

FOUNDATION PROGRAMME FOR BHMS COURSE



HOMOEOPATHY EDUCATION BOARD

NATIONAL COMMISSION FOR HOMOEOPATHY

JAWAHAR LAL NEHRU BHARTIYA CHIKITSA AVUM HOMOEOPATHY ANUSANDHAN BHAVAN

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BACKGROUND

Homoeopathic Medical education in India requires the orientation of the new entrant to a basic philosophical orientation, a need to think in an integrated and holistic manner, an ability to function in a team at the bedside and a capacity to invest in a life-long learning pattern. Homoeopathy, though more than 250 years old, is relatively young as a scientific discipline and has attracted a number of negative community exposure due to a variety of reasons including poor awareness of the mode of action of the drugs and its pure dynamic base without use of material doses of the medicine. In India, we are aware that the student who enters the portals of a homoeopathic college rarely does so out of his volition. It is often as the last choice or one which is adopted as a stepping stone to a 'medical' degree. Hence the mind-set of the new entrant is rarely informed, positive and self-affirming.

However, we know that like all medical disciplines, homoeopathic training does take place in a wide spectrum of domains that involves exposure to human interactions and interpersonal relationships in various settings including hospital, community, clinics etc. The training is intense and demands great commitment, resilience and lifelong learning.

Students entering the environment in a homoeopathic college at around 17 years of age does pose multiple challenges. They have had limited experience of the world outside their immediate family and social circle, most of them have difficulties in using the English language for oral/written communication, varying reliance on social media, limited exposure to serious reading material and very limited contact with the caring professions mostly confined to their personal lives. It is desirable to create a period of acclimatization and familiarization to the new environment. This would include an introduction to the course structure, learning methods, technology usage, and peer interactions which would facilitate their smooth transition from Junior college to a professional homoeopathic college.

Increasingly, it is seen that stress levels during medical studentship as well as in the medical career are high and there is considerably higher rate of mental morbidity and suicide in the medical profession. The society in general, does not look favourably at mental ill health and the medical profession is not immune to stigmatization that mental illness invariably attracts. The students need to be introduced to the values of equality, diversity, gender sensitization, alternate sexual mores, etc. -all of which play a significant role in maintaining individual and social harmony in an educational institution. The concepts of mental health and hygiene needs to be introduced at the outset and care taken of following up on this at regular intervals during the subsequent years. In this context, the process of Mentoring has been recommended by all academic authorities and this facility needs to be introduced to the freshers at this stage.

This is planned to be achieved through a dedicated 15 days exclusive "Foundation Course", at the beginning of the BHMS course to orient and sensitize the student to the various identified areas.

GOALS

Thus the broad goals of the Foundation Course in Homoeopathy include:

1. Orienting the students to various aspects of a homoeopathic college environment.
2. Creating in them the conscious awareness of the 'Mission' as defined by Master Hahnemann
3. Orienting them to certain basic, but important, skills required for patient care
4. Enhancing their communication, language, computer and learning skills.
5. Providing an opportunity for peer and faculty interactions and introducing orientation to various learning methodologies.

OBJECTIVES

A. Orient the learner to:

- a. The medical profession and the mission of a homoeopath in society
- b. The BHMS programme
- c. Vision and Mission of the Institute
- d. Concept of Holistic and Positive health including mental health and hygiene and ways to acquire and maintain it
- e. History of Medicine and Homoeopathy and state of Homoeopathy in the world
- f. Medical ethics, attitudes and professionalism
- g. Different Health systems available in the country
- h. Health care system and its delivery
- i. National health priorities and policies
- j. Principles of primary care (general and community-based care)
- k. Adult learning principles
- l. Sensitization to Constitutional values, equality, gender sensitization and ragging

B. Enable the learner to appreciate the need to enhance skills in:

- a. Observation and Documentation
- b. Interpersonal relationships and Team behaviour
- c. Communication across ages and cultures
- d. Time management
- e. Stress management and maintain mental health
- f. Concept of mentor and mentorship programme

C. Train the learner to provide:

- a. First-aid
- b. Basic life support
- c. Universal precautions and vaccinations
- d. Patient safety and biohazard safety

D. Language and Computer skills

- a. Local language programme
- b. English language programme
- c. Computer skills and use of Information technology

These may be arranged as per the needs of the particular batch and extra coaching may be continued after the Foundation programme

Content and Methodology

The programme will be run in Sessions which must be as interactive as possible.

