*, 85(2), pp.220-227.

## Concept Note for Pre-Conference Workshop (PCW-10) at NCHPE Dehradun, Oct/Nov 2022

<b>Title of Workshop</b>	<b>Preparing students &amp; faculty for Self-Directed Learning</b>
<b>Facilitators</b>	<p style="text-align: center;">Dr. Puja Dulloo<sup>1</sup>, Dr. RK Dixit<sup>2</sup>, Dr. Kailash Charokar<sup>3</sup>, Dr. Suyog Sindhu<sup>4</sup>, and Team</p> <p><sup>1</sup>Director IQAC, Professor Physiology, PSMC, BU, Karamsad  <sup>2</sup>Professor &amp; Head Pharmacology, KGMU, Lucknow  <sup>3</sup>Professor General Surgery, PCMS &amp; RC, People's University, Bhopal  <sup>4</sup>Assistant Professor Pharmacology, KGMU, Lucknow</p>
<b>Duration of Workshop</b>	Three hours
<b>Who can register as participants</b>	Faculty and learners from the health professions
<b>Number of participants</b>	About 30
<b>Concept note</b>	<p>Self-directed learning (SDL) is one of the student-centric approaches which creates a sense of belongingness for students towards their learning outcome with autonomy and flexibility. The approach allows the student to plan and organize their self-learning keeping goal in mind. As per the CBME curriculum, specific teaching hours have been assigned for SDL in each course. So, we all need to work collaboratively to draft a strategic plan to incorporate this student-centric approach for better learning outcomes for the students.</p> <p>The introduction of Self-directed learning within a large group of students will manifest well when the principle of cooperative learning is amalgamated with SDL. Such an approach will inspire learners towards self-improvement and expand self-awareness, also direct them towards the path of a lifelong learner.</p> <p>This workshop will demonstrate the method of designing and implementing self-directed learning with limited human resources. Educators willing to try something new for the self-directed learning approach for the betterment of the learners should join this workshop.</p>

<b>Intended Learning outcomes</b>	By the end of this workshop participants will be able: <ul style="list-style-type: none"><li>• To plan and design the self-directed learning (SDL) module</li><li>• To implement the self-directed learning module</li><li>• To assess the learning outcomes of students in terms of gain in the cognitive and affective domains.</li></ul>
<b>What is expected from participants?</b>	Please ensure you are on time for the workshop. Please come with a list of challenges you encountered while working on the SDL approach before joining this workshop.



31st October, 2022  
**10 AM - 4 PM**

## WORKSHOP

### The Science of Joyful Living

**PLACE:**  
NCHPE Dehradun

#### Facilitators



**Dr. Vijay Dhasmana**  
Vice Chancellor, SRHU



**Dr. Vijendra D. Chauhan**  
Pro Vice Chancellor, SRHU



**Dr. Prakash Keshaviah**  
Advisor, SRHU

#### Concept note

The Science of Joyful Living is an experiential program based on the teachings of H.H. Dr. Swami Rama of the Himalayas, a great yogi, scientist, author, teacher and humanitarian. His pioneering experiments with American scientists in the early seventies laid the foundation for a holistic approach to health and healing. Swami Rama taught that the purpose of life is to be free of pains, miseries and bondages. Much of our suffering is self-created and a vast majority of diseases are of psychosomatic origin. Research has shown that stress is a major cause of many illnesses: headaches, depression, anxiety, cardio-vascular diseases, hypertension, pulmonary diseases and gastro-intestinal disorders.

In this program, the interaction between the biological, physiological, psychological and philosophical dimensions will be explored. Harmonious integration of body, breath, mind and spirit will be reinforced through simple practicum. Devoting only a few minutes each day to these practices will allow us to enhance communication skills, improve inter-personal relationships, sharpen decision-making and manage stress effectively. Hidden potentials will be unlocked making us more creative and dynamic and allowing us to fulfill the purpose of life.

