

Events of 2013

1. Interns Orientation Program for 2013-14 batch was held on 22nd March 2013 at Gallery 1 of JSS Medical College. 92 interns availed the benefit of this program.
2. Dissertation writing workshop for second & final year Postgraduates was held on 9th April 2013 with 120 postgraduates participated in the program
3. Postgraduate Orientation programme for new entrants of 2013-14 batch held on 11th July 2013 with 120 participants
4. Induction Programme for 1st year MBBS students held on 1st August 2013.150 medical students with their parents and family partook in the program
5. Scientific Writing for 1st year Postgraduate students was held on 13th August 2013 with 120 participants

Events of 2014

1.1st Basic Course Workshop in Medical Education Technologies: 12th – 14th February, 2014



Faculties trained in the workshop with resource person, MCI observer Dr Sanjiv Lewin and administrators

Day 1:

The workshop started with a formal inauguration by Dr. B. Manjunatha, Registrar, JSS University, Dr. H. Basavanagowdappa, Principal, JSS Medical College and Dr. B. M. Balaraj, Vice Principal, JSS Medical College. As a token of remembrance all participants had a group photo along with the resource faculty for the workshop and the medical council of India (MCI) observer Dr. Sanjiv Lewin.

The workshop began with an ice breaking session for the participants. Along with a formal introduction of their partners and division into groups the participants had to steer their groups to the safe river bank across a poisonous river full of alligators. Crossing the river activity has been used frequently to break the barriers among the participants and inculcate group dynamics. Pretest was done to determine the baseline knowledge of the participants at entry level. This was

followed by sessions on systems approach adult learning principles incorporating group activities to keep the participants engaged in the learning process. In a brain storming session on taxonomy of the domains the different domains in Blooms taxonomy were introduced through interactive methods. In the post lunch session how to frame specific learning objectives was taught to the participants also making them frame objectives in their respective specialities. A session on microteaching briefed about how self-practice through microteaching can enhance skills in teaching followed by session on curriculum. The participants were also given hand-outs on curricular innovations support programme (CISP) by Dr. Sanjiv Lewin for next day's session along with task of preparing short presentations for Microteaching sessions on day 2

Feedback for all the sessions were taken where in participants expressed the satisfaction and involvement in group activity and interactions.

Day 2:

The second day witnessed a role play of how a lecture can be murdered followed by sessions on interactive large group teaching methods. Participants were made to understand the problems and advantages of large group teaching and use of appropriate media in large group teaching methods. In a pre-lunch session on small group teaching participants had to select best small group teaching method in a given scenario from a list of available small group teaching tools. Inputs by the MCI observer added to the interactivity among the participants in a focused way. Following Lunch MCI observer presented the vision 2015 document of the medical council of India and what curricular reforms were in the pipeline by the MCI. This followed an introductory session to principles of evaluation. The day concluded with microteaching sessions in 5 lecture halls with involvement of students trained in evaluating microteaching. The day concluded with feedback on all sessions.

Day 3:

The final day began with a brief session on characteristics of evaluation and continual discussion on evaluation using essay questions and short answer questions. "Learning by doing", the participants realized what not to do while framing essay and short answer questions. This was followed by a pre-lunch session on framing multiple choice questions and item analysis. During

this session, participants structured few MCQs and subjected them for critical appraisal by their peer group members. In post lunch session there was discussion on Bed side teaching including components for structured evaluation using OSLER. The Importance of giving feedback and how best to give feedback in the form of a sandwich was stressed in the penultimate session of the workshop. The last session on OSPE saw the participants go through a simulated OSPE pattern of examination for 5 undergraduate students. Going through actual OSPE stations gave the participants a deeper understanding of the process. During the discussion students also gave a feedback of why and how OSPE was better than the practiced practical evaluation system. This was followed by the valedictory session.

The Principal, Dr. H. Basavanagowdappa expressed that he along with few senior professors would like to attend the workshop next time and mentioned how important such workshops were for Medical faculty who lack formal training in teaching learning methodologies. This followed distribution of certificates with Karnataka Medical Council seal awarding 5 credit points to the participants of the workshop.

The participants expressed their views on how well the workshop was organized and how the resource faculty maintained discipline and ensured the participation of all members. Every day the participants were realigned into different groups and two participants would share the responsibility of being rapporteur for the day's events. The food, the ambience and the chocolates were appreciated by the participants. Overall the participants gave a high rating to the workshop for meticulous planning and execution through group activities and interactions.

