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**JAWAHAR MEDICAL FOUNDATION'S
ACPM MEDICAL COLLEGE & HOSPITAL DHULE, M.S.**

**"POLICY MANUAL FOR "CODE OF CONDUCT"
FOR STUDENTS**

Build medical professional of next generation

OUR CORE VALUES

- Commit to excellence in all that we do.
- Show total unconditional regard for all patients.
- Demonstrate respect for each patient's person, privacy, culture, beliefs, and rights
- Exhibit compassion for those entrusted to our care.
- Treat other members of the health care team in a professional manner



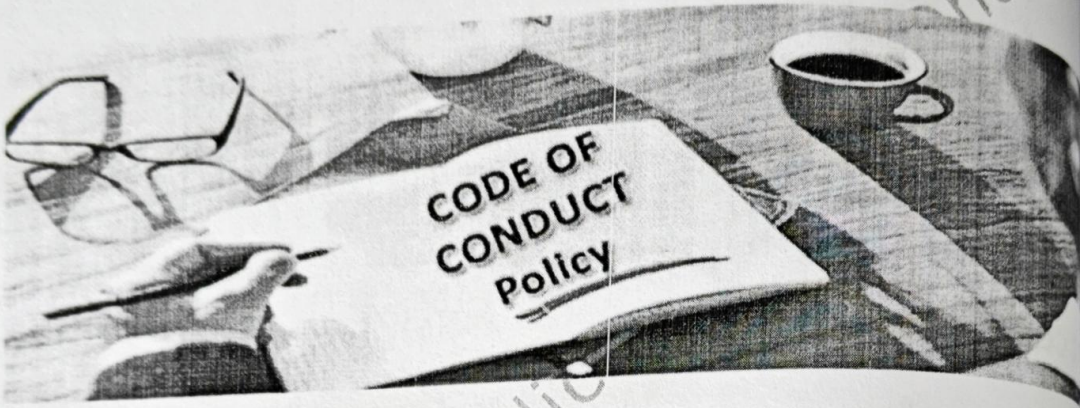
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Annasaheb Chudaman Patil Memorial Medical College And Hospital
Dhule, Maharashtra*



Policy for Code of Conduct for MBBS & Postgraduate Students

[Approve by Local Managing committee held on 13th September 2021 and revised version approved on 25th July 2023 vide resolution No 3 in supersession of all previous notification]

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Code of Co

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JAWAHAR MEDICAL FOUNDATION'S
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"INFORMATION HAND BOOK"
FOR STUDENTS

Be A Medical Professional of Next Generation in self
paced learning environment

HIGHLIGHTS

- How to start new journey.
- The Objectives.
- Supporting Resources
- How to Find Solutions
- What's Unique here
- Get Acquaintance
- Dos and Don't

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deanacpm@gmail.com
iqac@jmfacpm.com



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13



Jawahar Medical Foundation's

Annasaheb Chudaman Patil Memorial Medical College And Hospital
Dhule, Maharashtra

Information Handbook for MBBS & Postgraduate Students

[Approve by Local Managing committee held 25th July 2023 vide
resolution No 4]

Preamble: This information is prepared to provide the student about the overall information of the college in terms of vision, mission and core values with the sole objective to plan, develop and implement the medical education facilitating transformation of the students to achieve attributes aligned with vision, mission and core value as well as competencies prescribed by NMC, New Delhi. This booklet facilitate the student to identify the areas which deserve to be addressed. The handbook is aimed to share the philosophy of the college to produce professional in self-paced environment and ways to address the challenges, during teaching learning process, he may experience, process of admission, rules and regulations in college and hostel life during their course of study, financial liabilities after seeking admission, the pre-course knowledge about the course competencies, code of conducts, academic extracurricular activities, activities undertaken by the students and staff by clicking links the relevant documents and our website www.jmfacpm.com. The College reserve the right to modify, add or delete information based on the feedback of the stakeholders

BEGIN THE JOURNEY:

The students are advised to visit following links to understand the expected roadmap for their journey to become medical professional.

