

# Transforming Medical Education: A Need for Mandatory Faculty Development Program for Standardized Implementation of Family Adoption Program Across the Medical Colleges of the Country

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## ABSTRACT

**Background:** Since 2022, all medical schools across the country have included the Family Adoption Program (FAP) in their MBBS curricula as a component of competency-based medical education. **Aims & objectives:** To achieve uniformity in implementation of FAP across all the medical colleges of the country. **Methodology:** MBBS students are assigned to five families to form relationships, evaluate health, and improve medical care. The program has been implemented based on input from instructors and regulatory agencies, with NMC recommendations. **Results:** Since 2021, MBBS students have completed FAP, but variations exist across the country. A mandatory two-day training course is proposed for faculty members to ensure uniformity in implementation of family adoption program (FAP). **Conclusion:** The efficacy and consistency of the FAP would be improved by standardizing it through faculty training and consistent data reporting.

Sir,

Participation of the community in medical education provides students with a deeper understanding of the living conditions of the overall population and their impact on their health. (1) The Family Adoption Program (FAP) has been implemented in the MBBS curriculum of all medical colleges nationwide since year 2022 as part of Competency-Based Medical Education. The first batch of students to which it was implemented was 2021. The objective is to offer Indian Medical Graduates a chance to engage in experimental learning focused on community-based healthcare. (2) The primary objectives of this initiative are twofold: firstly, to enhance the accessibility of healthcare facilities for the community and motivate them to utilize these services, and secondly, to offer medical students specialized training that focuses on understanding the population's living conditions and how these conditions impact their health. (3) The purpose of

creating and enforcing FAP was to train skilled doctors who can act as competent and empathetic leaders in primary healthcare, catering to the needs of the most disadvantaged individuals in society. (4) The first batch to which this program was implemented i.e MBBS Batch 2021-22 to has already finished it. There is an abundance of observations and extensive experience from both students and faculty members, as well as the administration of medical facilities. Over the years, as new batch of students have enrolled for MBBS course, each of them have undergone FAP with certain modifications as suggested by the regulatory bodies from time to time. The program, since its inception in 2022 has continuously evolved to shed off its limitations at each subsequent evolution and to add on lustre to make it more glorious and fruitful, focussed directly on its goals and objectives thereby promoting better health care delivery within the community. As part of this program, each student must be assigned a

minimum of five families. The student is required to build a strong connection, comprehend the individual's well-being and associated elements, and contribute to enhancing the healthcare of the family, and consequently, the community. Therefore, it is anticipated to contribute to the attainment of Universal Health Coverage. (5-6) Public health academic bodies and medical institutions are actively endeavouring to enhance students' comprehension and interest in this program by integrating diverse and captivating competitions centered around FAP. The National Medical Commission (NMC) has already provided detailed guidelines for the execution of this program. These guidelines include clearly defined objectives and learning outcomes, serving as a comprehensive document to facilitate the initiation and implementation of the program in our medical institutions. The NMC has undertaken meticulous efforts to standardize the program and ensure its consistent implementation throughout all medical colleges. This includes monitoring and reviewing the program.

However, the question at hand is whether the program is implemented consistently across all medical colleges of our nation. Undoubtedly, the response must be affirmative as the regulatory organizations are closely monitoring the effective execution of this program. However, there are indeed differences, which could be attributed to

specific requirements and difficulties in certain situations.

To achieve uniformity, it is necessary to implement a mandatory training course on FAP for all faculty members seeking appointment or promotion in a medical college. This requirement should be similar to other mandatory courses such as the basic course in biomedical research (BCBR) and the basic course in medical education (BCME). These trainings would be advantageous in resolving the uncertainties and problems of faculty and will assist in providing a clear roadmap for program implementation. Furthermore, if the generation of data through this tool is mentioned during the training sessions, it would greatly aid in ensuring consistency in the submission of reports from all institutions to NMC. The training is proposed to be conducted over a two-day period which will include activity for most of the sessions to keep the participants engaged and shall be provided to all faculty members at a medical college, including senior residents.

We would request the NMC and the regulatory bodies to take steps towards standardizing the family adoption program in our country so that it becomes a model that other countries would aspire to adopt to improve the learning of their students and at the same time improve the health outcomes of their community.

S. No	Topic	Objectives	Duration	Tool & methods
<b>DAY 1</b>				
1	Introduction FAP- rationale, objectives, learning outcomes	To explain the rationale and vision of FAP To discuss how FAP provides opportunity for community-based learning Enlist the objectives and learning outcomes for each phase of MBBS	45 minutes (10 + 20 +15)	Use of Implementation module & group work
2	Implementation of FAP	To provide a step-by-step approach to the implementation process with examples To define the responsibilities of faculty towards FAP implementation To discuss about challenges and ways to address them	90 minutes (40 + 15 +20 + 15 min activity)	Interactive discussion and group exercise, learning from experiences.
3	Visit wise learning objectives, activities	To outline the specific learning objectives for each visit during FAP categorised according to professional year To discuss possibilities of health-related activities undertaken by students during FAP visits To introduce tools and methods for engaging students during family visit	75 minutes (15 +40+ 10 min activity)	Use of Implementation module & Interactive group activity
4	Role of students & how can we create interest of students	To enlist the specific roles and responsibilities of students during FAP visits. To discuss positive reinforcement methods to generate the demand of FAP by students	45 minutes (20 +25)	Use of implementation module

S. No	Topic	Objectives	Duration	Tool & methods
5	Mentor mentee scheme in FAP	To outline how faculty can mentor students by providing guidance, feedback, and encouragement To discuss on the effective group size for each faculty as mentors in FAP To enlist the roles played by faculty to enhance learning outcome of students under FAP	45 minutes (15 + 10+ 20)	Role play, group discussion
<b>DAY 2</b>				
6	Data generation during FAP	To identify and define the types of data that need to be collected during family visits under FAP To discuss strategies for ensuring the accuracy, completeness, and reliability of data collected by students To discuss about ways of effective utilization of the generated data	45 minutes (15 + 15+15)	Use of implementation module, Interactive discussion, experience sharing
7	Health camp under FAP	Discuss how health camps integrate with the broader objectives of the Family Adoption Program Provide a detailed framework for organizing health camps, including logistics, resource allocation, and essential collaboration Emphasize hands-on learning opportunities for students during health camp	45 minutes (10 + 25 +10)	Group discussion, Team based learning
8	Structure of FAP logbook	To explain the layout, sections and key components of the FAP logbook To discuss role of logbook in student evaluation	45 minutes (30 +15)	Use of implementation module
9	Assessments in FAP	To identify the essential competencies of a student that need to be assessed under FAP To equip faculty with the ability to design and implement both formative and summative assessments	45 minutes (15 + 30)	Brainstorming, experience sharing, group exercise
10	Records to be maintained at the level of institution	Inform the participants on essential records for effectively implementing and monitoring FAP. To discuss the ways to manage official records in standardized forms	45 minutes (20 + 25)	Checklist for reporting FAP data & implementation module
11	Scope of publication under FAP	To facilitate participants in recognizing different research prospects and possible areas for publication within the Family Adoption Program To inform faculty members about suitable platforms and journals for publishing work pertaining to the Family Adoption Program	45 minutes (20 +25)	Interactive Lecture & group discussion
Post test & Valedictory				

**AUTHORS CONTRIBUTION**

SS & JB started the idea behind this manuscript. Later it was discussed with SIA & AK for execution as a manuscript. S & AK prepared the manuscript and JB & SIA reviewed the same before submission.

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**CONFLICT OF INTEREST**

None

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