The major components of the Foundation Course include:

I Orientation Program: This includes orienting students to all the components mentioned in A above with special emphasis on the role of Homoeopathy and of a Homoeopath in today's times.

II Skills Module (Basic): This involves skill sessions such as Basic Life Support, First Aid, Universal precautions and biomedical waste and safety management that students need to be trained prior to entering the patient care areas.

III Field visit to Community and Primary Health Centre: These visits provide orientation to the care delivery process through community and primary health centres, and include interaction with health care workers, patients and their families.

IV Professional development including Ethics: This is an introduction to the concept of Professionalism and Ethics and is closely related to Hahnemann's emphasis on the conduct of a physician. This component will provide students with understanding that clinical competence, communication skills and sound ethical principles are the foundation of professionalism. It will also provide understanding of the consequences of unethical and unprofessional behaviour, value of honesty, integrity and respect in all interactions. Professional attributes such as accountability, altruism, pursuit of excellence, empathy, compassion and humanism will be addressed. It should inculcate respect and sensitivity for gender, background, culture, regional and language diversities. It should also include respect towards differently abled persons. It introduces the students to the basic concept of compassionate care and functioning as a part of a health care team. It sensitizes students to "learning" as a behaviour and to the appropriate methods of learning. Mentoring and sensitization to Ragging and Gender issues would be important.

V Enhancement of Language / Computer skills / Learning Skills: These are sessions to provide opportunity for the students from diverse background and language competence to undergo training for speaking and writing English, fluency in local language and basic computer skills. The students should be sensitized to various learning methodologies such as small group discussions, skills lab, simulations, documentation and concept of Self-Directed learning.

ORGANIZATION OF THE PROGRAMME

In the table below is the suggested methodology of conducting the programme wherein the topics (A-D) are split into aims and contents, method of delivery, sources from where the teacher can get access to material and the suggested department who should be responsible for its conduct.

A time table is also attached at the end which indicates the flow in which the programme may be usefully conducted.

EVALUATION

With a view to understand the effects of the Foundation programme, it is desirable that a short assessment of the sessions be conducted by every Institution. The student may be asked to give her/his assessment in the following format:

1. Name and number of session
2. What was learnt about the topic
3. What was not understood
4. What are the suggestions

The teacher in charge of the session should submit her/his report to the Principal who should collate all the reports and send a document to the HEB stating the experience of the Institute in conducting the Foundation Course, the benefit the students and the Institution has seen and suggestions for any change (addition/modification/deletion) of the topics.

STRUCTURE OF THE FOUNDATION COURSE

| Serial no | Topic | Contents | Type of activity | Reference Sources | Department/Persons | Duration hrs |
|-----------|---|--|--|--|------------------------|--------------|
| A 1 | Welcome and Introduction to Vision Mission of the Institute | Principal accords a formal welcome Introduces the Chairman of the Institute Chairman shares the history of the Institute and the values, vision and mission on which the Institute has been founded. Also lays down the expectations from the students in terms of code of conduct | Lecture to orient the students to the characteristics of the Institution and to inspire the students to the noble ideals of the founders | - | Chairman and Principal | 1 |
| A 2 | Mission and role of Homoeopathy and Homoeopaths in society | Session 1 should start with eliciting the experience of homoeopathy from amongst the students. From there the common beliefs about homoeopathy should be brought out and 2-3 brief | Interactive discussion on the experience of Homoeopathy by the students. Demonstration of successes in homoeopathic | Excellent resources available on the CCRH website "Homoeopathy: The science of Gentle healing" https://www.ccrhindia.nic.in//admnis/admin/showimg.aspx?ID=9496 "Scientific Framework of Homoeopathy" https://www.ccrhindia.nic.in//admnis/ad | Organon | 3 |

