MAHARSHI KARVE STREE SHIKSHAN SAMSTHA'S
SMT. BAKUL TAMBAT INSTITUTE OF NURSING EDUCATION,
KARVENAGAR, PUNE-52

Best Practices (2023-2024)

Title of Practice-1

Implementation of self-learning to enhance students' performance in theory and clinical practice.

Objectives:

- Enhance self-directed learning habits among nursing students to improve their academic and clinical performance.
- Develop critical thinking, problem-solving, and decision-making skills in nursing students through independent study habits and practice.
- Promote lifelong learning and professional growth in the field of nursing.

Context:

Self-learning in nursing students is an essential component of nursing education, as it promotes lifelong learning and empowers students to take responsibility for their own knowledge acquisition. Nursing students must develop self-learning skills to stay current and adapt to changing healthcare environments.

Implementation:

Self-learning empowers nursing students to independently analyse situations, think critically, and apply their knowledge to address real-world challenges. Recognizing its importance, the institute has integrated self-learning into the curriculum for both undergraduate and postgraduate students to enhance their theoretical understanding and clinical performance. To foster self-learning, the institute has implemented several strategies, including encouraging independent study habits through access to extensive library and digital resources, providing hands-on training in clinical settings to develop practical skills, and promoting active learning through case discussions and patient care planning. These initiatives aim to prepare students for academic excellence and professional competence.

Practice:

1. Encouraging Independent Study Habits

The institute provides excellent library facilities, including access to textbooks, journals, online resources, e-learning modules, digital tools, and databases, to help students deepen their understanding of nursing concepts. Each student is assigned an institutional email address, enabling seamless access to both physical and online library resources, and fostering independent learning and research.

2. Providing Hands-On Training

The institute has well developed clinical labs equipped with low to moderate fidelity mannequins, allowing students to practice procedures ranging from basic to advanced level before practicing on real patients in the clinical settings. Enhance learning, the institute has adopted simulation-based teaching methods, enabling students to experience realistic scenarios in lab. This approach helps students develop practical skills, improve critical thinking, and prepare them to handle real-life clinical situations with confidence and competence.

3. Promoting Active Learning

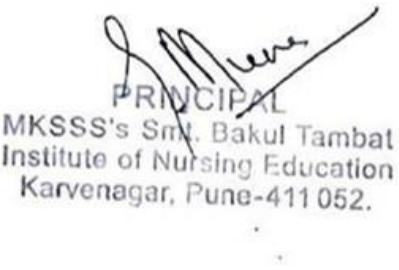
Students actively participate in clinical practice, gaining hands-on training in real-world healthcare settings. Each student is assigned a patient, where they assess the patient's needs, develop a nursing care plan, and deliver care as per the plan. Additionally, students are encouraged to present and discuss their cases in front of the class, enhancing their confidence and reinforcing the concept of learning through practice and experience.

Evidence of Success

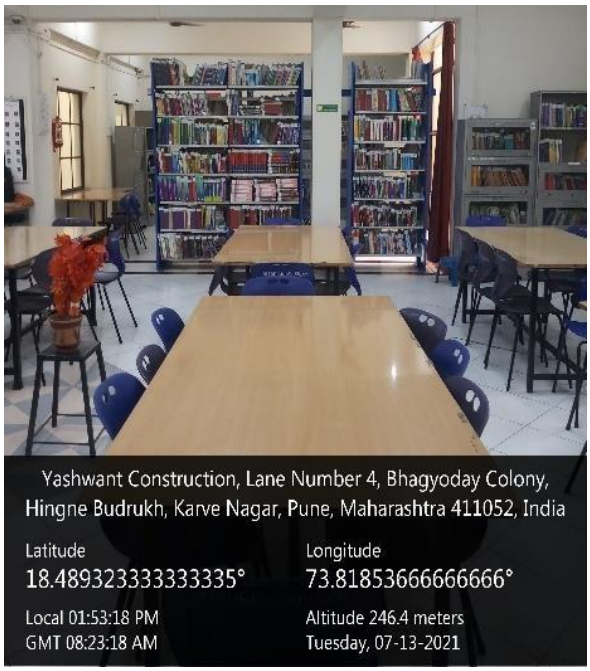
1. **Improved Academic Performance**: Students demonstrated better understanding and retention of theoretical concepts, as reflected in examination scores and consistent academic growth.
2. **Enhanced Clinical Competence**: Students exhibited improved skills in patient assessment, care planning, and implementation during clinical practice, as observed by faculty and mentors and which is assessed through practice checklist.
3. **Critical Thinking and Decision-Making**: Students showcased the ability to critically analyse situations and make informed decisions in simulated and real clinical scenarios.
4. **Positive Student Feedback**: Feedback surveys indicated that students felt more confident, engaged, and prepared for real-world challenges due to the self-learning strategies adopted.

