

## 6. Teaching Methodologies Adopted:

### Student Centric Methods Followed In The Department:

#### 1. Experiential learning:

##### a) Experiential learning for undergraduate students:

- Clinical postings in various departments of the college
- Research projects during internship
- Assisting postgraduates in research projects and chair side procedures

##### b) Experiential Learning for Postgraduate Students:

- Routine outpatient examinations, performing clinical and radiographic procedure
- Undergraduate teaching sessions
- Short term research projects and main dissertations

#### 2. Participatory learning

- Clinical case discussions
- Topic discussions
- Textbook Review

#### 3. Problem solving methodologies

Hypothetical clinical presentation of a patient is projected and the students are encouraged to discuss the problem in detail and arrive at a diagnosis and formulate a management protocol.

#### 4. Patient-centric and Evidence based learning

Evidence based learning is fast gaining importance in the field of Oral Medicine. The clinical conditions for which there is no consensus about the treatment modality, is discussed among the faculty and students, a thorough review of literature is carried out and the systematic review with meta-analysis is presented in front of the faculty and students of the department. The level of evidence regarding a particular clinical condition is critically analyzed. Based on these discussions, a treatment plan for the condition is arrived at.



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Dept of Public Health dentistry  
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**Details of teaching learning Methods followed in the dept.**

The dept. of Public Health Dentistry follows a Modular approach of teaching learning. The entire syllabus of Public Health dentistry is divided into 7 modules. Each module comprises theory topics, related practical activities and evaluation at the end of the module. This helps in:

- Better understanding of the concept
- Interlinking of the topics
- Application of theory into practice
- Achieving desired competencies

The dept. faculty have completed a basic course in educational methodologies from Rajiv Gandhi University of Health Sciences. Two faculty of the dept. have also completed their fellowship from Foundation of Advancement of International medical Education and Research (FAIMER) and are the members of the HPE Unit of the institution. The dept faculty uses a variety of teaching learning methods in the classroom. A few of which are mentioned below:

- Lecture
- Buzz Sessions
- Group Discussions
- Mock UN
- OSCE
- Quiz & Collage
- Think, Pair & Share
- Brainstorming
- Reflective Writing & Discussions




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**Lesson Planning document**

<b>Domain: Cognitive</b>				
<b>Class: 3rd year BDS</b>			Date:	
<b>No of Students: 58</b>			Time:	
<b>Topic: IDA, DCI, State Dental Council</b>				
<b>Specific learning objective:</b>				
1. To understand the functioning of DCI, State Dental Council and IDA				
SLO	Content	TL Method/ media	Assessment	Time
1.	Mock DCI, State Dental Council and IDA	Role play	--	10 minutes for each group
2.	Debriefing after every role play	Discussion	--	8 minutes for each group
<b>Summarization and follow up activity</b> –Summarization of roles and importance of these organizations - 5 minutes				
<b>Format for Role Play:</b>				
<b>Topics:</b>				
1. Need for remodelling the BDS curriculum with newer technologies -DCI				
2. Integrating professional continuing development program points for professional competency and renewal of registration. - State Dental Council				
3. Need for integrating VR, AR and simulations to ensure clinical skill training during Covid 19. - IDA				
<b>Format: Debate</b>				
1. Roll Call				
2. Opening Statements				
3. General SPEakers List				
4. Moderated caucus(discussion)				
5. Unmoderated caucus(discussion)				
6. Return to speakers list				
7. Working papers				
8. Draft Resolutions				
9. Voting procedures				
<b>References:</b>				
1. Essentials of Public health Dentistry by Dr Soben Peter				
2. Textbook of Public Health Dentistry by Dr SS Hiremath				
3. Relevant websites of DCI, Karnataka State Dental Council and IDA				
<b>Important questions</b>				
1. Enumerate the role and functions of IDA.				
2. Discuss State Dental Council				
3. Discuss the role of DCI.				




