



**VSPM'S DENTAL COLLEGE & RESEARCH CENTRE,
NAGPUR-440019**

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REF: VSPM'S DCRC/DEAN/DET/VISA ACT/F.NO. 24/357 /2022 **DATE: 17/03/2022**

VSPM Dental College & Research Centre, Nagpur
Health science education technology unit (HSET)

SOP for Interns Project Based Activities

1. In each department, interns have to conduct minimum one project based activities in an academic year.
2. Departments have to keep a record of circular, filled format of assessment sheets, attendance, photos of session, report and any other relevant documents.
3. Department should submit the data whenever asked by the HSET committee.

Format of Interns project based activities is as below :-

Sr. No	Title of project	Principle Investigator & Co- Investigator	Dates (Starting and Completion)	Presentation details (if presented at Conference/date/venue)	Publication details (if published in journal)	Status of the project
1						
2						
3						
4						

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HEALTH SCIENCE EDUCATION TECHNOLOGY UNIT (HSET)

**SOP OF PROBLEM BASED LEARNING (PBL)/ CASE BASED LEARNING
(CBL) SESSIONS.**

HSET UNIT of VSPMDCRC is always at forefront in adapting newer education technology methods in teaching & learning and implementing them in routine curriculum which is beneficial for the students to learn and gain the knowledge in various advanced ways. HSET committee has standardized the guidelines for smooth conduction of the PBL /CBL Sessions as follows.

- 1) Each department has to conduct minimum Two (2) PBL/CBL sessions in an academic year.
- 2) Two PBL sessions are mandatory for Undergraduates (UG's) in an academic year for each department. CBL sessions for UG's are optional and can be conducted as per departmental requirement.
- 3) For Postgraduates (PG's), departments can conduct either CBL or PBL sessions as per there requirement.
- 4) All PBL/CBL Sessions conducted must be included in the departmental academic calendar.
- 5) Format of PBL CBL session is to be structured at the departmental level as per syllabus of that particular specialty.
- 6) Departments have to keep a record of Circular, filled format of Sessions, attendance, photos of the session, report and any other relevant documents.
- 7) Departments should submit all the data whenever asked by the HSET Committee.

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SOPs of Integrated Teaching

Integration of teaching is defined as the organization of teaching matter to interrelate or unify the subjects which are frequently taught in separate academic courses or departments. It is a way of connecting skill and knowledge from multiple sources and experiences or applying skill and practice in various setting and simply means bridging connections between academic knowledge and practicals.

Integrative learning is an approach where the learner brings together prior knowledge and experiences to support new knowledge and experiences. By doing this, learners draw on their skills and apply them to new experiences at a more complex level.

There are two components of integrated teaching :- Horizontal & Vertical.

Horizontal integration refers to the provision of learning within the structure where individual departments/ subject areas contribute to the development and delivery of learning in a meaningful, holistic manner. It involves several courses, mostly simultaneous and usually within a single academic year.

Vertical integration between the clinical and basic medical and clinical sciences beginning together in the early years of the curriculum and continuing until the later years. Thus it is built over time (in different academic years) and aims to close the gap between basic and clinical course.

Following are the SOPs of Integrated Teaching :-

1. Each department has to conduct minimum 1 session for integrated teaching per term, during that academic session. **Few examples are suggested here :-**

Integrated teaching (Horizontal)

- I BDS:-** i) Dental Anatomy with General anatomy
II BDS:- i) Pre-clinical Prosthodontics with Dental Materials
ii) Pre-clinical Conservative with Dental Materials

Integrated teaching (Vertical)

- III BDS:-** i) Oral pathology with Oral Diagnosis & Radiology and Surgery
ii) Oral Pathology with pedodontia and Orthodontics



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iii) Oral pathology with General pathology.

