



# DATTA MEGHE INSTITUTE OF MEDICAL SCIENCES

(DEEMED to be UNIVERSITY)

## CENTER OF EXCELLANCE FOR

## SCHOOL OF HEALTH PROFESSIONAL EDUCATION & RESEARCH (SHPER)

### ADVISORY COMMITTEE

1.	Hon. Dr. Vedprakash Mishra	Pro Chancellor, DMIMS, (Deemed to be University)	Chairman
2.	Hon. Dr. Rajiv Borle	Vice Chancellor, DMIMS, (Deemed to be University)	Ex-officio Member
3.	Hon. Dr. Neelam Mishra	Pro-Vice Chancellor, DMIMS, (Deemed to be University)	Ex-officio Member
4.	Shri. Sagarji Meghe	Member BOM, DMIMS, (Deemed to be University)	Member
5.	Dr. Suresh Chari	Director, MET, NKP Salve Medical College, Nagpur	Expert Member
6.	Dr. Minal Choudhary	Dean Examination	Ex-officio Member
7.	Dr. Adarshlalta Singh	Dean Academics Medicine Faculty	Ex-officio Member
8.	Dr. Sunita Shrivastava	Dean Academics Dental Faculty	Ex-officio Member
9.	Dr. Preeti Desai	Dean Academics Ayurved Faculty	Ex-officio Member
10.	Mrs. Vaishali Taksande	Dean Academics Nursing Faculty	Ex-officio Member
11.	Dr. Sohan Selkar	Dean Academics Physiotherapy Faculty	Ex-officio Member
12.	Dr. Sunita Vagha	Director, SHPER	Ex-officio Member Secretary
13.	Dr. S.S. Patel	Chief Coordinator, DMIMS, (Deemed to be University)	Permanent Invitee
14.	Dr. A. J. Anjankar	Registrar, DMIMS, (Deemed to be University)	Permanent Invitee
15.	Dr. Abhay Mude	Dean, JNMC	Permanent Invitee

16.	Dr. A.J. Pakhan	Dean, SPDC	Permanent Invitee
17.	Dr. Shyam Bhutada	Dean, MGAC & RC	Permanent Invitee
18.	Dr. Lalitbhusan S. Waghmare	Dean, Interdisciplinary, JNMC	Permanent Invitee
19.	Mr. B. D. Kulkarni	Dean, SRMMCON	Permanent Invitee
20.	Dr. Tripti Srivastava	HOD, DOME & Convener Nodal Center	Invitee
21.	Dr. Rahul Bhowate	Convener, Dental Education Unit	Invitee
22.	Dr. Vaishali Kuchewar	Convener, Ayurved Education Unit	Invitee
23.	Mrs. Ranjana Sharma	Convener, Nursing Education Unit	Invitee

### EDUCATIONAL UNITS

Faculty	Educational unit	Convener
Medicine	DOME Recognized by MCI as Nodal centre for National faculty development	Dr. Tripti Srivastava
Dentistry	Dental education unit	Dr. Rahul Bhowte
Ayurveda	Ayurveda education unit	Dr. Vaishali Kuchewar
Nursing	Nursing education unit	Mrs. Ranjana sharma
Physiotherapy	Physiotherapy education unit	Dr. Sohan Selkar

## **Five Departments**

<b>Sr. No.</b>	<b>Departments</b>	<b>HODs</b>
1	Curriculum Development	Dr PreetiDesai
2	Teaching Learning	Dr Adarshlata Singh
3	Assessment &Evaluation	Dr Alka Rawekar
4	Educational Research	Dr Swanand Pathak
5	Competencies	Dr Jayant Vagha

## **Report SHPER 2016 - 2017**

The unprecedented growth of Medical Institutions in India in past two decades has led to shortage of teachers and created quality challenges for medical education.

In recent years, though medical advances have been understood & adopted by many institutions, the same is not true for educational planning & implementations.

The situation is made grave by the gross disparity in the global standards of Health education and the actual practice in Indian context, leaving behind a penumbra.

Hence there is a need for creation of education programs to resolve the penumbra existing between the Global and national standards of Health education.

DMIMS being a Deemed to be University has the privilege to design and implement its own education program match able with Global standards, and has led to creation of “School for Health Professions Education and Research” along with its five departments of Curriculum , Department of Teaching & Learning , Department of Assessment & Evaluation, Department of , Educational & Research, Department of Competences and three educational Units Dental Education Unit(DEU) at SPDC, Ayurved Education Unit (AEU) at MCAC, Nursing Education Unit (NEU) at SRMMCON & Physiotherapy Education Unit (PEU) at RNPC the constituent colleges to take care of academic ambience of the university and premier to promote improvement in quality of medical education at par with Global contest , ultimately leading to quality augmentation of Health care for the mankind.

