

CONTENTS

- Message from
President AHPE 1
- NCHPE 2017
Announcement 2
- Educational
innovations and
ethical dilemmas 3
- Report from NCHPE
2016 @ Karamsad 5
- Disarming dialogues:
A RHIME Workshop 6
- Conclave on Capacity
building in the North-
East @ Guwahati 7

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MESSAGE

From the President, Academy of Health Professions Educators, India



DR. THOMAS V. CHACKO

President,
Academy of Health Professions Educators, India
Director,
PSG-FAIMER South Asia Regional Institute
Dean, Medical Education,
Believers Church Medical College, Thiruvalla,
Kerala

Warm Greetings from the President, AHPE!

It gives me great pleasure and I feel honoured by the trust you have reposed on me to be your President for the year 2017.

Being a voluntary Non-Government Organization, the success of the organization depends on the full-hearted support and contributions by members and the esteemed Executive Committee members of the AHPE to further the cause of improving the quality of Health Professions Education in India.

For this purpose a 'Needs Assessment' exercise was conducted to find out what the expectations of the HPE faculty are that they expect AHPE to deliver. Thanks to Dr. Anshu's efforts at doing a qualitative analysis of the responses, the primary areas of focus were identified as Capacity building through Faculty Development Programs (including through the NCHPE and formation of Regional centers), making available a repository of evidence-based good practices through website and newsletters/ journal, producing guidelines and standards for measuring and improving quality of education through accreditation of master trainers, Faculty Development/ CPD programs etc. as well as development of criteria for recognizing efforts of teachers and rewarding them within institutions and across the regions/ country (Scholarship of Teaching and other types of educational scholarships).

“The primary areas of AHPE’s focus were identified as capacity building through Faculty Development Programs, making available a repository of evidence-based good practices, producing guidelines and standards for measuring and improving quality of education and development of criteria for recognizing efforts of teachers and rewarding them.”

NCHPE 2017

Conference theme:

*Faculty Development:
Expanding horizons...
Fostering Change*

Through leadership in these fields and generating the evidence, we can influence policy and do advocacy with regulatory and accrediting agencies related to HPE. Various suggestions were also received as to how we can achieve this through formation of Special Interest Groups (SIG) in areas like competency based approach to education, distance/blended learning using IT resources, inter-professional education, educational research, program evaluation, student assessment including exit / licensing exams etc. When these SIGs come out with authoritative evidence-based recommendations that are content and context specific responding to local needs and get peer reviewed and approved by AHPE, it will serve as an authoritative resource for decision makers to arrive at policy decisions within the country.

This Newsletter is meant to bridge the communication gap between the AHPE EC and the AHPE members, a medium to communicate the latest updates in the field of HPE as well as provide a venue for members to showcase their own activities and events they have organized to further the cause of health professions education within their own respective spheres of influence.

I also encourage you to register for the NCHPE 2017 at Jorhat, Assam to enlarge your network of friends within the community of practice in India.

Best wishes for success in all your academic endeavors in the coming months.



Dr Thomas V Chacko

Upcoming Events

NCHPE 2017

**The 9th National Conference of Academy of Health Professions Educators
Jorhat Medical College, Assam, 7-11 November 2017**

Invitation from the Conference Secretariat

The Directorate of Medical Education, Training & Research and Jorhat Medical College are organizing a National Conference on Health Professions Education for the very first time in the eastern region of the country. In view of the local faculty needs and global trends, AHPE has appropriately chosen the conference theme this year as

“Faculty Development: Expanding horizons...fostering change”

Fourteen different pre-conference workshops have also been planned this year. We welcome you all to the cultural capital of Assam. Come and experience our hospitality and leave with warm memories of your stay here.

For more details and online registrations visit: <http://nchpe.in/2017/>

EDUCATIONAL INNOVATIONS AND ETHICAL DILEMMAS



DR. AVINASH SUPE

Past-President, AHPE
 Director, GSMC FAIMER Regional Institute
 Director, Medical Education Mumbai
 Dean & Professor, G I Surgery,
 GS Medical College KEM Hospital, Mumbai

“Teachers and institutions need to identify and address conflicts of interest created by the development and application of an innovation, always giving priority to students’ interests over and above academic scholarship or institutional gains.”

Innovations pave the way for most of the progress that has occurred in the field of medicine. This holds equally true for medical education. Various innovative approaches in the field of education have significantly increased student’s engagement and improved understanding, leading to improved outcomes of education.

While innovation is motivated by teachers' expectations that a new approach will benefit students, the reality is that not all innovations will result in improved learning. The ethical dilemma of implementing any educational innovation is knowing whether a particular innovation will prove to be good for students. This uncertainty creates challenges for teachers, students, and the education system.