  
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<b>Lesson Plan</b>				
<b>Domain: Cognitive</b>				
<b>Class: 3rd year BDS</b>			<b>Date:</b>	
<b>No of Students: 8</b>			<b>Time:</b>	
<b>Topic: Methods of Health Education</b>				
<b>Specific learning objectives:</b>				
<ol style="list-style-type: none"> <li>1. To enumerate the various methods of health education</li> <li>2. To demonstrate the choice of appropriate methods and media of health education for various scenarios</li> </ol>				
<b>Pre Reading:</b>				
Methods of health education				
SLO	Content	TL Method/ media	Assessment	Time
1.	Methods of health education	Flipped Classroom & Group activity Students are divided into 2 groups. Each group is provided with a case scenario and asked to work upon the same and present to the class.	--	30 mins – activity 15 mins presentation
3.	Debrief	Discussion mode	--	15minutes
<b>Summarization</b> – 15 minutes debrief on concepts covered in the session (Mentioned above)				
<b>References:</b>				
<ol style="list-style-type: none"> <li>1. Essentials of Public health Dentistry by Dr Soben Peter</li> <li>2. Textbook of Public Health Dentistry by Dr SS Hiremath</li> <li>3. Textbook of Social and Preventive Dentistry by K Park</li> </ol>				





  
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<b>Lesson Plan</b>				
<b>Domain: Cognitive</b>				
<b>Class: 4th year BDS</b>			<b>Date:</b>	
<b>No of Students: 58</b>			<b>Time:</b>	
<b>Topic: Research Ethics</b>				
<b>Specific learning objectives:</b>				
1. To enumerate the various Ethical Principles. 2. To identify the ethical issues in their research projects.				
<b>Pre Reading:</b>				
Real life Case scenarios on allocated topic – Tuskegee Syphilis study Vipeholm Study Nazi atrocities Thalidomide study				
SLO	Content	TL Method/ media	Assessment	Time
1.	Session 1-Presentation followed by debrief on allocated topics	Flipped classroom	--	Presentation - 40 minutes  Debrief – 20 minutes
2.	Session 2- Recap of previous session  Application to their research projects  Discussion on ethical issues in each project	--  Group Activity – Think pair & Share  Discussion	Quiz  --	Recap – 10 minutes  Activity -20 minutes  Discussion – 20 mins
<b>Summarization and follow up activity – 10 minutes summary on concepts covered in the session</b>				

  
  
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### Details of teaching methodologies followed

- Integrated/inter disciplinary learning :
  - The undergraduate students, Interns and postgraduates participate in **interdepartmental meetings**, conducted once in 2 – 3 months. Staff and students from various departments participate in discussions of case presentations by postgraduates which helps them to update their knowledge and clinical acumen.
  - The post graduate students are regularly encouraged to discuss cases and obtain opinions on treatment plans from the Department of Orthodontics hence enabling them to have an interdisciplinary approach in patient management.
- Participatory learning:
  - The post graduate students are encouraged to participate in seminar presentations, journal clubs and case discussions.
- Self-directed learning:
  - All the students are encouraged to practice **self-directed learning like seminar or journal club presentations.**
  
- Patient-Centric and Evidence-Based Learning
  - **Patient - centric learning** is emphasized in theory as well as practical / clinical set-up. Applied aspects of various concepts are taught from the 1<sup>st</sup> year of undergraduate course and are reinforced throughout the course. Students are trained well with preclinical skills and then allowed to progress and treat the patients.
  - Post graduates are mandated to have detailed case discussions with mentors regarding each of the patients in order to arrive at a satisfactory treatment plan.
  - Attention is paid to ensure “**evidence - based teaching and learning**” where the students are counseled to web-search for relevant literature, seek to assess the “trustworthiness” of the information received, before adopting it in their learning and/or research.