The post test revealed a high scoring of participants reflecting the effectiveness of the workshop in achieving its objectives.

Basic workshops held to train the faculty in honing their skills being educationists to contribute towards vision of Medical Council of India.

2. Interns' orientation program held on 24th March 2014

One day orientation programme for 2013-14 batch of interns on 24th March 2014 at Gallery I, JSS Medical College, Mysore. 85 Interns availed the benefit of the programme. Dr. Balaraj M, Vice Principal inaugurated the programme and addressed the interns followed by Dr.Arun.M, Co-ordinator of MEU congratulated the interns and welcomed them.

Morning session started by Dr.Manjunath V.G, Associate professor of Paediatrics who highlighted on the duties and responsibilities of Interns followed by Case sheet writing & Interdepartmental references by Dr.Shivanand Manohar, Assistant Professor of Psychiatry. Dr.Madhuri Kulkarni, Prof & HOD of Microbiology gave a detailed schedule about Post exposure prophylaxis & Universal bio-safety precautions followed by Dr. Balaraj.B.M, Vice Principal spoke about Handling Medico Legal cases where in he gave a detailed regarding the cases to be considered as medicolegal. Dr.M.G.Narahari, Associate Professor of Medicine briefed about Handling accident & emergency Medicine cases and he gave a details regarding enrolling for Basic Life Support course. Students were registered for BLS course. Dr.Preethi.S.P, Assistant professor from surgery introduced the Interns to some of the basic surgical skills through the videos.

Afternoon session started by Dr.Kiran .H.S on Prescription writing wherein he made them to practice by asking them to write a prescription for fever and headache. Dr.Ashok.N.C, Professor of Community Medicine introduced them to Community Medicine postings and he highlighted about the importance of rural postings and briefed them about the Do's & Don'ts during the posting. Closing session was by Dr.Praveen Kulkarni on Interpersonal Relationships, he stressed on the importance of maintain the harmony among colleagues, senior faculty and Non-teaching staffs. The programme concluded with feedback from Interns regarding the programme.

3. Workshop on Medical Humanities by Theatre of Oppressed conducted for interns and Faculty from 24th to 26th April 2014.

The workshop on Medical Humanities using theatre of oppressed was conducted for interns and Faculty from 24th to 26th April 2014. The workshop was endowed with eminent facilitators Dr. Radha Ramaswamy, Dr. Ramaswamy and Dr.Ravi Ramakantan from the Centre for Community

Dialogue and Change, Bengaluru, who conducted this workshop. The workshop was conducted using Theatre of Oppressed; Theatre of the oppressed (TO) explore shared perceptions, serves as a means of empowering the oppressed and provokes a dialogue that goes beyond words.

21 interns and 20 faculties availed the benefit of his workshop.

Humanities play an instrumental role in Medical Education. The main objective of the workshop is to provide a more holistic perspective to budding doctors.

Day - 1

The workshop started with Agreements in terms of Honour Confidentiality / Privacy, Speak for yourself / your experience ("I" statements) Listen for understanding, Agree to disagree, Give unconditional respect to others and yourself, Take care of yourself (Right to pass.), Step up / Step back and List of issues to be discussed.

The Workshop comprised of a number of games and exercises (Warm-ups, Community Building, Name Play back, Cover the Space, School- Student- Closin, Columbian Hypnosis, Zip Zap Zoom, Find the Hand, Image Theatre, Completing the Image, Dueling Images, Groups of 4-5, Dynamise, Pushing/Irish duels, Image of Images Lightning Forum, Glass Cobra) to stimulate the sensitivity to impulses inherent inside but concealed or rather oppressed by the rigid patterns of thought created by the mechanical world.

They were followed by Image Theatre and Forum Theatre which provided both actors and spectators with the opportunity to understand the problems around them and motivated them to actively bring change to solve them effectively, and in the process enabling them to rediscover their potential for creating change. The close to real life situations enacted gave the comfort of not being struck dumb by the adrenaline rush but its closeness to real life made us think critically of how we would react or how we reacted when such a situation arose.

Day 2 -

Began with Warm-ups, Community Building, Big Wind Blows/Balancing circle, Cat and Mouse, Carnival in Rio and Small groups create scenes

Randomly selected groups created a play on themes like "Fate of Interns", "Teacher student relation", "Reservation", "Burden on Patients", "Passing the responsibility", "I speak you listen". Then had a forum discussion with faculty & Interns where in they played four plays which they had created.