#### Number of participants

About 50 persons

Register only Faculty and learners  
from the health professions

**Please wear loose & comfortable clothing  
and be on time for the workshop.**

**Concept Note for Pre-Conference Workshop at NCHPE  
Dehradun Oct/Nov 2022**

<b>Title of Workshop</b>	Theatre of the Oppressed – transforming healthcare professionals into self-aware, humane practitioners
<b>Facilitators</b>	<p>Dr Navjeevan Singh, former Director-Professor of Pathology and Founding Member, Health Humanities Group, University College of Medical Sciences, Delhi</p> <p>Dr Khan Amir Maroof, Professor of Community Medicine, University College of Medical Sciences, Delhi</p> <p>Dr Purnima Barua, Professor of Microbiology and Medical Superintendent, JMCH, Assam</p> <p>Dr Sukhinder Baidwan, Professor of Anatomy, Dr YSP Government Medical College, Nahan, HP</p>
<b>Duration of Workshop</b>	TWO days
<b>Who can register as participants</b>	Students and teachers of the health professions (Medicine, Dentistry, Nursing, Physiotherapy, Pharmacy etc)
<b>Number of participants</b>	About 30
<b>Concept note</b>	Designed by Brazilian theatre director Augusto Boal, Theatre of the Oppressed or TO is a set of theatre games and exercises inspired by the work of the educationist Paulo Freire. It is neither theatre as entertainment, nor theatre for propaganda. Instead, it

	<p>is a creative tool for transformation. The games and exercises are aimed to de-mechanize the body, and to dynamize the senses to transform the passive spectator to take action.</p> <p>Participants are encouraged to act out their real-life problems in a safe and democratic space where they are empowered to find strategies for personal and social change.</p> <p>TO workshops provide an opportunity to re-humanise oneself. The carefully designed and structured games enhance communication, and through a process of dialogue, reflection and action, they encourage ethical and professional behaviour, respect for diversity, empathy, and advocacy for people who are struggling. In the process, we rediscover our potential for creating change - for ourselves, individually, and also in the contexts we live and work in. It is about using the body to "act" and not just to talk or debate. TO is an innovative way to fulfil curricular objectives for health professions learners.</p>
<p><b>What is expected from participants</b></p>	<p>Please ensure you are on time every day for the workshop.</p> <p>Please be present for all sessions on both days.</p> <p>Since we shall be using TO games, wear comfortable clothes for easy movement.</p> <p>Please keep your cell phones on silent mode. Trust that nothing will change if you do not attend to your phone.</p>

## **NATIONAL CONFERENCE IN HEALTH PROFESSIONS EDUCATION**

**NCHPE 2022 at HIMS, SRHU ,Dehradun**

**PCW-13 Workshop on “Mentoring for electives “**

### **Faculty:**

Dr Praveen R Singh ( Professor & Head, Department of Anatomy, Pramsukhswami Medical College, Karamsad, Bhaikaka University; Convener, PSMC NMC Nodal Centre for MET; Member, Expert Group, NMC)

Dr Suman P Singh (Professor Microbiology, Head, Department of Medical Education, Pramukhswami Medical College, Karamsad, Bhaikaka University, Co convener, PSMC NMC Nodal Centre for MET)

### **About the Workshop:**

Greetings from Pramukhswami Medical College, Karamsad, Gujarat

The competency Based Medical Education (CBME) curriculum implemented from 2019 for undergraduate medical institutes, in India, has introduced a large number of newer elements during each phase of the MBBS program. Offering electives to students is also one such new element, where teachers across Indian Medical Institutions are struggling to understand the ways and means for implementation, and need to be trained for successful outcome.

An Elective is defined as “a learning experience created in the curriculum to provide an opportunity for the learner to explore and discover areas or streams of interest in the profession”. To provide such experiences teachers need to plan these experiences in detail and also explore variety of options that can be offered to the students so that institutes can provide diverse learning experiences and fulfil the objectives set by NMC for electives.

This workshop on “Electives in Undergraduate Medical Education” will help the participants understand the concept, plan the modules for electives and help finding

ways for dealing with anticipated challenges for successful implementation of this mandatory component of CBME.

