



# DATTA MEGHE INSTITUTE OF MEDICAL SCIENCES

(DEEMED UNIVERSITY)

## CENTER OF EXCELLANCE FOR

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

### ADVISORY COMMITTEE

|     |                            |   |                                |
|-----|----------------------------|---|--------------------------------|
| 1.  | Hon. Dr. Vedprakash Mishra | Pro Chancellor, DMIMS, (DU)                         | Chairman                       |
| 2.  | Hon. Dr. Dilip Gode        | Vice Chancellor, DMIMS,(DU)                         | Ex-officio Member              |
| 3.  | Hon. Dr. V. K. Deshpande   | Pro-Vice Chancellor, DMIMS,<br>(DU)                 | Ex-officio Member              |
| 4.  | Shri. Sagarji Meghe        | Member BOM, DMIMS, (DU)                             | Member                         |
| 5.  | Dr. Suresh Chari           | Director, MET, NKP Salve<br>Medical College, Nagpur | Expert Member                  |
| 6.  | Dr. Neelam Mishra          | Prof. & Head, Physiology,<br>GMC, Nagpur            | Expert Member                  |
| 7.  | Dr. Minal Choudhary        | Dean Examination                                    | Ex-officio Member              |
| 8.  | Dr. Adarshlalta Singh      | Dean Academics Medicine<br>Faculty                  | Ex-officio Member              |
| 9.  | Dr. Sunita Shrivastava     | Dean Academics Dental<br>Faculty                    | Ex-officio Member              |
| 10. | Dr. Preeti Desai           | Dean Academics Ayurved<br>Faculty                   | Ex-officio Member              |
| 11. | Mrs. Vaishali Taksande     | Dean Academics Nursing<br>Faculty                   | Ex-officio Member              |
| 12. | Dr. Sohan Selkar           | Dean Academics Physiotherapy<br>Faculty             | Ex-officio Member              |
| 13. | Dr. Sunita Vagha           | Director, SHPER                                     | Ex-officio Member<br>Secretary |
| 14. | Dr. S.S. Patel             | Chief Coordinator, DMIMS,<br>(DU)                   | Permanent Invitee              |
| 15. | Dr. A. J. Anjankar         | Registrar, DMIMS, (DU)                              | Permanent Invitee              |

|     |                              |                                      |                   |
|-----|------------------------------|--------------------------------------|-------------------|
| 16. | Dr. Abhay Mude               | Dean, JNMC                           | Permanent Invitee |
| 17. | Dr. A.J. Pakhan              | Dean, SPDC                           | Permanent Invitee |
| 18. | Dr. Shyam Bhutada            | Dean, MGAC & RC                      | Permanent Invitee |
| 19. | Dr. Lalitbhushan S. Waghmare | Dean, Interdisciplinary, JNMC        | Permanent Invitee |
| 20. | Mr. B. D. Kulkarni           | Dean, SRMMCON                        | Permanent Invitee |
| 21. | Dr. Tripti Srivastava        | HOD, DOME & Convener<br>Nodal Center | Invitee           |
| 22. | Dr. Rahul Bhowate            | Convener, Dental Education<br>Unit   | Invitee           |
| 23. | Dr. Vaishali Kuchewar        | Convener, Ayurved Education<br>Unit  | Invitee           |
| 24. | Mrs. Ranjana Sharma          | Convener, Nursing Education<br>Unit  | Invitee           |

### **EDUCATIONAL UNITS**

| <b>Faculty</b> | <b>Educational unit</b>   | <b>Convener</b>       |
|----------------|---|-----------------------|
| 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 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.