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**Details of teaching learning Methods followed in the dept. 2023-2024**

The Department of Public Health Dentistry employs a modular approach to teaching and learning. The entire syllabus is divided into seven modules, each comprising theory topics, practical activities, and an evaluation at the end of the module. This approach facilitates:

- Better conceptual understanding
- Interlinking of topics
- Application of theoretical knowledge to practice
- Achievement of desired competencies

The department faculty have undergone a basic course in educational methodologies offered by Rajiv Gandhi University of Health Sciences. Additionally, one faculty member has completed fellowships from the Foundation for Advancement of International Medical Education and Research (FAIMER). The other two faculty are undergoing training from the RGUHS Academic and Administrative Training Institute (RAATI). The faculty employs a variety of innovative teaching and learning methods in the classroom, including:

**For UG Program:**

- Lectures
- Buzz sessions
- Group discussions
- Mock United Nations sessions
- Objective Structured Clinical Examinations (OSCE)
- Quizzes and collages
- Think-Pair-Share activities
- Brainstorming
- Reflective writing and discussions

**For PG Program:**

- Regular Presentations - Seminars, Journal Clubs, Problem Solving, Pedagogy
- Synergy
- Group Discussions
- Sharing Sessions
- Colloquiums
- Monthly Competency development formative examinations
- Quarterly Mock examinations
- Attending all Theory Classes
- Any Other



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## **6. Teaching Methodologies Adopted:**

### **Student Centric Methods Followed In The Department:**

#### **Innovative Teaching Methodologies: Shaping the Future of Oral Medicine**

Our department is committed to providing a dynamic and engaging learning experience for our students. We adopt a range of student-centric approaches to foster a deeper understanding of oral medicine and radiology, ensuring that our graduates are equipped with the knowledge, skills, and confidence to excel in their careers.

#### **1. Experiential Learning: Hands-on Experience for Success**

At the heart of our teaching philosophy is experiential learning, which provides students with hands-on experience in real-world settings. Our undergraduate students engage in:  
Clinical postings in various departments of the college, where they work alongside experienced professionals and gain insight into the latest practices and techniques.  
Research projects during internship, which helps them develop critical thinking and problem-solving skills.

Assisting postgraduates in research projects and chair-side procedures, which exposes them to advanced techniques and methodologies.

Our postgraduate students take their experiential learning to the next level through:

Routine outpatient examinations, where they develop their diagnostic and treatment planning skills.

Undergraduate teaching sessions, which help them refine their communication and leadership skills.

Short-term research projects, which enable them to explore specialized areas of interest and contribute to the advancement of oral medicine.

#### **2. Participatory Learning: Engage, Discuss, Learn**

Participatory learning is an essential component of our teaching methodology, as it encourages students to engage actively with the learning material and develop essential skills in communication, teamwork, and critical thinking. Our students participate in:

Clinical case discussions, where they analyze complex cases and develop treatment plans.

Topic discussions, which provide a platform for exploring current issues and debates in oral medicine.

Textbook reviews, which help them develop a deeper understanding of the underlying principles and concepts.



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### **3. Problem-Solving Methodologies: Think Critically, Act Decisively**

Our problem-solving methodologies are designed to help students develop critical thinking and decision-making skills, which are essential for success in oral medicine.

Through hypothetical clinical presentations, students are encouraged to:  
Analyze complex cases and develop diagnosis and treatment plans.  
Evaluate evidence and make informed decisions.  
Communicate effectively with patients and healthcare teams.

### **4. Patient-Centric and Evidence-Based Learning: Staying Ahead of the Curve**

Patient-centric and evidence-based learning are at the forefront of our teaching philosophy, as we recognize the importance of staying up-to-date with the latest research and best practices.

Our students engage in:

Evidence-based learning for clinical conditions with uncertain treatment modalities, which helps them develop a critical understanding of the latest research and its applications.

Systematic reviews with meta-analysis, which enable them to evaluate the strength of evidence and make informed decisions.

Critical evaluation of treatment plans, which helps them develop a nuanced understanding of the complexities of oral medicine.

### **5. Learning in the Humanities: Developing Essential Life Skills**

Our commitment to learning in the humanities recognizes the importance of developing essential life skills, such as communication, empathy, and professionalism. Our students are continuously monitored and assessed on their:

Personal interaction skills, which are essential for building strong relationships with patients and health care teams.

