

A report from the “Hyderabad Annual Medical Students’ Assembly” (HAMSA) 2012 A STEP AHEAD FOR INDIA

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July 2012

Volume 2

Issue 1

Doctors Academy Publications

The World Journal of Medical Education and Research (WJMER) is the online publication of the Doctors Academy Group of Educational Establishments. Published on a quarterly basis, it's aim is to promote academia and research amongst all members of the multi-disciplinary healthcare team including doctors, dentists, scientists, and students of these specialties from all parts of the world. The principal objective of this journal is to encourage the aforementioned from developing countries in particular to publish their work. The journal intends to promote the healthy transfer of knowledge, opinions and expertise between those who have the benefit of cutting edge technology and those who need to innovate within their resource constraints. It is our hope that this will help to develop medical knowledge and to provide optimal clinical care in different settings all over the world. We envisage an incessant stream of information will flow along the channels that WJMER will create and that a surfeit of ideas will be gleaned from this process. We look forward to sharing these experiences with our readers in our subsequent editions. We are honoured to welcome you to WJMER.





WJMER

World Journal of Medical Education and Research

An Official Publication of the Education and Research Division of Doctors Academy



The Role of Cell-Based Imaging in Drug Discovery

Antigen Microarrays for Rapid Screening of Rheumatoid Arthritis and Other Autoimmune Diseases

Abstracts from the International Academic & Research Conference 2012

Osteoradionecrosis (ORN) of the jaw

In this edition, these topics and more....

Management of Major Trauma:
A Malaysian Perspective

Assessment and Management of Head and
Spinal Cord Injuries

Role of Cloud Computing in Global Healthcare
Provision

Indian Medical Students Association

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A STEP AHEAD FOR INDIA

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The state of play of medical education in India today is at the brink of transformation. A decade ago the situation was such that all that was expected was academic excellence and very little emphasis on medical trends and advances in other parts of the world.

However, when students graduated and encountered clinical challenges they felt that something much beyond the margins of their text books was needed. With the technological boom, medical graduates were consequently exposed to advanced and sophisticated medical systems in the Western world, hence piquing their curiosity and instilling a thirst and desire to be as competitive and competent like their counterparts in others parts of the world. This suddenly sparked a revolution in the Indian System of medicine, bringing together students from different parts of the world, with a goal to achieving the transfer of knowledge amongst others.

Keeping in mind the needs of the medical student fraternity and the colossal potential it contains, the Indian Medical Students Association (IMSA) (www.imsaindia.org.in/) was inaugurated. IMSA is one of the largest medical students network in the world connecting medical students all over India. In the past few years since its inception, there has been a tremendous overhaul in the medical education in India. With the burgeoning number of undergraduate research projects in India, the scientific exchange between the

students has risen exponentially and there has also been an increase in the number of research gatherings, conferences, workshops and CME's being held in different regions of the country and this subsequently brought out a much needed paradigm shift in the goal to achieve a solid and stellar academic background. In the recent past, India saw the first of the many more to follow, “Hyderabad Annual Medical Students’ Assembly” (HAMSA) 2012 (<http://www.scribd.com/doc/117581412/IMSA-Activities-Updated>). The inception of HAMSA met the urgent need for awareness the importance of Emergency Medicine, considering the expanding urban scenario and the medical complications associated with it. This was the first workshop-based conference organised for students and hence HAMSA



Thanks to the guidance from Doctors Academy, UK (www.doctorsacademy.org.uk), we were able to increase the scope of HAMSA to other specialized topics such as Problem Based learning and developing a Curriculum for Resource Independent Medical Practice (CRIMP). We also received unwavering support by the Leiden academy, Netherlands (<http://www.leiden.edu/>)

Day 1

The 7th October 2012 saw a first-of-its-kind gathering of medical undergraduates at Gandhi Medical College, for Day 1 of the first chapter of Hyderabad Annual Medical Students' Assembly (HAMSA).

Close to 700 delegates from all over the country arrived to participate in a series of events scheduled exclusively for them.

First was a session on disaster management. This was conducted by the Indian chapter of International TraumaCare. It highlighted the importance of keeping a clearhead and maintaining equanimity whilst dealing with bomb blast victims: how the first-aid should be performed, how to classify cases according to the extent and severity of injuries, and how to treat them accordingly.

This was followed by an orientation programme for students, aspiring to continue their studies abroad, i.e. USMLE. A banquet lunch was arranged for all the delegates because we were aware that there is nothing more than distracting than an empty stomach and the pangs of hunger that than beckon you!