1. Get register on ACPM Learning Management System and visit <https://acpm.jvt.co.in/>
2. Intended Medical Attributes - <https://jmfacpm.com/pdf/pgpdf-6-16-06-2023-25671.pdf>



*Jawahar Medical Foundation's
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Dhule, Maharashtra*

Mission

1. To provide the finest education to the medical students, to deliver quality health care to all sections of society.
2. To develop as a regionally recognized leader in education through innovation and excellence.
3. To provide the community with a diverse cadre of highly-trained professionals capable of performing in a wide variety of clinical settings.
4. Faculty and graduates will contribute to the community by being active in social and health-care endeavours that promote the health and well-being of the community.

5. Core Values

6. 1) Commit to excellence in all that we do.
7. 2) Show total unconditional regard for all patients.
8. 3) Demonstrate respect for each patient's person, privacy, culture, beliefs, and rights
9. 4) Exhibit compassion for those entrusted to our care.
10. 5) Treat other members of the health care team in a professional manner

1. THE MEDICAL EDUCATION FOR NEXT GENERATION

a. As you embark to the journey to become a qualified medical professional, here are a few things to bear in mind. The journey you have chosen would be challenging attributed to advancement in medical education, aligning at par with global medical education and you might perceived bit difficult and tortuous. But the medical professionals are unique to find ways to address and resolve them with the help of peers, faculty and support of management. This is how the medicos achieve the level of skill and knowledge that differentiates them as unique amongst the general

6. CLASSROOM ETHICS

- a. The students shall observe basic principles of classroom ethics to ensure "Do no harm, make things better, Respect others, be fair, be loving" with colleagues and focus on rewarding for good behavior rather than punishing for bad behavior.
- b. Damage to any property of the college within or outside the college campus by the student shall be treated as misconduct and subject to disciplinary action.
- c. The student shall ensure legitimate discharge of their duties in the classroom with freedom of expression and protection of right with responsibility and cordiality.
- d. Every student shall maintain the ethical behavior in the T-L session and encourage the fellow students to practice the same, Instigation in any form contrary to this rule shall be subjected to disciplinary action.
- e. Uniform prescribed the college is compulsory in the classroom/academic session. Any casual act contrary to this rule is subject to indisciplinary action.

7. DUTIES AND LIMITATIONS OF A MEDICAL STUDENT

1. Practice professionalism in terms of respect to human life and dignity of any person of community including faculty, fellow student, employee and patients.
2. Act of discrimination with patient on any account shall be deemed as severe misconduct.
3. Priority to professional Doctor-Patient relationship and acknowledgement of the patient as a "Human Being" who is suffering, respecting the patient above all shall construed as part of code of conduct.
4. Every student shall maintain respect to the autonomy of the patient and rights of the patients. Any act violating this rule shall be considered as act of indiscipline.
5. Respect the Patient's privacy and underlying confidentiality, in each moment of the student-patient relationship.
6. The student must recognize every human being as a single individual and consider age, gender, sociocultural context, sexual orientation, religion, philosophical or ideological beliefs without ever discriminate.
7. The student must pay attention to any complaints of patient, understand, and respect the anxieties of the patient, helping to deconstruct preconceived ideas or myths, within their knowledge.
8. The student shall maintain the confidentiality of the patient's information, as well as the any other personal data, they have accessed during his clinical internship or education - disclosed by patients, family or caretakers, including clinical information obtained from complementary means of diagnosis and/or communications with doctors or other health care professionals.

9. RIGHTS OF THE STUDENTS

1. Freedom of speech and submit explanation/explanation against any allegation with evidence.
2. Right to consume Alcohol, drugs or any similar consumables, cigarettes smoking, tobacco chewing, in or outside the campus is strictly prohibited and liable to penal action.
3. Right to invite outsider speaker is permitted only with the permission of head of institution.
4. Right to distribute Handbills, leaflets, posters of any business establishment without permission of the head of institutions in or outside the campus, which shall be construed as indiscipline.
5. Trespassing any outsider inside the campus, hostel by any person related to student is prohibited without permission.
6. Any violence in any form shall be treated severe misconduct and attract severe penalty recommended by disciplinary committee.
7. Compliance of the executive order the head of the institution shall be subject to disciplinary action.
8. Any act of theft, or purchase of material violating legitimate procedure shall be treated as misconduct.

