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MESSAGE FROM THE PRESIDENT

Academy of Health Professions Educators, India

It is a privilege and an honour to be given the responsibility of leading the Academy of Health Professions Educators as its President for 2022. I have been lucky to be associated with this organization since it was a fledgling idea, and have seen it grow from a concept to a functional body. In the process, I have had the opportunity to be mentored by several stalwarts in medical education.



We are at crossroads. Since competency-based medical education has been introduced in a nation-wide process, teachers and institutions have had to adapt quickly and on many fronts. The process includes concepts which the faculty themselves have not experienced as students. So, understandably the journey is expected to be a bumpy ride. Since 2019, a lot of med-ed jargon such as, early clinical exposure, self-directed learning, clerkship, integration, flipped classrooms, simulation-based learning, workplace-based assessment, etc. have been making the rounds. As an Academy we have had the expertise and the opportunity to provide the scaffolding and make these concepts easy to implement. This has been done through regular webinars through the AHPE forum. These webinars are freely accessible through our website. Furthermore, our members have been conducting faculty development programmes both offline and online.

In the last decade, the National Conferences in Health Professions Education (NCHPE) have become a common meeting ground where faculty of all specialities have had the opportunity to air their concerns

“Quality cannot be achieved with minimum faculty, neither can there be shortcuts in this journey. The quest for excellence demands adequate manpower, transparency, delegation of work, accountability, supervision, monitoring and integrity.”

and get solutions. Each year they are based on a relevant theme, and it is heartening to see the quality of educational research presentations improve. Building this community of practice is an important achievement, for it is through informal interactions that ideas and networks proliferate.

At the AHPE, our endeavour will be to empower our faculty to grow together. There have been attempts to give representation to faculty of all health professions, from different parts of India, and to learn from each other. Newer ideas will always be welcome and we will always look out for enthusiastic faculty to take this journey forward. We intend to work with the regulatory bodies, and represent diverse points of view, because the answers are never in black and white. Academic debates and discussions are a sign of a healthy, growing and aware society. There are several areas which need our attention. And the quality of medical schools is foremost on our minds. As the numbers of colleges increase, we need to keep tabs on the quality of teaching-learning and assessment. Quality cannot be achieved with minimum faculty, neither can there be shortcuts in this journey. The quest for excellence demands adequate manpower, transparency, delegation of work, accountability, supervision, monitoring and integrity.

I am lucky to have stood on the shoulders of my distinguished predecessors and seen their vision for this Academy. With their guidance and with the support of my accomplished team members, I wish to take small steps towards this dream. We might not be able to achieve it all immediately, but every step in this journey will make a small difference. And therefore, each little contribution from the AHPE members matters. Please feel free to reach out to us with fresh ideas and suggestions.

With warm regards,

Anshu

President, AHPE, 2022

Director-Professor, Department of Pathology

Mahatma Gandhi Institute of Medical Sciences

Sevagram

USING PAINTINGS IN THE HEALTH HUMANITIES

DR P RAVI SHANKAR

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“Paintings do not have a language barrier. They can also be used to introduce students to important moments in the history of medicine. Important figures and events in traditional systems of medicine can also be highlighted.”

Health humanities use subjects traditionally known as the humanities for specific purposes in health professions education. Various subjects like literature, philosophy, drama, music, and fine arts are used to explore various topics in the health humanities. Different teaching-learning activities like book readings, role-plays, critical analysis, musical performances, painting, and photography are used. Paintings have been used in several countries.

Paintings in health professions education (HPE)

In many western nations, students visit museums accompanied by their teachers and art curators from the museums. They work in groups and critically analyze the paintings. Paintings have several advantages in the education of healthcare professionals. They can introduce students to unfamiliar and problematic life situations, help them understand the patient perspective, empathize with sickness and suffering and help them express their emotions. Students with artistic skills have also been encouraged to paint and selected paintings have been displayed in exhibitions in institutions and online collections.

Paintings have the advantage of not having a language barrier, a problem in many developing countries. Due to various reasons, the language of instruction for the health sciences in many nations is European colonial languages. Paintings do not have this limitation though the identification with the scenes and characters depicted in the paintings may be more difficult if they are from a western setting and a historical time period. However, paintings can also be used to introduce students to important moments in the history of medicine. Important figures and events in traditional systems of medicine can also be highlighted. Students also gain knowledge of important art works and artists who have explored the human condition.