## **VISION**

To provide core competencies that all health professionals need to possess regardless of their discipline as agents of change to meet the expectations and legitimate needs from the 21<sup>st</sup> century effective and meaningful healthcare delivery system.

## **MISSION**

In pursuit of vision to provide high quality educational facilities in all health professions by developing and evolving such programs that ensure continuous quality sustenance enrichment and enhancement so as to enable the provision of state of art patient care to all concerned.

## **OBJECTIVES**

1. To promote systematic approach to curriculum design, update and timely implementation.
2. To validate, standardize and monitor teaching learning activities
3. To create, validate & standardize Assessment and Evaluation Strategies
4. To promote the culture of continuing professionals update.
5. To inculcate Clinical and Communication skills to make the students Globally competent and relevant.
6. To promote educational research in various domains of Health Professional Education
7. To train the health professionals in Basic and Advanced Courses in collaboration with MCI recognized Nodal Center at Jawaharlal Nehru Medical College, Sawangi Meghe, Wardha under the rubric training of trainers.

## **Preamble**

As per the guidelines of Medical Council of India, in the year 1997, Medical Education Unit was established at Jawaharlal Nehru Medical College (JNMC). As such, in 2007, Medical Education Unit was upgraded to the Department of Medical Education Technology (DOME) to take care of the academic ambience and Faculty Development at University level.

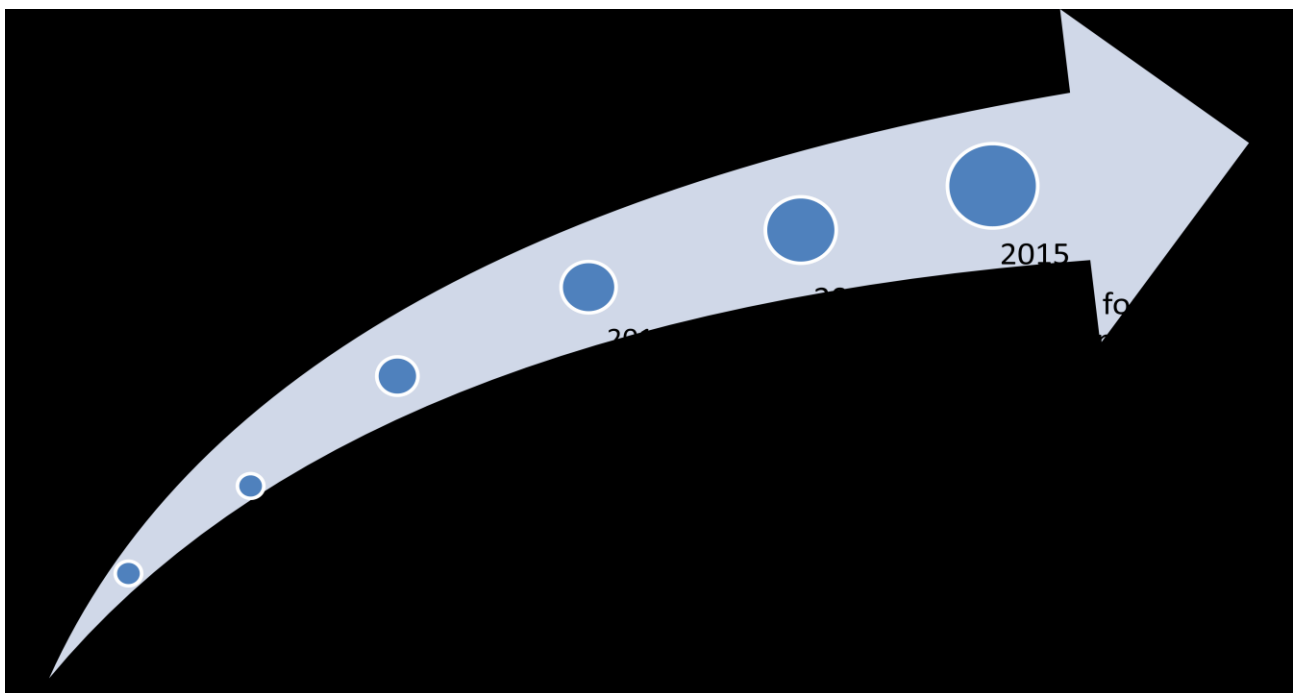
The Department of Medical Education Technology at DMIMS (DU) was upgraded to a Center for Health Professions Education and Research in 2012 and finally to a full fledged School for Health Professions Education and Research (SHPER) in 2013. It is designated as one of the Centers of Excellence with a Chair attributable to it. SHPER takes care of academic ambience in all the constituent colleges of the University through its unique feature of respective **Education Units**.