10. RAGGING:

- 1) The College has been a record of ragging free campus since its inception and committed to maintain its "ragging free campus status" by ensuring compliance of code of conduct in spirit and lines.
- 2) All the students be informed that Ragging is punishable criminal Act u/s 294, 304, 306, 307, 323, 324, 325, 326, 339, 340, 341, 342, 506 and attract punishment as per stipulated provisions in the Indian penal code.
- 3) Any conduct in the form of as defined in the regulations of NMC, New Delhi or "by words spoken or written or by an act which has the effect of teasing, treating or handling with rudeness any other student, indulging in rowdy or indiscipline activities" which may causes or is likely to cause annoyance, mental agony, hardship or psychological harm or to raise fear or apprehension thereof in a fresher or a junior student or asking the students to do any act or perform something which such student will not do in the ordinary course and which has the effect of causing or generating a sense of shame or embarrassment so as to adversely affect the physique or psyche of a fresher or a junior student." Shall attract severe penal action as per law already enforced in the country.



7.1.9

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- f. The College has developed differential mechanism to address challenges of effective T-L process for each and every students under its Mentor-Mentee Program, Slow and Advanced learner, Midcourse Internal Evaluation, inculcate creativity, sensitization to cutting edge issues and capability enhancement. The objective of T-Process mechanisms to provide whole gamut of opportunities for holistic development of medical professional with human values, professionalism and competence at par with global world.

2. ADMISSION TO MBBS/MD/MS COURSE

- a. ACPM Medical College is self-financed medical college established by Jawahar Medical Foundation trust, Dhule affiliated to Maharashtra University of Health Sciences, Nashik for award of undergraduate and post graduate degree program. The program of the college are recognised by national medical commission, New Delhi.
- b. The college is accredited by National Assessment & Accreditation council w.e.f. July 2022 for 5 years, NABL of Molecular Lab, NABH of hospital [Entry level], and also certified by ISO 21001:2018 for providing Medical Education to the Undergraduate and Postgraduate Students.
- c. Linear growth of the college is evident with Increase in intake/new PG courses are permitted in the AY 2023-24. Application for new courses in other 11 subjects, Ph.D programs, Post-MD/MS fellowship are under consideration and expected to receive permission from academic year 2024-25, thus providing you opportunity for further progression.
- d. Admissions for MBBS course will be carried out by the regulations prescribed by the Competent authority of Government of Maharashtra for all programs including institutional quota as per the NEET Score. The Admission committee only abide the regulations of competent authority in letter and spirit.



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5. Begin with goals which can be achieved spending very little time and less efforts and begins to achieve next level of goal with the help of peers, online portal of learning management system of college, email/social media of groups of peers and faculty.
6. Do self-assessment whenever you get opportunity
7. make up a weekly list of things to accomplish.
8. Start every day with a "to-do" list and set priorities.
9. Match your intended list and list of goal achieved to give you confidence building capacity.
10. Reward yourself for completing the "to-do" list.
11. Monitor progress - keep track of the time spent on each and what you accomplished.
12. The heutigogy is principle of independent and self paced learning prescribes "PSQ5R".
 - i. P means your objective
 - ii. S means skim survey of text you are reading grasp the main features
 - iii. Q means question yourself : why do you need to learn in medicine.
 - iv. 5-R mean [R] reading relevant to your question, [R] Recite-think what you understand [R] record your understanding in points without copying, [R] Reflect how do you apply your understanding [R] Review your reflection periodically.
13. **Example:** "What do I already know about this topic?" Hence first activate your prior knowledge. Then turn the first heading into a question. than you begin to seek the answer while reading from any resources. Make sure you attend the lectures, practical, clinics, skill labs, which help you to give you opportunity to get ideas of scope, length and breadth of the module, some degree of resemblance with real life scenario, thus For example, if you plan to study the chapter on 'cardiac cycle' try and recapitulate things you already know about it. Next, as you read the lesson.



