

Title of the Practice:

Title 1: *Competency based education.*

Objective of this Practice is to make the students apply theory learnt into clinical practice.

The Context

The major task faced in integrating was in modifying the syllabus of RGUHS into linking modules in lesson plan. Additions were incorporated through stakeholder feedback on essential knowledge in the current healthcare climate.

There were some drawbacks like how to manage for those hours missed during a month due to emergency leaves/ additional holiday declared.

The next difficulty was whether to schedule practical and clinical postings to students at the beginning of the year itself, in between or after completing theory and practical classes.

The Practice

Once the curriculum was designed, implementation was made as a trial for the first month, in the year 2015-16. Review meetings were held at the end of the first month, and the end of the year, drawbacks noted, rectified and implemented for the next year.

It was concluded that practical classes of demonstration by the faculty would be soon after the theory. Separate supervised practicals under the guidance of PGs were scheduled as separate practical classes.

The entire classroom teaching and practical classes were completed by 4 months, followed by clinical postings in order to attain a clear link between knowledge, skills and practice (cognitive, psychomotor and affective domains).

Evidence of Success

The integration of theory into practice is being followed since the last three years. This schedule is also put up on the college website for the benefit of the faculty as well as students of all the RGUHS affiliated colleges. Following this implementation and suggestions given in the meeting of Principals held in the University, three of the faculties of the college are members of Curriculum Development committee of the University.

The answers given by the students during the University practical examination have impressed the external examiners who come to the college. Results analysis shows better outcomes.

Another significant improvement seen by students is the feedback given by them on the changes that they themselves felt after following this system. The performance of students in competitive exams has also shown a significant improvement. One of the students has been selected to do Masters in Research in Physiotherapy in the prestigious University of Otago, New Zealand.

Problems encountered:

There was initial resistance from the staff as well as the students in following this new system and it took efforts and time for them to get adjusted to the new method. However, continuous trainings were held in order to ensure that this was followed by everyone. Additionally, zoom based training from Indians working abroad were conducted, where they emphasized the global standards of practice, and their advantages.

Notes:

Enquiries are received from time to time from other colleges regarding our systems and a few have implemented the same framework in Karnataka.