

MODULE SPECIFICATION AND SUPPORTING INFORMATION

1



University
of Dundee

APPLICABILITY



SECTION-1

MODULE SPECIFICATIONS



1.1 MODULE TITLE

B.A.S.I.C.S

Basics of Anaesthesia, Surgery and Intensive care in
Clinical Scenario



University
of Dundee

1.2 Module code:

1.3 Scottish Credit and Qualifications Framework (SCQF) level and credits:



University
of Dundee

1.4 AIMS

- The course aims to train Interns, Post-graduates and Practitioners in peri operative management of patients and to emphasise the basic concepts around these procedures .
- Train in gaining supervised practical experience including preparedness for national calamities and pandemics including Golden hour.



1.5 INDICATIVE CONTENT

- The course trains students on principles of operation theatre etiquette, principles of Airway, Breathing, Circulation, Peri operative procedures such as Naso-gastric tube intubation, Urinary catheterisation and basics of Anterior and Posterior Nasal packing including Basic life support.
- The course tutors the trainee's mind to reach out correct conclusions and strengthens intellect. It shapes attitude to deal in complex and precipitated environments. It amplifies the ability to deal with people and inculcates qualities desirable to enhance one's soft skills



1.6 INTENDED LEARNING OUTCOMES (ILOS)

Students will be able to understand the peri operative procedures done on patients at clinical level

- 1) Early recognition of crisis.
- 2) Early activation of the emergency response team.
- 3) Learn intellectual skills, cognitive strategy and verbal information in cognitive domain.
- 4) Learn motor skills in psychomotor domain.
- 5) Student shall be able to integrate the knowledge and skills acquired during training to respond suitably for the needs of patients and general public.
- 6) Will have more confidence in their knowledge of the subject matter



1.7 ASSESSMENT STRATEGY

- Assessment in this module is done through systematic process of documentary knowledge, skills of students to improve student learning.
- Before commencement of the course, the theoretical knowledge and material shall be provided to the students beforehand through textbooks, pdf's, power-points and other information and communication tools (ICT)



LEVELS OF ASSESSMENT

B.A.S.I.C.S achieves this goal through three levels of assessment:

- a) Diagnostic assessment
- b) Formative assessment
- c) Summative assessment



DIAGNOSTIC ASSESSMENT

- A pre-assessment examination in the form of multiple-choice questions shall be given to the students after their entry to the course to diagnose the level of understanding of the subject
- The program starts with academic section through power-point presentations.



FORMATIVE ASSESSMENT

- The theoretical topic shall be informative and formative assessment of students shall be done with questions displaying on board and students are made into groups and discussion of the topics shall be done for all stations.
- At the practical session, after completion of each station practical assessment is done in the form of tasks and question tools.



SUMMATIVE ASSESSMENT

- Summative assessment is done after the completion of course. The intended learning outcomes are achieved through FACT(Formative assessment of competency training) through LMS system.
- It includes multiple choice questions of more than 2000, selected from various topics of module where a student has to answer 100 questions randomly selected by the computer.
- There is no competition among the students and the exam can be taken any number of times till the student reaches the desired competency.



SUMMATIVE ASSESSMENT

- The summative assessment is concluded with High Order Thinking Skills where the assessment is based on thinking, assessing a situation based on theoretical knowledge which is put into practical experience based on situational need.
- A situation/ task will be created and the student/ group are allotted. A step-by-step process of completion of the assignment is done where and how the students are able to make a judgment and decision taken shall be assessed.



SUMMATIVE ASSESSMENT

- A project work is designated to the students at the evening after completion of the module. A group of students selected randomly to finish the project.
- Assessment is done next day in the morning. Project work helps to find out the students inter-personal ability to coordinate, work efficiently hand in hand, to overcome any real time crisis in their clinical setup.
- All the above methods are time-tested, valid which are reliable to assess the appropriate and fair assessment of students.



FEEDBACK ASSESSMENT

The feedback after completion of each module is taken from students and faculty. The collective evidence collected is studied and planning of the next module is done.



1.8 ASSESSMENT TYPES AND WEIGHTING

The assessment is done based on course work, theory and practical

1. **Course work:** Attending the complete course
2. **Theoretical:** The intended learning outcomes of the module are multiple choice questions

After completion of each module, assessment of practical knowledge is done



ASSESSMENT TYPE	WEIGHTING %
Couse work	25 %
Written exams (FACTS – Online)	35%
Practical exams (HOTS – Online)	40%



1.9 TEACHING AND LEARNING

- Teaching learning is a major part in the development of student's overall personality.
- BASICS program considers interactive instructional techniques that engage students in higher order thinking and investigations through use of interview, focussed group discussions, debates, projects, presentations, experiments and application of information and communication tools (ICT) resources.



1.9 TEACHING AND LEARNING

- Of late digital resources for learning have become available and this makes learning more individualised, creative and dynamic.
- Quality of learning experience provided by the institution largely depends on teacher readiness to draw upon such latest available technological supports.



Learning Management System

- The initiative to develop such learning resources to enrich teaching learning teacher fraternity with “***Learning Management System***” (LMS).
- Other e-sources will help in meaningful incorporation of an efficient and effective teaching-learning process and will have positive impact on students learning.
- As a part of routine teaching learning process teachers organise workshops and training programs for students with subject experts, practitioners, resource persons from organisations of National & International eminence.