Robert Pope was a Canadian artist who died young from Hodgkin’s lymphoma and his work is showcased at the Robert Pope archive (<https://robertpopearchive.com/>) The artworks of Robert Pope dealing mainly with the patient perspective on cancer have been used by several educators during health humanities sessions. Student submissions to art competitions held at the International Medical University, Malaysia from 2012 are showcased at the Inspire gallery (<https://www.imu.edu.my/inspire-gallery/>)

“Astute observation is fundamental to the practice of medicine. Visual arts depend on attention to detail and have been shown to improve the observation skills of physicians.”

Online art collections

Access to online art collections is available through <https://www.metmuseum.org/art/collection>, <https://www.nga.gov/open-access-images.html>, <https://www.openculture.com/2016/05/1-8-million-free-works-of-art-from-world-class-museums-a-meta-list.html>, <https://artsandculture.google.com/partner>, <https://medhum.med.nyu.edu/>, <https://www.moma.co.uk/public-domain-images/> and <https://artsandculture.google.com/> among other collections. Access to art from India is more limited though <https://www.kamat.com/database/content/paintings/> offers access to a good collection of paintings.

Visual thinking strategies (VTS)

Visual thinking strategies (VTS) have been widely used. Astute observation is fundamental to the practice of medicine. Visual arts depend on attention to detail and have been shown to improve the observation skills of physicians. VTS developed by Abigail Housen and Philip Yenawine encourages thoughtful discussion of and engagement with art. The method uses three questions to focus on observations. What do you see? Why do you say that? What else do you see? The method also improves the tolerance of ambiguity and promotes teamwork and interprofessional collaboration. The patient-practitioner relationship is strengthened, and patient-centered care can be provided. Students work in groups and learn to communicate with each other and listen and work together to analyze the painting.

The skills developed while analyzing paintings can be transferred to clinical settings. Students practice and reflect on clinical observation and develop habits to help in the effective observation of patients. VTS is grounded in the educational theories of Lev Vygotsky and knowledge is built through the process of interaction between the learner and others through the process of scaffolding. Social constructivism and creating knowledge with others are the basis of his educational philosophy. Like other learning activities creating a safe environment is important. Paintings have several important benefits in educating health professionals and can be incorporated without major problems into health humanities modules.

ANNOUNCEMENT: NCHPE 2022

The 13th National Conference on Health Professions Education will be organized at the Himalayan Institute of Medical Sciences, Jolly Grant, Dehradun from 31 Oct-3 Nov 2022. The conference theme is **“Preserving the human connect in an era of technological advancements in medicine”**. For more details, visit: <https://hims.srhu.edu.in/nchpe-2022/#home>

NCHPE 2021 ORGANIZED BY SRI GURU RAM DAS UNIVERSITY OF HEALTH SCIENCES, AMRITSAR

25 -30 October 2021



“The conference highlighted different aspects of the CBME curriculum including student-doctor method, integrated teaching, workplace-based assessment and quality assurance.”

The 12th National Conference on Health Professions Education (NCHPE 2021), which had to be delayed by a year due to COVID pandemic, was held at the Sri Guru Ram Das Institute of Medical Sciences and Research, Amritsar between 25-30 October 2021. The theme of the conference was “Looking back to leap forward: Curriculum innovations”. The conference was held in hybrid mode, with around 250 participants onsite and 500 joining online. The Chief Guest was Prof JS Sandhu, Vice- Chancellor of Guru Nanak Dev University, Amritsar.

Day 1 of the conference was devoted to share various aspects of the CBME curriculum like its design, student-doctor method of training, integration, and quality assurance. The entire afternoon session was devoted to students’ perspective, their requirements and preparing them to adopt this curricular model. There was a parallel poster session.

Day 2 and 3 were for pre-conference workshops. A total of 15 preconference workshops were organized. Most of them were in online mode. Theatre of the Oppressed was organized onsite. The main conference was organized on day 4 and 5 and included keynotes, panel discussions, debates and guest lectures. Dr Sahiba Kukreja was the organizing secretary of the conference.