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| | <p>including showcasin g effects of Homoeopa thy</p> | <p>audio-visual films of patients who have been treated successfully with Homoeopathy preferably with their oral/written testimony. Session 2 should outline in general the steps that need to be taken by a homoeopath when treating cases and the nature of dedication and study needed. Place which Homoeopathy has played in different areas of public health all over the world (See references)</p> <p>Session 3 should introduce the concept of Mission in general and as defined by Hahnemann. Briefly outline the challenges faced by him through the crucial periods of his life and how the strength and belief keeps one persisting in one's life work. Exhibit motivational video clips of persons from different walks of life -sports,</p> | <p>treatment Introduce Hahnemann mission and how his example ought to be an example for all to work with diligence and confidence</p> | <p>min/showimg.aspx?ID=15844 Identify video clips which will help in the objectives of highlighting the importance of mission</p> | | |
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| | | adventure, science, public service – who have singlehandedly worked towards achieving their goal | | | | |
| A 3 | BHMS Course of study and introduction to first year faculty | The outline of the first year study to be presented with special emphasis on Competency based mode. Programme Outcomes of the BHMS programme and Course outcomes of the I BHMS should be explained Each HOD should give a brief understanding of the respective subject. Nature of assessment should be specifically told including electives | Presentation with oral presentation | NCH website MSE | Principal and HODs of the five subjects with the teachers who would be teaching them | 1 |
| A 4 | Visit to institution / campus / facilities | This should be done in batches of 20-25. College, Hospital and Sports facilities. Special attention should be given to the Library and the various facilities available including the web surfing which is going to be required for the | Walking tour | | Principal, Hospital Superintendent HODs, Sports/NC C coordinato | 2 |

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| | | programme of study | | | r, Librarian and Hostel Warden/s | |
| A 5 | Concept of Holistic and Positive health | <p>We need to raise questions related to Health and well-being in the minds of budding homoeopaths who are living in a knowledge era and digital society. Concept of Positive health in Seligman's paper is very broad and deals in depth with the whole gamut of health and the importance of leading a healthy physical and mental life to maintain Positive health. A fair amount of research evidence has also been adduced to support the concept.</p> <p>Over two sessions, this concept and the relationship with Holistic health as defined in Homoeopathy should be correlated. The need to look at the WHO concept and think of further developments should</p> | PPT followed by Interactive discussion | <p>Concept of Health in Knowledge and Digital society</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5778676/#:~:text=In%201977%2C%20with%20the%20adoption,of%20this%20Strategy%20(12).</p> <p>Seligman had introduced the concept of Positive Psychology in 1999 and later has elaborated it in the concept of Positive health accessed at https://iaap-journals.onlinelibrary.wiley.com/doi/10.1111/j.1464-0597.2008.00351.x</p> | Organon and Homoeopathic Philosophy (Psychology) | 2 |

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| | | also be attempted. The importance of preventive measures and proactive measures should be repeatedly emphasized. Numerous examples of everyday situations should be taken up to illustrate the common experiences | | | | |
| A 6 | History of Medicine and Homoeopathy and state of Homoeopathy in the world | Divide this into two sessions Session 1: History of Medicine Session 2: History of Homoeopathy and its status in the world Present it as a journey of discovery related to scientific discoveries related to the passion of the doctor/scientist and the benefit that has occurred to Man. Do not cram it with facts. The excitement should be transmitted so that the students understand this as the legacy they have to live up to | Presentation with discussion. | Excellent web sources on History of Medicine | Organon and Homoeopathic Philosophy | 2 |
| A | Adult | Outline the Adult Learning | PPT with Interactive | Several resources are available on the | Organon | 2 |

