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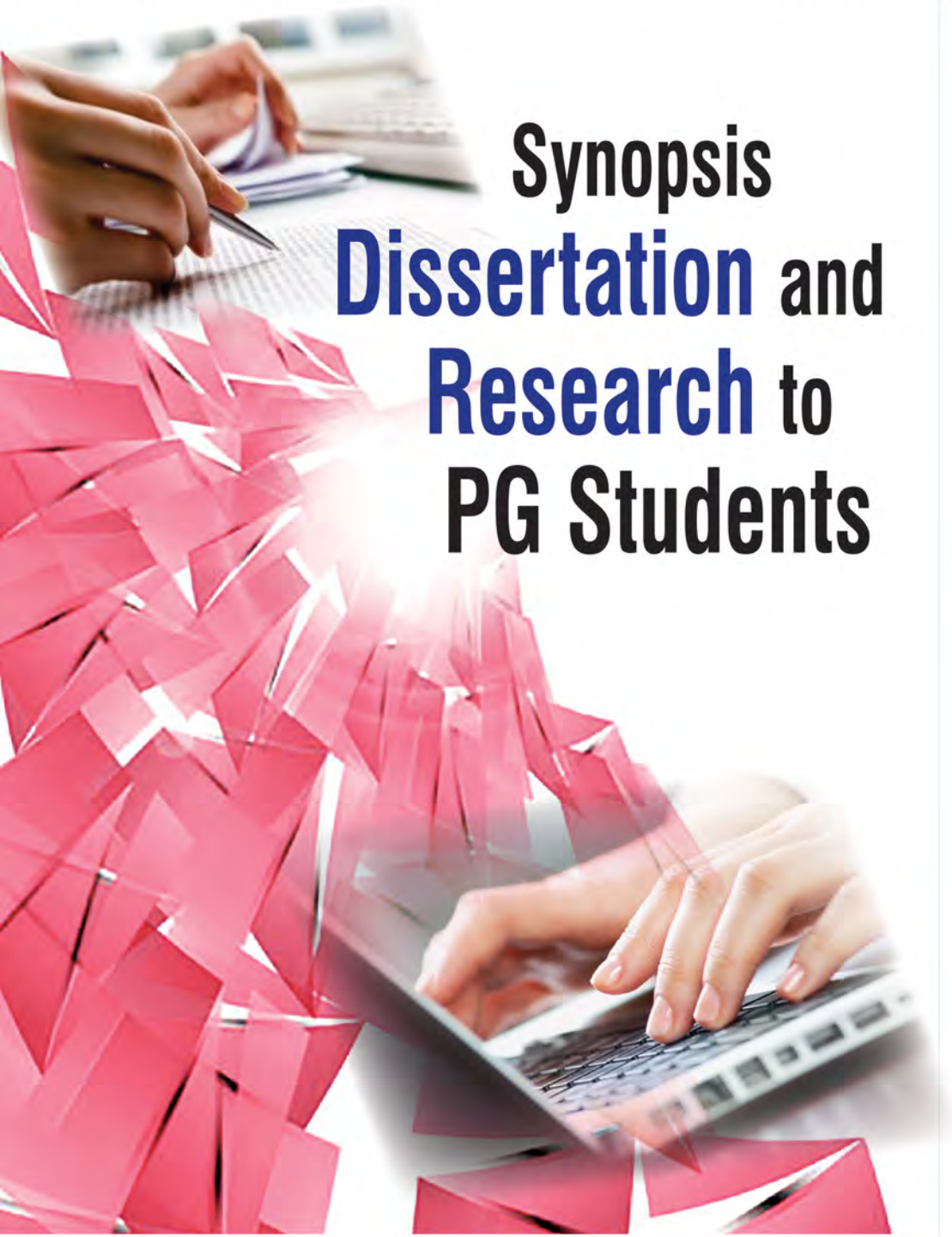

Synopsis Dissertation and Research to PG Students

GN Prabhakara

2nd Edition

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2 CHAPTER

Routine for a New Postgraduate

DEPARTMENTAL ROUTINE

- Outpatient duties
- Ward duties
- Undergraduate tutorials
- When assigned, clinical teaching to undergraduates in small batch
- Grand round discussion with faculty
- OT major–duty
- OT minor–duty
- Night duties
- Joining all clinics including undergraduate
- Attending to routine investigation of patients
- Collection of sample/specimen
- Transportation of a sample/specimen for investigation
- Attending to hospital disinfection procedure.

INSTITUTIONAL ROUTINE

- Attending and participation in health check-up camps
- Cancer screening programs
- Blood donation camps
- Attending to workshop and symposia and participation in national and state level conferences
- Participation in extracurricular and co-curricular activities (representing the college)
- Casualty duties
- Health awareness programs in the community

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- Attending to National Health Programmes when posted from the college.