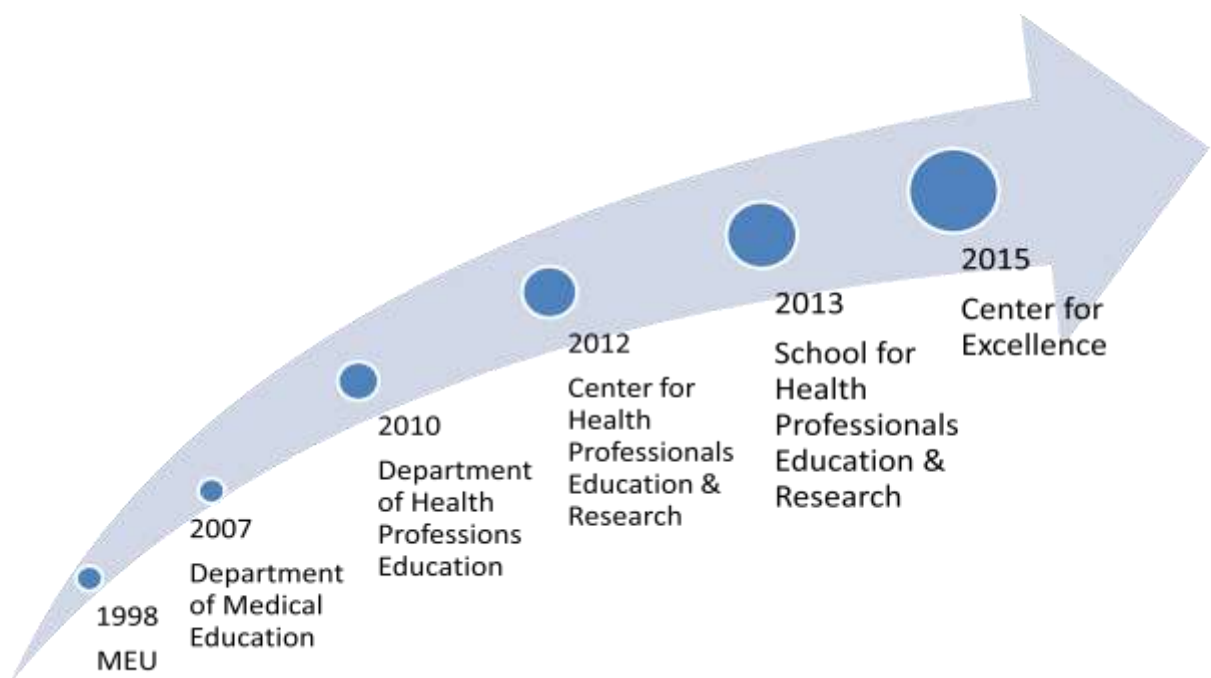
The Department of Medical Education Technology at DMIMS (DU) was upgraded to a Center for Health Professions Education and Research in 2012 and finally to a full fledged School for Health Professions Education and Research (SHPER) in 2013. It is designated as one of the Centers of Excellence with a Chair 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 Mujibur 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 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.

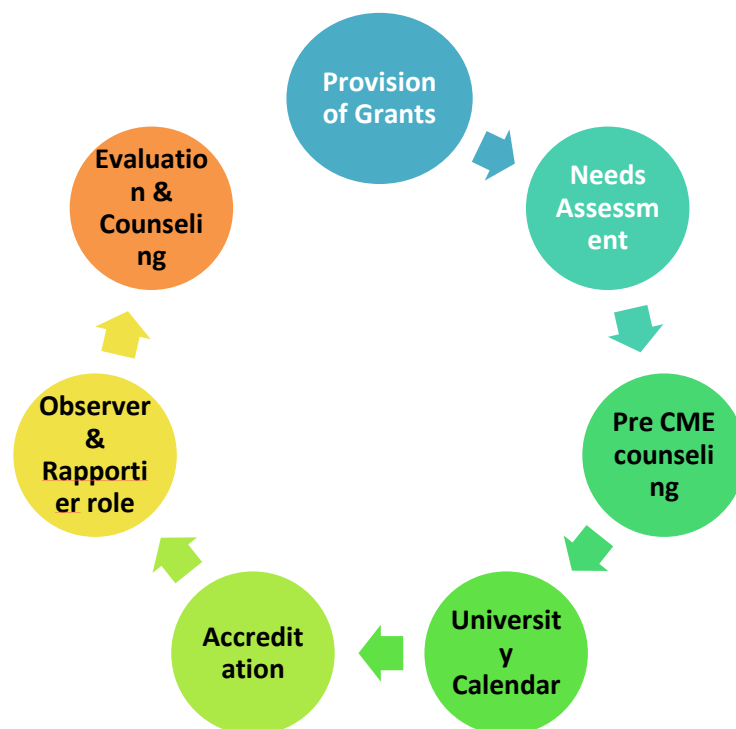
The training is given in the form of various modules and stress is given in self learning through role plays and interactive discussions.

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<br>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 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<br>July 2014 to Dec. 2014     | 01        | 04       | 04     | 01    |
| Volume 2 , No. 1<br>January 2015 to June 2015 | 01        | 09       | 04     | 01    |
| Volume 2 , No. 2<br>July 2015 to Dec. 2015    | 01        | 12       | 02     | 00    |
| Volume 3 , No. 1<br>January 2016 to June 2016 | 01        | 07       | 04     | 02    |
| Volume 3 , No. 2<br>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<br>B. B. Sc. -<br>2014        | Communication Skill Lab | 20 <sup>th</sup> – 29 <sup>th</sup> Sept. -<br>4 <sup>th</sup> & 7 <sup>th</sup> Oct. 2016 | Final year<br>module           | 74 |
| 12 |      | P.B.<br>B. Sc. – 1 <sup>st</sup><br>Year | Clinical Skill Lab      | 17 <sup>th</sup> Feb. 2017   | -                              | 21 |
| 13 | RNPC | 1 <sup>st</sup> year<br>2016             | Communication Skill Lab | 14 <sup>th</sup> & 17 <sup>th</sup> March<br>2017  | 1 <sup>st</sup> Year<br>Module | 50 |

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