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| 7 | Learning principles | Principles one by one and discuss the implications of each through examples to emphasize their new role as adult students emphasizing the importance of self-directed learners who can explore their own resources with the teachers acting as facilitators and mentors and not feeders of information Take this over two sessions as this is a totally new approach especially in view of the Competency based curriculum | discussion | net e.g. https://sarahcordiner.com/the-8-fundamental-principles-of-adu/ | (Psychology teacher) | |
| A 8 | Health care systems and delivery | Arrange a visit in batches to the nearest PHC/Rural Hospital/Urban health centres/Mohalla clinic in order to understand the way in which the health system functions-the type of facility, staffing and the roles of the different functionaries, type of patients, how they are managed, the documentation, | Visit to PHC/Urban health centre and interaction with staff supervised by the teacher in the Com Med dept. All students should write their experience and submit to the department. | | Community Medicine | 3 |

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| | | <p>referrals from the centre. (In states where govt organized homoeopathic clinics run, they may also be chosen for a visit but not in lieu of regular PHCs)</p> <p>A classroom session should be organized where discussion should be organized based on these impressions. The purpose is to get the students acquainted with the nature of health care systems and the challenges encountered by both – clinic staff and patients. Effort should also be made to discuss the possibility of introducing homoeopathy as a therapeutic approach and the demands for these.</p> | | | | |
| A 9 | Different health care systems recognized in the country | Unique feature of our country should be brought out in that the availability of the different systems of medicine which are officially recognized and made available. Students should be briefly acquainted with each | Presentations followed by discussion | | Organon and Medicine dept | 1 |

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| | and the concept of pluralistic health care | system (including Naturopathy and Yoga). The concept and practice of pluralism should be put across without making any effort to denigrate any system | | | | |
| A 10 | Primary Community care | These 2 sessions are to broaden the vision of the student and sensitize them to the scope of Primary Health care with special emphasis on all 5 facets of care-preventive, promotive, curative, palliative and rehabilitative with the contribution that homoeopaths can make. (Programme Outcomes of BHMS programme may also be kept in mind) Session 1 will deal with these broader aspects, merely introduce the WHO, the Alma Ata declaration and the MDG. The importance of the World Health day may also be discussed. Session 2 will try to indicate | Videos giving the events across the world on WHO website related to Primary Care Interaction with the students on what they have seen in order to expand their experience to cover all parts of the world Homoeopathic Caselets to demonstrate the role of Homoeopathy to cover all these facets. | WHO concept or Primary care as on https://www.who.int/news-room/factsheets/detail/primary-health-care Millenium Development Goals https://www.who.int/news-room/factsheets/detail/millennium-development-goals-(mdgs) Concept of Primary care as at https://www.ncbi.nlm.nih.gov/books/NBK234632/ | Community medicine with Organon and Homoeopathic philosophy | 2 |

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| | | how Homoeopathy as a system of medicine has the capacity to deliver on all the 5 facets and again suitable case scenarios can help. | | | | |
| C 1 | Basic Life support | These should be organized in batches of 10-12 and a mannequin, if available, should be utilized. CPR – the indications and the technique should be taken here | Demonstration video and practice | Numerous videos are available on YouTube | Medical officer | 4 |
| B 1 | Communication - its nature and importance in different social and professional settings | Use the 4 sessions so that Students are sensitized to different forms of communication; realize the importance these play in everyday as well as in their learning and in medical care. Also that how paying careful attention to the signals they receive from the others, they are able to change their skills and receive a different response. Use the games to make the learning light as well as | Practical with scenarios and enactment with observation. Role playing should be encouraged in a safe environment Videos may be shown and certain games https://www.youtube.com/watch?v=ish6WsguqWg&ab_channel=peakhikersindia | Base information on communication skills in everyday life https://www.scientificworldinfo.com/2020/12/importance-of-communication-skills-in-everyday-life.html Basic information of communication skills in medical practice https://www.indianpediatrics.net/june2016/june-497-504.htm Effective Communication skills for Medical practice https://www.researchgate.net/publication/284912095_Effective_Communication_Skills_for_Medical_Practice | | 4 |

