



Bharati Vidyapeeth (Deemed to be University) Pune, India.



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MEDICAL COLLEGE, PUNE

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★ Category-I University Status by UGC ★

"Social Transformation Through Dynamic Education"

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Principal

Ref. No. : BVDU / MC / /

Date :

Best Practices 2020-21

1. Quality initiative to evaluate the emergency caesarean sections by using the guidelines laid down by RCOG

1) Objectives

- To assess and categorize all patients undergoing Emergency Caesarean section.
- To assess the decision to delivery time.
- To assess the causes for delay.
- To reduce the deviation percentage

Objective	Decision to delivery interval	Deviation percentage of pilot study (%)	Benchmark to be achieved in next 6 months
1	Category 1 < 30 min	11.76	8
2	Category 2 30-45 min	36.84	30
3	Category 3 45-75 min	26.47	20

2) The Context

The urgency of CS is classified based on a four-grade system developed by Lucas et al. Category-one CS is defined when there is 'immediate threat to the life of woman or foetus' and delivery must be undertaken as quickly as possible after the decision. The 30-min standard for decision to delivery interval (DDI) in category-one CS is based on expert opinion. Delay in

DDI may affect the perinatal outcome. This study is undertaken to evaluate our own emergency caesarean section data and identify the delay and suggest measures to avoid it.

3) The Practice

This is Hospital based prospective study. All the patients undergoing emergency caesarean section are being observed in this audit.

The study group is categorized according to RCOG guidelines.

Patients who are exceeding the decision to delivery time according to each category are taken as a study group.

Reasons for deviation are being categorized into hospital and patient reasons.

The action plan is being made to reduce the deviation percentage.

This is an ongoing audit.

4) Evidence of Success

<u>Category</u>	<u>Total</u>	<u>Category %</u>	<u>Deviation group</u>	<u>Deviation percentage</u>	<u>Overall %/ Total</u>
CAT 1 <30 MIN	34	23.77	4	11.76	2.79
CAT 2 30-45 MIN	19	13.28	7	36.84	5.18
CAT 3 45-75 MIN	34	23.77	9	26.47	6.29
CAT 4 >75 MIN	56	39.16	0	0	0
TOTAL	143	100	20		14.26

Deviations are observed in all categories as per the standard. Hence to rectify it, ongoing Audit will be required.

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5) Problems Encountered and Resources required

Relatives counselling and consent from them would take time.

Patient's compliance to get admitted to Covid hospital was grossly reduced due to monetary, and psychosocial issues due to Covid 19 pandemic.

The Covid 19 pandemic put an additional burden on the manpower resources at the faculty, residents and paramedical staff level.



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2. Near Peer Teaching for undergraduate students

1) Objectives of the Practice

The objective of this practice was for seniors to conduct teaching learning sessions for juniors in small groups in the nature of exam-oriented revision classes based on their experiences

2) The Context

Near peer teaching initiative was suggested by the senior students for provided revision in subjects to the juniors as well as a means of enhancing learning by teaching for themselves.

3) The Practice

Volunteers were briefed about the idea and micro-teaching sessions were conducted by faculty in charge to select seniors who would tutor the juniors. All sessions were conducted on Microsoft Teams, after college hours and on weekends. Subjects and topics were shortlisted by mutual consensus amongst seniors and juniors. In all, 14 students from VI and VIII semesters conducted 60 teaching sessions in various subjects for about 100 juniors.

In charge faculty attended each online session as an observer to ensure discipline and quality check. Online feedback was obtained from the students after each session. Periodic modifications were made in the sessions based on this. The teaching-learning material

was uploaded on the official eLearning portal (EPASS) after the session.

4) Evidence of Success

Online feedback was sought from the students after each session. Overall responses obtained are summarised –

- Rate the Quality of teaching - 58 % excellent, 37 %good
- Rate quality of PPT/ videos/notes used for teaching - 62% excellent, 37% good
- Rate explanation of the topic = 59% excellent, 39% good
- Rate pace of teaching – 94% adequate
- Rate Interaction & checking for understanding = 54% excellent, 43 % good
- Rate Level of understanding achieved = 50% excellent, 48% good
- Rate overall 'Near Peer Teaching' experience - 58% excellent, 41% good
- What did you like most about these sessions?

Personal experience of seniors: helped as it came from a student's perspective

Friendly learning environment: Quite interactive and informal and felt comfortable asking doubts

It was a rather interesting way in which we could actually revise the topics

Important topics for exams both theory and competitive exams were discussed in detail

Insights on how to write answers were provided,

Great tips for viva and practical, self-made mnemonics provided

It was taught in a very interesting way with relatable examples and videos, amazing notes.

5) Problems Encountered and Resources required

a) Problems encountered –

Due to the pandemic and ensuing lockdown, these sessions had to be conducted online. So at times network issues and audibility were encountered.

b) Resources required - When conducting in a classroom or hospital setting following will be required –

- Classroom or clinic room – equipped with computer/laptop and LCD
- Patients and clinical material like instruments, X-rays, etc.
- Notes, PPTs and videos prepared by seniors for these sessions can be shared online so provision should be made for that by the institute.

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