

**MAHARSHI KARVE STREE SHIKSHAN SAMSTHA'S
SMT BAKUL TAMBAT INSTITUTE OF NURSING EDUCATION, KARVENAGAR.
BEST PRACTICES**

Title of the practice - 1

**'VALUE BASED EDUCATION OF HOLISTIC DEVELOPMENT OF THE
STUDENTS TOWARDS QUALITY PROFESSIONALISM'**

The institute's mission is to develop conscientious, confident, caring and quality nursing professionals of international repute. This mission is mainly a value based education to inculcate a sense of morality and ethics in the practice of nursing profession. This value based education is incorporated in the curriculum in all appropriate places throughout the course.

Objectives of the practice

- Implementing and practicing quality education to the students.
- Providing value based education.
- Developing knowledge, attitude and skills to students to inculcate delivery of patient care of good quality.
- Developing and inculcating professional ethics and code of conduct.
- Inculcating moral and values based education for holistic self-development.

Context of the practice

- The institute believes in women's education and holistic development of the students to serve the society without any discrimination.
- The institute provides competent faculty, good infrastructure and excellent clinical practice in the multispecialty parent hospital for clinical learning.
- The institute strives continuously to make the students to become competent nursing professionals to deliver quality, holistic care to their patients.
- The institute emphasizes on discipline, character building and all around development through inculcation of the values of professionalism and ethics, manifested in students as conscientiousness, compassion, confident and caring attitude.
- The values for holistic care are incorporated in the curriculum in all the aspects throughout the course.

- The institution offers an excellent and safe campus life that is compatible to the development of values among the students.
- Students practice supervised hands-on-skills in the demonstration room and faculty teaches and supervises the procedures in the clinical area. By this guided practice, students are able to develop compassion and caring qualities.
- Teacher student ratio of 1:10 is always maintained for clinical learning.
- Students attend various seminars, conferences, workshops in and out of the institution.
- Students participate in co-curricular and extra-curricular activities.

Evidence of success

- The institute runs an 'Association of Management of Unaided Nursing Colleges of Maharashtra' that deals with the grievances of all the private nursing colleges, faculty and nursing students in Maharashtra.
- The institute is well established since 2000. It has all the nursing programs. They are RANM- 2-years, RGNM – 3-years, B.B.Sc (N) – 4 years, P.B.B.Sc (N)-2 years, M.Sc (N)-2 years and PhD (N).
- The institute is recognized by government of Maharashtra, MUHS, INC, and MNC.
- Students of the Institutes are toppers in MUHS, MNC examinations and in curricular/academic, co-curricular and extra-curricular activities. Students have participated in SNA, TNAI, MUHS local, state and national level conferences, seminars and sports.

Problems encountered and resources required

- Balancing core curricular and cultural activities requires effective time management.
- Many students are financially poor so getting various scholarships is a challenge.
- To boost students' attitudes, such as compassion and caring, requires constant mentoring through committed faculty. If a faculty goes on long leave, this kind of close mentoring becomes difficult.
- It requires more finance to have more faculty members to manage maternity leaves, long leaves and study leaves of the faculty.
- Intangible values like compassion, conscientiousness are difficult to measure quantitatively. However, the institute has made some indicators of qualitative measures which are quantified for evaluation of these values in the students.

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Title of the practice – 2

CURRICULUM FOR EXPERIENTIAL LEARNING

Title

Clinical learning or clinical practice is an imported aspect in nursing education, where students receive their firsthand experience in dealing with the patients/ clients system.

Objectives of this practice

- Demonstrate abilities of critical thinking and analysis by responding to the clinical situation
- Facilitate experience based teaching – learning by practicing and enhancing students professional skills.
- Contribute to generation new approaches of teaching in classroom and allow testing of this knowledge in clinical field.
- Develop self-confidence and proficiency in the student for independent practice.
- Develop models of collaborative, community and hospital based curriculum to enable students to have smooth transition in caring for both.

The Context

Clinical learning of skills is very important ground for a nursing student; here students are exposed to the actual situation under the guidance of the teacher to develop skill to deal with complex organizational system of hospital and the client system.

The Practice

- As per the curriculum students are sent to the clinical field along with a faculty as mentor at the ratio of one teacher for ten students.
- According to their level of learning they are gradually exposed from a simple to complex clinical and community situation and reality.

- Each area of clinical experience is earmarked with required assignment to be completed in the area prior to the clinical posting, the faculty/ mentor explains to the students the aim, objectives, duration and assignments required to be completed along with the evaluation scheme.
- Students are gradually weaned to perform independent activities under the supervision of the faculty.
- At the end of each clinical experience or posting the student and the mentor evaluate the student's positive strengths, weakness and challenges.

Evidence of success

Students are able to smoothly fit into the complex system of hospital services and community services under guidance.

They respond and learn effectively the skills required and are able to face crises in these areas with critical and analytical thinking.

Students are able to work in a group where there peer learning is facilitated.

Student and faculty relationship becomes meaningful and deep.

Effective collaboration with the hospital and community health personnel is achieved.

Problem encountered and resources needed

- There should always be the lesser teacher and student ratio; especially for the novice students the lesser teacher and student ratio is preferable.
- There are problems when the teacher/mentor/faculty proceeds on the long leave like maternity leave.
- It requires 30% surplus teachers/mentors to have smooth clinical learning experience.

Notes

- We require well experienced and committed faculty who are themselves proficient or excellent with clinical skill.
- Finance for salary of extra faculty required.