By its very nature, an innovation introduces a potential risk to the process of student learning- a risk that may not be fully anticipated at the outset. At the same time, it fosters an optimism bias too. Ideally, informed consent of the students involved in educational innovations must be obtained along with permission from the authorities for using it. Innovative procedures and their associated educational technology raise issues of cost and resource distribution in the contemporary, financially conscious, healthcare educational environment.

Teachers and institutions need to identify and address conflicts of interest created by the development and application of an innovation, always giving priority to students’ interests over and above academic scholarship or institutional gains. Potential strategies to address the challenges inherent in educational innovation include collecting and reporting data of objective outcomes, expediting the informed consent process, and adhering to the principles of disclosure and professionalism. As teachers, we must encourage creativity and innovation keeping our ethical awareness and responsibility to students in mind.

In India, examination patterns are set by Universities and the Medical Council. However, teachers can still try and introduce innovative practices during their teaching learning sessions and formative assessments, keeping within the framework of Council guidelines.

“The most striking finding is that administrators have discarded their authoritative mantles and now welcome the entry of the teaching profession and the community into the traditionally holy precincts of the educational system.”

The magnitude and urgency of the challenges to be faced in a developing country such as India are enormous. Funds are required to avail of the services of available experts. Educational planners, administrators and teachers have to work in a situation plagued with the continuing dilemma of requirement of change and development on the one hand, and the severe restraints imposed by traditions and shortage of resources, on the other. Despite this predicament they race against time to keep pace with better educational provisions elsewhere in the world. The strain is great- a few individuals and organizations perceive the urgency of finding unconventional ways of conducting different aspects of the educational system, but more often than not they are outnumbered by those keen to hold fast to traditions. In the ensuing conflict of what should be done, innovations might arise and take shape swiftly, but their careful piloting and systematic diffusion present many difficulties. From this standpoint, the struggle which Indian educationists have put up with since independence, appears to have been fairly rewarding.

Each educational project is not necessarily based on entirely new ideas, but often comprises of the pragmatic adaptation of an earlier idea in the light of the present situation. For instance, the new graduate medical curriculum incorporates the best aspects of the basic education system as well as those progressive facets of such programmes prevalent in advanced countries.

Most of the innovations attempted so far in India focuses on greater input of human effort than on availability of financial support with strong administrative leadership. Structural changes made are plenty because new programmes cannot be planned and implemented through outdated systems. The most striking finding is that administrators have discarded their authoritative mantles and now welcome the entry of the teaching profession and the community into the traditionally holy precincts of the educational system. Yet, one must ensure that while introducing newer techniques of education, students consent must be taken along with institutional review boards permissions. No innovation should hamper achievement of the learning outcomes. If two methods are used, students should get benefit of best system, even if it means additional effort on part of teacher. Ultimate beneficiary of any innovation should be the students!

“In a world of change, the learners shall inherit the earth, while the learned shall find themselves perfectly suited for a world that no longer exists.”

-Eric Hoffer

“The objectives of the conference were to appreciate the need to integrate professionalism into the curriculum, to understand the principles for designing curricula for professionalism for undergraduates, and to identify methods of assessment of professionalism.”

REPORT FROM NCHPE 2016 @ KARAMSAD
National Conference on Health Professions Education 2016
 23-26 November 2016



The 8th National Conference on Health Professions Education 2016 (NCHPE 2016) was organized on 23-26 November, 2016 by Pramukhswami Medical College, Karamsad, Gujarat under the aegis of the Academy of Health Professions Educators (AHPE). The theme of the conference was “Professionalism” in line with the host institution’s vision with focus on noble traditions of the medical profession and in continuation of its efforts to provide a platform for ongoing debate over the reforms required in health profession education.

The objectives of the conference were:

- To appreciate the need to integrate professionalism into curriculum
- To understand the principles for designing curriculum for professionalism for undergraduates
- To understand the features of designing a residency program that evokes professionalism
- To appreciate the need to support teaching learning of professionalism – changing educational environment and student’s navigational skills
- To identify methods of assessment of professionalism and process of remediation of professional lapses
- To appreciate the need to incorporate professionalism in continuing professional development

The conference was inaugurated on 24 November 2016 by Shri Shirish Kulkarni, Hon. Vice Chancellor, Sardar Patel University in presence of Dr Amrita Patel, Chairman of Charutar Arogya Mandal, Dr Avinash Supe, President of AHPE and Dr Rashmi Vyas, Associate Director, Regional Faculty Development, FAIMER, Philadelphia, USA. The conference was attended by 127 health profession educators.

“The highlights of the conference were the key note addresses delivered by Drs DK Srinivas, Zubair Amin, Krishna Seshadri and Janet Grant on various aspects of professionalism.”