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| | | smooth | | | | |
| A 11 | Medical ethics – role in enhancing patient care | <p>These sessions serve to sensitize the young person who is entering the profession on the ethical basis of the profession.</p> <p>Session 1: Ethics and Morality and the 7 principles of medical ethics</p> <p>Session 2: Implications of ethics on formation of doctor-patient relationship. Hahnemann’s principles may be also introduced at this stage to give the student a sense of pride in the Master’s foresight</p> | Case examples, Role play, Interactions and presentations | <p>A comprehensive article on all aspects of Medical Ethics and their application. Important issues are the case illustrations of different ethical principles</p> <p>https://www.karger.com/Article/FullText/509119</p> | Medicine HOD | 2 |
| A 12 | Who is a professional? | <p>Session 1: Meaning of profession; differences between profession, business and technical area; Society’s expectations from all the three; examples of all three</p> <p>Session 2: Medicine as a Profession; characteristics;</p> | Examples in common practice and focussed discussion on the themes | <p>A number of articles on Professionalism in Medicine</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3394816/</p> <p>These are a series of two article which explore the characteristics of a good doctor</p> <p>1. https://www.cmaj.ca/content/184/1</p> | | 2 |

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| | | implications in behaviour as a student and a trainee doctor | | 0/E517 2. https://www.cmaj.ca/content/184/10/1129 | | |
| B 2 | Time management | <p>Session 1: Explain the concept of Time Management and its value in the life of a medical student. Give an exercise to observe the way in which the self manages time</p> <p>Session 2: Spend time interacting with the student on their observations and learning from the exercise. Draw valid conclusions</p> <p>Session 3: Review the common difficulties encountered in the process of Time management through common experiences. Students should be motivated to become more observant about their own time expenditure</p> | <p>Introductory lecture</p> <p>Practical exercise</p> <p>Review and interactions</p> | <p>A number of PPT are available on the subject. This one has some exercises which the teacher can get familiarized with</p> <p>https://uiu.edu/wp-content/uploads/PowerPoint-Presentation.pdf</p> <p>This is a good video based lecture on Time Management</p> <p>https://www.youtube.com/watch?v=KJLHIOldqA4&ab_channel=TutorialsPoint</p> | Any senior teacher | 3 |
| C 2 | First aid – principles | <ul style="list-style-type: none"> • Management of common emergencies including Head Injury and Stroke- | Demonstration and presentation. Indicate | Numerous resources available on the net and You tube | Medical officer | 2 |

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| | and techniques | <p>Conscious Patient, Unconscious Patient, Recovery Position.</p> <ul style="list-style-type: none"> • Shocks-Electric Shock • Wounds-Types Of Wounds, Cleaning And Dressing, Bandages And Slings • Bleeding-Direct Pressure, Indirect Pressure Points • Fractures-Identification And immobilization • Sprains And Dislocations • Burns Degree, Location, Area, Minor And Major Burns And Their First Aid, Chemical And Acid Burns • Poisons Types And First Aid, Dog Bite (Rabies) Snake Bite, Scorpion, Bee Stings | the role and limitation of homoeopathic intervention where possible | | | |
| A 13 | National health priorities and policies | The purpose is to sensitize the students to think of health priorities from a broader national level and the effort that the governments take to address the complex issues. | Presentation | <p>National Health priorities is summarized well in https://www.brookings.edu/wp-content/uploads/2015/12/healthpriorities_sr082016-ed.pdf https://www.brookings.edu/wp-content/uploads/2015/12/healthpriorities_sr082016-ed.pdf</p> <p>The detailed National Health policy is</p> | Community Medicine | 1 |