In the year 2009, considering the quantum of work in the field of faculty development done by Medical Education Technology of JNMC, it was **recognized by the MCI as Regional Center for National Faculty development**. It was one of the 8 regional centers in India with 18 medical colleges under its ambit. The center received **Certificate of Appreciation** from MCI in the year 2013 for training more than 1000 faculty across India in Basic Course in Medical Education Technology (MET). Based on its exemplary performance, it was upgraded to **Nodal center for National faculty development by MCI** with permission to conduct Basic as well as Advance Course in Medical Education with 51 Medical colleges under its ambit.

In 2014, Education Units are constituted on the same guidelines of MCI for MEU at Medical College. These Units are Dental Education Unit (DEU) at SPDC, Ayurved Education Unit (AEU) at MGAC, Nursing Education Unit (NEU) at SRMMCON & Physiotherapy Education Unit (PEU) at RNPC.

In 2015, all these units were declared as **Autonomous** units for Education Technology at respective constituent colleges of the University. SHPER through all the **Educational Units** conducts various academic activities as well as workshops in Basic and Advance Course in education technology for the faculty members in all its constituent units.

#### **Development at a Glance:**



## **MANDATE**

1. Revise, update and timely implement curriculum across the University
2. Strengthen the traditional and promote the use of innovative teaching – learning tools, techniques and technology
3. Strengthen the traditional and promote the use of modern assessment and evaluation modes, methods and strategies
4. Promote efficient and optimal use of information technology to make education program effective
5. Promote the culture of continuing professional update across the University
6. Promote educational research in various domains of Health Professional Education to enrich and enhance the quality of education across the University
7. To periodically train health science educators in principles and practice of education science and technology towards capacity building.

## **ACTIVITIES**

The School of Health Professionals Education & Research is associated with various activities, which are depicted as under –

- A) Academics of University
- B) Evaluation of various activities
- C) Training in Clinical & Communication Skills
- D) Continuing Medical Education
- E) Faculty Development activities
- F) Consultancies & Collaborations
- G) Educational Research

### **A) ACADEMICS OF UNIVERSITY**

SHPER contributes to following academic activities.

1. Need assessment, Conceptualization and strategic initiatives regarding development and Innovations in Teaching Learning activities.
2. Validation of new ventures in TLE activities.
3. Academic courses (M.Phil., Doctoral etc.)
4. Creation and incorporation of Innovations in Teaching Learning and Evaluation
5. Curriculum updates

#### **1. Status of LRMs**

Around 10,000/- LRM are created & validated by all the departments of constituent colleges across the University

## **2. Status of Electronic Question Bank**

More than 2.10 lacs various types of questions like MCQ, BAQ, SAQ & LAQ along with model answers are created, validated & uploaded by all the department of all constituent colleges across the University.

## **3. Academic Courses: -**

School has started the post graduate course of Masters in Health Professions education & Research. This course has been started in collaboration with Centre for Medical Education (DME) Bangabandhu Sheikh Mujibir Medical University (BSMMU), BanglaDesh & has been started from September 2010. At present 50 students are conferred with the degree in M.Phil. in Health Professionals Education and 22 more students are undergoing the course of M. Phil. in Health Professionals Education. The doctoral course in Health Professions Education (Ph. D) has been started by SHPER. Two scholars have been awarded PhD in (HPE) WHILE Thirteen students are registered for this course till date.

## **4. Status of Innovations in Teaching Learning and Evaluation**

The DMIMS (DU) has adopted HYBRID SPICES model of curriculum for teaching learning purpose.

- PBL, ITP and ECE are conducted as per structured program in all phases and in all constituent colleges.
- Modified PBL is implemented in the concerned department
- Sensitization for One Minute Preceptorship has been done of the faculty from the concerned department
- Introduction of **OSCE & OSPE** in Formative and Summative examination.
- Standardization of Question Paper templates
- On Line Paper Setting & Validation
- Introduction of Formative Assessment in PG
- Modifications in structuring of PG theory Papers

## **5. Curriculum update**

UG as well PG Curriculum is revised across the University using DMIMS(Deemed to be University) eleven step model.

