

BEST PRACTICE - I

1. Title of the Practice

Implementation of weekly based clinical practicum and assessment

2. Objectives of the Practice

- To improve practical wise knowledge of students
- To result in deeper understanding of concepts both theoretically as well as practically.
- To improve students' participation in active learning methods (especially in group discussions, presentations and practical demonstrations)
- To make learning more interesting and thereby put more effort into it

3. The Context

For a teacher in a professional institution, effective curriculum management is a lifelong challenge. Active learning methods will maintain an efficient teaching approach that will promote improved learning. Active learning strategies is an effective way to foster active, constructive participation of students in theory as well as practical learning. This will provide an opportunity to learn and apply the theoretical knowledge practically in dealing with the clients. Owing to a lack of confidence or a lack of theoretical understanding, not all students are able to do so. As teachers, we must ensure that our students are sufficiently equipped with the necessary skills and experience to work independently. As a result, a weekly clinical practicum and assessment will aid in the development of both theoretical and practical skills.

4. The Practice

To enable a transition from theoretical knowledge to practical skills, a plethora of clinical assignments are incorporated into the syllabus. Following this, specific topics will be assigned to students in batches, clinical training provided, and practice provided through the normative collection. At the end of each semester, the students are required to submit assignments based on this clinical training. Additionally, weekly case presentations are encouraged to promote active learning. Students are instructed to provide a presentation of a case they have attended in which they are supposed to give an analysis of the patient history, clinical tests administered, clinical findings, management, and prognosis.

5. Evidence of Success

Students' competency in terms of theoretical and practical skills increased as a result of this teaching process. Each student's scores on the internal assessment, practical viva, and independent ability to conduct different assessments in clinics have increased, demonstrating the effectiveness of including students in this active learning process.

6. Problems Encountered and Resources Required

Increased preparation time: It takes time to design active learning strategies including practical demonstrations during theory lecture classes.

7. Resources Required

- Teaching Materials
- Equipments and patients required in the department to carry out the procedures.
- Consumables

BEST PRACTICE – II

1. Title of the Practise:

Implementation of Multidisciplinary clinical postings for internship students

2. Objectives of the Practice

- To improve students' participation in active learning methods including group discussions, presentations, and practical demonstrations through multidisciplinary clinical postings
- To improve practical knowledge of students in a multidisciplinary setup
- To result in deeper understanding of concepts both theoretically as well as practically

3. The Context

The internship is a time during which a student starts to work independently with a client while being supervised by experienced staff. The ten-month internship serves as a stepping stone toward independence for the student. Students have the opportunity to learn and apply theoretical as well as practical skills when working with clients in a multidisciplinary clinical setting as they get to observe a wide variety of cases in other departments.

4. Practice

Every week interns are posted to various departments like Neurology, Pediatrics, and ENT. Three interns are posted in a department both in OPD as well as wards. Since there are posted under an experienced doctor they got exposure to a wide variety of cases. At the end of the weekly postings of each intern, an assessment is carried out. The assessment is done in two ways:

- 1) Viva-voce
- 2) To independently perform various tests on a patient to have a provisional diagnosis.

Each student will be called for a viva voce. Questions will comprise all theoretical and practical issues of a particular pathology. Students' ability to critically evaluate and differential diagnosis across different disorders will be assessed and evaluated.

5. Evidence of Success

Interns show a keen interest in taking a wide range of cases because they are confident and knowledgeable about the appraisal process by the end of the posting. At the end of final posting each student's performance will be evaluated.

6. Problems encountered

- Extreme time consumption is another factor which will hinder the implementation of this practice
- Only a few students can be posted to a department at a time

7. Resources required

- Cases for examination
- Infrastructure facilities