Smt. NAGARATHNAMMA COLLEGE OF NURSING

BEST PRACTICES 2021-22

Best Practice –I

1. Title:

 Proctorial system

2. Objectives:

1. To monitor academic regularity and overall development of students.

2. To identify problems and issues of the students at the earliest and support them effectively.

3. To improve the academic performance of the students.

4. To formulate methods to overcome issues so as to facilitate and maximize the output

5. To ensure that the teacher participates in the overall development of the student.

3. The Context

 Proctorial system was initiated with the sole idea of maximizing teacher-student relationship and productivity by various initiatives. This body functions in a participative style where both members (teacher and student) contribute towards planning, implementation, execution and evaluation of various methods that improves the performance of the student and overall behavior of the student. This is an effective monitoring system which helps to observe all activities, programs, progress, problems and issues throughout the academic calendar. Since this is a contributory process both members have an equal role in the functioning of the system and achievement of the end result. Support the slow learners and advanced learners are identified, from past four years Proctorial systems are used to, ERP is used for tracking attendance of students.

4. The Practice

To meet the needs of the mentee, the mentor conducts periodical meetings at the college premises for an hour, preferably once a month.

The process consists of the following:-

- The Proctor establishes a good report with a proctee.

- Establish clear, shared expectations for the relationship with the Proctor including time commitment, meeting schedule and ground rules.

- Provide emotional support for the proctee in case of stress-related problems, emotional problems, fever and anxiety.

- Assess & counseling to improve learning skills, personal, professional, health and any other issues of the proctee.
- Set specific goals and timelines with benchmarks or dates.
- Uses Email, WhatsApp to encourage e-mentoring
- Proctor refers the proctee to colleagues for expertise outside their purview.
- Facilitates the awareness of opportunities for the proctee regarding various career development resources.
- Follow up regularly.
- Both proctor and proctee provides feedback and modifies the relationship, expectations and strategies as needed.
- Records the mentoring process and maintains confidentiality unless prior consent is granted by either party.

5. Evidence of Success

The proctor-proctee ensured that the academic and co-curricular development of the students go hand in hand. They could produce a drastic improvement in their performance.

It addressed the issues of students with regard to the discipline, code of conduct, co-curricular activities and extracurricular activities thus focusing on the holistic development of the student. The program also helped the teacher to thoroughly understand the student, his strengths and weaknesses, and the ability of the student to carry out what is planned. It helped in improving the interpersonal relationship with the student.

6. Challenges:

Time management and dependency of a Proctee on a proctor for decision making are the issues for both mentor and mentee. Unexpected leave of proctor and Proctee disrupts their schedule of meeting many times. The proctor and Proctee are required to come to the mindset to avoid missing meetings and adequate referral services shall be strengthened to cater to the various needs of the Proctee in order to help them to gain confidence and support.

BEST PRACTICE -II

1. Title

Objective Structured Clinical Examination (OSCE/OSPE)

2. Objective

- To enhance the knowledge of learners.
- To improve the quality of teaching and learning.
- To assess competency, based on objective testing through direct observation.
- To develop a whole range of skills to enable the students to learn effectively, including information skills, team work skills, communication and, most importantly, higher cognitive skills for professional development.

3. The context

OSPE is a versatile multipurpose evaluative tool that can be utilized to evaluate students. It assesses competency, based on objective testing through direct observation. It is comprised of several "stations" in which learners are expected to perform a variety of clinical tasks within a specified time period against criteria formulated to the clinical skill, thus demonstrating competency of skills and/or attitudes. The OSPE has been used to evaluate those areas most critical to performance of health care professionals, such as the ability to obtain/interpret data, problem-solve, teach, communicate, and handle unpredictable patient behavior, which are otherwise impossible in the traditional clinical examination. Any attempt to evaluate these critical areas in the old-fashioned clinical case examination will seem to be assessing theory rather than simulating practical performance.

4. The practice

OSCE's basic structure is a circuit of assessment stations, where examiners, using previously determined criteria, assess a range of practical clinical skills on an objective-marking scheme.

Such stations could involve several methods of testing, including use of multiple choice or short precise answers, history taking, demonstration of clinical signs, interpretation of clinical data, practical skills and counseling sessions among others. Most OSCEs use "standardized patients (SP)" for accomplishing clinical history, examination and counseling sessions. Standardized patients are individuals who have been trained to exhibit certain signs and symptoms of specific conditions under certain testing conditions.

5. The steps

- Skills to be assessed (OSPE Stations).
- Objective marking schemes
- Recruitment and training of the standardized patients.
- Logistics of the examination process.

6. Evidence of Success

Learners were found to perform better on interpersonal and technical skills than on interpretative or integrative skills. This allows for review of teaching technique and curricula. Performance is judged by a team of many examiners in-charge of the various stations of the examination. This is to the advantage of both the learners and the teaching standard of the institution as the outcome of the examination is not affected by prejudice and standards get determined by a lot more teachers each looking at a particular issue in the training.

7. Challenges

1. Large Space
2. Having a test run is time consuming but improves performance of learners if well managed.
3. Arrangement of OSPE Team of Examiners, marshals and timekeepers
4. Well-developed evaluation / OSPE forms for every stations
5. Consideration of everybody's input since it is a team work.
6. OSPE is more difficult to organize and requires more materials and human resources.