Piloting of curriculum evaluation for I Phase of Medicine faculty has been completed satisfactory and it has been implemented across the University from 2017 – 2018.

## **B) EVALUATION OF VARIOUS ACTIVITIES**

The various activities conducted are evaluated by following ways like-

1. Feedback- from Departments, Students, Teachers, Peers, Society, Alumni, parents' managerial staff & all other stakeholders. Best students & best teachers are rewarded. Rewards are given like cash prize, certificate or prestigious activity of flag hoisting on Independence Day or Republic Day.
2. Monitoring and evaluation of Induction Programs like Fresher's Induction and Clinical induction of all four colleges, Orientation programs like Interns orientation programs of all colleges and Post graduate Orientation program is done by department. The feedback analysis is done for all these activities.

## **C) SKILL LABS**

### **I) CLINICAL SKILL LAB-**

The SHPER has fully equipped basic clinical skill lab where students acquire technical skills with the help of manikins. This lab has 13 manikins to train the students for various basic procedures. The training is imparted on the basic skills like cardio pulmonary resuscitation, endo-tracheal intubation in adults & children, mouth to mouth respiration & many other basic skills. The students of JNMC, SPDC, MGAC& SRMMCON are trained in the Basic Skill Lab the 100% students from all the 4 colleges are trained in BLS.

### **II) ADVANCED SKILL LAB-**

The advanced skill lab for obstetrics, orthopedics and Surgery are also established under this department.

### **III) COMMUNICATION SKILL LAB:-**

A special unit of skill lab is Communication skill, behavior skill & attitudinal skill lab and Linguistic & phonic lab which has started under CHPER from 26<sup>th</sup> July, 2011. The students from all constituent colleges are given training in this lab. This communication skill lab is the one of its kind in the country.



Both contexts based as well as content based training is imparted to the students.

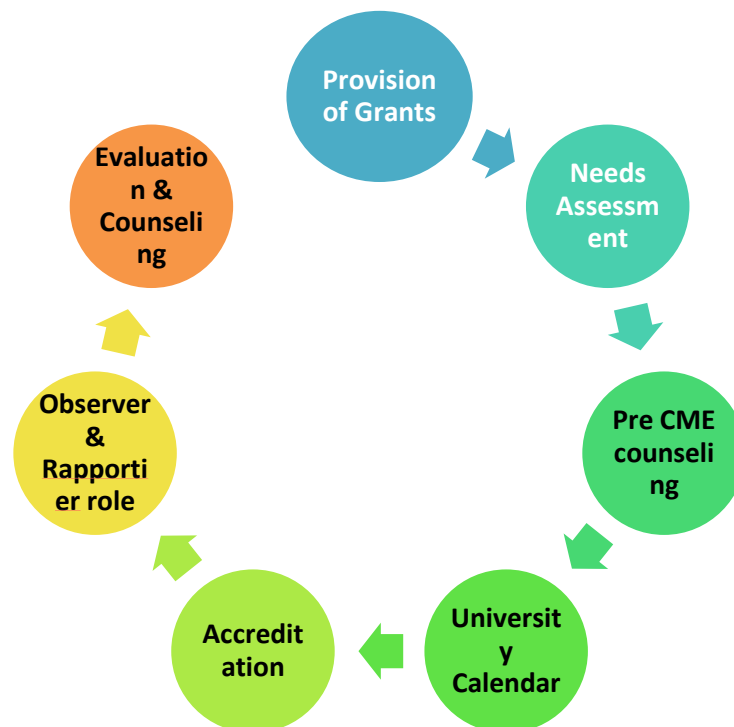
The training is given in the form of various modules and stress is given in self learning through role plays and interactive discussions.

The students are given posting in three phases. The first phase is sensitization phase which is taken in first term of first MBBS. The second phase, the consolidation phase is in the fifth term and extensive training is given in this phase. The third phase is evaluation phase taken in seventh term and in addition to the active learning, the evaluation is also done of the students. The students are given the certification of successful completion of the training. The students of JNMC, SPDC, MGAC & SRMMCON are trained in the Communication Skill Lab the 100% students from all the 4 colleges are trained in CSL.

#### **D) CONTINUING MEDICAL EDUCATION**

The activity of CMEs of all the colleges is monitored by SHPER. The yearly calendar of CMEs is prepared at the start of academic year. The interdisciplinary CMEs have also been conducted. These CMEs are planned such that the topics of National importance, regional importance, local importance and CMEs based on healthy practices are included.