Problems Encountered and Resources Required

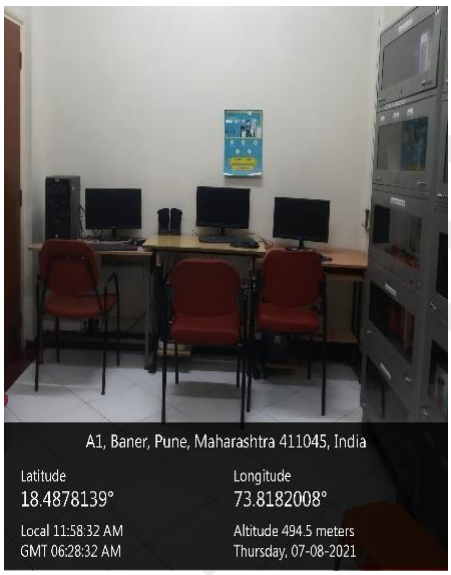
- **Initial resistance to change**: Some students struggled to adapt to self-directed learning, as they were more comfortable to traditional teaching methods.
- **Time management issues**: Balancing self-learning activities with academic workload and clinical practice posed challenges for some students.
- **Lack of motivation**: A few students faced difficulty in maintaining consistent motivation for independent learning without immediate guidance.
- **Library and digital Resources**: Comprehensive access to textbooks, journals, databases, e-learning modules, and digital tools.
- **Simulation labs**: Fully equipped clinical labs with low-to-moderate fidelity mannequins and advanced simulation tools to replicate real-life scenarios.
- **Technology infrastructure**: Reliable internet connectivity, computers, and devices to facilitate access to online resources and e-learning platforms.
- **Qualified faculty and mentors**: Skilled educators trained in simulation-based teaching and guiding self-directed learning practices.
- **Student support services**: Counseling and mentoring programs to help students adapt to self-learning approaches and address challenges like time management and motivation.
- **Continuous professional development**: Workshops and training for faculty to stay updated with innovative teaching methodologies and tools.



