

Elective Program for Future Healthcare Professionals: Unlock Your Potential!

Program Information

- **Duration:** One Month
- **Target Group:** Undergraduate Medical/Dental/Allied/Nursing Students
- **Program Goal:** Equip medical students with essential skills and strategies for personal and professional growth in learning, teaching, and self-regulation.

This structure ensures active participation, engagement, and measurable growth for participants.

Assessment

Portfolio Submission:

- Each participant must develop and submit a portfolio documenting their progress throughout the program.
- **Portfolio Requirements:**
 - Reflection on every activity using **Gibbs' Reflective Cycle**, including description, feelings, evaluation, analysis, conclusion, and action plan.
 - Evidences such as notes, concept maps, time management plans, teaching demonstration feedback, and personalized learning strategies.
- **Assessment Criteria:** Portfolios will be evaluated using rubrics (attached) based on all learning outcomes in the program, depth of reflection, and the quality of supporting evidence.

Certification: Awarded on successful completion of program requirements, including portfolio submission.

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S. No.	Learning Outcomes	Time	Mode of Information Transfer	Assessment Strategy
1	Explain the components of an effective curriculum.	4hours	Lecture, case studies, group discussions	Learning Portfolio: Reflection on curriculum components presentation
2	Interpret a Table of Specifications (TOS) to identify core curriculum elements.	3 hours	Workshop, hands-on practice	Reflective Assignment
3	Apply time management strategies to prioritize tasks and manage academic workload effectively.	4 hours	Interactive seminar, roleplay activities	Submission of a personal time management plan
4	Practice basic teaching methodologies for effective knowledge transfer.	6 hours	Demonstration, peer teaching	Peer-reviewed teaching demonstration
5	Develop and utilize concept maps to organize and enhance understanding.	4 hours	Practical exercises, visual aids	Creation of a concept map on a chosen topic
6	Recognize individual learning styles and adapt strategies to enhance retention and reduce cognitive load.	3 hours	Self-assessment surveys, reflective activities	Reflection
7	Reflect on and evaluate one's learning process for improvement using metacognition.	4 hours	Reflective journaling, guided discussions	Weekly reflective journal submissions
8	Identify potential areas of interest for postgraduate pathways.	4 hours	Career counseling sessions, interactive panels	Personal statement outlining future goals
9	Develop critical thinking and decision-making skills in academic and clinical settings.	5 hours	Case-based discussions, problem-solving tasks	Participation in decision-making scenarios
10	Communicate effectively in academic and clinical environments.	5 hours	Roleplays, communication workshops	Recorded roleplay evaluations

11	Design personalized self-regulated learning plans to enhance goal setting and self-discipline.	6 hours	Workshop, mentorship sessions	Submission and peer review of a self-regulated learning plan
12	Apply attribution retraining strategies to overcome challenges and enhance academic resilience.	3 hours	Group discussions, storytelling exercises	Participation in an attribution retraining exercise

Rubric to Assess Reflective Writing

This rubric is meant to evaluate reflective writing of undergraduate students at CMHLM&IOD. It is based on Gibb's reflective cycle.

Competencies to be Assessed	Guidelines for Scoring				Total Score
	Unacceptable	Below Expectations	Meets Expectations	Above Expectations	
	0	1 - 4	5 - 7	8 - 10	
Reflective Writing Assessment					
Description of what happened.	Not explained.	Patchy description of what happened that does not make sense.	Adequate information about what happened that provides good understanding to the reader with a few grammatical mistakes.	Complete information about what happened that provides sound understanding to the reader without grammatical mistakes.	
Feelings What were you thinking and feeling?	Not explained.	Patchy description of what were you thinking and feeling that does not make sense.	Adequate information about were you thinking and feeling that provides good understanding to the reader with a few grammatical mistakes.	Complete information about were you thinking and feeling that provides sound understanding to the reader without grammatical mistakes.	
Evaluation What was good & bad about the experience?	Not explained.	Patchy description of what was good & bad about the experience, which does not make sense.	Adequate information about what was good & bad about the experience that provides good understanding to the reader with a few grammatical mistakes.	Complete information about what was good & bad about the experience that provides sound understanding to the reader without grammatical mistakes.	

<p>Analysis What sense can you make of this situation?</p>	<p>Not explained.</p>	<p>Patchy description of what sense can you make of this situation, which does not make sense.</p>	<p>Adequate information about what sense can you make of this situation that provides good understanding to the reader with a few grammatical mistakes.</p>	<p>Complete information about what sense can you make of this situation that provides sound understanding to the reader without grammatical mistakes.</p>	
<p>Conclusion What else you could have done?</p>	<p>Not explained.</p>	<p>Patchy description of what else you could have done, which does not make sense.</p>	<p>Adequate information about what else you could have done that provides good understanding to the reader with a few grammatical mistakes.</p>	<p>Complete information about what else you could have done that provides sound understanding to the reader without grammatical mistakes.</p>	
<p>Action Plan If it arose again, what could you do?</p>	<p>Not explained.</p>	<p>Patchy description of if it arose again, what could you do, which does not make sense.</p>	<p>Adequate information about if it arose again, what could you do, that provides good understanding to the reader with a few grammatical mistakes.</p>	<p>Complete information about if it arose again, what could you do that provides sound understanding to the reader without grammatical mistakes.</p>	

Annexure A

Rubric to Assess Portfolio Development of Students

Competencies to be assessed: (as identified from implemented curriculum on professionalism and PMDC's seven-star doctor)

As a mentor, when you meet the student who is attached with you as a mentee, you will rate the portfolio of the student with the help of a rubric given below and will give him/her feedback on the basis of the rubric for further improvement.

Competencies to be Assessed	Guidelines for Scoring				Scores
	Unacceptable	Below Expectations	Meets Expectations	Above Expectations	Total Score /10
	0	1 - 4	5 - 7	8 - 10	
Professionalism					

Competencies to be Assessed	Guidelines for Scoring				Total Score
	Unacceptable	Below Expectations	Meets Expectations	Above Expectations	/10
	0	1 - 4	5 - 7	8 - 10	
Professionalism					
Excellence in Academics	No evidence of attendance, and level of performance in class tests observed.	inadequate attendance, (<75%), and unsatisfactory performance in class tests observed.	Acceptable attendance (=75%), and satisfactory performance in class tests observed.	Excellent attendance, with (>75%), and exceptional performance in class tests observed.	
Lifelong Learning	No evidence of reflective writings using textbooks & other reading material observed.	Evidence of <5 reflective writings using textbooks & other reading material observed.	Evidence of 5 – 10 reflective writings using textbooks & other reading material observed.	Evidence of >10 reflective writings using textbooks and other reading material observed.	

Research	No substantial evidence of initiating any research project related to community observed.	Substantial evidence of data related to project in the community observed.	Substantial evidence of data related to project in the community with findings observed.	Substantial evidence of published data related to the project in the community with findings in recognized journals observed.	
Responsible/ Attendance	No sense of responsibility towards academia & community observed.	A false representation of engagement (such as forgery) towards academia & community work observed.	A valid representation of engagement (such as truthfulness) towards academia & community work observed.	Excellent representation of engagement (such as honesty and accountability) towards academia & community work observed.	
Dress Code and Presentable Appearance	Demonstration of unacceptable professional standards for appearance, attire, and personal hygiene.	Demonstration of acceptable professional standards for appearance, attire, and personal hygiene.	Demonstration of good professional standards for appearance, attire, and personal hygiene.	Demonstration of exceptional standards for professional appearance, attire and personal hygiene	
Communication Skills	Unable to display communication skills with patients and colleagues	Display of unsatisfactory communication skills with patients and colleagues	Display of satisfactory communication skills with patients and colleagues	Display of excellent & strong communication skills with patients and colleagues	
Ethical Principles (Autonomy, Beneficence, Non Maleficence & Justice)	Unable to demonstrate principles of ethics.	Unsatisfactory demonstration of principle of ethics	Appropriate demonstration of principle of ethics.	Exceptional demonstration of principles of ethics.	