#### **Nine Point Action Program**



## UNIVERSITY ACTIVITIES OBSERVED AND MONITORED

### Preamble

The University has a policy of organizing a 4 stage induction programmes to welcome the new entrants for various courses and orient them to the facilities, infrastructure, faculty and various activities that take place within the institution and campus for the students.

### STATUS OF CONDUCTED CME/ WORKSHOPS / CONFERENCES

#### JULY 2016 TO June 2017

Report on conduction of various activities i.e. CMEs, Seminar, Conferences, Workshops etc vis-à-vis planned during academic session July 2016 to June 2017

Constituent Colleges	Targeted activities	Conducted activities	Yet to be conducted activities
University	13	13	-
JNMC	18	19	-
SPDC	08	08	-
MGAC	09	09	-
SRMMCON	05	05	-
<b>Total</b>	<b>53</b>	<b>54</b>	<b>-</b>

### 1. University

#### a) Conducted Activities

S/No	Department	Topic	Conducted Date & Month	No. of Benifi.	ALG
1	Swasthavritta (MGAC)	Clinical Induction Program	8 <sup>th</sup> to 9 <sup>th</sup> July 2016	44	62.53%
2	Public health dentistry (SPDC)	Internship Orientation Program	18 <sup>th</sup> to 21 <sup>st</sup> July 2016	86	81.32%
3	Microbiology (JNMC)	Clinical Induction Program	19 <sup>th</sup> & 20 <sup>th</sup> July 2016	134	73.23%
4	Oral Medicine (SPDC)	Clinical Induction Program White coat ceremony	22 <sup>nd</sup> July 2016	79	65.57%
5	Physiology (JNMC)	Fresher Induction Program	22 <sup>nd</sup> Oct. 2016	198	60.70%
6	Oral Pathology (SPDC)	Fresher's Induction Program	26 <sup>th</sup> Oct. 2016	77	70.31%
7	Child health nursing (SRMMCON)	Fresher induction program	15 <sup>th</sup> Nov. 2016	118	68.55%

8	Mental health nursing (SRMMCON)	PG orientation program	18 <sup>th</sup> & 19 <sup>th</sup> November 2016	11	70.85%
9	Rachana Sharir (MGAC)	Fresher Induction Program	12 <sup>th</sup> Nov. 2016	59	66.69%
10	Dravyaguna (MGAC)	PG Orientation Program	14 <sup>th</sup> to 16 <sup>th</sup> Dec. 2016	40	71.12%
11	Kayachikitsa (MGAC)	Interns Induction Program	3 <sup>rd</sup> to 7 <sup>th</sup> Jan. 2017	39	63.92%
12	SHPER	International Conference for Health Professionals (ERICON 2017)	18 <sup>th</sup> & 19 <sup>th</sup> Feb. 2017	130	-
13	JNMC/ SPDC	PG ITP	22 <sup>nd</sup> - 24 <sup>th</sup> July 2017		

## 2. JNMC

### a) Conducted Activities

S/No	Department	Topic	Conducted Date & Month	No. of Benifi.	ALG
1	Orthopedics	Post Graduate Research on Trauma, Orthopedics & Physical Medicine - 3	29 <sup>th</sup> to 30 <sup>th</sup> July 2016	120	-
2	Radio-diagnosis, Obst. & Gyne	Workshop on Fetal Medicine	20 <sup>th</sup> Aug. 2016	35	50.50%
3	Cardiac Anesthesia	Cardiopulmonary bypass and its complication, ECMO	12 <sup>th</sup> June 2016 (Preponed)	170	-
4	Microbiology	U.G. Level Quiz	10 <sup>th</sup> August 2016	150	-
5	Psychiatry	National Workshop On Training on psychometrics for postgraduate in Psychiatry & clinical psychologist	25 <sup>th</sup> to 26 <sup>th</sup> Nov. 2016	18	63.80%
6	Surgery	Workshop on Surgical Management of Thyroid disorder	27 <sup>th</sup> Nov. 2016	101	63.00%
7	Forensic Medicine & Public Health Dentistry	Workshop on GCP Guidelines	1 <sup>st</sup> Dec. 2016	66	83.60%
8	Anesthesia, Surgery, Oral Surgery & Medicine	CME on Pain Management & palliative care	11 <sup>th</sup> Dec. 2016	106	84.51%
9	Pediatrics	National Conference of Pediatrics Association of India	2 <sup>nd</sup> , 3 <sup>rd</sup> & 4 <sup>th</sup> Dec. 2016	110	52.00%
10	Biochemistry & Microbiology	CME on Biochemical Basis of immunology	2 <sup>nd</sup> Dec. 2016	89	52.02%
11	Dermatology	CME on Updates Dermatosurgery and Cosmetology	11 <sup>th</sup> Dec. 2016	70	58.6%
12	Anatomy	CME on Importance of Anatomy in Neurosurgery	11 <sup>th</sup> Jan. 2017	81	77.50%
13	Ophthalmology	CME on GLAUCOMA	25 <sup>th</sup> Feb. 2017	89	51.00%
14	Pharmacology	Interdisciplinary CME on Sociotherapeutic aspects of	23 <sup>rd</sup> Feb. 2017	109	78.40%

