



KASTURBA MEDICAL COLLEGE
MANIPAL
A constituent unit of MAHE, Manipal

REPORT ON FOUNDATION COURSE 2019

(HELD FROM 1ST TO 31ST AUGUST 2019)



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ORIENTATION MODULE

Sl. No	Topic	Time Allocated	Objectives	T-L Activities	What went well	What were the challenges	Students feedback	Other
1A	Orientation Module : Introduction to Institution / Campus / Facilities	13 hours	1. To sensitize the students and their family members regarding the campus and other facilities in the institution. 2. Various talks were delivered by the university officials. 3. The talks were based on the research opportunities, student support centre, campus security, library facilities, remarks by chief warden of the hostel	1. Campus tour was arranged for the students and their family members. 2. The students in addition were taken into important places in the hospital, and the basic sciences departments.	The students and their parents got to know the entire campus	The groups for campus tour were very big. The students could not remember the departments/ places during hospital and department visits.	Excellent: 41.4% Very good: 34.9% Good: 17.7% Fair: 5.9%	The students and their parents were very delighted to know about the entire campus.
1B	Orientation Module : Role of doctors in the society	3 hours	1. Role of physicians in society beyond the physician – patient interaction 2. Know their own potential roles in society	Small group teaching: Students were divided into groups of 10-15 each. All groups were given questions and were asked to	Students could voice out their opinions	A few students could not open up about their thoughts	Same as above	



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				reflect upon. The group leader read out the reflections				
1 C	Orientalion Module : History of Medicine and alternate systems	8 hou rs	1. History of medicine: To enable the student to know the evolution of medicine. 2. Alternate systems: To enable the students to understand various systems of alternate medicine	1. History of medicine: Session started with a video. Interaction by the students was encourage 2. Alternate systems: The students were briefed upon the alternate systems like complementa ry medicine, evidence based medicine, differences between the modern and the other forms of medicine	Both sessions were very interactive	If the students were divided into further smaller groups, the sessions would have been more interactive . The students were interested to know more.	Same as above	The student s got a glimpse and very excited to know about these topics.



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1 D	Orientation Module : IMG Roles / Overview MBBS curriculum various career pathways	3 hours	1. Understand the role of an IMG. 2. Know the structure of MBBS program. 3. Try to understand the career pathways	1. The speaker stressed on the importance of foundation course, continuous assessments, AETCOM, integration, and case-based learning. The speaker also explained how the curriculum (CBME) of the first year has been divided into six blocks and what and the minimum requirements to be eligible for the University examination. 2. The AETCOM module was also discussed.	The session was very informative .	Students had a lot of queries which was solved by the speaker.	Same as above	The students were acquainted to the entire curriculum.
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1 E	Orientation Module 5 : Principles of family practice	3 hou rs	Understand the role of physicians at various levels of healthcare delivery, discuss principles of family practice	Students were asked to treat the patient as a whole body and not just up to the problem. The students were also briefed about counselling & communicat ion skills of the Doctor with the patient and his/her family	More interactive session	None	Same as above	The student s got to underst and the importa nce of doctor patient relation ship
		Tota l hou rs: 30						

Representative photographs of the orientation module





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Introduction to institution – Hospital facilities



Introduction to institution – Research facilities



Introduction to institution – Student affairs



Introduction to institution – Student clubs



Introduction to institution – Health Sciences Library facilities



Introduction to institution – Hostel facilities





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Introduction to institution – Campus safety