INTERDEPARTMENTAL ROUTINE

- Clinical meetings
- Clinicopathological conference
- Integrated teaching activities
- Attending to other departmental postings, when posted, as per Medical Council of India (MCI) stipulation
- Referral activities
- Study visits.

JOURNAL CLUB

Journal club is an academic exposure of a postgraduate student to recent area of research, study, survey and/or critical review. Journal need not mean only periodical publications of an organization. It can include relevant text, special reports, technical reports, health papers, bulletin of an association and organization. This can also include science journal, any associated journals and recognized unpublished data.

Postgraduate is expected to study the article, make required additional library references, make required cross references, formulate a mode of presentation and present it in a scheduled journal club of his department.

In a journal club presentation, following areas are focused:

- The article should be research oriented, with feasible application in health sciences
- It should contain objectives, need and research design in the study
- Should have problem identified
- Should meet the standard description of literature review
- It should project ethical issues pertaining to medical ethics and bioethics
- It is better, if the material belong to their area of discipline
- Public health problems or community health problems are always welcome.

Common types of article we come across are:

- Review
- Epidemiological survey

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- Prospective study
- Retrospective study
- Experimental study
- Annuls of academic society
- Case study.

Requisite at journal club:

- Prepare aids for the presentation
- Try to project the articles as though it is done by you
- Prepare critical review of the following:
  - Title
  - Sample size
  - Selection of case/sampling technique
  - Data collection procedure
  - Type of the study
  - Duration and period of study
- Add a note on presentation pattern
- Critically review:
  - How analyzed
  - How discussed
- Try to answer whether objective of the study is fulfilled
- Know, how reference are made:
  - Vancouver method
  - Harvard method
- Try for comparison with similar such study.

During your presentation of the article in the journal club, very common question asked by your faculty are:

- Question related to the basics of the topic (Thematic)
- Applied relevance of the article
- Techniques used and their description as to how they are done in laboratory
- How it can be improved.

SUBJECT SEMINAR

It is an emphasized topic, selected for an in-depth study by a postgraduate student and is presented in Intradepartmental discussion forum. Subject seminar is always through open-to-open viable discussion and is utilized for practical application in the given specialty.

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Usually major area of interest in the discipline, common health problem faced in day-to-day practice, recently emerged health problem, area where uncertainty prevail, a concept of subject which is subjected to frequent change, etc. are the areas that are selected for the topic to be presented in subject seminar.

Objectives of subject seminar:

- To make a postgraduate to do in-depth study and in-depth analysis of a given situation
- Extensive historical aspect is encased
- Past, present and future of a theme or of a subject give laudable sound concept which is applicable in clinical practice
- An exercise for library reference
- Subject seminar include all aspect of a theme/subject, inclusive of recent advances.

Topic of priority:

- Regional health problem
- National health programme
- Endemic diseases
- Commonly encountered health problem in their discipline, which is encountered as challenging problem in day-to-day practice
- Problem which need multidisciplinary approach
- A syndrome
- Research carried out in the institute/college
- Selected area of research, set by senior faculty of the department or HOD.

Learning objective to postgraduate:

- Get to know, how to do bibliography
- Get to know, how library reference is made
- Get to know the methods of material collection and putting in an order
- Schematic way of learning is available
- Schematic way of presentation is learnt.

Other requisite:

- Always make use of audiovisual aid in the presentation. This helps you for your flow of thought.
- Always get the subject seminar documented and put in order and copies of which are given to all postgraduates and all faculty.

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PEDAGOGY

Each postgraduate after graduation with PG degree, whether specialist or a teacher, become obligatory to impart his skill and knowledge to other youngsters during his service period. This makes each postgraduate to learn the basics of art and science of teaching technology.

In Greek teaching of nontutorial where boys and girls were allowed in the learning process, there appeared a private element called PEDAGOGUE (servant leading the child to school) which lead to present nomenclature of PEDAGOGY , the Art and Science of Teaching.

As PG one has to develop the art and science of teaching.

If you prepare and take a lesson for teaching, you would have undergone thorough study, reference and expertise. But it also needs educational technology to be adopted for a better impact.

Pedagogy deals with principles and practice of medical education components (Fig. 2.1).