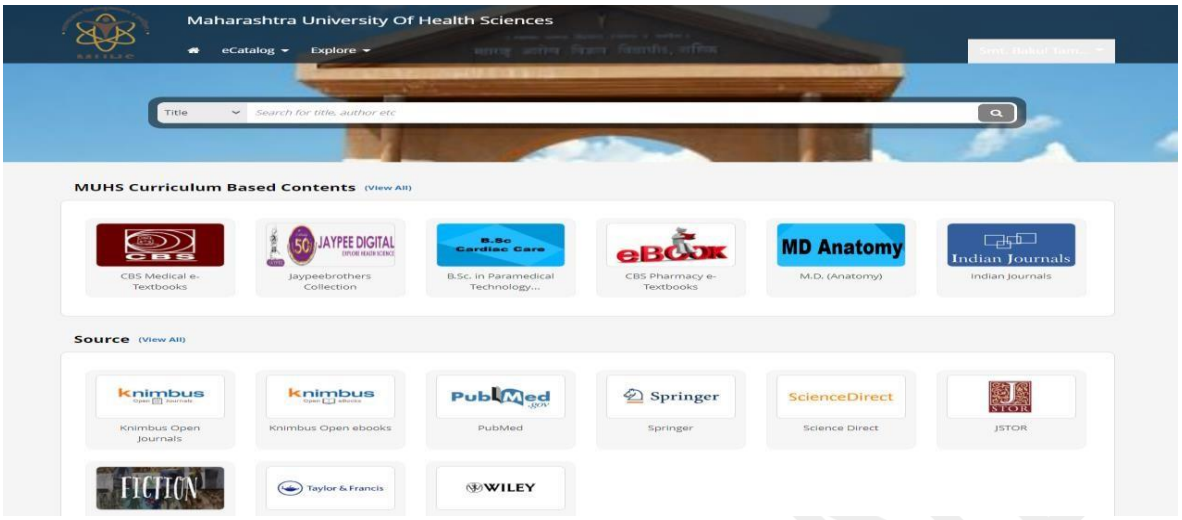
Library facility

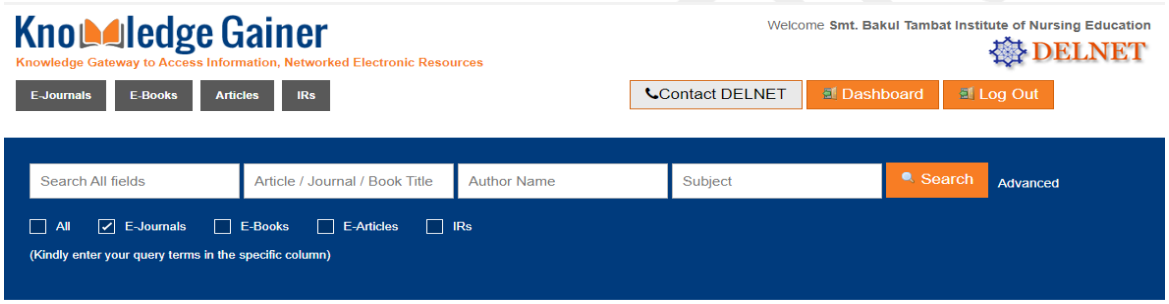


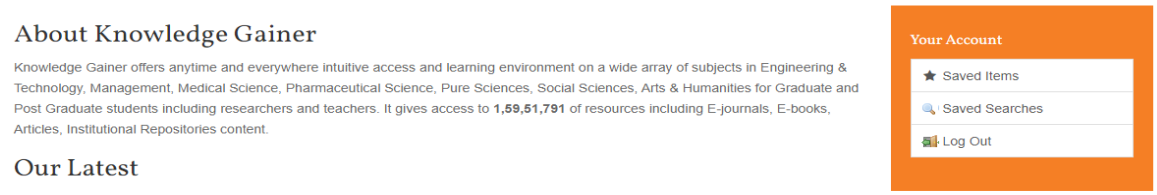
Computer/ internet facility in library and reading room

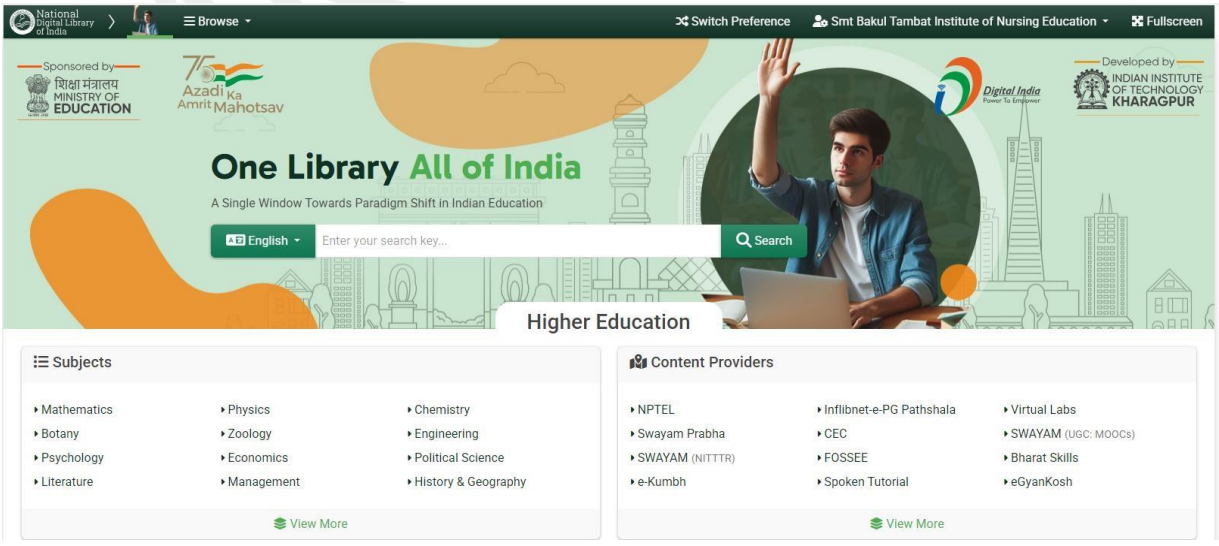


Online e journal- Delnet, MUHS Digital Library, National Digital Library









Student performing in simulation laboratory

Title of Practice-2

Implemented Simulation-Based Learning as a teaching methodology.