Introduction to institution – Student Support Centre



Introduction to institution – Vaccination information



Introduction to institution – Mentor scheme



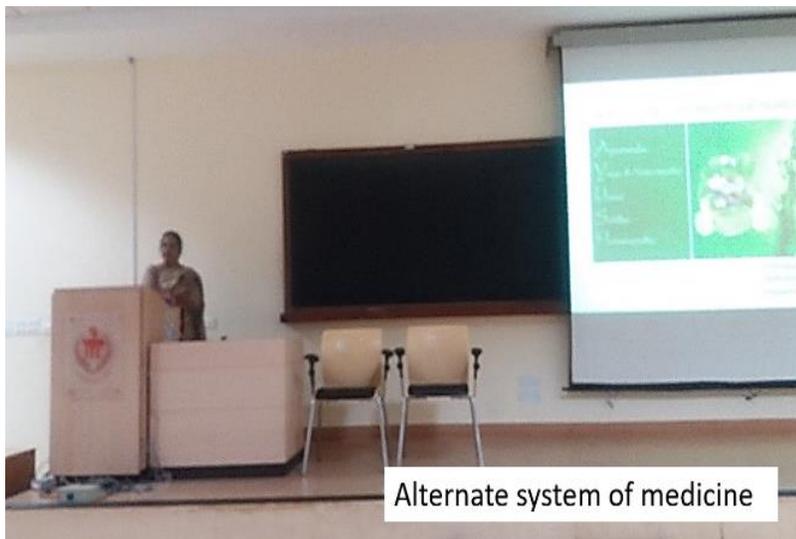
Introduction to institution – Meeting with the mentors





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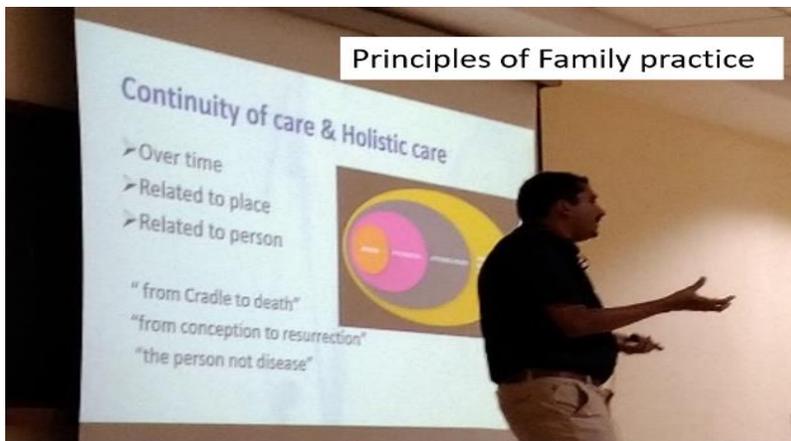
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Orientation to CBME



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SKILL MODULE

Sl. No.	Topic	Time allocated	Objectives	T-L Activities	What went well	What were the challenges	Student feedback	Other
2A	Skill module : First Aid	11 hours	<p>To enable students to:</p> <ol style="list-style-type: none"> 1. Develop understanding and acquire knowledge about common medical ailments 2. Provide first aid for the victims in any emergency situation 3. Develop skills and attitude in providing first aid competently 	<p>The program focused on the scope and principles of first aid including the first aid for sprain, dislocation, drowning, choking, snakebite, wounds, epistaxis, heat stroke and unconsciousness and also first aid for trauma and fracture. Followed by the theory sessions, the students in each module were divided into two groups and each group was handled by a faculty and were taught on different techniques of bandaging</p>	<ol style="list-style-type: none"> 1. Students were very interactive during the sessions & they were eager and enthusiastic throughout the session 2. Sessions involved active participation and were very informative 	<p>Conducting the session for 4 days in order to teach all 250 students in smaller groups</p>	<p>Excellent: 57.5% Very good: 32.8% Good: 5.4% Fair: 4.3%</p>	



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				and the techniques of relieving choking in adults, children and infants. The teaching learning methods used were: lecture, discussion, demonstration and practice session for the hands on learning experience.				
2B	Skill Module : BLS	12 hours	To equip students with skills required to perform single and 2 rescuer CPR in an adult victim of cardiorespiratory arrest, including skills required to operate an automated external defibrillator	The students underwent skills training in BLS. Students were divided into four batches (60 in each group). The session included hands-on training on single and two rescuer CPR, AED skills, child and infant CPR and relieving foreign body airway obstruction. The students were divided into 6 small groups (10 in	Students were actively involved in the sessions and they were interested to learn about the Basic life support	Student group of 60 per session was quite large and it was quite time consuming getting every student to have hands on training on the manikin for all components of CPR	Same as above	Students appreciated the hands on sessions and felt that the skills they learnt had practical utility.



