section

2

Early Clinical Exposure (ECE)

Early clinical exposure (ECE) provides clinical context and relevance to basic science concepts.

What is in this Section?

ECE sessions are prepared under following headings.

Details for the following needs to be planned and provided by teachers:

- a. TOPIC:
- b. Setting:
- c. Vertical integration:
- d. Sub-competencies:
- e. **Objectives:** At the end of ECE module, Phase 1 MBBS student should be able to:
- f. **Teaching learning activities:** Student should enter all activities attended/participated with time and duration in the table given.
- g. **Reflective writing:** This book provides space to document reflections of students for all 10 sessions of all three departments.
- h. Assessment/assignment: Also space is given for assignment or any other continuous assessment which is planned by your department.

How to Use This?

Instructions to Teachers

ECE modules have to be designed by teachers in each department as per the guidelines given by MCI in their ECE module.

After the conduct of ECE sessions as planned by individual departments, students can be asked to write competencies, objectives and their reflections in the space provided.

This is followed by space for assignment or any assessment to evaluate reasoning skills and clinical application. This can be given in form of case-based questions with reasoning and interpretations OR any critical thinking questions.

Assessment/scoring (marks) can be planned for learning content by individual departments for each ECE session as feasible. Example of scoring: Reflections: 5 marks; Assessment of learning content: 10 marks;

Total 15 marks. Scoring pattern is given as a guide, which can be changed as per your requirements. This scoring can be included as continuous assessment in internal assessment as per your university guidelines.

The space provided can be used to effectively document all the modules in Anatomy, Biochemistry and Physiology (4 Clinical skills + 6 Basic science correlation sessions = Total 10 sessions for each subject) as an evidence of completing the predetermined activities.

Remedial: If a student fails to participate in any session, then he/she has to go through the session contents/ videos and perform the activities and give assignments specified by concerned teacher.

The ECE session completed can be entered in logbook of students and given completion by concerned teacher.

Instruction for Students

Students should go through the ECE modules prepared by your teachers and note down the competencies to be addressed and objectives of the session in the space provided.

Once the ECE session is completed, students should write reflections in the space provided.

Space is given to write test/assignments as specified by your teachers.

After completion of all activities of an ECE session, students can enter this ECE topic in their logbooks and get completion from respective teachers.

References

- Regulations on Graduate Medical Education,1997: Addition as part: II for MBBS course starting from academic year 2019–20 onwards. MCI-34(41)/2019-Med./161726 dated 04/11/2019 MCI notification. https://www.mciindia.org/ActivitiWebClient/open/getDocument?path=/Documents/Public/Portal/ Gazette/GME-06.11.2019.pdf
- ★ Medical Council of India. Early Clinical Exposure for the Undergraduate Medical Education Training Program, 2019: pp 1–43.

https://www.mciindia.org/CMS/wp-content/uploads/2020/01/Early_Clinical_Exposure-MBBS-07.08.2019.pdf

ECE (CLINICAL SKILL SESSION 1)

TOPIC:

Setting:

Vertical Integration (departments involved):

Sub-competencies:

1.

Sl. no.	Activities (students should enter TL activities)	Clock time	Duration
1.			
2.			
3.			
4.			
5.			
6.			

Reflections

What happened? (Briefly describe what you learnt from this session/clinical visit in relation to the objectives)

So what? (What are the applications of this learning?)

What next? (What knowledge or skills you need to develop so that you can handle this type of situation?)

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Total Score (as planned) with Remarks:

Date:

EARLY CLINICAL EXPOSURE (CLINICAL SKILL SESSION 2)

TOPIC:

Setting:

Vertical Integration (departments involved):

Sub-competencies:

1.

SI. no.	Activities (students should enter TL activities)	Clock time	Duration
1.			
2.			
3.			
4.			
5.			
6.			

Vhat happened	? (Briefly describe what you learnt from this session/clinical visit in relation to the objectives)
o what? (What	are the applications of this learning?)
Vhat next? (Wh	at knowledge or skills you need to develop so that you can handle this type of situation?)

Total Score (as planned) with Remarks:

Date:

EARLY CLINICAL EXPOSURE (CLINICAL SKILL SESSION 3)

TOPIC:

Setting:

Vertical Integration (departments involved):

Sub-competencies:

1.

Objectives: At the end of ECE module, Phase 1 MBBS student should be able to:

1.