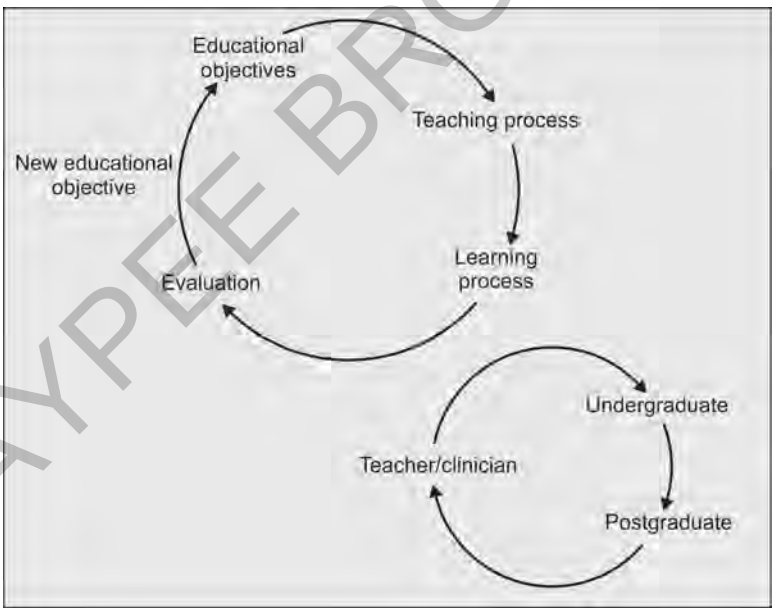

Fig. 2.1 The educational spiral

Suppose you learn the art of taking a clinics to a small batch, the learner (your junior or a UG) in turn learns certain skills and hence,

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could perform better in examination, test and management; which they were unable to do earlier—is a MATTER emerged from the utility of pedagogy.

In pedagogy, there are three areas called domain.

They are:

1. Area of knowledge (Cognitive domain) e.g. Define hypertension (how to define by verbal expression and demonstration means is by pedagogy. Here your technique is an art under teaching technology
2. Area of skill (Psychomotor domain) e.g. Demonstration of basic cardiopulmonary resuscitation (CPR)
3. Area of attitude (Affective domain) e.g. You demonstrate anxiety of patient and spend little time to overcome it.

Teaching technology in medical education are:

- Lecture
- Practical teaching
- Clinical teaching
- Tutorial
- Group discussion
- Buzz session
- Syndicate session
- Learning by doing
- Micro-teaching
- Adult teaching technology like workshop, continuing medical education (CME), seminar, symposia and conference.

Further your exposure in early phase of learning, and participation is a must to add learning experience through:

- Panel discussion
- Symposia
- Seminar
- Institute
- Workshop
- Convention
- Conference.

In Pedagogy, your planning and management is needed for:

- Lesson plan (detailed below and also see appendix).
- Plan for a lesson for:
  - Material
  - Time

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  - Method of presentation
  - Aid used
- Curriculum plan:
  - Little detail of aspect of your lesson constitute curriculum for a lesson you are taking.
- Resource management:
  - Display
  - Media
  - Material.

LESSON PLAN

In a simpler language it refers to the notes, document or content matter of teaching lesson.

As PG one has to develop the quality of maintaining lesson plan

For carrying out lesson through different teaching methods one has to think, write down the steps, sketch the events, outline the content and stipulate the course, which constitute a PLAN FOR LESSON .

It is a skilled professional activity by a learned to a learner in a classroom, ward, OPD, IPD, OT etc., which will give an account of educational objectives in a given duration, through some specific means called LESSON. This can be a unit of educational experience by you.

Approaches in lesson plan:

- Regional college of Education Mysore Approach (System Approach)
- Presentation Approach (Approach of Herbart)
- Unit Approach (Approach of Morrison)
- Approach of Evaluation (Approach of Bloom).

Criteria to call a lesson good:

- No detailing
- No fragmentation
- Flexible
- Source known
- Relevant
- Clear
- Practiceable.

Elements of lesson plan:

- Subject, topic, class and duration of the class
- Objectives, general

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- Specific learning objectives
- Time schedule, contents, methods, media
- Evaluation
- Assignment exercise.

Two important points in lesson plan:

- If the lesson plan is for theory then it is for acquiring knowledge by the learner.
- If the lesson plan is for practical or case clinics, demonstration, then it is for acquiring skills by the learner.

Actual preparation of lesson plan: (Appendix 1)

- Do library reference, read texts, journals and make notes
- Have break up of topic, sub topics for class
- Demarcate clear objectives, general and specific
- Time allocation is done
- Specify media and method of presentation
- In between have interaction, at least once in 10 minutes
- Continue subsequent class from the assignment given in previous class.

Additional care in lesson plan:

- Meet any unexpected reaction in the class
- Not to restrict yourself the lesson plan, but go beyond, if required
- Revise your lesson, each time
- Accept comments.

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Salient Features

- The book is an outcome of vast experience of author through his teaching and training to postgraduates of all disciplines in Health Sciences.
- The book is most beneficial to postgraduates and their teachers in Health Sciences courses such as Medical, Dental, Pharmacy, Nursing, Hospital Administration and Management, Speech and Hearing, Homeopathy and Ayurveda.
- Highlights impressively the routines of new postgraduate course, time-table, research methodology, synopsis work, statistical work and a note of precaution at his learning days.



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