

FOUNDATION COURSE

The objective of foundation course is to sensitize the learners with the essential knowledge and skills which will lay a sound foundation for his/her pursuit of learning across the subjects throughout the M.B.B.S. Course and later in pursuing his/her career in medicine. Considering the maturity level of the learners as well as the requirement of application of these knowledge and skills in day to day practice, a phased approach is recommended. Accordingly the foundation course will be introduced in three stages :

Stage-I : In the beginning of 1st semester

Stage-II : In the beginning of 3rd semester

Stage-III : In the beginning of Internship

Stage - I

The main purpose of foundation course at this stage is to help the learners in adjusting to the new environment in a medical college and develop skills for learning, so as to cope up with a vast curriculum. Many students who pursued rote learning in secondary/higher secondary education find it difficult to cope up with new subjects. Besides students coming from diverse backgrounds in terms of culture and language barriers, should be helped to settle down properly. It is also necessary to sensitize students with interpersonal and communication skills, besides the role of information and communication technology (ICT)

The topics suggested for foundation course at this stage are :

1. Study Skills, learning Techniques, use of Computers and information retrieval including use of internet.
2. Management of time.
3. Behavioral skills, group dynamics.
4. Stress management and coping skills.
5. Introduction to ethics, professional etiquettes.
6. Psychosocial issues and introduction to health economics.

Teaching Learning Methods

The foundation course, at this stage, may be organized for a week involving faculty from Anatomy, Physiology, Biochemistry, Community Medicine, Behavioral and Social Scientists and expert in library science and informatics.

The methods may include:

1. Structured interactive sessions
2. Case studies and simulated cases and triggers
3. Role play/Role Models
4. Video Clippings

Assessment

Assessment may be conducted in the form of programme evaluation and feedback from the participants at the end of the programme. It is strongly recommended that the concepts learned during the foundation course *should be reinforced* throughout the course and *assessed* in the final examination, in the respective discipline.

Stage - II (Beginning of III semester)

At this stage, the learners come into clinical contact for the first time. At the same time they need to pursue studies in the para clinical and clinical disciplines. The purpose of the foundation course, at this stage, should be to sensitize the learners to the basic principles of the following in an ethical manner.

The topics suggested are :

1. Art and science of history taking
2. Art and science of general physical examination.
3. Communication and behavioral skills.
4. Professional etiquettes and ethics.
5. Professionalism and ethical issues to be reinforced.
6. Prescription writing
7. Sensitization to rational use of drugs, laboratory practice.

The teaching learning methods are :

1. Interactive lectures
2. Demonstration, Triggers
3. Case vignettes
4. Role play and role modeling

The course, at this stage, should involve Medicine as a lead department with support from other departments. A behavioral scientist, faculty from Community Medicine and representatives from other departments should be associated.

Assessment

Assessment should be conducted in the form of programme evaluation and feedback at the end of course. As indicated earlier, all aspects covered in this foundation course, should be duly assessed. Due weightage should be given for assessing all knowledge and skills in the final assessment in their respective discipline.

STAGE-III (Beginning of Internship)

The purpose, at this stage, is to facilitate intern to put into day to day practice all the knowledge, skills and attitude learnt during the earlier years. The course should be designed so as to relate the same with the national health policies and programmes. The contents to be included are :

1. Professional behaviour and Ethics
2. Writing clinical notes in outpatient as well as inpatient record along with daily progress notes, discharge slips and case summaries.
3. Rational therapeutics
4. Appropriate use of laboratory, radiological and other diagnostic tools
5. Medicolegal documentations (under supervision/guidance)
6. Proper collection, labeling, storage and dispatch of specimens
7. Getting informed consent
8. Introduction to International Classification of Disease.
9. Knowledge about various regulations and code of conduct
10. Sensitization to the behavioral and sociocultural aspect of the community where he/she is likely to be placed
11. Obtain dying declaration
12. BTLS and trauma support
13. Managerial skills including leadership and team work
14. Health economics
15. Management of biomedical waste
16. Concept of Evidence Based Medicine
17. Decision making

Teaching Learning Methods:

1. Interactive sessions
2. Case studies
3. Triggers
4. Role plays

Assessment:

Programme evaluation and feedback from participants.

The skills developed should be assessed at the end of each posting, as applicable to the corresponding disciplines.