Delegates then attended the most anticipated episode of the day: the HAMSA Open Medical Quiz. Hosted by two quiz-aficionado medical students, it was a novel take on medical knowledge with new twists on known facts. Fifty teams of two and 35 preliminary questions later, six teams progressed to the thrilling final round.

It invigorated participants and non-participants, medics and non-medics alike with valuable information. The quiz can positively be summed up as: info-tainment!

The other high-energy affair of the day was the HAMSA debate on euthanasia: A sombre topic as it was, the topic was given the respect it deserves. Amateur yet determined debaters questioned the pros and cons, the issue of legalization, the social impact, and the role doctors play in euthanasia. The audience was left educated and pondering the implications of mercy killing in our lives. That wrapped up day 1.

Day 2

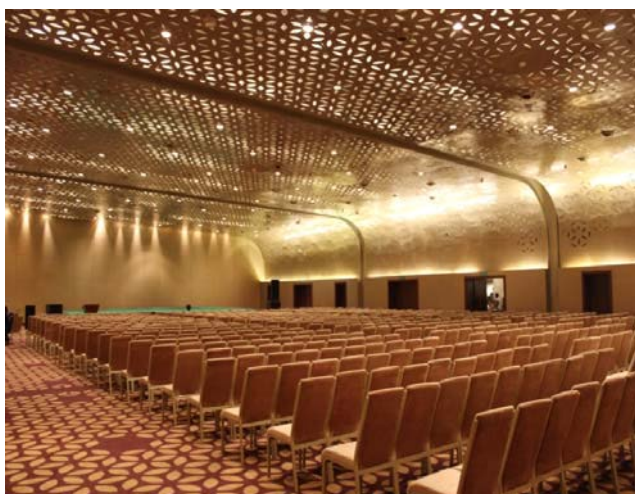
Day 2 was a mélange of research and academic events. It began with presentations of Research papers and case reports by students from all over the country. This was followed by the much awaited session on Problem based learning by Professor Stuart Enoch from Doctors



academy, United Kingdom. He engaged the participants in an interactive discussion on different patient scenarios. Professor Enoch then went on to a role playing session, by providing simulated doctor – patient interactions by involving the attending delegates, which turned to be a consciousness raising session, thanks to his spontaneity and sense of humor. In the afternoon, the delegates were introduced to the concept of CRIMP, an unfamiliar subject in the Indian teaching curriculum. The participants were given a head start to future workshops on CRIMP. The audience was then treated to an enthralling lecture on the subject of geriatrics by Dr. David Van Bodegom from Leyden Academy, Netherlands.



The day ended with a poster presentation competition on the topic of Robotic Surgery, which went with the title "I, Dr. Robot: Poised to change the future of surgery..."

**Day 3**

On day 3, the stage was set for a cultural extravaganza, a day to rejoice for the medical students, a fun and entertaining day full of enticing dance performances and mesmerizing numbers by Music bands. The celebration continued through the night.

The Hyderabad Annual Medical Students Assembly concluded with a promise that was more than just fulfilled. Three days of inspirational events, which will be embedded in the minds of all the delegates and who are already looking forward to the second edition of HAMSA in 2013...

STUDENTS FEEDBACK

"HAMSA was a unique experience when compared to all the conferences I attended because it was more direct, meaningful and provided much needed hands on approach. It audaciously tackled the essential aspect of emergency care in a simple yet comprehensive and memorable manner. It turned out to be an experience that one would be admonished to forget"

"HAMSA was a novel experience for me! It provided deep insight to the more interesting and informative methods of learning and also a great place to meet likeminded people and a very encouraging platform for beginners. Hope there is much more of these fantastic events in the future! Kudos to the organizers..."

An Introduction to Curriculum for Resource Independent Medical Practice (CRIMP)

16th August 2013, University Place, University of Manchester Campus

Due to a myriad of competing priorities and vested interests of the policies in developing countries, the resources available to provide an equitable and acceptable healthcare to people living in resource-poor conditions in such countries are not set to improve in the foreseeable future. Contrary to the traditional approach of providing resource-poor nations and its people with medical aids that are non-sustainable, the above project aims to provide the healthcare professionals in those countries a structured framework and appropriate guidelines to undertake the best practice within the constraints of the available infrastructure and resources. This session will be used to stimulate discussion amongst the 275 participants of the International Medical Summer School, representing some 75 universities from 25 countries. The information gathered from this session will form the basis for developing a robust curriculum that could be validated by appropriate regulatory bodies.





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