In the forum discussion first the audience were merely a spectator, later the audience were "spect-actor," i.e., the audience members are empowered to imagine and think critically about the problem and experiment with different perspectives of problems through acting. In this way, many different alternative solutions come up and are assessed for their efficacy.

Day 3-

Some of the games were repeated for Faculties. Later on, individuals sculpted images based on themes like "Conflict and Responsibility" using bodies of other participants and their own as clay. It was just a static beginning of a process of dynamization as other participants actively changed them following their innate theatrical impulses.

Groups were randomly divided into 6 groups, each group had equal representation from faculty and Interns. Each group assigned a task of identifying atleast 3 problems in the present curriculum and solutions for it, and what could be the challenges to execute it. The groups came out with such brilliant and most needed aspects in Medical Education.

Workshop was concluded with Feedback. All the interns were very happy to be the part of workshop and all have suggested to implement Medical Humanities in Curriculum. One Intern has stressed that it should be included but should not be assessed in exams because it will not serve the purpose if assessed. All the faculty also felt the need of including the Medical Humanities in the curriculum.



Students engrossed in the activities during workshop



Dr Radharamaswamy engaging the students in team work

4. Post graduate orientation program held on 2nd July 2014



The Registrar of JSS University, Dr B Manjunatha briefing the postgraduates about university.



Dr Jayadev Betkerur, addressing the audience on the academic schedule for postgraduates

Orientation programme for Post Graduates on 02.07.2014, at Gallery VI, of JSS Medical College, Bannimantap, Mysore. 130 newly admitted PGs were the participants. Inaugural address was by Dr.Basavagowdappa.H, Principal, JSS Medical College. He congratulated postgraduates for being a part of institution which offers a high quality education of global standards. All the students introduced themselves and shared their views on why they chose their subject specialty. All the head of department were introduced to postgraduates by Dr.Praveen Kulkarni of Dept of Community Medicine. Dr.Manjunatha.B, Registrar of our JSS University introduced the audience on the standards of university. He familiarised them about the policies, rules and regulations of university. How the university works towards the support the interests of its students in education and research was expressed. Dr Ravi.M.D, Vice Principal of JSS Medical College & Hospital elaborated the duties and responsibilities of postgraduates and need to value professionalism.

5. Dissertation writing workshop for postgraduates MD/MS/Super speciality and MSc students on 23th and 24th July 2014

Medical Education Unit conducted half a day Dissertation writing programme for final year PG & Super speciality students on 23rd July & for Final year MSc & MPH students on 24th July 2014 at Gallery VI, JSS Medical College, Mysuru. 100 postgraduate, 2 Super speciality, & 30 MSc/MPH students availed the benefit of the programme.

Dr. Balaraj M, Vice Principal inaugurated the programme and addressed the PG's regarding how important is the programme, followed by Dr.Arun.M, Co-ordinator of MEU welcomed them.

On 23rd July session started by Dr.Kiran.H.S, Associate professor of Medicine and he highlighted about the Writing "Literature review" in dissertation followed by "Statistical analysis" of the data by Dr.Praveen Kulkarni, Lecturer in Community Medicine. Dr.Pushpalatha.K from department of Anatomy, gave a detail on Writing "Discussion" part in dissertation and concluding session was by Dr.Arun.M, Professor & Head of Forensic Medicine on "Publication from Dissertation" & he emphasized the importance of publication. On 24th July

all the topics and speakers were same except Dr.Madhu from Community Medicine spoke on "Publication from Dissertation".

Both the days the programme concluded by taking the feedback from postgraduates regarding the programme. Medical Education Unit conducted half a day Dissertation writing programme for final year PG & Super speciality students on 23rd July & for Final year MSc & MPH students on 24th July 2014 at Gallery VI, JSS Medical College, Mysore. 100 postgraduate, 2 Super speciality, & 30 MSc/MPH students availed the benefit of the programme.