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Information Handbook for MBBS & Postgraduate Students

[Under Consideration of Government of India u/s 45 of the Copyright Act, 1957

(14 of 1957)

By
Dr Shailendra R. Patil
Professor of Orthopaedics
&
Dr Rajesh Chandra Sharma
Professor of Physiology

JMF's ACPM Medical College, Dhule



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3. Course specific outcomes of various courses during MBBS program:
<https://jmfacpm.com/pdf/pgpdf-6-15-06-2023-74411.pdf>
4. Module for Attitude, communication and Ethics: <https://jmfacpm.com/pdf/pgpdf-6-18-11-2022-11916.pdf>
5. Skill Modules: <https://jmfacpm.com/pdf/pgpdf-6-18-11-2022-16111.pdf>
6. Foundation course Module: <https://jmfacpm.com/pdf/pgpdf-6-18-11-2022-11871.pdf>
7. Competencies for Phase-I: <https://jmfacpm.com/pdf/pgpdf-6-13-11-2022-63131.pdf>
8. Teaching learning methods: <https://jmfacpm.com/pages/Classrooms.html>
9. ICT enabled methods adopted by the college: <https://jmfacpm.com/pages/ICD-Teaching-Learning-Methods.html>
10. E-Contents available on the college websites:
 - A. <https://jmfacpm.com/pages/Human-Anatomy.html>
 - B. <https://jmfacpm.com/pages/E-content-Delivery.html>
 - C. <https://jmfacpm.com/pages/Department-of-Physiology-.html>
 - D. <https://jmfacpm.com/pages/Department-of-Biochemistry-.html>
 - E. <https://jmfacpm.com/pages/Department-of-Pharmacology-.html>
 - F. <https://jmfacpm.com/pages/Department-of-Pathology.html>
 - G. <https://jmfacpm.com/pages/Department-of-Microbiology-.html>
11. Overview of activities the students are participating beyond the classroom:
<https://jmfacpm.com/pages/Student-Activities-beyond-Classroom.html>
12. Outreach and extension activities of the students:
<https://jmfacpm.com/pages/Community-training-and-health-care-training-.html>
13. Academic Schedule: <https://jmfacpm.com/pages/Academic-Schedule.html>

PHILOSOPHY OF THE COLLEGE

Vision:

We have a responsibility to educate medical students to meet the primary and specialty health care needs of the region by providing highly skilled, cost effective, patient-centered care in a variety of settings.



71.9

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- populace. It is true fact that the period in time to come will be as nourishing and enriching beyond your expectations. Therefore rest assured that there should be no space for being frightened but remain prepared for smart work to reduce hard work.
- b. The M.B.B.S. student would require to complete three phases of medical education viz Pre-Clinical, Para-Clinical and Clinical over a period of four and half years, and after securing qualified marks in "NEXT Step-I Examination of NMC" in final year, you would be undergoing experience of practical application of the acquired knowledge in one year of internship.
- c. **NEXT Step-I Examination of NMC** shall be a reality to acquired competencies of medical attributes. This examination system would be taken as an opportunity to acquire professionalism, aptitude, competence to deal with any patient care management. You are advised to learn to your course competencies to resolve challenges of patient care, you may come across day to day in your professional occupation, rather than focussing on passing **NEXT Step-I Examination of NMC**. The medical professional appear examination every day during their professional occupation. The bottom line is "you should focussed on understanding, application, analysis, comprehension and synthesis of medical competencies, **not to mere passing the examination**".
- d. ACPM Medical College and Hospital with all its faculty shall support you in your mission to provide an congenial and self-paced learning environment to achieve medical attributes. You would yourself experience your transformation from the carefree adolescent into a medical professional, competent to provide outcome based skilled health care service.
- e. The entire college family welcome you to join the institution and become a proud member of the white coat fraternity.