		depression			
15	Pathology	State Level PG QUIZ	25 <sup>th</sup> Feb. 2017	12 Teams	-
16	ENT	National conclave on Allergy -2017	25 <sup>th</sup> & 26 <sup>th</sup> Feb. 2017	102	55.27%
17	Medicine	MEDIQUIZ For UG	10 <sup>th</sup> March 2017	5 Teams	-
18	Physiology	CME on Writing Publication	14 <sup>TH</sup> June 2017	147	68.09%
19	Pulmonary Medicine & Community Medicine	CME on Updates in RNTPC	24 <sup>th</sup> June 2017		

### 3. SPDC

#### a) Conducted Activities

S/No	Department	Topic	Conducted Date & Month	No. of Benifi.	ALG
1	Periodontics	Esthetic lip surgery	30 <sup>th</sup> July 2016	55	73.00%
2	Orthodontics	CDE on Understanding Evidence Base Orthodontic(EBO):A need of the hour.	29 <sup>th</sup> Sept. 2016	71	72.04%
3	Oral Medicine & Radiology	Salivary Gland Diseases	24 <sup>th</sup> Jan. 2017	53	73.62%
4	Oral Maxillofacial Surgery	Updates on OMFS (SAWMAX)	11 <sup>th</sup> Dec. 2016	106	84.51%
5	Orthodontics	CDE on Understanding Evidence Base Orthodontic(EBO):A need of the hour.	29 <sup>th</sup> Sept. 2016	71	72.04%
6	Oral Pathology	Slide Seminar Lymphoreticular diseases	13 <sup>th</sup> Feb. 2017	51	71.25%
7	Prosthodontics	CDE on Material Selection in porcelain veneers	20 <sup>th</sup> Dec. 2016	51	72.98%
8	Pedodontics	Behavioral Psychology	26 <sup>th</sup> Feb. 2017	41	76.30%

#### 4. MGAC

##### a) Conducted Activities

S/No	Department	Topic	Conducted Date & Month	No. of Benifi.	ALG
1	Dravyaguna	Clinical application of basic principles of Dravyaguna	30 <sup>th</sup> July 2016	65	61.12%
2	Streeroga-Kaumarbhrutya	Breast feeding Quiz	3 <sup>rd</sup> August 2016	4 Teams	-
3	Rasashastra	Workshop on herbal cosmetics	5 <sup>th</sup> August 2016	55	61.18%
4	Agad tantra	Legal aspect of medical practice	23 <sup>rd</sup> Sept. 2016	110	62.53%
5	Rachana sharer & Kriya sharir	Concept of Raktavaha Strotus - Clinical perspective	19 <sup>th</sup> Octo. 2016	67	69.00%
6	Kayachikitsa & Samhita siddhant	Cardiology in Ayurveda "Spandan 2016"	16 <sup>th</sup> to 17 <sup>th</sup> Nov. 2016	129	70.73%
7	Panchakarma	Best practices of Panchakarma	20 <sup>th</sup> Jan. 2017	36	-
8	Shalyatantra-Shalakyatantra	Role of parasurgical measures & kriyakalpa practices in shalya-shalakyata	30 <sup>th</sup> Dec. 2016	112	76.06%
9	Swasthavrutta & Roga-nidan	Nidan-panchak & Role of yoga in Hypertention	11 <sup>th</sup> Jan 2017	81	70.04%

#### 5. SRMMCON

##### a) Conducted Activities

S/No	Department	Topic	Conducted Date & Month	No. of Benifi.	ALG
1	Mental Health Nursing	CNE on Community Reintegration of Mentally ill person	29 <sup>th</sup> Sept. 2016	40	85.00%
2	Medical Surgical Nursing	Role of Nurse ill perioperative care	14 <sup>th</sup> Octo. 2016	79	60.00%
3	Community Health Nursing	CNE on Principles and Methods of Epidemiology and Nursing Practice	30 <sup>th</sup> Nov. 2016	40	64.50%
4	Child Health Nursing	CNE on Cord Blood Banking	25 <sup>th</sup> Jan. 2017	57	86.35%
5	OBGY	CNE on 'It's time for action to end violence against woman'	23 <sup>rd</sup> Feb. 2017	50	69.00%

**Report:**

In 2016 – 2017 total **53** activities were planned, till date **52** activities are conducted out of 52, pre test - posttest was conducted in **32** activities as rest of the activities were Induction program, UG/PG Quiz etc.