Dr Praveen Kulkarni training the postgraduates on statistical analysis

**6. Induction program for first year MBBS students of 2014-15 batch held on 31st August
2014**



Inauguration of the program by chief guest of the program Justice Sri H N Nagamohan Das with dignitaries

Induction programme for first year medical students admitted for the year 2014-15 was organized by JSS Medical College, JSS University Mysore on 31st of August 2014 at Rajendra Auditorium. Ms Radhika Vishweshwara M, 2nd year Medical student rendered invocation song. Dr. B M Balaraj, Principal, JSS Medical College, welcoming the gathering, gave an overview of the MBBS course and mentioned all the students will be in their academics from the Day One of the course. He described vision, mission of the institute and various facilities including faculty, research, publications, collaborations, sports and cultural activities of the Medical College. He also mentioned the geographic and linguistic diversity of students studying in the college. This

was followed by formal inauguration of the programme by lighting the lamp. Dr. B M Balaraj, vice principal, Medical College, proposed the oath of code of conduct to the new students and also described the details of vertical mentorship programme. Induction programme guide was released by and academic calendar were released by the dignitaries present. Dr. P A Kushalappa, Director, Academics, JSS University, gave a bird eye view of JSS University. He took through the journey of JSS University from the time of its inception till date and all the constituent institutions. He described various facilities and collaborations of JSS University at national and international universities and academic institutions. He gave a call to students to get involved in career advancement and research activities and ensured that university will support all their endeavours. Head of the Departments of various clinical and pre-clinical departments were introduced and facilitated. Heads of Department of Anatomy, Physiology and Biochemistry introduced their faculty members and various facilities available in their respective Departments. Dr. M D Ravi, Vice Principal, JSS Hospital deliberated on Coping with Medical Course. He gave tips for study and practice for the medical students during their course. Various essential aspects of time management, group work, co-curricular and extracurricular were also emphasized. Identification and Management of various factors that precipitate stress and emotional difficulties were described. He also listed various advantages and difficulties of being in medical field. Dr. Deepa Bhat, Assistant Professor in the Department of Anatomy, introduced chief guest Justice Sri.H N Nagamohan Das, Chief Justice of High Court of Karnataka.

In his key note address, chief guest of the programme, Justice Sri H N Nagamohan Das welcomed the students to the noble profession of Medicine. He mentioned that the constitution of India has provided various fundamental rights to its citizens but few basic rights like right to education, right to health, right to employment, right to food are lacking. He urged the government to incorporate these rights and enforce through courts of law. India has made a tremendous progress in the health sector over 68 years of its independence in terms of reducing the burden of various communicable diseases and revolutionary progress in the field of pharmaceutical sciences and drug industry. On the other hand various essential, lifesavings, advanced drugs are not available in the Indian markets. There are more than 400 medical colleges in India, one of the largest numbers in the world and in Karnataka there are 49 medical institutions generating over 7000 medical professions a year. In spite of this the doctor population

ratio is 1:1700 against 1: 1000 as recommended by WHO. He also gave a message to students that, mere marks card is not the yard stick of measurement of talent of students. He also mentioned medical students should work very hard to survive in this highly competitive world and achieve advancement in their career. He also urged on medical students to inculcate quality and humanity blended together so that they can be more sympathetic and empathetic towards, poor, women, dalits and marginalized sections of society.

Dr. Sudheendra Bhat, Deputy Controller of Examinations, JSS University described the Rules and Regulations of Examination in University. Dr. B Manjunatha, Registrar, JSS University in his presidential remarks, congratulated the students for choosing JSS University for their medical education and ensured all the support and cooperation by the university. He urged on students to work hard and put sincere efforts for the academic success. Miss. Anisha Ganguly, medical student rendered vote of thanks. Dr. Pushpalatha B and Dr. Deepa Bhat, Mr. Jayashankar, coordinated the event. Mr. Adarsh Gowda and Miss Radhika Vishweshwar compeered the event.

7. Scientific writing programme for first year PG students 12th September 2014

A one day scientific writing programme for first year PG students on 12th Sept 2014 at Gallery VI, JSS Medical College, Mysore. 120 postgraduate students availed the benefit of the programme.

Programme started with welcome speech by Dr. Ashok N.C, Professor from Community Medicine and he addressed the PG's regarding importance of the programme.

The scientific session started by Dr.Pushpalatha.K, from department of Anatomy and she highlighted about the "Selection of the topic" followed by "Information search" by Dr.Deepa Bhat from department of Anatomy demonstrated the various sites for search and highlighted the clinical key provided by the college. Dr.Madhu.B, Assistant Professor in Community Medicine gave a detailed "Review of Literature" and she stressed on the Vancouver style of writing Bibliography. Dr.Ashok N.C, Professor of Community Medicine gave a detailed talk on "Study design, Materials and Methodology" and he highlighted about how to write the objectives.

