

CERTIFIABLE COMPETENCIES



"The will to win, the desire to succeed, the urge to reach your full potential...these are the keys that will unlock the door to personal excellence"

— Confucius

CERTIFIABLE COMPENTENCIES

Mode of Activity: Practical /OSPE/OSCE/Viva voce

Competency No.	Name of Activity	Date of Completion	Attempt at activity – First or (F) Repeat (R) Remedial (Re)	Rating (B/M/E)	Decision of faculty Completed (C) Repeat (R) Remedial (Re)	Initial of faculty and date	Feedback Received Initial of learner
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Topic: Hematology

PY2.11	Estimate Hemoglobin (Hb) concentration						
PY2.11	Determination of Red Blood Cell (RBC) count						
PY2.11	Determination of Total Leucocyte (WBC) count: TLC						
PY2.11	Determination of differential Leucocyte Count (DLC)						
PY2.11	Determination of Blood Group (A, B, O and Rh system)						
PY2.11	Determination of bleeding time (BT) and clotting time (CT)						
PY2.11	Determination of RBC indices						

Topic: Nerve and Muscle Physiology

PY3.11	Perform Ergography and calculate the work done by a skeletal muscle						
PY3.12	Observe with computer assisted learning (i) Amphibian nerve –muscle experiments (ii) Amphibian cardiac experiments						

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Topic: Gastro-Intestinal Physiology

PY 4.12	Obtain relevant history and conduct correct General and Clinical examination of the Abdomen in a normal volunteer or simulated environment						
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Topic: Cardiovascular Physiology

PY-5.14	Record Blood pressure & pulse at rest in a volunteer or simulated environment						
PY-5.14	Record Blood pressure & pulse at rest in different postures in a volunteer or simulated environment						
PY 5.14	Record Blood pressure & pulse at rest in different grades of exercise in a volunteer or simulated environment						
PY 5.15	Record and interpret normal ECG in a normal volunteer or simulated environment						
PY 5.16	Obtain relevant history and conduct General and clinical examination of the Cardiovascular System in a normal volunteer or simulated environment						

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Topic: Respiratory Physiology

PY 6.10	Perform Spirometry and interpret the findings (Digital/ Manual)						
PY 6.11	Describe principles and methods of Artificial Respiration						
PY 6.12	Obtain relevant history and conduct correct General and Clinical examination of the respiratory system in a normal volunteer or simulated environment						
PY 6.13	Demonstrate the correct technique to perform measurement of peak expiratory flow rate in a normal volunteer or simulated environment						