Objectives

- To provide nursing students with a safe and controlled environment for practicing clinical skills.
- To enhance critical thinking, decision-making, and problem-solving abilities in students.
- To bridge the gap between theoretical knowledge and real-world clinical application.
- To build students' confidence and competence in handling critical patients in clinical settings.

Context

Simulation-based learning is an effective teaching method in nursing that recreates real-life clinical scenarios in a safe, controlled setting. It enables students to practice and improve their skills without risking patient safety. This approach bridges the gap between theory and practice, helping students build confidence and competence in handling complex healthcare situations. Recognizing the importance of hands-on training and experiential learning, the institute has integrated simulation-based learning as a key part of its curriculum both in undergraduate and postgraduate students. By adopting this method, the institute aims to prepare nursing students for real-world challenges, ensuring they are well-equipped for clinical practice and patient care.

Implementation

The institute has established comprehensive clinical labs, including the Foundation Lab, Advanced Clinical Labs, Paediatrics Lab, Obstetrics and Gynaecology Lab, and Community Health Nursing Lab. These labs are equipped with low- to moderate-fidelity mannequins and advanced simulation technology to support hands-on training. Simulation-based learning is seamlessly integrated into the curriculum for both undergraduate and postgraduate nursing programs.

Faculty members undergo specialized training through a faculty development program to design realistic clinical scenarios and effectively facilitate simulation sessions. Scenarios are meticulously crafted to align with the objectives of specific courses and programs, ensuring relevance and depth.

To assess student performance during simulation-based learning, detailed checklists are developed for each procedure. These are reviewed with students before, during, and after the sessions. The simulation exercises replicate real-life clinical situations, enabling students to

apply theoretical knowledge, enhance technical skills, and cultivate critical thinking within a controlled and supportive environment.

Practice

1. Scenario-Based Training:

Students engage in diverse clinical scenarios that encompass patient assessment, care planning, implementation, management of medical emergencies, and creating nursing care plans tailored to patient diagnoses. They are also guided to design scenarios based on assigned diagnoses, fostering deeper understanding and active involvement. Simulation sessions begin with simple scenarios to establish foundational skills and gradually progress to more complex and critical situations. This step-by-step approach enhances students' critical thinking and decision-making abilities, enabling them to handle real-life clinical challenges with confidence and competence.

2. Hands-on Practice:

The institute's labs are equipped with low- to moderate-fidelity mannequins and advanced simulation technology, providing students with opportunities for comprehensive hands-on training. Students practice a range of procedures, from basic to advanced, including measuring vital signs, administering medications, intravenous fluid cannulation, wound care, newborn assessment, conducting normal deliveries, and performing CPR. These practical sessions are designed to enhance students' clinical skills, build confidence, and prepare them for real-world healthcare scenarios.

3. Debriefing Sessions:

Following each simulation, students engage in structured debriefing sessions where they reflect on their performance, discuss challenges, and identify areas for improvement. These sessions provide valuable feedback, reinforce learning, and help students develop critical thinking and critical thinking skills for real-world clinical scenarios.

Evidence of Success

- **Improved Clinical Skills**: Students demonstrated enhanced proficiency in performing procedures and managing patient care during clinical placements.
- **Increased Confidence**: Feedback from students indicated greater confidence in handling real-life clinical scenarios.
- **Positive Faculty Feedback**: Faculty observed noticeable improvements in students' critical thinking, problem-solving, and teamwork skills.
- **Recognition**: The institute received commendation from accreditation bodies for its innovative use of simulation in nursing education.

Problems Encountered and Resources Required

- **Resource Limitations**: High-fidelity mannequins and advanced simulation equipment can be costly and were initially unavailable for certain scenarios.
- **Learning Curve**: Students and faculty required time to adapt to the simulation-based learning methodology.
- **Scheduling Challenges**: Balancing simulation sessions with regular academic and clinical schedules posed logistical difficulties.
- **Trained Faculty**: Educators skilled in simulation-based teaching and debriefing techniques.
- **Technology Infrastructure**: Reliable systems for running simulation software and storing performance data.
- **Financial Investment**: Funding for purchasing and maintaining simulation equipment.
- **Support Services**: Technical and logistical support for smooth operation of simulation sessions.