Out of **32** activities ALG was between 50.60% in only **06** activities i,e, 18.75% it was between 60 – 75 in **17** activities i,e, 53.10% while it was more than 75% in **09** activities i,e, 28.10%,

82.00% activities were held with satisfactory ALG.

**Workshops Conducted by SHPER**

Sr. No.	Name of Dept.	Title of Workshop	Date	No. of Benefi.
1.	Assessment & Evaluation	“Orientation Workshop for Paper Setters and Internal Validators”	27-28 Sept. 2016	102
2	Educational Research	Sensitization Workshop for Post Graduate Teachers on Policy of DMIMS, University on Evaluation of P.G. Thesis	4 <sup>th</sup> Oct. 2016	73
3.	NEU	Sensitization Workshop for postgraduate teachers on Evaluation of PG thesis	5/10/2016	06
4.	AEU	Sensitization Workshop for postgraduate teachers on Evaluation of PG thesis	6/10/2016	12
5	DEU	sensitization workshop for P.G teachers for thesis evaluation of SPDC Faculty	6/10/2016	28
6		Orientation Workshop for Paper Setters and Internal Validators	03/10/2016	20
7	SHPER	WORKSHOP ON eQB (KIMS, KARAD)	25/01/2017	37
8	Teaching & Learning	Orientation program Video Ken Software	16 <sup>th</sup> May 2017	15

**Key Services rendered by SHPE&R**

The key service areas of School for Health Professional Education and Research are-

- a) Teachers Training programme for the faculty from constituent colleges of DMIMS (Deemed to be University) other than Medical faculty
  - Basic Course in HPE
  - Advanced Course in HPE
- b) Skill Inculcation activities
  - a. Communication Skills
  - b. Clinical Skills
  - c. Behavioural Skills

- c) Innovative Teaching-Learning Strategies – Implementation
  - a. Modified PBL – Minor Department
  - b. OMP – Post Graduate – Teaching
  - c. ECE – Preclinical Department
  - d. Clinics in Forensic Medicine
  - e. CBL in Major Clinical Department
- d) Curricular Updates
- e) upgradation of LRM
- f) Validation of Question Bank with model answers
- g) Monitoring of Continuous Education Programmes
- h) Monitoring of Various Induction Programmes
- i) Conducting Health Professionals Education Courses

#### M. Phil (HPE)

Batch	No. of students	Status of Examination	Thesis	Result / Remarks
2010- 2011	06	<b>Appeared</b>	Submitted to University	100%
2011 - 2012	06	<b>Appeared</b>	Submitted to University	100%
2012 - 2013	08	<b>Appeared</b>	Submitted to University	100%
2013 - 2014	09	<b>Appeared</b>	Submitted to University	100%
2014 - 2015	12	<b>Appeared</b>	Submitted to University	100%
2015 – 2016	09	<b>Due in Summer 2017</b>		

#### Number of Issues and Articles in SHPER Journal - “Journal of Health Sciences Education & Research”

Issues	Editorial	Original	Review	Short
Volume 1, No. 1 July 2014 to Dec. 2014	01	04	04	01
Volume 2 , No. 1 January 2015 to June 2015	01	09	04	01
Volume 2 , No. 2 July 2015 to Dec. 2015	01	12	02	00
Volume 3 , No. 1 January 2016 to June 2016	01	07	04	02
Volume 3 , No. 2 July 2016 to Dec. 2016	01	08	02	00

#### 4.6.4 CLINICAL & ADVANCED SKILL LAB

The recent trend of medical education is towards competency based curriculum and competency based examination. The Clinical Skill Lab (CSL) forms the backbone of such a curriculum where the students learn and practice in a safe environment.

CSL which is located at the first floor of the JNMC building has been transformed into Simulation ward. Where the manikins are kept in the workshop hall and it is used for demonstration and practice purpose. The students perform and practice the skills.



CSL have 13 mannequins at present. CSL will be equipped with mannequin for ALS details.