Post lunch session on "Communication Skills" by Dr.Kishor from department of Psychiatry, he gave a brief outline of culture at JSS, followed by "How to do seminars & Journal clubs" by Dr.Praveen Kulkarni. Concluding session was on "Preparation Of Research Proposal For Funding Agencies" by Dr.Balasubramanyam, Director of research, JSS University and he briefed about the various funding agencies and how to draft a proposal for the same.

8. 2nd Basic Course Workshop in Medical Education Technologies: 15th – 17th October, 2014



Faculties trained in the workshop along with MCI Observer Dr Ishwara Bhat and administrators of JSS Medical College

Day 1:

The workshop started with a formal inauguration by DrDr. H. Basavanagowdappa, Principal, JSS Medical College and Dr. B. M. Balaraj, Vice Principal, JSS Medical College. As a token of remembrance all participants had a group photo along with the resource faculty for the workshop and the medical council of India (MCI) observer Dr. Ishwara Bhat.

The workshop began with an ice breaking session for the participants. Along with a formal introduction of their partners and division into groups the participants had to steer their groups to the safe river bank across a poisonous river full of alligators. Crossing the river activity has been used frequently to break the barriers among the participants and inculcate group dynamics. Pretest was done to determine the baseline knowledge of the participants at entry level. This was followed by sessions on systems approach adult learning principles incorporating group activities to keep the participants engaged in the learning process. In a brain storming session on taxonomy of the domains the different domains in Blooms taxonomy were introduced through interactive methods. In the post lunch session how to frame specific learning objectives was taught to the participants also making them frame objectives in their respective specialties. A session on microteaching briefed about how self-practice through microteaching can enhance skills in teaching followed by session on curriculum. Self directed learning, competencies in medical education and how to frame them were new topics introduced in modified schedule were sensitized to participants.

Feedback for all the sessions were taken where in participants expressed the satisfaction and involvement in group activity and interactions.

Day 2:

The second day had an elaborated session on curriculum, steps in curriculum development and its principles with utility. Assessment and its attributes were experienced with activities. Inputs by the MCI observer added to the interactivity among the participants in a focused way. Quality assurance in medical education was made clear to delegates. Also they were made to frame long essay, short essay and MCQs .Power of effective feedback was stressed through role play. They were briefed about formative assessment and continuous assessment with application. The day

concluded with microteaching sessions in 5 lecture halls with involvement of students trained in evaluating microteaching. The day concluded with feedback on all sessions.

Day 3:

The final day began with a brief session on how a lecture can be murdered followed by sessions on interactive large group teaching methods. Participants were made to understand the problems and advantages of large group teaching and use of appropriate media in large group teaching methods. In a pre-lunch session on small group teaching participants had to select best small group teaching method in a given scenario from a list of available small group teaching tools. The characteristics of evaluation and utility of essay questions and short answer questions were assessed. “Learning by doing”, the participants realized what not to do while framing essay and short answer questions. This was followed by a pre-lunch session on framing multiple choice questions and item analysis. Good Teaching Practice like foundation Course, communication Skills, early Clinical Exposure & Integrated Learning with their purpose, objectives, contents & activities were sensitized.

During this session, participants structured few MCQs and subjected them for critical appraisal by their peer group members. In post lunch session there was discussion on Bed side teaching including components for structured evaluation using OSLER. The Importance of giving feedback and how best to give feedback in the form of a sandwich was stressed in the penultimate session of the workshop. The last session on OSPE saw the participants go through a simulated OSPE pattern of examination for 5 undergraduate students. Going through actual OSPE stations gave the participants a deeper understanding of the process. During the discussion students also gave a feedback of why and how OSPE was better than the practiced practical evaluation system. This was followed by the valedictory session.

The participants expressed their views on how well the workshop was organized and how the resource faculty maintained discipline and ensured the participation of all members. Every day the participants were realigned into different groups and two participants would share the responsibility of being rapporteur for the day’s events. The food, the ambience and the

chocolates were appreciated by the participants. Overall the participants gave a high rating to the workshop for meticulous planning and execution through group activities and interactions.

The post test revealed a high scoring of participants reflecting the effectiveness of the workshop in achieving its objectives.