IV BDS:- i) Oral Radiology with Prosthodontics

ii) Prosthodontics (CD/ RPD/ FPD/MF/ Implants) with Dental Materials

iii) Oral surgery with Prosthodontics (pre-prosthetic surgeries)

iv) Periodontics with Prosthodontics (Crown lengthening procedures/ FPD)

v) Orthodontics with Prosthodontics (Missing / tilted teeth).

vi) Conservative with Prosthodontics (post & Core)

vii) Pedodontia with Prosthodontics & Orthodontia. (Cleft lip & palate)

2. For UGs these learning sessions are mandatory.
3. All Integrated teaching sessions conducted must be included the respective departmental academic calendar.
4. Format of Integrated Teaching sessions has to be structured at the departmental levels as per subject and topics to be taught.
5. All records including of circular, filled format of assessment sheets, attendance, report and any other relevant documents to be maintained in both the departments.
6. All records to be submitted by department whenever asked by the HSET committee.

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SOPs of Early Clinical Exposure

Early Clinical Exposure is "A teaching and learning methodology which fosters exposure of dental/ medical students to patients (actual human contact) as early as the first year of the college, in a social or clinical context that enhances learning of health, illness or disease and the role of the health professional."

The importance of Early clinical exposure:- ECE will help students to develop a professional identity, increase motivation to learn, ensure well integrated knowledge of the basic sciences so as to retain knowledge better and even consider career option earlier. ECE also promotes self-directed learning and analytical skills in students.

Following are the SOPs of Early Clinical Exposure:-

1. The departments having Pre-clinical Subjects have to conduct total 4 sessions Early Clinical exposure, 2 per term during that academic session. Few examples are suggested here:-
Eg. i) Pre-clinical Prosthodontics with Prosthodontic Clinics,
ii) Pre-clinical Conservative with Conservative Clinics,
iii) DADH with Oral Diagnosis & Radiology OR Orthodontics etc.
2. All Early Clinical Exposure is to be included in that respective departmental academic calendar.
3. Format of Early Clinical Exposure is to be structured at the departmental level as per procedure performed.
4. All records including circulars, filled format of assessment sheets, attendance, photos of sessions, reports and any other relevant documents to be maintained in that respective department.
5. All records to be submitted by department whenever asked by the HSET committee.

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SOPs of DOPS (direct observational procedural skills)

And

Mini – CEX (mini – clinical examination)

1. Each department has to conduct minimum 2 Assessments each for DOPS & Mini – CEX in month for PGs.
2. For UGs - Mini CEX Assessment sessions are mandatory minimum two per student per year.
3. For UGs- DOPS can be conducted as per departmental requirement.
4. All DOPS & mini CEX assessments conducted must be included in departmental academic calendar.
5. Format of DOPS and mini-CEX is to be structured at the departmental level as per procedure performed.
6. All records including circular, filled format of assessments to be maintained in department.
7. All records to be submitted whenever asked by the HSET committee.

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SOPs for Self-Directed Learning (SDL)

Identify SDL session slot for your specialty in departmental Academic calendar: one per term

1. Identify 2 topics for 2 SDL sessions.
2. One week prior to SDL session I, share the selected topic with students and encourage them to study the topic.
3. Develop at least 4 case or problem based scenario related to chosen topic.
4. SDL session I (First Term) - After one week of self-study by students. facilitate the students to derive the learning objectives of the chosen topic and discuss the learning resources to be used for further study. Divide students' into 4 teams and allot one scenario to each team.

Give necessary instructions for the next session (case scenario solving approach) and encourage students to seek guidance whenever needed.– (60 minutes)

5. SDL session II (First Term) - Conduct Case based discussions in pre made groups of students. Each group will exchange and discuss all 4 cases. Each group will have one facilitator to guide and facilitate the discussion.(45 minutes). Conduct a formative Assessment -SAQ/MCQ (15mins)
6. Take Feedback from students on pre-validated feedback questionnaires on Google forms for evaluation of the SDL program of your specialty.
7. Record Maintenance of each SDL session (First and second term) includes: 1.Circular with batch and topic name, 2. Attendance record, 3.feedback analysis, 4. Results of SDL assessment, 5. submission of hard copy by students to department – LOs. Solved case based scenarios as per individual team(4).

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