For further reading on the workshop:

Pandya SK. A personal experience of Theatre of the Oppressed. RHiME. 2016; 3: 48-52

Srivastava R. Disarming Dialogues during a visit to India. RHiME. 2016; 3: 53-5.

Ten pre-conference workshops attracted participation by 106 health profession educators. A workshop was organised by UNESCO Bioethics Unit of Gujarat at Pramukhswami Medical College for interns and postgraduates of medical colleges on the theme of “Ethical issues in Patient Care”.

The highlights of the conference were the following key note addresses: “Why do we need to teach professionalism” by DK Srinivas, “Program for teaching of professionalism at undergraduate level” by Krishna Seshadri, “Assessment of professionalism” by Zubair Amin, “Continuing professional development - focus on professionalism” by Janet Grant. A symposium on “Strategies for teaching learning professionalism” was held with Janet Grant and Melissa Fischer as speakers. Panel discussions on “Creating culture of humanism in medical education” and “ATCOM Module for IMG” stimulated debate on various aspects of professionalism.

Participants worked in small groups to debate on “Teaching and assessment of professionalism in traditional program for undergraduates”, “Teaching and assessment of professionalism in residency program” and “Incorporating professionalism in continuing professional development”. Conference participants presented their scholarly work in health professions education through 34 posters.

DISARMING DIALOGUES- REVIVING HUMANITIES IN MEDICAL EDUCATION (RHIME) WORKSHOP



The three-day Disarming Dialogues Workshop was a collaborative effort of the Bucksbaum Institute of the University of Chicago, and the Medical Humanities Group, University College of Medical Sciences, Delhi. The workshop was conducted from 2-4 November 2016 at the UChicago, Delhi Centre. 35 delegates represented diverse groups from medical institutions in India. The goal of the workshop was to enable faculty to humanize health education and patient care through the medical humanities.

The resource faculty included Vinay Kumar, Matthew Sorrentino, David Meltzer, Monica Peek, Ranjana Srivastava, Sunil K Pandya, and Theatre of the Oppressed facilitators Satendra Singh, Upreet Dhaliwal, and Navjeevan Singh. The deliberations demonstrated the ABCDE paradigm and culminated in a public forum theatre on the last day. Using forum theatre of Augusto Boal’s Theatre of the Oppressed, a liberatory praxis of education, the workshop participants presented unfinished stories of ethical and existential dilemmas in short plays of 5 to 10 minutes each. The spectators were encouraged to stop a play at any time, replacing the protagonist who is struggling, and demonstrate what they would do to change the outcome. Reflection, and the action that is brought out helped the transformation from spectator to “spectator”.

As part of the program development through this collaboration, the Medical Humanities Group, UCMS visited the Bucksbaum Institute at the University of Chicago from May 22-25, 2017.

Website:
<http://ahpe.in/>

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FACILITATING HUMAN RESOURCE DEVELOPMENT FOR HEALTH IN ASSAM THROUGH CAPACITY BUILDING OF MASTER TRAINERS



For quality universal health coverage, competent job-ready graduates are required who can effectively deliver quality health care. Newer approaches in teaching and training are required to produce these graduates with focus on predetermined graduate competencies. This is possible only through capacity building of faculty. To explore such issues and advocate the need for faculty development, a conclave was held between the Academy of Health Professions Educators, India and state-level representatives of the Health Ministry, Medical Education and University leadership in Assam at Guwahati on 1 April 2017. This conclave was a prelude to NCHPE 2017, the 9th National Conference of the Academy of Health Professions Educators (AHPE) of India.

The conclave sought to sensitize decision makers about the need for capacity-building of master trainers / faculty in medical and allied health sciences institutions in the north-eastern region of the country. The conclave was attended by a plethora of key decision makers and administrators of the state and national level- namely the Academy of Health Professions Educators, state-level representatives of the Health Ministry, Directorate of Medical Education Training and Research, Srimanta Sankaradeva University of Health Sciences and faculty from various medical, nursing, dental colleges and the Medical Institute Jorhat.

The conclave was inaugurated by the Vice Chancellor, DME Assam, Prof AK Barman, along with Principal I/C Prof Pranabjit Biswanath and Prof Bishnu Ram Das. The Vice Chancellor of SSUHS, Prof Umesh Ch Sarma delivered the inaugural address. Dr Thomas V Chacko, Dr Avinash Supe and Dr Tejinder Singh were the chief resource persons

For more details about the conclave visit: <http://ahpe.in/activities-2017/>

For details on how to become an AHPE member, please visit: <http://ahpe.in/membership/>

AHPE members may send reports about educational activities organized or announcements related to upcoming events in health professions education for publication in the News Bulletin to ahpe.secretariat@gmail.com