7.19

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- f. The College has developed differential mechanism to address challenges of effective T-L process for each and every students under its Mentor-Mentee Program, Slow and Advanced learner, Midcourse Internal Evaluation, inculcate creativity, sensitization to cutting edge issues and capability enhancement. The objective of T-Process mechanisms to provide whole gamut of opportunities for holistic development of medical professional with human values, professionalism and competence at par with global world.

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10. Teaching/Training Methods :

- a. The College recognized the role of creativity, analytical skills and innovation, and its impact on attainment of medical graduate and postgraduate attributes.
- b. All departments is committed to complied with number of teaching hours prescribed by affiliating university and national medical commission, New Delhi.
- c. The college has implemented initiatives to nurture creativity, analytical skills and innovation in teaching learning process amongst its students of MBBS and MD/MS programs by conducting program on cross cutting issues related to gender equity, health determinant, sustained environmental issues, initiative for green and clean campus, social and medicolegal issue, promotion of organ donation and legal responsibility, quality control of safe vaccination, initiatives for prevention of health workers from communicable disease etc.
- d. Encouraged to the students participation in co-curricular activities i.e. celebration of days of health importance, gender equity, human values, professional ethics, yoga, women empowerment to demonstrate health related concepts using creative cartoons/rangoli/charts and models exhibitions. The faculty plays role as facilitator.
- e. Conducting Journal Club, CME, Seminars, workshops, interdisciplinary Quiz competition, and multi-disciplinary T-L sessions.
- f. Bedside clinic, community posting, participation in multi-diagnostic camps, posting in speciality clinics at hospital and PHCs and UHTC, Posting in course related surgical procedures in operation theatres, Anaesthesia and Radiodiagnosis.
- g. The innovative T-L methods includes but not limited to



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6. CENTRAL LIBRARY FACILITIES:

1. Library has adopted open access to books, reference section and journal sections for students, faculty and other employees of the college to facilitate maximum use of resources available in the library.
2. The Library conducts orientation program of first year students on the first day of joining to familiarize the users to apprise the availability of learning resources and hands on training of services offered by the library to students and staff and about the library rules and regulations.
3. A physical visit to all sections of the library is also organised in small group to apprise them about the process of in-person and demonstration on "remote usage of library service" for teachers and students highlighting the steps to avail library services within or off the library premises through external internet or Wi-Fi network Features:
4. Library is automated using the Integrated Library Management System (ILMS) under title "Sack Info (ERF)", a multi-user software facilitate easy search access to books, periodicals and managerial reports. WEB OPAC - Online facility automated User-friendly windows based software,
5. User can add multiple material types like books, CD, video cassettes, etc. when multiple copies of books are procured and only single window data entry is required.
6. User can access overall Status of the library books – text and reference, issued, withdrawal
7. Customised access to circulation module includes issue, return, reissue, search nodes.
8. Facilities for booking the books/learning resources online within or outside the campus.
9. To seek information of availability of book for issue



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if the first heading is 'components of cardiac cycle', turn it in to a question: 'What are the components of the cardiac cycle?' Then proceed to study the section to find out the answer. Attempt to read the first few lines of each paragraph to get your answer.

14. Write the answers to your question in points in your own words. Sometime you may need to read again to achieve your goal.
15. The answers should be outlined - not written as long sentences.
16. Comprehension and retention are increased when you "deliberate" on new information. This is to relate one part with another, to make categories, to compare and contrast with related concepts, to connect it with your known knowledge and vigilant observation.