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				<p>each group) and practiced the skills and the session was moderated by 6 faculty instructors. Ms Poorva Patil, third year MBBS student shared her real experience of giving CPR earlier to motivate the students to learn BLS. MCQ post-test was given at the end of the BLS session. Students answered an attitude questionnaire after the session. In the afternoon all, the students were evaluated for their skills learned and were certified by the instructors using a pre formed checklist.</p>				
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2C	Skill Module : Universal precautions	3 hours	1. Define Universal Precautions 2. List essential components of Universal Precautions	Power point presentation, Interactive lecture	Session was interactive		Same as above	
2D	Skill Module : Waste Management	3 Hours	Train students on - importance and steps involved in hand washing technique - Standard precautions to be taken in hospital work environment, -Type of wastes and disposal.	Power point presentation, Interactive lecture, Videos, Demonstration	Students were trained to wash their hands and dispose the material into correct color coded bag		Same as above	
2E	Skill Module : Immunization	3 hours	1. List the vaccine-preventable diseases (VPD) 2. Explain why vaccination is important for staff and students 3. Describe the vaccination recommendation for health	Power point presentation, Interactive lecture	The students actively participated and were made aware about the importance of immunization		Same as above	



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			care personnel (Hepatitis B, Chicken pox etc.)					
2F	Skill Module : Documentation	3 hours	<ol style="list-style-type: none"> 1. Explain the importance of documentation as a physician responsibility 2. Discuss the consequences of appropriate and inappropriate documentation on patient and employee safety 3. Observe the correct method of documentation in patient record 	Power point presentation, Interactive lecture	The students were enthusiastic to learn about the various ways of documentation and its importance in their profession		Same as above	
		Total hours : 35						



Representative photographs of Skill module





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Community Orientation Module

Sl. No	Topic	Time allocated	Objectives	T-L Activities	What went well	What were the challenges	Students feedback	Other
3A	Community Orientation Module : National Health goals and policies / Health care systems / Community health	2 hours	To expose the students to basic health care system, health care team and health priorities	Interactive lecture, Videos and discussions	Students were eager to understand the working of the health care system	Too early an exposure to some of the complicated systems that the students may not appreciate at the beginning of the course	Excellent: 39.4% Very good: 39% Good: 15.9% Fair: 4.9% Poor: 0.8%	
3B	Community Orientation Module : Interactions with patients and families, Communities	8 hours	To expose the students to primary and secondary levels of health care	Visits to UHTC and RHTC	Students got an opportunity to visit and observe the process at UHTC and RHTC	Too many numbers and difficult to explain in detail and interact	Same as above	



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Professional development and Ethics

Sl. No	Topic	Time allocated	Objectives	T-L Activities	What went well	What were the challenges	Students feedback	Other
4A	(P & E) : Concept of Professionalism and ethics	1 hour 30 minutes	1. Explain the concept of professionalism and ethics among health care professionals 2. Describe the consequences of unprofessional and unethical behavior	Role plays incorporated where students enacted case scenarios	Students were given an awareness about Infamous Conduct at the end of the session.	None	Excellent: 42.7% Very good: 34.6% Good: 19.1% Fair: 3.7%	-
4B	(P & E) : White coat ceremony	1 hour	Demonstrate understanding that compassion, altruism, integrity, duty, responsibility and trust are the core values that defines	Briefing on the white coat and core values that defines the nature of physician's work, followed by oath	Students were thrilled to wear their white coats as a symbol of their entry into the medical fraternity	None	Same as above	



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			the nature of the physician's work					
4C	(P & E) : Professional behavior and altruistic behavior	2 hours 30 minutes	Describe Altruism as an important professional virtue of a physician	Power point presentation , interactive lectures, role play	Students were made aware of the professionalism and ethics	None	Same as above	
4D	(P & E) : Working in a health care team	2 hours 30 minutes	Discuss the value honesty and respect during interaction with peers, seniors, faculty, other health care workers and patients	Role play, interactive lectures, Reflections	The students were made to think, pair and share	None	Same as above	
4E	(P & E) : Disability competencies	1 hour	- Outline about the concepts of disability, impairment	Power point presentation , Short video	Video made a significant impact and was easy to	None	Same as above	-