ERA UNIVERSITY LUCKNOW LAUNCHES CERTIFICATE COURSE IN HEALTH PROFESSIONS EDUCATION



Era University, Lucknow, fosters not only allied health but also a medical college and faculty development is a much-needed agenda. A Virtual International Conference for Health Professions Education (VICHPE) was organized from 6-8 April 2021, involving several AHPE members, besides many international stalwarts. A six-month Certificate Course in Health Professions Education for inter-professional faculty members was started in April 2019.

AHPE members, Dr Farzana Mahdi, Dr Sucheta Dandekar, Dr Nirmala Rege and Dr Anuja Bhargava were invited to conduct 3 international webinars on invitation from Sadiq International Virtual University (SIVU) on topics as diverse as 'Towards Building & Productive Educational Environment' in 2021 and 'Understanding Leaderships' and 'Evolving Student Teacher Relationship' in 2022, respectively.

Era's Lucknow Medical College, was selected as a regional resource training center for management of maternal and newborn to conduct clinical skills training for first referral unit doctors and successfully conducted workshops between July and September 2022. Dr Krishna Seshadri enlightened the faculty and students about the 'learner - doctor' method on 6 December 2021. An international eight-month Era - SIVU Health Professions Certificate Course was started in September 2022.

AHPE WEBINARS

The Continuing Professional Development (CPD) unit of the Academy of Health Professions Educators (AHPE) offers free webinar lecture series for health professions educators. Recordings of the previous webinars can be viewed at <https://ahpe.in/ahpe-webinars/>

AHPE members interested in presenting webinars on topics of current relevance may express their interest. Details available here: <https://ahpe.in/expression-of-interest/>

COMMUNITY-BASED DEVELOPMENT OF TRANS-AFFIRMATIVE HEALTH EDUCATION IN INDIA



The project aims to understand the challenges faced by transgender and gender non-binary (TGNB) persons in accessing general healthcare in order to reform undergraduate health professional education.

Despite a history of acceptance of genders beyond the binary of male and female, transgender and gender non-binary (TGNB) persons have found themselves routinely excluded from general healthcare services. One of the reasons for this has been the exclusion of trans identities and health concerns from health professional education in India, including the MBBS. Moreover, the curriculum itself, as mandated by the National Medical Commission, until recently explicitly classified the transgender experience as an abnormality and mental health problem.

Towards this, the TransCare MedEd project was planned by the Sangath Bhopal hub, which has been working with marginalized populations such as the transgender community and disability communities since March 2021 under iHEAR (initiative for Health Equity Advocacy and Research). The project aims to understand the challenges faced by TGNB persons in accessing general healthcare in order to reform undergraduate health professional education. The project builds on a prior successful collaboration led by AHPE Executive Member Dr Satendra Singh to incorporate disability competencies into the CBME.

The project aims to highlight global best practices in shared decision making for vulnerable communities and to create a set of core competencies on trans-affirmative healthcare in India through a series of consultative workshops and a national conference being conducted between August 2021 and May 2022. Participants included transgender community members, health professionals and students who identify as TGNB, health professionals who have experience providing care to TGNB

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

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persons, medical educators, and other key governmental and non-governmental stakeholders.

The Project Co-Leaders included Dr Anant Bhan and Dr Harikeerthan Raghuram from Sangath Bhopal; Dr Anu Hazra from the University of Chicago; Dr Aqsa Shaikh from Hamdard Institute of Medical Sciences & Research; Dr Satendra Singh and Dr Khan Amir Maroof from University College of Medical Sciences; and Dr Kirtana Pai from KMC Manipal. The project held a series of consultative stakeholder workshops conducted in HIMSR, Delhi, KMC Manipal, Bhopal and virtually. The competencies were launched at the National Conference in New Delhi on May 5th and 6th. A one-day dissemination meet was organized at the University of Chicago Center in Delhi on 18th June 2022. Several meetings with key stakeholders were conducted in June 2022 with the National Institute of Social Defence, the National AIDS Control Organization, the United States Agency for International Development, and the United Nations Development Programme, India.

Link: <https://sangath.in/transcaremeded/>

DR CHETNA DESAI NOMINATED AS PRESIDENT ELECT OF AHPE FOR 2023



Dr Chetna Desai, Professor and Head, Department of Pharmacology, BJ Medical College, Ahmedabad (Gujarat) has been nominated as the President Elect for the Academy of Health Professions Education for the year 2023. She has previously served as an Executive Member for AHPE from 2017 to 2021. Our congratulations and best wishes to her.

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