This hands-on workshop comes at a right time as medical teachers are working hard to make CBME a successful change in Indian context. Every faculty associated with teaching of undergraduate is invited to take advantage of this opportunity and offer good quality electives to students of your institution.

You are Welcome to the Workshop!

**Venue:** HIMIS

**Target Audience:** Medical Faculty from Medical Colleges of India/ abroad

**Number of participants:** 30



## **PCW 14 NCHPE 2022**

**Date: Nov 1<sup>st</sup> 2022 Time: 10.00 am to 1.00 pm**

**Title: Acquisition of Skills: Instruction to Assessment**

### **Resource Persons:**

**Dr. R. Sajith Kumar**, Dept of Medical Education, Dept of Infectious Diseases, Govt Medical College, Kottayam

**Dr. Henal Shah**, Professor of Psychiatry, TNMC & BYL Nair Ch. Hospital, Co-Director, GSMC FRI, Mumbai

**Dr. Vinutha Shankar MS**, Prof & HOD, Dept Of Ohysiology, Director, University Centre for Health Professions Education, Sri Devaraj urs Academy of Higher Education & Research

**Dr. Suhasini Nagda**, Former Director, Medical Education, Ex Dean Nair Hospital Dental College

**Concept Note:** Acquisition of skills in CBME is an important element in health professions education. Competency in the performance of skills by Health professionals is required to ensure the delivery of safe patient care. Learning a skill involves more than just performing the skill manually and becoming competent in a skill involves three main components: knowledge, communication and performance. Traditionally skills are taught by demonstration in real life setting. With changed circumstances, we have to adopt to newer ways of teaching of skills without compromising on outcome. Each skill may require a different approach to determining competence.

Skill training involves formulating Intended Learning Outcomes, including Bloom's Taxonomy, Miller's pyramid and clinical competence, and Dreyfus' model of skill acquisition based on the level of learner (UG, Intern or PG).

Teach, allow for practice, assess and document the competency are important building blocks in imparting skill acquisition.

The workshop will include understanding skills in the context of CBME rolled out by NMC, definition of skill with examples, instructional strategies for skill training, sharing of experiences that have worked, current Assessment of skills, sharing of innovative practices of training & assessment in resource constraint settings, development of lesson plan for a session on teaching skills, simulation based teaching, challenges, solutions & way forward. It will also cover use of Peyton's four-step approach which been used with success for skills acquisition and retention. The importance of Feedback and deliberate practice that highly relevant for clinical skills training will be discussed.

**13<sup>th</sup> National Conference on Health Professions Education -2022**  
at Himalayan Institute of Medical Sciences  
Swami Ram Nagar, Jolly Grant, Dehradun - 248016



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SWAMI RAMA HIMALAYAN UNIVERSITY

