

CONTENTS

Report from Nagpur
NCHPE 2018 1

Simulation-based
learning in CBME 4

NCHPE 2019
Announcement 5

Dr Nirmala Rege
nominated President
Elect 2019 6

EDITORIAL BOARD

Dr Anshu
Dr Munira Hirkani
Dr Chetna Desai
Dr Chinmay Shah
Dr Satendra Singh
Dr Purnima Barua

THRUST ON COMPETENCY DRIVEN INITIATIVES BEYOND THE CLASSROOM: Report from NCHPE 2018

NKP Salve Institute of Medical Sciences and Research Centre
and Lata Mangeshkar Hospital, Nagpur (Maharashtra)
15-17 November 2018



The AHPE's 10th National Conference on Health Professions Education (NCHPE 2018) was organized by the NKP Salve Institute of Medical Sciences and Research Centre and Lata Mangeshkar Hospital Nagpur from the 15-17 November 2018. The event was clubbed with the 2nd MUHS State Level Health Sciences Education Technology (HSET) Research Conference 2018-19. The theme for the conference was *"Competency-driven health professions education: Initiatives within and beyond classroom."*

The conference was a blend of keynote addresses, webinars, plenary sessions, panel discussions, forum theatre and poster presentations. The conference was inaugurated by Honourable Vice Chancellor of Maharashtra University of Health Sciences (MUHS) Nashik Dr Deelip Mhaisekar. The Pro-Vice Chancellor of MUHS

The theme for NCHPE 2018 was Competency-driven health professions education: Initiatives within and beyond classroom."

Nashik, Dr Mohan Khamgaonkar was the guest of honour. Shri Ranjeet Deshmukh, Chairman, Vidya Shikshak Prasarak Mandal Academy of Higher Education (VSPMAHE), presided over the function. Dr Kajal Mitra, Dean, NKPSIMS & RC Nagpur, Dr Himanshu Pandya, President, AHPE, and Dr Anshu, Secretary, AHPE graced the occasion. Dr Suresh Chari was Organizing Chairperson and Dr Shubhada Gade was the Organizing Secretary of NCHPE 2018.



Dr Ved Prakash Mishra, Honorable Chancellor, KIMS (DU) Karad, and Pro Chancellor DMIMS (DU) Sawangi (Meghe) Wardha delivered the keynote address on 'Competency Based Medical Education: Scope, challenges and future prospects in India'. Dr Avinash Supe, Director, GSMC-FAIMER Regional Institute, Mumbai then delivered another keynote on the conference theme, Competency-driven health professions education: Initiatives within and beyond the classroom. This was followed by a session, where all the delegates participated in an invigorating large-group interactive brainstorming exercise. Dr Anshu, from MGIMS Sevagram, and Dr Suresh Chari, from NKPSIMS Nagpur facilitated this session where the audience came out with several recommendations on 'beyond classroom activities' to ensure the production of competent Indian medical graduates.

Live telecast of webinars made it possible for the delegates to interact with international faculty. Professor Dr Stewart Mennin from New Mexico (USA) spoke on 'Sticky issues in medical education' while, Dr Rashmi Vyas, from FAIMER Institute Philadelphia (USA) spoke on 'Implementing Competency Based Medical Education in the classroom'.

A total of 286 delegates attended 15 pre-conference workshops.

325 medical, dental, physiotherapy, Ayurveda and nursing teachers attended the conference.

An impressive 142 papers based on educational research projects were presented in the conference.

Plenary sessions were held on topics related to CBME and AETCOM. Dr Minnie Faith from CMC Vellore spoke on 'Effective harnessing of e-resources as a complement to CBME', while Dr Mary Mathews (KMC Manipal) spoke on 'Bioethics and value based education: Implementation and assessment'. Dr Shashikant Chaudhary from Nagpur conducted an interesting brainstorming session on 'Technology enhanced education: The India Initiative'

The conference included a panel discussion on "Challenges in implementing CBME: The stakeholders' perspective". Dr Thomas Chacko (Director, PSG FRI Coimbatore) was the moderator while the panelists were Dr Mohan Khamgaonkar, Dr Vivek Saoji, Dr Lalit Waghmare, and Dr Shubhada Gade. Dr AM Ciraj moderated another panel discussion on "Integrating the art and science of team work in health professions education" where the multidisciplinary panelists were Dr Rajeev Borle (Dentistry), Prof Nishant Manapure (Architecture), Dr Bharati Batra (Nursing), and Dr Mariya Jiandani (Physiotherapy).

A Forum Theatre based on Theatre of the Oppressed was presented by Dr Navjeevan Singh, Dr Upreet Dhaliwal, Dr Satendra Singh, Dr Khan Amir Maroof and Dr Purnima Barua. E-poster sessions were coordinated by Dr Chinmay Shah (GMC Bhavnagar), Dr Chetna Desai (BJMC, Ahmedabad) and Dr Madhur Gupta (NKPSIMS Nagpur). The cultural evenings threw up the latent talent of the organizers and allowed for good networking opportunities.

A total of 286 delegates attended 15 pre-conference workshops on the recent trends in education technology conducted by eminent faculty. 325 medical, dental, physiotherapy, Ayurveda and nursing teachers attended the conference. An impressive 142 research papers based on educational research projects were presented in the conference. The conference was supported by AHPE (Academy of Health Professions Educators), VSPM AHE, FAIMER, MCI and MUHS.



SIMULATION-BASED LEARNING IN COMPETENCY-BASED MEDICAL EDUCATION: THE INDIAN CONTEXT



DR DINESH BADYAL

MD, MHPE, Dip.Clinical Research,
FAIMER Institute Fellow, IFME Fellow,
CMCL-FAIMER Fellow

Professor, Dept of Pharmacology & Medical Education,
Director, CMCL-FAIMER Regional Institute,
Convener, MCI Nodal Centre for Faculty Development,
Christian Medical College, Ludhiana, Punjab

“Unfortunately medical colleges invest heavily in buying mannikins but not in training their stakeholders in how to develop and implement simulation-based teaching-learning.”