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| | | | | <p>available https://www.nhp.gov.in/nhpfiles/national_health_policy_2017.pdf But for the purpose of this orientation a shorter article such as https://www.researchgate.net/publication/326773745_National_Health_Policy_of_India should help</p> | | |
| B 3 | <p>What is Mental Health and Hygiene? Stress management including importance of Sports and Extracurricular activities</p> | <p>These will be a series of 4 sessions on an increasingly important topic which is creating concern all over the medical world where medical students as well as doctors are facing a lot of stress. This is only an orientation and will need to be followed up regularly.</p> <p>A variety of reference material has been in the form of articles in scientific journals as well as videos on you tube are mentioned. But a lot more is available on the net which a creative teacher can refer to.</p> | <ul style="list-style-type: none"> • Physical health vs Mental health • Seeking help- Need or taboo • Presentation with discussion | <ul style="list-style-type: none"> • Srivastava K, Chatterjee K, Bhat PS. Mental health awareness: The Indian scenario. Ind Psychiatry J. 2016 Jul-Dec;25(2):131-134. Doi: 10.4103/ipj.ipj_45_17. PMID: 28659690; PMCID: PMC5479084. • Kolappa K, Henderson DC, Kishore SP. No physical health without mental health: lessons unlearned? Bull World Health Organ. 2013 Jan 1;91(1):3-3A. doi: 10.2471/BLT.12.115063. PMID: 23397342; PMCID: PMC3537253. • https://www.psychologs.com/article/mental-health-breaking-the-taboo-raising-the-hope | <p>Psychology teacher with Sports coordinator should take all these sessions</p> | <p>4 sessions</p> |

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| | | 1. Mental health- Ice breaking session to break with taboo and stigma of mental illness | | | | | |
| | | 2. Mental hygiene and its practice, and importance for development | <ul style="list-style-type: none"> • Importance of resilience and gratitude for mental hygiene • Video/sharing/scenario based presentation • Sharing steps to maintain mental hygiene | <ul style="list-style-type: none"> • Britannica, T. Editors of Encyclopaedia (2023, January 13). Mental hygiene. Encyclopedia Britannica. https://www.britannica.com/science/mental-hygiene • Tremblay, G., Rodrigues, N. C., & Gulati, S. (2021). Mental Hygiene: What It Is, Implications, and Future Directions. Journal of Prevention and Health Promotion, 2(1), 3–31. https://doi.org/10.1177/26320770211000376 • https://www.iberdrola.com/talent/mental-hygiene • https://youtu.be/u-radLHmpQI • https://youtu.be/Wx9v_J34Fyo • https://youtu.be/CEoSYMngfDY | | | |
| | | 3. Role of sports-Physical activities, recreation for mental health | <ul style="list-style-type: none"> • Outdoor competitive activity with discussion • Discussion on | <ul style="list-style-type: none"> • Study Corgi. (2022, June 11). Impact of Leisure and Recreation on Mental Health. Retrieved from https://studycorgi.com/impact-of-leisure-and-recreation-on-mental- | | | |

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| | | | <p>importance of achievements in sports/activities and its reflection on mental health</p> <ul style="list-style-type: none"> • Discussion on role of recreational activities on physical and mental health/Hygiene | <p>health/</p> <ul style="list-style-type: none"> • https://doi.org/10.1111/aphw.12394 | | |
| | | 4. Practical application- Stress management | <ul style="list-style-type: none"> • Understanding/identifying the stress • Personal sharing of overcoming stress • Discussion on the ways to overcome • Presentation on modes of stress management | <p>Schneiderman N, Ironson G, Siegel SD. Stress and health: psychological, behavioral, and biological determinants. Annu Rev Clin Psychol. 2005;1:607-28. Doi: 10.1146/annurev.clinpsy.1.102803.144141. PMID: 17716101; PMCID: PMC2568977. https://www.helpguide.org/articles/stress/stress-management.htm https://youtu.be/cL5GXQMkjMU</p> | | |
| A 14 | Concept and practice of Mentoring | NEP requires the mentoring programme to take root in all Higher Educational Institutions. | Interactive discussion with examples of mentor-mentee relationships widely | Two articles are referenced – from the perspective of a mentor https://education.temple.edu/ofp/mentor-teacher-roles-responsibilities | | 4 |

