

Post event report

Updates of CBME Curriculum

MEDICAL EDUCATION UNIT & CURRICULUM COMMITTEE,
MALABAR MEDICAL COLLEGE HOSPITAL AND RESEARCH
CENTRE

4TH NOV,2025, MEU HALL ACADEMIC BLOCK

Event Details:

- **Venue:** MEU Hall, Malabar Medical College
 - **Date:** November 4, 2025
 - **Time:** 9:00 AM - 1:00 PM
 - **Participants:** 37 Faculty Members (Senior Residents and Tutors)
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TOPICS COVERED

Session-1 : Newer Concepts in CBME- Dr Sneha Henry, Professor Biochemistry, MEU
Co coordinator, MMCH

The session started with an ice breaking session and introduction of faculties. They were oriented to the shift from time-based to outcome-based medical education, emphasizing learner-centered approaches, competency levels (Knows, Knows How, Shows How, Does), and Miller's Pyramid of Clinical Competence. The session highlighted horizontal and vertical integration across disciplines aligned with NMC Vision 2015.



Session-2 Competencies and Learning Objectives: Dr Paul Mathai, Professor Pharmacology, MEU Resource Faculty

Participants learned to write SMART learning objectives using Bloom's Taxonomy across cognitive, psychomotor, and affective domains. The four competency levels were explained in detail, with practical exercises in mapping competencies to assessment tools for respective specialties.



Session 3. Teaching-Learning Methods: Dr Aathira G Das, Assistant Professor Pathology, MEU Resource Faculty

Interactive teaching strategies were discussed including problem-based learning, case-based learning, team-based learning, Peer learning, Fish bowl, snow ball method of small group learning and flipped classroom approaches. Special emphasis was placed on DOAP sessions (Demonstration, Observation, Assistance, Performance) for clinical skills training, simulation-based medical education, and workplace-based teaching methods.



Session-4 : Effective Clinical and Practical skill teaching - Dr Anu Chandran, Associate Professor Pharmacology & Curriculum committee resource faculty

Faculty were trained in structured approaches to clinical skill development including bedside teaching techniques, procedural skill instruction using the four-step approach (demonstration, deconstruction, comprehension, and performance), providing constructive feedback, creating safe learning environments, and competency certification protocols. Emphasis was placed on deliberate practice, error management, and progressive responsibility in clinical settings.



Session-5: Assessment Methods: Dr Harris P, Associate Professor Surgery, MEU Resource faculty

Comprehensive coverage included formative and summative assessment and various assessment tools: MCQs, OSCEs, OSPE, DOPS, Mini-CEX, case-based discussions, portfolio assessment, and workplace-based assessments. Faculties were oriented to latest changes in allotment of marks in various subjects.



Session-6. AETCOM (Attitudes, Ethics, and Communication), Electives and Foundation Course- Dr Sily Sreedharan, Professor Pathology & MEU Coordinator, MMCH

AETCOM modules were outlined, focusing on professional identity development, ethical decision-making, communication skills, and patient-centered care. Implementation strategies through role-play, simulations, and reflective practice were demonstrated. The 2 weeks Foundation Course structure was explained, covering orientation, basic life support, first aid, and professionalism. The four-week elective posting system in Phases III was discussed, emphasizing career exploration and research skill development.



Session-6 Early Clinical Exposure (ECE) and Clinical Clerkship- Dr Rijesh, Professor Orthopedics, Vice Principal (Clinical)& MEU Resource Faculty.

Faculty learned strategies for providing early clinical exposure in Phase I, including bedside visits, community field visits, and patient interactions to bridge basic sciences with clinical practice and develop professional behavior. Phase II & III clinical training structure was detailed, covering ward-based learning, procedural skills certification, OPD postings, emergency room exposure and continuous assessment .



Program ended with written feedback from faculties and Certificate distribution.



KEY OUTCOMES

- Faculty gained clarity on competency-based teaching and assessment
 - Practical skills developed in writing objectives and designing assessments
 - Understanding of DOAP methodology
 - Commitment to systematic AETCOM integration
 - Recognition of challenges: time constraints, documentation burden, and resource requirements
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ACTION POINTS

Immediate: Implement DOAP sessions systematically, establish competency tracking, organize regular student feedback sessions

Short-term: Conduct blueprint workshops, develop OSCE/OSPE stations.

Long-term: Complete faculty training in workplace-based assessment.

CONCLUSION

The session successfully enhanced faculty understanding of CBME implementation. Participants expressed commitment to applying learned principles in their departments. Regular faculty development and institutional support were identified as critical for sustained CBME success.

Prepared by: Medical Education Unit, Malabar Medical College **Date:** November 5, 2025