

# **BEST PRACTICE**

## **Best Practice -1**

### **1. Title of the Practice:**

## **Comprehensive Emergency Care and Life Support**

### **2. Objectives:**

To equip undergraduate and post graduate students, house surgeons and faculty with knowledge of current standards and necessary skills so as to transform the Emergency Care response system and thus save lives.

### **3. Context:**

Current training concentrates predominantly on the theoretical aspects of emergency care with poor exposure to hands-on training. This has necessitated the need to introduce a certifiable course that addresses the gap present currently.

### **4. Practice:**

A structured, comprehensive hands on training programme, spread over 4 days with 9 hours of classroom and skill station training. This is inclusive of a pre-test and post-test of the course. Challenge in this practice encountered initially included setting up of the skills lab, mobilizing man power, finding adequate trainers and motivating students to enroll.

The uniqueness of this program is that the most common emergencies were dealt with comprehensively. The topics included:

- Recognition of Critical Illness
- Stabilization and Safe Transfer
- Emergency Airway Management
- Emergency Trauma Care
- Emergency Burns Care
- Acute Coronary Syndrome, Congestive Cardiac Failure, Stroke and Seizures
- Cardiac Arrest and Arrhythmias
- Obstetric Emergencies
- Paediatric Emergency
- Neonatal Resuscitation
- Poisoning and Animal Bites

## **5. Evidence of Success:**

Participants who performed poorly in pre-test were able to score well after the program in the theory as well as practical examinations with each session achieving 100% certification of all participants.

Additionally, feedback received from them suggested that their confidence levels in handling emergencies had increased manifold with this workshop.

## **6. Problems encountered and resources required:**

Set up of skill stations – Making supporting staff and participants get involved in setting up the skill station and keeping active.

Exhausted faculty personnel – Continuous involvement of trainer to maintain the energy level and proactive.

Long training hours of participants - more interactive resource material.

## **7. Note:**

Trainers went out of their way to find different methods to keep the participants engaged and invested in the workshop. This involved the introduction of games, descriptive mouldages etc., to meet the objectives of the program.

## **Best Practice 2**

### **1. Title of the Practice:**

“BGS GIMS Alumni Knowledge Sharing Series”

### **2. Objective.**

The main motto of alumni knowledge sharing series is to create a platform to build up linkage with alumni and current student to help them in professional growth. Provide opportunity for alumni to share his gained knowledge in student life for the development of the society.

### **3. The Context:**

The main background of creating Alumni knowledge sharing series is to provide conducive environment for current students for their higher studies with. Since ours is budding college of 3 batch of outputs, first batch of students are almost in completing of their Post-Graduation. At this stage the alumnis are having skill set in how get through the P.G. entrance test and for successful completion of P.G. with minimum effort. This competency will be shared to the current students so that it will help them face the coming challenges in future with minimum effort. This platform will create the synergetic effect by enhancing

the capability of both alumni and current student. This will lead to the continuous improvement / lifelong learning. This platform will provide an opportunity for the institute to do intellectual respect to alumni.

#### **4. The Practice:**


In the medical field 90% of the undergraduate students have the aim of going for higher studies. Knowing this importance, college has provided the conducive environment by doing quiz at college level and state level by taking inputs from Dean, Senior professor and alumni of our college. The questions are in line with the current requirement of entrance exam. This creates a practice of continuous improvement at student and faculty level. This quiz competition is not only help our college; this is going to help student aspirants for higher studies at the state level. This is in line with the vision of our institute. This platform will enhance the capability of current students. In this alumni knowledge sharing series two to three members will come and interact with the students in open discussion students are free to probe the question related to preparation, method of answering of the questions, important module to be covered and importance of hands on experience in interns are shared by the alumni. Sit and practice, preliminary test and inputs from our faculty team specially dedicated for these entrance exam are vital tips for success. The alumni are sharing the experience of their expertise, this will help and motivate the youngster for higher studies. The oral feedback / response of the students encourages us to conduct these type of programs.

#### **5. Evidence of success:**

The main objective of this practice is to minimize the effort of student to upgrade their knowledge by achievement in the P.G entrance test. The oral feedback and response of the students proves that, the program is mutually benefitted to the current students and the alumni for continuous improvement. The evidence of success is around 80 % the student joined for higher studies reported this practice was helpful in qualifying entrance test.

#### **6. Problems encountered and resources required:**

The problem in this practice is the time to spare for classes by the alumni. Alumni's are on their busy schedule have to share their experience. The resource is the time and intellectual of the alumni. What we can conclude from this practice is rather than telling problem, it is an opportunity for alumni's to serve the education field for the development of the society.

  
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