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| | | The 4 sessions should be utilized to introduce the concept of mentoring, explain the benefits of mentoring, share examples of mentoring from various professions including from arts, science and music and outline the duties of the mentor and the mentee. All this should be followed by introducing the practice of mentoring in the College | reported in daily press as well as history | https://www.nmu.edu/Webb/ArchivedHTML/UPCED/mentoring/docs/Role-mentor.pdf and this one from the mentee's angle https://www.euruni.edu/blog/why-mentoring-matters-and-how-students-can-benefit/ | | |
| A 15 | Constitutional values, Equality, Gender sensitization and ragging policy | Session 1: Constitutional values <ul style="list-style-type: none"> • Meaning of constitution and values • History of constitution • Preamble • Values – Sovereignty, Socialism, Secularism, Democracy, Republic, Dignity of the individual, Justice, Liberty, Equality, Fraternity, Unity and integrity of the Nation Session 2: Equality <ul style="list-style-type: none"> • Right to equality as stated | Presentation, case examples, national issues brought up through frequent news reportings and legal and court rulings should result in Interactive sessions which should be sensitively conducted. Medical students should be comfortable in talking | Number of sources are available on the web detailing the Preamble of the Constitution and Constitutional values and Fundamental Rights and Directive Principles of the Constitution. Equality and the efforts of all societies to bring about restoration is also available through a number of sources on the net | | 3 |

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| | | <p>in the constitution (Article 14-18)</p> <ul style="list-style-type: none"> • Need to accord equal treatment • Presence of inequality and discrimination in our society and the source of this • Efforts of the state authority to nurture equality • Our efforts as doctors to treat all our patients with equality <p>Gender Sensitization</p> <ul style="list-style-type: none"> • Gender sensitisation as encouragement of behaviour modification thorough awareness of gender equality • Gender role as a social stereotype and its effects • Gender and its impact on Health • Awareness of types on genders • Awareness of sexual orientation and sexual identity. • Awareness on LGBTQIA+ | <p>about the gender issues in the local language without stigma</p> | <p>The issue has acquired a lot of importance with the recent legal rulings on the third gender and decriminalizing of same sex relationships</p> <p>The issue of sex and gender identity has also acquired importance</p> <p>The relationship of Gender and Health is mentioned in this WHO link https://www.who.int/health-topics/gender#tab=tab_1</p> <p>Material is available on UGC website https://www.ugc.ac.in/page/ragging-</p> | | |
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| | | <p>community</p> <ul style="list-style-type: none"> Issues related to genders-sexual harassment, lack of provision of counsellors, etc. <p>Session 3:</p> <ul style="list-style-type: none"> What is ragging? Behaviours under ragging Rules and regulations under IPC Impact of ragging on victims Impact of punishment on the accused UGC guidelines and NCH and University requirements | | related-circulars.aspx | | |
| C 3 | Universal precautions and vaccinations | A brief introduction to Universal precautions for infection control and the importance of National vaccination policy to be brought to the attention | Presentation followed by discussion | <p>National Health policy for infection control extensively deals with the Universal precautions</p> <p>https://www.mohfw.gov.in/pdf/National%20Guidelines%20for%20IPC%20in%20HCF%20-%20final%281%29.pdf</p> <p>The same is available in short</p> <p>https://www.who.int/docs/default-source/documents/health-topics/standard-precautions-in-health-care.pdf</p> | | 1 |

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| | | | | Govt of India guidelines for Immunization and the schedule are available respectively at https://nhm.gov.in/index1.php?lang=1&level=2&sublinkid=824&lid=220 and https://nhm.gov.in/New Updates 2018/NHM Components/Immunization/report/National %20Immunization Schedule.pdf | | |
| B 4 | Importance of Observation and Documentation in homoeopathic practice | All teachers in medicine including Hahnemann have emphasized the importance of observation in medical work. Recently, the crucial importance that evidence plays in establishing the scientificity of our work has been emphasized. Legal angle also plays a big role in ensuring that we document our work. Homoeopaths have to learn documentation because of the voluminous data that is collected for doing our work. | Practical exercise through video observation. Film clips to bring out physical and behavioural features; live videos of patients can be exhibited and certain important gestures, tones can be brought to their consciousness. | A number of video games/pictures are available for showing the students the state of their observations. https://www.artofmanliness.com/character/behavior/10-tests-exercises-and-games-to-heighten-your-senses-and-situational-awareness/ The importance of documentation in health care also has a number of sources https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5297955/ | Organon and Medicine | 4 |