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			t and handicap. - various types and models of disabilities - rights of disabled - legal entitlements of disabled	Question and answer session	engage the students into the topic Short, to the point and crisp			
4F	(P & E) : Cultural competence	1 hour	Demonstrate understanding and respect of cultural diversities and interact with those with different cultural values	Interactive lecture	Students were enlightened about the various cultural diversities and how to interact with them	None	Same as above	
4G	(P & E) : Stress management	4 hours	1. Discuss the significance and methods of stress management and risk taking behavior 2. Understand the role of yoga and meditation in	Group activities Introduction about the concept of stress using Power point presentation , · Identifying the different stressors was done as a group discussion	very interesting session where all the students actively participated Well planned sessions	Difficult to conduct workshop for a huge batch of 125 students	Same as above	-



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			personal health	<ul style="list-style-type: none"> · Management of stress was done with the help demonstrations using balloons. · A further brainstorming session helped them differentiate between adaptive and maladaptive coping strategies and the sessions were concluded again with a team game helping them appreciate the need for taking and giving social support. 				
4H	(P & E) : Time Management	2 hours	<p>-To select appropriate time management skills</p> <p>- Orienting students to</p>	Games, role plays, videos, time management activities and preparing the plan for daily schedule	Co-operating students and eager to learn and participate	Large group of participants and constraint of space and acoustics	Same as above	-



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			<p>prioritize their work</p> <p>- To overcome challenges of time management</p>					
4I	(P & E) : Interpersonal relationships	2 hours	<p>- Universal precautions and vaccinations</p> <p>- Documentation and the medical record</p> <p>- Interpersonal relationships</p>	<p>Power point presentations</p> <p>Group activities</p>	<p>The students were familiarized with various aspects of interpersonal relationships</p>	None	Same as above	-
4J	(P & E) : Learning	2 hours	<p>1. Demonstrate understanding of the process of group learning and group dynamics</p> <p>2. Comprehend the learning</p>	<p>Students were asked to reflect upon various styles of learning, role play</p>	<p>Students understood the various skills included in learning</p>	None	Same as above	-



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			<p>pedagogy and its role in learning skills</p> <p>3. Demonstrate understanding of different methods of self-directed learning</p> <p>4. Understand collaborative learning</p>					
4K	3D (Dreams, Desires and destiny)	2 hours	Awareness about reproductive health and common issues related to it.	Group activity Power point presentation	Mentoring by senior students along with the faculty resource person	None	Same as above	-
4L	Innovations in medicine	3 hours 30 minutes	Various innovations in medicine and other disciplines -need to innovate and ecosystems provided by MAHE	Power point presentation	Humorous talk that caught the attention of the students Idea competition was held and the	None	Same as above	-



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			like mentoring , monetary support and bioincubator facilities		winners were awarded certificate and seed funding			
4M	What kind of learner are you?	2 hours	Type of learner was determined using the VARK	Power point presentation Use of questionnaire	Students were taught to build up on their own learning style	None	Same as above	-
4N	Doctor Patient Relationship	2 hours	Students were made aware on doctor patient relationship, Importance of qualities of patients and doctor and how to effectively improve the doctor patient relationship.	PowerPoint presentation . Role play , Video	Interactive	None	Same as above	-



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4O	Health care system and its delivery	1 Hour 30 minutes	-different healthcare systems that provide good healthcare practices to the society and also the different agencies that fund poor patients for the betterment of their healthcare .	Power point presentation	- very informative which laid a basis for students to explore more facilities on healthcare systems	None	Same as above	-
4P	Foundation of communication	1 Hour 30 minutes	Understand importance of communication skills, soft skills and the necessity of communication as a doctor as well as to the fellow workers.	Power point presentation , group discussion	Similar such topics could be conducted frequently so as to reinforce the importance of communication which is required throughout the carrier.	None	Same as above	-



