



## Competency-Based Medical Education: Notion Put to Play

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### LETTER TO EDITOR

To the editor,

The very prolonged and lingering feud concerning the issuance of the new Competency-Based Medical Education (CBME) curriculum has finally set its prodigious foot to momentum with the commencement of batch 2019 all over the country. A term acquainted to all but in practice, non-conversant.

With the departure of the old traditional theory-based learning, CBME brought in more of the evidence-based approach for learning, evaluation, and assessments. The terms 'competency' 'curricula' and 'reflections' echoed our ears and left a trademark of the inception of the new so-called competent batch.

With the implementation of the new curriculum, leaving the students bombarded with the newer clinical-based learning scenario was somewhat like chalk and cheese. The introduction of CBME has led to a paradigm shift in medical education across India [1].

Students were asked to inculcate the ability to correctly and succinctly develop communicative skills, the primary motto of the new constructive curricula.

The foundation course aimed to orient students to all aspects of the medical college milieu, equipping students with basic life support and first aid and also providing an opening for peer and faculty sensitization to create a robust bonding. Studies have shown the foundation course to be reported as a pleasant and beneficial experience for undergraduate medical students [2].

The Attitude, Ethics and Communication Module (AETCOM) is the core perspective of the novel CBME, to stress the need of teaching medical ethics to students and developing communicative skills, the whole idea of the new competency program. A severe emphasis on attitude and communication stoned down the sheer substantial precedents for using module-based teaching and the proposed formation of CBME as a whole.

The design and concept of the logbook evolved as an instrument for recording reflections of all clinical rotations and procedures to draw a bead to thoughtful and meaningful feedback to the trainees.

CBME came with overarching challenges faced by the faculty as well, which led them to seek collaborative approaches to common problems to establish a compelling outcome. Faculty development and meticulous systemic training programs will set a benchmark for the idea of the new medical teaching.

The erstwhile MCI prepared a meticulous roadmap for this and dedicated faculty development programs were initiated for the smooth and effective transition into CBME.

Altogether the competency-based medical education, an experiment hypothesized to deliver competent physicians, still waiting to see its denouement.

**DECLARATIONS**

**Conflict of Interest**

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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