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| | | well | | | | |
| B 5 | Team working | Session 1: Team building and its importance in education/practice | <ul style="list-style-type: none"> • Discussion on the understanding of team and role of individuals on building/sustaining team • Presentation with video discussion and sharing | <p>The perspective of a school kid of team work in a Ted-talk</p> <ul style="list-style-type: none"> • https://youtu.be/ycwmNxFaJVk <p>A sound article in a Medical Journal of the team formation in Medical education</p> <ul style="list-style-type: none"> • Burgess, A., van Diggele, C., Roberts, C. <i>et al.</i> Team-based learning: design, facilitation and participation. <i>BMC Med Educ</i> 20 (Suppl 2), 461 (2020). https://doi.org/10.1186/s12909-020-02287-y <p>A number of team building exercises which the teacher can study in order to devise some games</p> <ul style="list-style-type: none"> • https://www.bookwidgets.com/blog/2019/10/15-fun-team-building-activities-and-trust-games-for-the-classroom <p>How birds work as a team in undertaking long flights</p> <ul style="list-style-type: none"> • https://youtu.be/WqMI3m6Q5PY <p>Example of team work in an ICU unit which is faced with a problem of infection</p> <ul style="list-style-type: none"> • https://youtu.be/VfH_BRgWFMI <p>Examples of some team games are given in the You-tube video https://youtu.be/u2o_gr0CDv8</p> | Teacher interested in sports or a teacher active in the wards working in teams | 2 |
| | | Session 2: Practical application | <ul style="list-style-type: none"> • Problem solving in | Some examples of team building games | | |

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| | | | <p>team basis (Competitive)</p> <ul style="list-style-type: none"> • Applying the learning of communication in solving problems • Demonstrating importance of valuing others values or point of views for effective outcome | <ul style="list-style-type: none"> • https://youtu.be/moP9wWcnC_A • https://youtu.be/vPXrX3Vgfu4 <p>Examples of team building activities for building personality and teams</p> <ul style="list-style-type: none"> • https://youtu.be/uL95jd5EMSc <p>This is on the importance of team work in Health care</p> <ul style="list-style-type: none"> • https://youtu.be/dh60rnIMU7M <p>This is an interdisciplinary round and shows the communication with the family</p> <p>Interdisciplinary Rounds – YouTube</p> | | |
| C 4 | Patient safety and Biomedical hazards | <p>This should introduce the student to both the features in a rudimentary way</p> <p>Meaning of Biomedical Hazard</p> <ul style="list-style-type: none"> - Categories of Biomedical Hazards - Problems due to biomedical hazards - Need of its management - Stakeholders - Treatment techniques - Regulations in India <p>Patient Safety</p> <ul style="list-style-type: none"> - What is the meaning of | Video, presentation and discussion | <p>This is a 30 mins video giving an overview of the subject</p> <p>https://www.youtube.com/watch?v=VvgzzPxJphs&ab_channel=Ekeeda</p> <p>This is a detailed in-depth article which lays down the policy with respect to the disposal of Biomedical hazards and the role of the different personnel working in the hospital</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7152398/</p> <p>This is the base WHO document concerning patient safety</p> <p>https://www.who.int/patientsafety/polic</p> | Hospital administrator | 1 |

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| | | <p>patient safety</p> <ul style="list-style-type: none"> - Factors that bring risk to patient - Impact of patient safety on healthcare - Simple methods – Do’s and Dont’s - Regulations and Laws | | ies/global-health-priority/en/ | | |
| D 1 | Computer skills | Introduction of basic skills of using computers and surfing – skills which are going to be important through the course | Demonstration and Practice of basic use of word, Excel and PPT and web-browsing | - | Librarian | 2 |
| D 2 | Language skills | Bilingual proficiency is a must for a medical student-the language spoken in the community and English. These sessions must focus on language essential in the hospital and community as well as what is important in the academic discourse | Recreate health related terms commonly used. Assessment of need for special coaching in local language and English may be determined through an appropriate test | - | Teacher proficient in the regional language | 2 |
| | Total | | | | | 60 |

SUGGESTED TIME FLOW OF THE SESSIONS