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4Q	What can the student expect and expectation from student	2 Hours	Discuss expectations of the students from the nation, society, institution, peers, colleagues, patients and vice versa	PowerPoint presentation Group activities Video clipping	Students were encouraged to speak out and penned down their expectations from the nation, society, institution, peers, colleagues, patients and vice versa	None	Same as above	-
4R	Study skills	2 Hours	- To sensitize students to the various types of learning styles and to help identify theirs. - To sensitize about the various learning strategies based from each type of learner.	Group discussions, brain storming sessions, power point presentations, ice breaking activity, use of cue cards	Students actively participated in the activities. sessions were successful in helping students identify their pattern of learning	Difficult to manage the large number of students and students were exhausted after the previous sessions	Same as above	-



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			<ul style="list-style-type: none">- to introduce the common and widely used learning strategies- to build awareness about the various factors that can affect learning such as the study environment and attention- to teach various attention enhancement strategies- to build awareness about the use of various apps in enhanced learning					
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4S	AETC OM MODU LE: “Cadaver as First Teacher	2 Hours 30 Minutes	- Importance of cadaver in medical education Legal and Ethical aspects in handling the cadaver. Biosafety and Biohazard waste management	Poster competition , Quiz on e- learning	Informati ve effective and interestin g session	-	Same as above	-
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Medical ethics





Disability competencies:



Interpersonal Relationship:





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Be Safe!





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3D (Dreams, Desires and destiny)





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Innovations in Medicine





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What type of learner are you?





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Doctor Patient Relationship





Role Play





Learning skills



Healthcare system and its delivery





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Stress management



Time Management





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Foundation of communication





What can the student expect and expectation from student





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Study skills

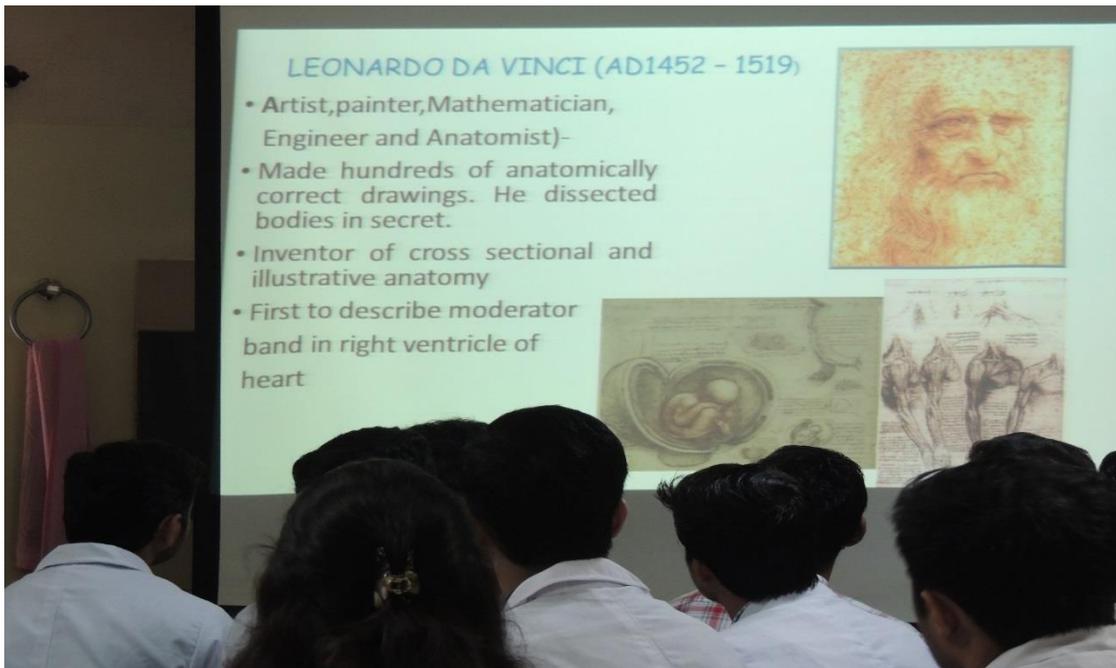




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AETCOM MODULE: “Cadaver as First Teacher