Simulations are being used in the airline industry for training, re-training and certification. For the airline industry, safety is of paramount importance. Medical services also look at safety as a very important parameter. Risk reduction strategies are being used in these two areas. Medical education curricula have been trying to use simulation-based learning (SBL) for years. Simulations are presently being used for skill acquisition and assessment. However, the following dilemmas remain: what to use in simulations, why to use simulations and how to use simulations for learning.

In India, we have two contrasting scenarios related to availability of clinical material for learning in medical colleges. In some well-established colleges there are large number of patients, while in other colleges, there are a smaller number of patients or patients refuse examination by students. Simulations and simulation-based teaching can be useful in these scenarios. The use of skills and simulation labs have become mandatory in India for undergraduate medical education from 2019 as per the new competency-based curriculum.

Due to the above reasons, medical colleges are trying to set up simulation labs and start simulation-based teaching. However, unfortunately most colleges buy mannikins and fill their simulation labs with a variety of plastic material without realizing their need or without having any teaching-learning relevance. In a way they invest heavily in plastic mannikins but not in training their stakeholders in how to develop and implement simulation-based teaching-learning.

Simulation laboratories can be used to learn technical or non-technical skills. Non-technical skills including communication, team-based learning etc. can be very effectively taught in simulated scenarios. In technical skills, techniques like intravenous injections, lumbar puncture can be done repeatedly and improvements can be done. It is not always possible to learn these skills in real encounters. Therefore, simulation encounters using various simulations e.g. mannikins, standardised patients, or hybrid models can help a lot to improve student learning and patient safety. The confidence of learners improve and they can practice multiple times on simulations and also take remedial actions. Otherwise, a learner cannot poke a patient multiple times to learn intramuscular injections.



The development of low-resource intensive simulations and simulated environments can contribute to better skills learning and improved patient safety. It is reported to improve patient outcome too. The use of low fidelity simulation can be also very useful if appropriate teaching learning methods are employed. The educational material in a simulation module can include learning objectives, methods, material needed, logistics about space, time, practice time, faculty training tips and assessment strategies e.g. checklists, OSAT (Objective structured assessment of technical skills), OSCE (Objective structured clinical examination), OSPE (Objective structured practical examination). The possibility of using hybrids i.e. video/computer simulation/ real patients should be explored as in India at number of places ample number of patients are available. Hybrid models can be used for intramuscular injection by using actual subject for palpation of bony landmarks and marking site of injection followed by actual administration into simulated arm.

All stakeholders should make appropriate efforts and invest time & money in equipping faculty with skills to develop educational material for the simulation-based learning and train more and more faculty in using simulations in learning.

ANNOUNCEMENT

The 11th National Conference on Health Professions Education (NCHPE 2019) will be organized by Department of Medical Education (DOME), Jawaharlal Nehru Medical College and KAHER's (KLE Academy of Higher Education and Research) University Department of Education for Health Professionals (UDEHP), from 21-23 November 2019.

The theme of this conference will be: "*Competency based medical education: Transformative learning—from theory to practice*".

Visit <http://nchpe19.in/> for more updates

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

AHPE EXECUTIVE COMMITTEE

President

Dr Himanshu Pandya

Secretary

Dr Anshu

Treasurer

Dr Nirmala Rege

Joint Secretary

Dr Munira Hirkani

Members

Dr Tejinder Singh
 Dr Arun Jamkar
 Dr Balachandra Adkoli
 Dr Payal Bansal
 Dr Rashmi Vyas
 Dr AM Ciraj
 Dr Purnima Barua
 Dr Sanjay Bedi
 Dr Shailesh Lele
 Dr Amol Dongre
 Dr Satendra Singh
 Dr Chetna Desai
 Dr Praveen Singh
 Dr Jyoti Nath Modi

Past Presidents

Dr Rita Sood
 Dr Avinash Supe
 Dr Thomas Chacko

DR NIRMALA REGE NOMINATED AS PRESIDENT ELECT OF AHPE FOR 2019



Dr Nirmala Rege has been nominated as President-Elect of the Academy of Health Professions Educators for the year 2019. Dr Rege is Professor and Head, Department of Pharmacology and Therapeutics at Seth GSMC and KEM Medical College Mumbai. She is also Professor, Department of Medical Education at

GSMC since 2015. She is one of the editors of the book "The Art of Teaching Medical Students" which has gone into its second edition. She is a FAIMER-Institute Fellow from Philadelphia. She has been faculty and Co-Director of the GSMC FAIMER Regional Institute since 2005. She has been Convenor of the Nodal Centre for Advance Course in Medical Education (ACME) at GSMC-KEMH since 2014. She is currently Treasurer of the Academy of Health Professions Education.

NEWS FROM HERE AND THERE

Jorhat Medical College was accorded the MCI Regional Centre status in December 2018. The centre caters to 27 medical colleges from the north-eastern states and West Bengal. Dr Purnima Barua is the Convenor of the centre.

A webinar series on Good Clinical Practices was conducted by Dr Chinmay Shah, Dr Tejas Patel and Dr Amol. This was coordinated by Dr Sanjay Bedi. Another series of 12 online webinars on Research Methodology was conducted through Zoom over a one and a half month period for the postgraduate students of MJ Institute of Ophthalmology. Dr Parag Chavda, Dr Kedar Mehta and Dr Tejas Patel served as faculty. Dr Purvi Bhagat coordinated the programme.

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