Topic: Central Nervous System Physiology

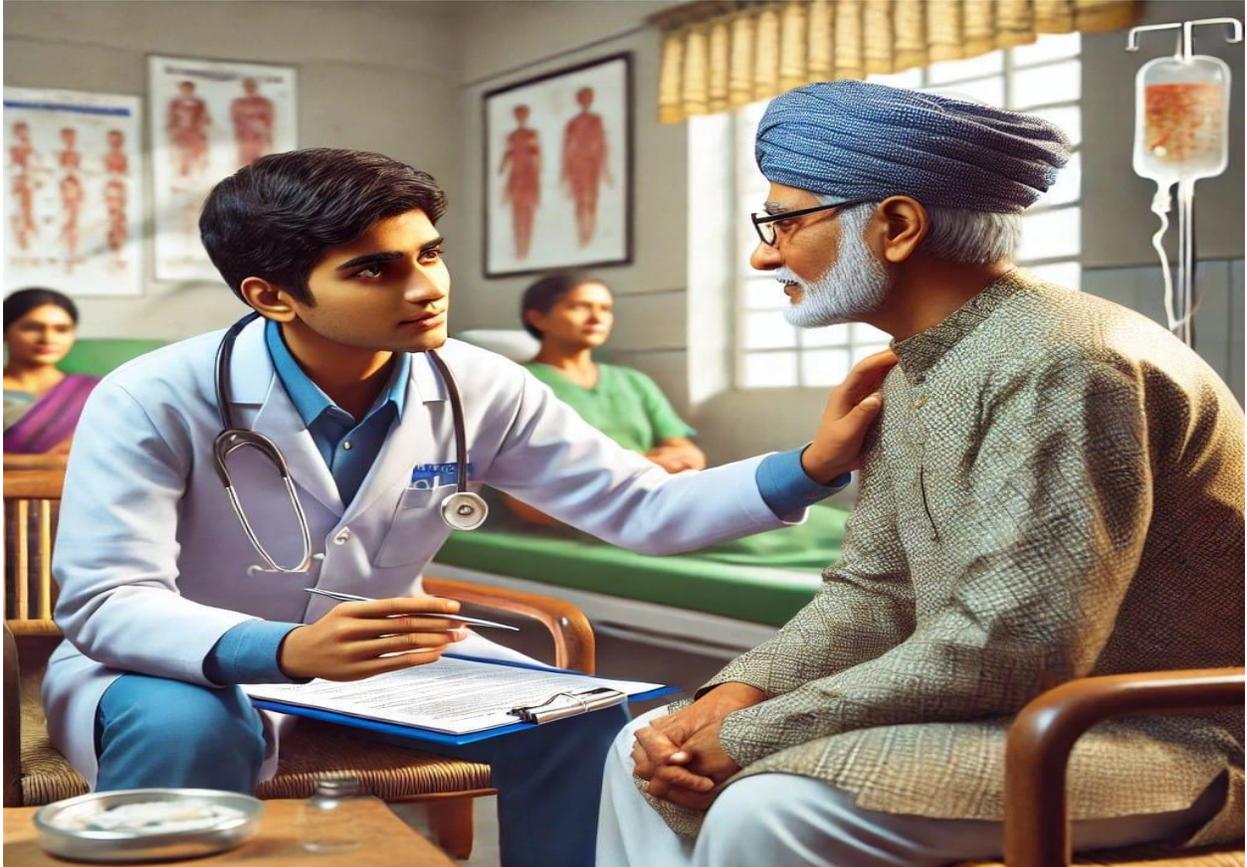
PY 10.19	<p>Obtain relevant history and conduct correct General and clinical examination of Nervous system: Higher functions, Sensory System, Motor System, Reflexes in a normal volunteer or simulated environment</p> <ul style="list-style-type: none"> ❖ Clinical examination of Higher functions ❖ Clinical examination of Sensory System ❖ Clinical examination of Motor System ❖ Clinical examination of Reflexes 						
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PY 10.20	<p>Obtain relevant history and conduct correct General and clinical examination of the cranial nerves in a normal volunteer or simulated environment.</p> <p>Perform clinical Examination of Cranial Nerve-I Olfactory Nerve in a normal volunteer or simulated environment</p> <ul style="list-style-type: none"> ➤ Test for olfaction 						
	<p>Perform clinical Examination of Cranial Nerves II-Optic Nerve in a normal volunteer or simulated environment</p> <ul style="list-style-type: none"> ➤ Test-Visual Acuity, Field of vision, Color vision, Examination of fundus 						
	<p>Perform clinical Examination of Cranial Nerves III -Oculomotor Nerve, IV-Trochlear Nerve, VI-Abducent Nerve in a normal volunteer or simulated environment</p> <ul style="list-style-type: none"> ➤ Test-Ocular movements, Examination of pupil, Look for Ptosis, Squint and Nystagmus 						

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	<p>Perform clinical Examination of Cranial Nerve V-Trigeminal Nerve in a normal volunteer or simulated environment</p> <p>➤ Test-Tests for sensation along all the branches, Corneal reflex, Muscles of Mastication</p>						
	<p>Perform clinical examination of Cranial Nerve –VII Facial Nerve in a normal volunteer or simulated environment</p> <p>➤ Test – Test for Muscle of face and scalp, Buccinator muscle, Tests for Stapedius, Taste sensation, Test of lacrimation.</p>						
	<p>Perform clinical examination of Cranial Nerve VIII - Vestibulocochlear Nerve in a normal volunteer or simulated environment</p> <p>➤ Test–Vestibular Function, Cochlear function and Audiometry,</p>						

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	<p>Perform clinical examination of Cranial Nerve IX – Glossopharyngeal Nerve in a volunteer or simulated environment</p> <ul style="list-style-type: none"> ➤ Test- Pharyngeal gag reflex, palatal reflex, Bitter taste sensation. 						
	<p>Perform clinical examination of Cranial Nerve X-Vagus Nerve in a volunteer or simulated environment</p> <ul style="list-style-type: none"> ➤ Test- Gag Reflex, Palate Elevation, Voice Quality 						
	<p>Perform clinical examination of Cranial Nerve XI-Spinal Accessory Nerve in a normal volunteer or simulated environment</p> <ul style="list-style-type: none"> ➤ Test –Shoulder Shrug, Head Turn a normal volunteer or simulated environment 						
	<p>Perform clinical examination of Cranial Nerve XII - Hypoglossal Nerve in a normal volunteer or simulated environment</p> <ul style="list-style-type: none"> ➤ Test-Tongue Movements, Tongue Strength 						
PY 12.9	Obtain history & perform general examination in the volunteer or simulated environment						

ATTITUDE, ETHICS AND COMMUNICATION (AETCOM)



"Respect for the patient is the cornerstone of the patient-physician relationship."