Presently only one module of Basic Life Support is taught to the students. One day of the week i.e. Thursday is earmarked for students posting at CSL. The students from all constituent colleges including interns are posted in CSL in rotation. We have two shifts of posting, one in the morning and another in the afternoon where students in group of 25 are posted for CSL training. The posting starts with introduction and a pretest. This is followed by an interactive lecture on BLS and video demonstration. The facilitators then demonstrate the BLS on a mannequin after which the students perform the procedure with active feedback from facilitators and the students. Each student has to perform the BLS procedure at the end of which we have a posttest and feedback. With more mannequins being incorporated we aim to increase the number of modules to be taught through CSL.

##### **Training of students**

The students posted in clinical skill lab are given practical training on the manikins available in the department.

##### **Beneficiaries:**

The students of all the constituent colleges are the beneficiaries of the clinical skill lab. The students are given both demonstrative as well as hands on training in this lab.

All post graduate students of all the colleges are also given training on BLS skills.



The non teaching staffs of the college as well as the population in general are also the beneficiaries of this lab.

**Assessment:**

The beneficiaries are assessed in the clinical skill lab by taking pretest, post test and feedback analysis.

The Advance Skill modules are prepared by department of Surgery & Obst. & Gyne. During the regular posting in both the departments, undergraduate students are posted in Advance Skill Lab.

**Status of Clinical Skill Lab & Communication Skill Lab:**

Communication skill lab is located at the 2<sup>nd</sup> floor of JNMC Building students admitted in all the constituent colleges are posted in communication skill lab where they are sensitized in 1<sup>st</sup> year and in 2 phases they are consulted

Students are trained in Skill Labs in colleges as per schedule

Sr. No.	Constituent Colleges	Batch	Skill Lab	Date of Completion	Module	Total no. of students
1.	JNMC	I MBBS 2016	Communication Skill Lab	24 <sup>th</sup> Nov. to 14 <sup>th</sup> Dec. 2016	1 <sup>st</sup> Year Module	190
2		II MBBS 2015	Communication Skill Lab	9 <sup>th</sup> Jan. to 4 <sup>th</sup> Feb. 2017	2 <sup>nd</sup> Year Module	159
3		II MBBS 2015	Clinical Skill Lab	12 <sup>th</sup> , 19 <sup>th</sup> , 28 <sup>th</sup> Jan. & 2 <sup>nd</sup> Feb. 2017	-	119
4	SPDC	III BDS 2014	Communication Skill Lab	26 <sup>th</sup> & 29 <sup>th</sup> Sept. – 4,6,7,10,14 Oct. and 25 <sup>th</sup> – 26 <sup>th</sup> Nov. 2016	Final year module	99
5		I BDS 2016	Communication Skill Lab	14 <sup>th</sup> – 23 <sup>rd</sup> March 2017	1 <sup>st</sup> Year Module	79
6	MGAC	I BAMS 2016	Communication Skill Lab	18 <sup>th</sup> – 19 <sup>th</sup> Jan. 2017	1 <sup>st</sup> Year Module	59
7		III BAMS 2014	Communication Skill Lab	16 <sup>th</sup> , 17 <sup>th</sup> , 20 <sup>th</sup> , 21 <sup>st</sup> & 23 <sup>rd</sup> Jan. 2017	3 <sup>rd</sup> Year Module	55
8		III BAMS 2014	Clinical Skill Lab	24 <sup>th</sup> Jan. 2017	-	38
9	SRMMCON	1 <sup>st</sup> year B. B. Sc. - 2016	Communication Skill Lab	3 <sup>th</sup> Jan. – 7 <sup>th</sup> Feb. 2017	1 <sup>st</sup> Year Module	97
10		1 <sup>st</sup> year B. B. Sc. - 2016	Clinical Skill Lab	13 <sup>th</sup> , 15 <sup>th</sup> , 17 <sup>th</sup> & 22 <sup>nd</sup> Feb. 2017	-	96

11		Final year B. B. Sc. - 2014	Communication Skill Lab	20 <sup>th</sup> – 29 <sup>th</sup> Sept. - 4 <sup>th</sup> & 7 <sup>th</sup> Oct. 2016	Final year module	74
12		P.B. B. Sc. – 1 <sup>st</sup> Year	Clinical Skill Lab	17 <sup>th</sup> Feb. 2017	-	21
13	RNPC	1 <sup>st</sup> year 2016	Communication Skill Lab	14 <sup>th</sup> & 17 <sup>th</sup> March 2017	1 <sup>st</sup> Year Module	50

**Dr. Mrs. Sunita Vgha**  
**Director, SHPER**