

Enhancing Collaboration, Providing Care, and Fostering Change: A 3-C Approach to Evaluate the Impact of Family Adoption Program in Undergraduate Competency-based Medical Education Curriculum

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Abstract

Background: The family adoption program (FAP) is a unique component of the competency-based medical education system in India, designed to foster practical skills, compassion, cultural competence, and a deep understanding of social health determinants. **Objectives:** In this study, we aim to evaluate the effectiveness of FAP in undergraduate medical education, evaluate faculty experiences with the FAP, explore community-level outcomes of the FAP, and identify factors influencing the implementation and improvement of the FAP. **Materials and Methods:** A robust 3-C approach (collaboration, care, and change) was employed with mixed-methods evaluation. The study included 147 s professional year medical students actively participating in the FAP, and 575 community members from the adopted families. Data collection involved validated questionnaires and structured interviews. Statistical analysis was conducted using SPSS and interpretative description analysis to extract deeper insights from qualitative data. **Results:** Over 90% of students reported improved confidence in patient care and communication, reflecting a successful integration of theoretical knowledge with practical experience. Faculty feedback highlighted increased student engagement and learning but also pointed out challenges in program coordination and resource allocation. Community feedback was overwhelmingly positive, with notable improvements in health literacy and preventive health behaviors, particularly among younger and more educated groups. **Conclusion:** FAP has proven effective in fostering a comprehensive understanding of community health and the development of empathetic, skilled medical professionals prepared for the complexities of modern healthcare environments. Future improvements should focus on addressing logistical challenges and enhancing faculty support to sustain and expand the benefits of this model.

Key words: Community engagement, community health, competency-based medical education, family adoption program, healthcare education, rural healthcare, social determinants of health, student engagement