Professionalism, which encompasses a range of skills, including communication, teamwork, and leadership.

Communication and decision-making skills, which are critical for success in oral medicine.



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### **6. Project-Based Learning: Advancing Knowledge through Research**

Project-based learning is an essential component of our postgraduate program, as it provides students with the opportunity to engage in original research and contribute to the advancement of oral medicine.

Our postgraduate students undertake short-term research projects on topics such as:

CBCT scans and their applications in oral medicine.

Ultrasonography scans and their uses in diagnosis and treatment.

PCR and its role in oral medicine.

### **7. Didactic Lectures: Foundational Knowledge for Success**

Our didactic lectures provide students with a comprehensive understanding of the underlying principles and concepts of oral medicine and radiology. Our lectures cover a range of topics, including:

Oral anatomy and physiology.

Oral pathology and microbiology.

Radiology and imaging techniques.

### **8. Demonstration and Hands-on Training: Mastering Clinical Skills**

Demonstration and hands-on training are essential components of our teaching methodology, as they provide students with the opportunity to develop practical skills and master complex procedures.

Our students engage in:

Radiographic techniques, processing, and interpretation.

Chair-side clinical examination and procedures, such as vital signs, lymph nodes, TMJ, and salivary glands.

Sterilization procedures and infection control.

Chair-side treatment procedures, such as Trans electric nerve stimulation (TENS) for Myofascial and TMJ pain.

Our innovative teaching methodologies empower students to become confident, competent, and compassionate oral medicine professionals, equipped with the knowledge, skills, and confidence to excel in their careers.



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## 6.Details of teaching methodologies followed:

- a. **Experimental learning:**The I and II bds undergraduate students during their 2 years of work schedule in Pre clinical prosthodontics , basic knowledge about the subject of prosthodontics and it's branches &different treatment modalities pertaining to the same will be taught. As per rguhs syllabus ,the students will be well trained in detail about the ideal work,in both clinical and laboratory steps. Step by step procedures for treating edentulous arches with complete dentures prosthesis on models will be taught in the preclinical prosthetic lab.The students will learn procedural steps for treating partially edentulous arches with both removable and fixed prostheses. Thus the students will be trained to handle patients in their forthcoming clinical postings.
- b. **Integrated/inter disciplinary learning:** students are exposed to inter departmental meets and regular interdisciplinary meetings . Students are trained towards Oral implantogy . Inter-disciplinary meetings through webinars are provided in the department.
- c. **Participatory learning:** Students are encouraged to participate in ug conventions by presenting academic papers and posters.Students with specific talents are encouraged to develop them,by participating in presentations and extra curricular activities.Periodically PG students mandatorily present seminars ,journal club presentations and also encouraged to participate in pg conventions ,conferences and CDE programmes by presenting paper ,poster and table clinic presentation.
- d. **Problem solving methodologies.** Group discussions for the students as and when they are posted regularly.chair side case discussions are regularly done in the clinical postings. Any student is free to approach any faculty member in any department to resolve any issues or doubts. Students with language problems are encouraged to attend english classes and learn the local language.
- e. **Self- directed learning:** Post graduates are engaged in chair side discussion,seminars,journal clubs,subject symposium,clinical demonstrations, cde's and workshops,conferences and reasearch activities throught their 3 year course.periodically post graduates are evaluated through weekly tests and mock examination.
- f. **Learning in the humanities:**yes , interns and PG's are mandated to participate in dental health camps and extensions activities with social responsibility to get the opportunity to interact with large volumes of the community. This involvement brings confidence to the students to promote their citizenship role.
- g. **Project -based learning:** Students are encouraged to participate in ug conventions by presenting academic papers and posters.As per rguhs syllabus ,the PG students will do short study , main dissertation,and library dissertation .
- h. **Role play:**UG students practice impression making on each other. Demonstration of clinical and pre-clinical exercises for students .

  
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