Sl. no.	Activities (students should enter TL activities)	Clock time	Duration
1.			
2.			
3.			
4.			
5.			
6.			

What happened? (Brid	efly describe what you learnt from this session/clinical visit in relation to the objectives)
So what? (What are the second se	he applications of this learning?)
What next? (What kn	owledge or skills you need to develop so that you can handle this type of situation?)

Formative evaluation of learning content (to evaluate reasoning skills and analysis)

Total Score (as planned)

Remarks:

Date:

Signature of Evaluator

EARLY CLINICAL EXPOSURE (CLINICAL SKILL SESSION 4)

TOPIC:

Setting:

Vertical Integration (departments involved):

Sub-competencies:

1.

Sl. no.	Activities (students should enter TL activities)	Clock time	Duration
1.			
2.			
3.			
4.			
5.			
6.			

What happened	? (Briefly describe what you learnt from this session/clinical visit in relation to the objectives)
o what? (What	are the applications of this learning?)
What next? (Wł	nat knowledge or skills you need to develop so that you can handle this type of situation?)

Total Score (as planned) with Remarks:

Date:

EARLY CLINICAL EXPOSURE (BASIC SCIENCE CORRELATION SESSION 1)

TOPIC:

Setting:

Vertical Integration (departments involved):

Sub-competencies:

1.

Sl. no.	Activities (students should enter TL activities)	Clock time	Duration
1.			
2.			
3.			
4.			
5.			
6.			

What happened? (E	Briefly describe what you learnt from this session/clinical visit in relation to the objectives)
So what? (What are	e the applications of this learning?)
What next? (What	knowledge or skills you need to develop so that you can handle this type of situation?)

Assessment of learning content: (Case based interpretations/SAQs/MCQs/assignment to evaluate critical thinking and reasoning skills)

Total Score (as planned) with Remarks:

Date:

EARLY CLINICAL EXPOSURE (BASIC SCIENCE CORRELATION SESSION 2)

TOPIC:

Setting:

Vertical Integration (departments involved):

Sub-competencies:

1.

Sl. no.	Activities (students should enter TL activities)	Clock time	Duration
1.			
2.			
3.			
4.			
5.			
6.			

What happened? (Briefly describe what you learnt from this session/clinical visit in relation to the objectives)	
So what? (What are the applications of this learning?)	
What next? (What knowledge or skills you need to develop so that you can handle this type of situation?)	

Total Score (as planned) with Remarks:

Date:

EARLY CLINICAL EXPOSURE (BASIC SCIENCE CORRELATION SESSION 3)

TOPIC:

Setting:

Vertical Integration (departments involved):

Sub-competencies:

1.

Sl. no.	Activities (students should enter TL activities)	Clock time	Duration
1.			
2.			
3.			
4.			
5.			
6.			

What happened? (Briefly describe what you learnt from this session/clinical visit in relation to the objectives)	
So what? (What are the applications of this learning?)	
What next? (What knowledge or skills you need to develop so that you can handle this type of situation?)	

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IZU	ANNEXULES TO LODOOK IN ANDIONIV. PHYSIOLODY OND BIOCHEMISTIV

Total Score (as planned) with Remarks:

Date:

EARLY CLINICAL EXPOSURE (BASIC SCIENCE CORRELATION SESSION 4)

TOPIC:

Setting:

Vertical Integration (departments involved):

Sub-competencies:

1.

Sl. no.	Activities (students should enter TL activities)	Clock time	Duration
1.			
2.			
3.			
4.			
5.			
6.			

What happened? (Briefly describe what you learnt from this session/clinical visit in relation to the objectives)		
So what? (What are the applications of this learning?)		
What next? (What knowledge or skills you need to develop so that you can handle this type of situation?)		
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Total Score (as planned) with Remarks:

Date:

EARLY CLINICAL EXPOSURE (BASIC SCIENCE CORRELATION SESSION 5)

TOPIC:

Setting:

Vertical Integration (departments involved):

Sub-competencies:

1.

Sl. no.	Activities (students should enter TL activities)	Clock time	Duration
1.			
2.			
3.			
4.			
5.			
6.			

What happened? (B	riefly describe what you learnt from this session/clinical visit in relation to the objectives)
So what? (What are	the applications of this learning?)
What next? (What k	nowledge or skills you need to develop so that you can handle this type of situation?)

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Total Score (as planned) with Remarks:

Date: