

B. Early Clinical Exposure

Early clinical exposure recognises relevance of basic sciences in diagnosis, patient care & treatment and provides a context for learning the basic sciences. During Phase I, the undergraduate students are exposed to the clinical setting under supervision to provide them with clinical context to the basic science learning and to help them understand the functioning of the hospital. **It introduces the learner to socio-economic framework and cultural context affecting the healthcare delivery. It allows informal training in interviewing the patients, doctor-patient communication, ethics and professionalism, critical thinking and analysis and self-learning.**

Objectives of early clinical exposure:

First-year medical learners should be able to:

- (a) Recognise the relevance of basic sciences in diagnosis, patient care and treatment,**
- (b) Provide a context that will enhance basic science learning,**
- (c) Relate to experience of patients as a motivation to learn,**
- (d) Recognise attitude, ethics and professionalism as integral to the doctor-patient relationship**
- (e) Understand the socio-cultural context of disease through the study of humanities.**

Time Allocation:

A total of 90 hours are allotted for the Early Clinical Exposure during Phase I. 30 hours shall be allotted to Anatomy, Physiology & Biochemistry departments each.

Of the 30 hours, 18 hours (six sessions of 3 hour each) shall be spent in training basic science correlation, where the learner shall be introduced to clinical setting through an actual case or through a paper based cases or charts or videos or reports and a clinical correlation is arrived at through interactive sessions and reflection.

In the remaining 12 hours (4 sessions of 3 hours each), students shall be provided experiential training through direct exposure to the patients in the clinical set-up. Following an introduction by the pre-clinical faculty, students are taken to the hospital, where they observe the patients in OPD or wards under the guidance of clinicians. This is followed by summary and conclusion by the pre-clinical faculty and reflection by the student.

Assessment:

Elements of ECE should be assessed in both formative and summation assessments of respective pre-clinical subjects.