5. COLLEGE AND HOSPITAL DEPARTMENTAL FACILITIES: The College and hospital Departments has been provided with multiple Teaching-Learning facilities:

1. Museum having mounted specimens, Charts, models, and other material with catalogues for visualizing 3D gross real structures, photographs for reinforced learning in T-L session.
2. Well-equipped practical Labs with facilities of hands skill learning prescribed in CBME curriculum
3. Central Skill lab for learning clinical skills on mannequins, and simulators
4. Embalming services for Donated Body
5. Department library for immediate reference of learning resources
6. Dissection Hall,
7. Demonstration Rooms,
8. Audio-visual teaching facilities e.g. OHP, LCD and CCTV and live streaming facilities
9. Virtual Classroom through dedicated learning management system for access of learning resources, curriculum, teaching schedule, online class test and blogging.



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Dhule, Maharashtra*

- i. Availability of e-resources on learning management system and E-content page of college website which includes e- lectures, videos, lecture handouts to promote small groups of students to frame Critical thinking questions on learning of concepts and write answer on worksheets.
- ii. Screen Cast for capturing live lectures
- iii. solving puzzles, cross words, missing word during the teaching learning exercises.
- iv. Periodical self-assessment online through learning management system
- v. Identify learning outcomes from tigers of clinical problem during PBL session.
- vi. Formation of self-study groups of 10 students and provide with outcome-based assignment.
- vii. Frequent use of problem solving exercises to develop analytical skill and ability of comprehension.
- viii. Application of CAL based learning experiences to enable students in describing relevance to pathophysiology of disease process.
- ix. Case presentation, journal club, clinico-pathological meeting, poster induced questions, by the students.
- x. Identification and description of image, effect of lesions and relevance of sign and symptoms.
- xi. Identification and impact on health indicators on prevalence, mortality and morbidity rate in community health scenario by undertaking family adoption program.
- xii. Implementation of value added courses to enhance learning abilities of competencies incorporated in CBME curriculum
- xiii. Participation of advanced learners in research activities conducted by faculty and postgraduates



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3. A physical visit to all sections of the library is also organised in small group to apprise them about the process of in-person and demonstration on "remote usage of library service" for teachers and students highlighting the steps to avail library services within or off the library premises through external internet or Wi-Fi network Features:
4. Library is automated using the Integrated Library Management System (ILMS) under title "Sack Info (ERF)", a multi-user software facilitate easy search access to books, periodicals and managerial reports, WEB OPAC - Online facility automated User-friendly windows based software,
5. User can add multiple material types like books, CD, video cassettes, etc. when multiple copies of books are procured and only single window data entry is required.
6. User can access overall Status of the library books – text and reference, issued, withdrawal
7. Customised access to circulation module includes issue, return, reissue, search nodes.
8. Facilities for booking the books/learning resources online within or outside the campus.
9. To seek information of availability of book for issue



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- ii. Well-equipped 14 operation theatres [9 for Major Surgery and 5 for Minor Surgery]
- iii. Well-equipped 3 labour rooms
- iv. State of art Cath Lab facilities
- v. Approved and Well-equipped Blood bank with facilities of whole blood and blood components separation with valid license
- vi. ECG and stress test services
- vii. Pulmonary function test facilities
- viii. ART centre under national health program
- ix. Facilities for histopathology, haematology and cytology investigation
- x. Fully automated and semi auto biochemistry analyser for biochemical investigations
- xi. Electrophoresis unit and electrolyte analyser
- xii. Molecular Lab approved by NABL
- xiii. Audiometry and speech therapy services
- xiv. X-rays facilities comprises of 600 mA, 300 mA, 100 mA and 60 mA X-ray units.
- xv. Facilities for ultrasound, Echocardiography, CT scan, MRI
- xvi. Well-equipped Facilities of physiotherapy & rehabilitation

II. CODE OF CONDUCT IN CLASS ROOMS

1. Except unavoidable circumstances or due to health reason with which medical certificate or request letter from the guardian aligning to the reasons, every student has to attend his teaching sessions,
2. Students shall not disturb the class in any manner nor shall they misbehave with teaching fraternity directly or indirectly.
3. No student shall act against the rule or engage in misconduct in and around the campus.