Language & Computer

Sl.No	Topic	Time Allocated	Objectives	T-L Activities	What went well	What were the challenges	Students feedback	Other
5A	Enhancement of Language skills	12 hours	<ol style="list-style-type: none"> 1. Describe the basic elements of communication skills 2. Demonstrate use of local language in patient and peer interactions 3. Explain the importance of good communication skills in medicine 4. Recognise the common barriers to communication 5. Observe patient and family interactions (Videos, Role plays) 6. Reflect on the appropriate ways to respond 	Handouts, Short videos, role play, group discussion	<ol style="list-style-type: none"> 1. Students were eager to learn the communication skills and its importance in day to day life. 2. Students were overwhelmed to learn a new language. 	<ol style="list-style-type: none"> 1. Hesitation from students to come forward and interact. 2. Some students were finding it difficult to learn a completely new language. 	Excellent: 48.9% Very good: 30.1% Good: 16.1% Fair: 3.2% Poor: 1.6%	



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5B	Enhancement of computer skills	26 hours	<ol style="list-style-type: none"> 1. Demonstrate basic computer skills 2. Demonstrate ability for accessing online resources 3. Introduction to E-learning platform, Student Information System, Impartus, E-pad 	<ol style="list-style-type: none"> 1. Interactive lectures and Hands-on with MS Excel, E-learning platform, Student Information System, E-pad 2. Demonstration of the fundamentals of HTML 3. Demonstration of Tools on Medical Image Viewing, Processing and Voice Analysis 	Students got to know the importance of using E-learning and impartus	1. Hands-on for 100+ students were difficult to conduct	Same as above	
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SPORTS AND EXTRA CURRICULAR ACTIVITIES

Sl . No	Topic	Time allocated	Objectives	T-L Activities	What went well	What were the challenges	Students feedback	Other
6A	Sports	9 hours	To demonstrate the importance of work-life balance in a demanding profession, and provide an opportunity for students to have compulsory physical activity and to showcase their talents.	<p>1. The sports committee, headed by the Sports Secretary Roshan John, organized a number of sports events for the new MBBS batch 2019-2020 during their foundation course.</p> <p>2. Many students participated in a number of sports like Badminton, Basketball, Squash, football, Tennis and so on.</p> <p>3. The session started with warm up followed by fundamental training and drills. At the end of the session the</p>	<p>1. Not only were the sports activities fun filled, but they also served as means of personality development for the young students just entering the medical profession.</p> <p>2. They were exposed to different sports activities and could participate in whichever interested them.</p> <p>3. There was no competition, so they could play without rivalry or the fear of being judged, and try their hands at any event.</p> <p>4. It was also an excellent opportunity to break the ice and get to know their batchmates and seniors better,</p>	A lot of students who aren't into sports were made to just sit and watch.	<p>Excellent: 33.7%</p> <p>Very good: 31%</p> <p>Good: 23.9%</p> <p>Fair: 7.6%</p> <p>Poor: 3.8%</p>	<p>1. For many students, sports events were the best part of the orientation.</p> <p>2. It inculcated in them the values of leadership, accommodation and sportsmanship; and helped them polish their sports and social skills.</p> <p>3. While that was entertaining to some, quite a lot of them felt that alternative activities could have been organized for them to engage their time and interest.</p>



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				<p>students were divided into teams to play a friendly match which was fun. Managed well by the Physical Education Department and their seniors, the activities served as a source of enjoyment to all students.</p>	<p>since the events were interactive and involved group participation.</p>			
6 B	Extra-curricular activities	13 hours	To demonstrate the importance of work-life balance in a demanding profession, and provide an opportunity for students to showcase their talents	<ol style="list-style-type: none"> 1. Artistes showcased their talents with guitars, keyboards and tablas. 2. Dance forms taught include eastern dance and western choreography. 3. The talent congregated during the Talent Show Competition organized by the Cultural 	<ol style="list-style-type: none"> 1. Students who are vocalist and instrumentalists mesmerized audience members and judges alike during the Instrumental Irony event. 2. Dancers drew out a love for dance out of novices during the Silver Steppers event. 3. The Centre Stage group brightened an otherwise dreary, rainy day with Mad 	A lot of students who aren't into dance and music were made to just sit and watch.	Same as above	For many students, these events were the best part of the orientation.



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				Committee and the Student Council of KMC.	Ads, Picture Perfect and Clap.			
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Representative photographs of Sports and Extra-curricular activities



Sports Activities



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Extra curricular Activities