**NCHPE - 2022**

**CONFERENCE WORKSHOPS NCHPE 2022**  
**DAY - 2 (1<sup>st</sup> November, 2022)**

**TIME 10:00 AM - 1:00 PM**

**PCW17**

**Three Cs of Scenario Based Questions (SAQ, MCQs):**  
**Concept, Construction & Curriculum Placement**



Dr Dinesh Badyal, Dr Monika Sharma, Dr. Chetna Desai, Dr. Anjali Jain

**By CMCL-FAIMER Group**  
Registration Link [here](#)

Early bird Registration till 15<sup>th</sup> July



**Concept Note for Pre-Conference Workshop (PCW – 17) at NCHPE  
Dehradun, Oct/Nov 2022**

<b>Title of Workshop</b>	<b>Three Cs of scenario-based questions (SAQ, MCQs): Concept, Construction &amp; Curriculum Placement</b>
<b>Facilitators</b>	<p align="center"><b>By CMCL-FAIMER Group</b></p> <p><b>Dr. Dinesh K Badyal</b>, Vice Principal (Medical Education); Prof. &amp; Convener, Dept of Med Edu; Prof. Pharmacology; Director, CMCL-FAIMER Regional Institute; Convener, NMC Nodal Centre for Faculty Development, Christian Medical College Ludhiana</p> <p><b>Dr. Monika Sharma</b>, Prof. Pediatrics; Faculty, CMCL-FAIMER; Co-Convener, NMC Nodal centre, Incharge ACME, Coordinator- State Research Training Centre, Christian Medical College Ludhiana</p> <p><b>Dr. Chetna Desai</b>, Prof. &amp; Head, Pharmacology; Faculty, CMCL-FAIMER, BJ Medical College, Ahmedabad</p> <p><b>Dr. Anjali Jain</b>, Prof. Anatomy; Faculty, CMCL-FAIMER; Co-Convener, NMC Nodal centre, Incharge rBCW &amp; CISP, Christian Medical College Ludhiana</p>
<b>Duration of Workshop</b>	Three hours
<b>Who can register as participants</b>	Faculty and Postgraduate students of all subjects from all health profession education institutes.
<b>Number of participants</b>	About 30
<b>Concept note</b>	<p>The present need and relevance of scenario-based questions in new MBBS curriculum demands training of assessors/faculty in designing authentic scenario-based questions. This is also in alignment with changes in postgraduate entrance examination. Designing these questions using scenario can assess different levels in knowledge domain. Designing scenario based Multiple Choice Questions (MCQ) and Short Answer Questions (SAQ) in clinical sciences can use various examples of clinical scenarios being encountered and clinical vignettes can be constructed. In basic and paraclinical sciences, apart from clinical vignettes, concept-based scenarios can also be generated. The advantage of adding scenario to these questions is that you can ascend to higher level in Bloom's cognitive domain like interpretation, synthesis and application of knowledge rather than testing recall of isolated facts. Therefore, scenario-based questions can</p>

	<p>assess analytical and problem-solving capabilities of the examinees. However, designing scenario-based questions is a challenging task and needs planning as well as training. The practical experience of constructing these questions shows a resistance from faculty to design, or designing a question where the scenario is redundant or an unnecessary lengthy question etc. In this workshop the concept and theories behind scenario-based questions will be discussed followed by hands on experience in constructing scenario-based questions. The curriculum placement, faculty awareness, creating a question bank, logistics of getting these questions designed at institute and university level will also be deliberated upon.</p>
<p><b>What is expected from participants</b></p>	<p>To actively participate and clarify all queries related to scenario-based questions.</p>

**Pre-Conference Workshop on  
“Academic Leadership to help Institution become a Center of Excellence”**

**PCW -18 Workshop Facilitator:**



**Dr Thomas V Chacko**

Dean Medical Education at Believers Church Medical College, Thiruvalla, Kerala  
Director, PSG-FAIMER Regional Institute, Coimbatore, Tamil Nadu  
President Academy of Health Professions Educators, India (2017)  
EC member of SEARAME (Regional association of World Federation for Medical Education)  
Email: [deanmededu@bcmch.org](mailto:deanmededu@bcmch.org), [drthomasvchacko@gmail.com](mailto:drthomasvchacko@gmail.com)

**BRIEF INTRODUCTION TO WORKSHOP:**

Literature on academic leadership suggests that **all levels of faculty play leadership roles** and so would benefit from building up their capacity to fulfill this role. Besides, Academic Leaders within Institutions throughout the world are striving hard to make their institutions get recognized as a center of academic excellence. For this purpose, apart from the Dean or the Principal, there are other positions – both formal as well as informal where we are often entrusted to play Leadership roles within our own department or at institutional level to help junior faculty and colleagues to grow academically as well as help our students excel in various ways. This workshop is meant for you to sharpen your **Academic Leadership skills** for **fostering Academic growth** of faculty under you so that it translates to better learning by students.