— American Medical Association

AETCOM – MODULE 1.2

What does it mean to be a patient?

Background

Doctors face human suffering throughout their careers. To provide balanced care, they need to understand not just the illness, but also how patients experience suffering and how they cope with it. This includes understanding the doctor's role in offering support, finding the right balance between empathy and staying calm, and knowing the difference between healing and curing.

Introducing students to these important ideas in their first year helps them keep the patient's experience in mind as they continue to learn and grow in their medical journey.

Competencies addressed –

The student should be able to:	Level
1.Enumerate and describe professional qualities and roles of a physician	KH
2. Demonstrate empathy in patient encounters	SH

Learning Experience:

Plan of session – 8 hours (6 hours+ 2 hours self-directed learning)

**1. Exploratory
Session
(2 hours)**

An exploratory session with the students enquiring from them about their views on health, disease and suffering. Discussion could involve their personal ill health or involving someone they know among their families and friends. How did that experience affect them? What do they believe patients feel and go through?

**2. Hospital Visit
/ Simulated
Environment
(2 hours)**

Students are assigned to patient in the hospital, will interview them about their experiences, reactions, emotions, outlook and expectations.

**3. Self-
directed
Learning
(2 hours)**

Self-directed learning where students write a report from reflections based on sessions 1 & 2 and on other readings, TV series movies etc.

**4. Discussion
and Closure of
Case
(2 hours)**

A closure session with students to share their reflections based on session 1,2 and 3.

AETCOM-REFLECTION AND FEED-BACK SHEET

Session No.	Date	Topic:
Setting: Classroom/Hospital/Community/simulation		Name of the Facilitator/Faculty: Name of the Student:

AETCOM Objectives:

1. Enumerate and describe professional qualities and roles of a physician
2. Demonstrate empathy in patient encounters

Reflections:

What Happened?

- Describe your learning experience from this AETCOM session in relation to its objectives.
- What were the key learning points?
- Share any experiences that stood out.

So What?

- What are the applications of this learning?
- How does this impact your understanding of professionalism?
- How did this session make you feel?

What Next?

- What skills or knowledge do you need to develop further?
- What steps will you take to improve your communication with patients in the future?

Feedback on the Session:

- What worked well?
- What could be improved?

Overall:

- What is your impression about the session

Signature of the Student:

Signature of the Facilitator/Faculty:

AETCOM – MODULE 1.3

The doctor - patient relationship

Background

The doctor-patient relationship is crucial for providing good care. This session builds on what was discussed before and looks at the main parts of the doctor-patient agreement, including its rules, boundaries, and responsibilities. It explains important ideas like how doctors and patients should communicate, be honest, share responsibility, and show respect. The session also talks about balancing equality with the patient's vulnerability.

This introductory session, though complex, will provide an overview for the student to provide them with a perspective on the doctor-patient relationship throughout their years of study.

Competencies addressed –

The student should be able to:	Level
1. Enumerate and describe professional qualities and roles of a physician	KH
2. Demonstrate empathy in patient encounters	SH

Learning Experience:

Plan of session – 7 hours (5 hours+ 2 hours self-directed learning)

**1. Large-group
Session
(1 hour)**

A large group session emphasising the fundamentals of the doctor -patient relationship.

**2. Self -
directed
learning
(2 hours)**

Self- directed/Guided learning by students on doctor-patient relationship that includes learning from resources, lay press, media and movies.

**3. Interactive
discussions
(2 hours)**

An interactive discussion in a small group, based on session 1, with illustrative cases. Examples of cases that can be used are provided in the resources section or a patient-doctor encounter observation with checklist may be used.

**4. Discussion
And Closure-
(2 hours)**

A closure session with reflection by the students, based on items 1, 2 and 3