PRINCIPAL
MKSSS's Smt. Bakul Tambat
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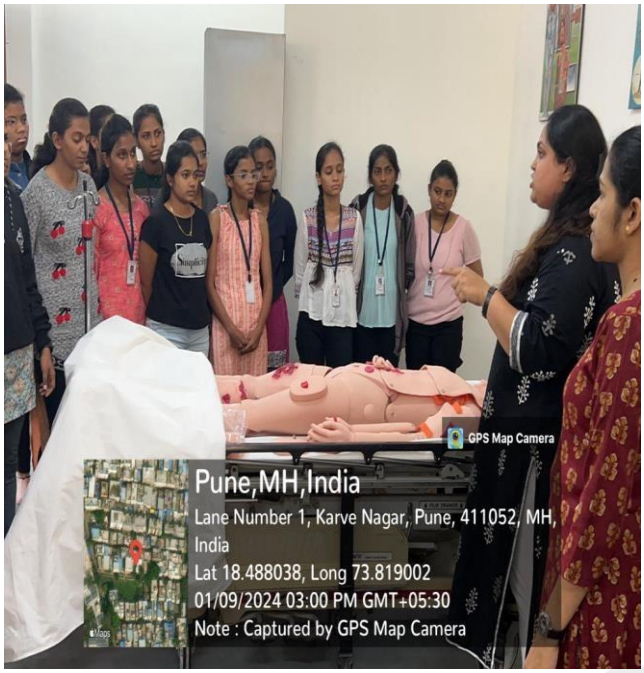
Student performing in simulation laboratory



OSCE checklist

Maharshi Karve Stree Shikshan Samstha's.
Smt. Bakul Tambat Institute Of Nursing Education
Karvenagar, Pune – 411 052.
First Year B.SC Nursing ,Semister II OSPE/OSCE 2024 20/04/2024.

Roll No	Name of the student/Roll Number	The candidate should demonstrate proper hand hygiene before starting the procedure. Properly washed hands and wore gloves (if required).	Verified the medication order with the patient's chart.	Checked the medication vial for expiration date and integrity.	Gathered all necessary supplies, including a syringe, needle, alcohol swab.	Demonstrated aseptic technique by cleaning the vial's rubber stopper with an alcohol swab. (Maintained a sterile field throughout the	Accurately calculated the required dosage based on the patient's weight and medication order.	The candidate should double-check the calculations to ensure accuracy.	Selected the appropriate syringe size for the calculated dosage.	Correctly attached the needle to the syringe.	Demonstrated proper aspiration technique to withdraw the medication from the vial/ ampule	Avoided contamination of the vial's contents during withdrawal.	Checked for air bubbles in the syringe.	Demonstrated the correct technique for removing any air bubbles from the syringe.	Ensured that the syringe contained the correct dosage without air bubbles	Labelled the syringe with the medication name, dosage, and any other required information.	Communicates reasoning with examiner	Total	Final total
	MARKS	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	5	50	10
1	Avhad Harshada Dnyaneshwar	3	3	3	2	3	2	3	3	2	2	2	3	3	2	3	3	42	8.4
2	Badhekar Aishwarya Suresh	3	3	3	3	3	3	3	3	2	3	2	3	3	2	3	3	45	09