**INTENDED OUTCOMES:**

- a. State the **attributes of Academic Leader** that help foster academic growth;
- b. Demonstrate **Leadership skills needed for:**
  - **Setting direction** to achieve common purposes: Visioning
- c. **Empowering faculty and staff to convert vision to reality:**
  - Do Academic Mentoring
- d. **Building a community of scholars:**
  - Give Feedback and Feed Forward

**WORKSHOP DESIGN & AGENDA**

The participants in small groups will be taken through an interactive experiential learning process to acquire the stated objectives. The workshop Agenda is as follows:

- **Icebreaking** – Appreciative Inquiry, Expectations
- **Self Assessment of Leadership skills** – identifying strengths and areas for improvement
- **Academic Transformative Leadership skills**
  - **Visioning** – “History of the Future” & **Appreciative Inquiry**
- **Academic Mentoring** – use the GROW model to help faculty grow to potential
- **Reflections** – What learned that can be put to practice?

**WHO SHOULD ATTEND?**

- a. **All faculty members** wishing to achieve academic excellence

**Pre-Conference Workshop on  
“Academic Leadership to help Institution become a Center of Excellence”**

- b. **Academic Leaders, Heads of Departments & Institutions** who want to create an enabling institutional environment that fosters Academic excellence
- c. **Faculty who want to Mentor colleagues and Students** – both UG and PG towards the path of academic excellence

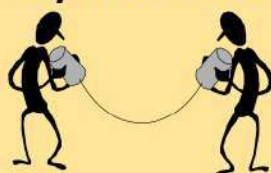
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# NCHPE - 2022

## PCW 19 - Half day Preconference Workshop



**Tuesday, 1<sup>st</sup> November 2022 (2 pm to 5 pm)**

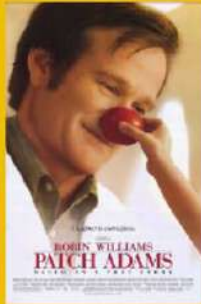
<b>Title of Workshop</b>	<b><i>Effective Communication – Teaching Learning and Assessment</i></b>
<b>Facilitators</b>	<b>Dr Santosh Salagre – Professor of Medicine, Seth GSMC, Mumbai</b> <b>Dr Suresh Chari – Professor of Biochemistry, NKPSIMSRC, Nagpur</b> Dr Renu Dhasmana – Professor of Ophthalmology, HIMS, Dehradun Dr Kavita Bhatnagar – Professor of Ophthalmology, AIIMS, Jodhpur Dr Bharati Mehta – Professor of Physiology, AIIMS, Jodhpur <i>Local Coordinators: Dr Taruna Sharma, Dr Divya Gupta</i>
<b>Duration of Workshop</b>	Three hours
<b>Who can register as participants?</b>	Faculty from the health professions who are involved in teaching AETCOM module and those who are interested in building up their skills for teaching and assessment of Communication Skills.
<b>Number of participants</b>	30 to 40
<b>Concept note</b>	The AETCOM competencies in general focus on holistic attitude, ethical behavior and effective communication with patients, families, colleagues and community. There is a felt need for faculty development in effectively implementing the module at the institutional level. This half day workshop plans to sensitize and empower the participants about various Teaching-Learning methods for communication related competencies, enabling them to conduct these sessions effectively. Emphasis will be given on skills of interactivity leading to students' engagement in teaching sessions. Assessment related to communication related competencies is a vital component for the success of competency based education. Participants will be sensitized about various tools to observe students' performance related to communication skills.

<b>Objectives of the workshop</b>	<ul style="list-style-type: none"><li>➤ Identify the challenges and special needs in implementation of modules for effective communication.</li><li>➤ Discuss the practical implementation of various Teaching Learning methods and interactive tools for students' engagement for communication related competencies.</li><li>➤ Discuss the assessment tools for communication and plan an effective assessment strategy for every phase of the curriculum.</li><li>➤ Sensitize about the effective use of soft skills lab to teach and assess communication related competencies.</li></ul>
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PCW-21



## Lights Camera Action!

Join us on 01/11/2022(2:00p.m.-5:00p.m.) & immerse in the **Universe of Cine-Medication.**

**Title: Harnessing the Power of Cinema in Medical Education: Emotions, Engagement, Values**

*We help you think not just out of the box but **BEYOND!***



## **Producer (Organisers):**

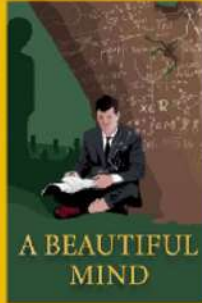
Himalayan Institute of Medical Sciences,  
Dehradun, India

## **Directors (Resource Faculties):**

Dr P Ravi Shankar, IMU Centre for Education,  
International Medical University, Kuala Lumpur,  
Malaysia

Dr Anuradha Joshi, Professor & Creative Medical  
Educator, Pramukhswami Medical College, Bhaikaka  
University, Gujarat, India

Dr Juhi Kalra, Professor & Head, Dept. of  
Pharmacology, Convenor, Department of Medical  
Education, HIMS, Uttarakhand, India



**Duration of Workshop: 3 hours**

**Who can register: Healthcare Professionals**

**Number of participants: maximum of 36**

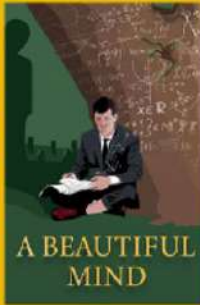
**Specific Learning Objectives:**

- Highlight important developments in cine-medication globally
- Apply the medium of cinema to explore important issues in the AETCOM module
- Develop guidelines on facilitating a cine-medication session

## Concept note:

"Cine medication" has been mentioned as using the dynamic power of cinema in medical education and plays a significant role in developing various aspects of humanism like building values, attitudes, and behaviours among medical students, and practicing doctors. Realizing its power and potential, medical colleges across the globe are directing their efforts to help students develop a humanistic perspective of doctoring as one of the essential competencies for becoming a caring physician by using interactive teaching-learning media like clips from movies, videos, and drama series, etc.

This interactive workshop will use facilitator inputs, movie clips, participant presentations, and activities to explore the immense potential of this powerful artistic medium in medical education.



<b>Title of Workshop</b>	<b>Student Doctor method of learning for Skill Acquisition in CBME</b>
<b>Facilitators</b>	Dr. Krishna G Seshadri <sup>1</sup> Dr. Smitha Bhat <sup>2</sup> <sup>1</sup> Dr Krishna Seshadri <sup>2</sup> Dr Smitha Bhat ,MD, MRCP (UK), FRCP (Edin.) FRCP (London) Professor of Medicine Former convener,MEU, Father Muller Medical College Mangalore
<b>Duration of Workshop</b>	Three hours
<b>Who can register as participants</b>	Faculty from clinical departments
<b>Number of participants</b>	30participants
<b>Concept note</b>	<p>CBME has been instituted since 2019 for undergraduate medical students. One of the key features of CBME is the student doctor method. As per the National Medical Council (NMC) , this needs to be implemented in all three phases of MBBS. The NMC has identified learning objectives for each phase. Learning experiences and assessment by means of logbook have been recommended.</p> <p>The student doctor method is a novel method of instruction. Not all medical college faculty are familiar with this method and the logistics of its implementation .</p> <p>Hence, this workshop has been planned as an introduction to effective implementation of the student doctor method of learning. The broader aim of the workshop is that faculty who attend will be change makers in their respective institutes and be able to guide the implementation of the student doctor method.</p>
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Describe the aim and intent of Student Doctor method for undergraduate MBBS students</li> <li>2. Plan curriculumfor Student Doctor posting in their respective specialties for undergraduate MBBS students – including objectives, TL methods, and assessment.</li> <li>3. Use the provided template to design subject specific logbook</li> <li>4. Describe patient safety, student safety and legal issues in the context of Student Doctor method</li> </ol>
<b>What is expected from participants?</b>	Participants are requested to respond to the needs assessment form which will be mailed 2 weeks prior to the workshop. Active participation in the form of group discussion, strategy planning and feedback is required. Reading material will be mailed in advance, and templates for educational strategies, implementation and assessment will be shared after the workshop.