Signature of Evaluator/ Examiner

Deepak

Roll No	MARKS	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	5	50	10
3	Bhavdane Ankita Laxman	3	3	3	2	2	2	2	2	2	2	2	3	3	2	2	3	38	7.6
4	Belsare Sakshi																		Absent
5	Bhosale Shravani Sanjay	3	3	3	2	3	2	2	2	2	2	2	3	3	2	3	3	40	08
6	Bhosale Tanushree Dinesh	3	3	3	2	3	2	2	2	2	3	2	3	3	2	3	3	41	8.2
7	Biradar Aarati Madhav	3	2	3	2	3	2	2	2	2	2	2	2	3	2	3	3	38	7.6
8	Bisen Diksha Ravindra	3	2	3	2	3	2	3	2	2	2	2	2	3	2	3	3	39	7.8
9	Dandawate Jyoti Rohidas	3	2	3	2	3	2	3	2	2	2	2	2	2	2	3	3	38	7.6
10	Dawange Priti Vasudeo	3	2	3	2	2	2	3	2	2	2	2	2	2	2	3	3	37	7.4
11	Deshmukh Gayatri Sunil	3	2	3	2	2	2	3	2	2	3	2	2	2	2	3	3	38	7.6
12	Dhebe Pranita Ramchandra	3	2	3	3	2	2	3	2	2	3	3	2	2	2	3	3	40	08
13	Dixit Aditi Shivram	3	2	2	3	2	2	3	2	2	2	3	2	2	2	3	3	38	7.6
14	Dongare Aditi Mahesh	3	2	2	3	2	3	3	2	2	2	3	2	3	2	3	3	40	08
15	Gaikwad Akansha Digambar	3	2	2	3	2	2	3	3	2	2	3	2	2	3	3	3	40	08
16	Gaikwad Arya Pravin	3	2	2	3	2	2	2	3	2	2	2	2	2	3	2	3	37	7.4
17	Gawade Anushka Bhaguji	3	2	3	3	2	2	3	3	2	2	2	2	3	3	2	3	40	08
18	Girhepunje Payal Deepak	3	2	2	3	2	2	2	3	2	2	2	2	2	3	2	2	36	7.2
19	Godse Janhvi Sachin	3	3	3	3	3	2	2	3	2	2	3	2	2	3	2	3	40	08
20	Gore Pooja Balaji	3	3	3	3	3	2	2	2	2	2	3	2	2	3	2	3	39	7.8
21	Kadam Vaishnavi Ram	3	3	2	3	3	2	2	2	2	2	3	2	2	3	2	3	38	7.6
22	Kale Ravisha Arun	3	2	2	3	3	2	2	2	2	2	2	2	2	3	2	3	36	7.2
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25	Khirari Shital Sonu	3	2	2	2	3	2	2	3	2	2	2	2	2	2	2	3	35	07
26	Korade Pournima Nandkishor																		Absent
27	Kudale Shruti Manikraj	3	2	3	2	3	2	3	3	2	2	2	3	2	2	2	3	38	7.6
28	Kulal Pratiksha Santosh	3	2	1	2	3	2	1	3	1	2	2	3	2	2	2	3	35	07
29	Mande Saloni Sachin	3	2	3	2	3	2	3	3	3	2	2	3	3	2	2	3	40	08
30	Palse Pallavi Shankarrao	3	2	3	2	3	3	3	3	3	3	2	3	3	3	2	3	43	8.6
31	Pardeshi Vaishnavi	3	2	3	2	3	2	2	3	2	2	2	3	3	2	2	3	38	7.6

Signature of Evaluator/ Examiner

Deepali

Roll No	MARKS	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	5	50	10
32	Parjane Suhani Mahadev	3	3	3	2	2	2	3	3	2	2	2	3	3	2	2	3	41	8.2
33	Patil Prachi Dilip	3	3	3	2	3	2	3	3	2	2	2	3	3	2	2	3	42	8.4
34	Rathod Aarti Prakash	3	3	3	2	3	2	3	2	2	2	2	3	2	2	2	3	40	08
35	Rathod Suhani Ajabrao	3	3	3	2	2	2	3	2	2	2	2	2	2	2	2	3	38	7.6
36	Raut Akanksha Vijay	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	3	37	7.4
37	Raut Kiran Tulshidasji	3	3	3	2	3	2	2	2	2	3	2	2	2	2	2	3	39	7.8
38	Shinde Dhanashri	3	3	3	2	3	2	3	2	2	3	2	2	2	2	2	3	40	08
39	Shinde Nikita Sudhakar	3	3	3	2	3	2	3	2	2	3	2	2	3	2	2	3	41	8.2
40	Sonkamble Dipali Sanjay	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	3	37	7.4
41	Sutar Purva Nana	3	2	2	2	2	2	3	3	2	2	2	2	2	2	2	3	37	7.4
42	Tambe Mayuri Ravindra	3	2	2	2	2	2	3	3	2	3	2	2	2	3	2	3	39	7.8
43	Tawale Bhumika	3	2	2	2	2	2	3	3	2	2	2	2	2	3	2	3	38	7.6
44	Thakur Palak Ajit	3	2	2	3	2	2	3	3	2	3	2	2	3	3	2	3	40	08
45	Wavare Shrutika Bajirao	3	2	3	3	2	2	3	3	2	3	2	3	2	3	2	3	40	08

Signature of Evaluator Examiner

46.	Vaishnavi Korade	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	05	35	7

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