GUIDING STANDARD

- The guiding standard for basics is to ensure that students can link theory and practice, apply their knowledge and develop new skills.
- It also allows students strengthen their creativity, innovation and assimilation of ideas to yield multiple need-based solutions to meet the challenges at hand.



OBJECTIVES OF THIS MODULE

This module helps in bridging the gap between theory and practice

1. AFFECTIVE OBJECTIVES:

- ✓ What do we want our students “TO THINK/CARE”
- ✓ Inculcate habit of ingenious ways of learning for delivering utmost medical aid in emergencies



University
of Dundee

OBJECTIVES OF THIS MODULE

2. BEHAVIOURAL OBJECTIVES:

- ✓ What do we want our students “TO DO”
- ✓ Practising and achieving the art of rescue operations prior to the time of need



OBJECTIVES OF THIS MODULE

COGNITIVE OBJECTIVES:

- ✓ What do we want our students “TO KNOW”
- ✓ Understanding the significance and ideology encircling the course.



1.10 INDICATIVE STUDENT CONTACT HOURS AND THE EXPECTED AMOUNT OF INDEPENDENT STUDY

LEARNING ACTIVITY	INDICATIVE NUMBER OF HOURS AND PERCENTAGE OF TOTAL LERANING TIME
Scheduled contact time	80 Hrs
APPROXIMATE BREAKDOWN OF SCHEDULED CONTACT TIME	
Lectures	16 Hrs
Practical Work	24 Hrs
Field Work	0 Hrs
Time in guided independent study including the completion of assessment tasks	40 Hrs
Time on placement relevant to the module	0 Hrs



1.11 TEACHING STAFF

**DR. DAMERA
SRIKANTH**

**READER
DEPARTMENT OF ORAL AND
MAXILLO-FACIAL SURGERY**

THE PROGRAMME DIRECTOR OF BASICS

- **DR.DAMERA SRIKANTH** has been instrumental in designing the programme amicable to the interns and postgraduates from the very beginning of the inception of the programme
- **DR. SRIKANTH** is an associate professor and 8 years of teaching experience and training interns and post graduates on mannequins.
- He has been member AOMSI when conducted the Basics programme for post graduates of oral surgery at national level.



**University
of Dundee**

TEACHING STAFF

**DR.SAMEER
RANJAN
NAYAK**

**PROFESSOR
DEPARTMENT OF GENERAL
SURGERY**

THE PROGRAMME COORDINATOR

- **DR.SAMEER** Instrumental in designing, conducting and participating in the course since inception
- **DR.SAMEER** is a professor with experience in teaching simulation techniques in general surgery to the Interns and Postgraduates



**University
of Dundee**

TEACHING STAFF

**Dr. RAJ
KUMAR
ELANGERAN**

**PROFESSOR
DEPARTMENT OF
EMERGENCY MEDICINE**

- He is a emergency medicine and a trained AHA BLS trainer.
- Has conducted various BLS programmes for interns and post graduates of medical and dental fraternity.
- He has been instrumental in conducting simulation, second national simulation conference in India
- Dr. Rajkumar also conducts courses of airway breathing circulation for post graduates of OMFS, ANAESTHESIA and SURGERY



**University
of Dundee**

1.12 MODE OF STUDY

Mode of study	Part-time / Full time
Mode of attendance	Biometric and manual for real time evaluation
Location of attendance for face-to-face teaching	At "GSL SMART LAB" GSL Dental College Campus, Rajahmundry, Andhra Pradesh, India



1.13 LOCATION(S) FOR THE DELIVERY OF TEACHING

- The entire course shall be conducted at “**GSL SMARTLAB**” in different sections.
- For the ease of learning and better understanding of the course, students will be divided into batches and trained in various work stations.



1.14 WHEN DELIVERED

- January
- April
- July
- October



1.15 EQUALITY AND DIVERSITY

- The college is committed in teaching all the students irrespective of age, cast, creed, religious belief, sexual orientation, race or country
- Diversity of students in respect to his/her background ability and other personal attributes will influence the extent and then learning.
- The teaching learning modalities rendered by institute are designed to be relevant for the learner group.



1.15 EQUALITY AND DIVERSITY

- The learner centred education through participative learning, experimental learning or collaborative learning models which facilitates active learning of students.
- Interactive participatory approaches employed in teaching BASICS create a feeling of responsibility in learners and makes learning a process of construction of knowledge.



NAME OF HEAD OF EQUALITY & DIVERSITY

DR. SUNDEEP GANNI

CONTACT DETAILS: DIRECTOR, GSL DENTAL COLLEGE AND HOSPITAL,
LAXMIPURAM, RAJAHMUNDRY, ANDHRAPRADESH, INDIA

PHONE: +12066982880



University
of Dundee

1.16 PRE-REQUISITES OR ENTRY REQUIREMENTS

- Interns
- Post-graduates
- Practitioners



1.17 CO-REQUISITES

- As it is a competence based dental education the exam pattern is divided into two levels.
- Level 1- Formative Assessment of Competency Training (FACT)
- Level 2 – High order thinking skills (HOTS)
- The assessment here is continuous, frequent, criterion based and work-based.
- On spot digital evaluation and results will allow the students to boost up for the further assessments. This assessment is continued till the competency is achieved.



1.18 ANTI-REQUISITES

- No other course should be taken up along with this module



1.19 STUDENT NUMBERS

- Lower limit of number of students – 20
- Upper limit of number of students – 90



SECTION 2

RESPONSIBILITIES AND CONTACTS



University
of Dundee

HEADING	DETAILS
2.1 Lead School	GSL Dental College & Hospital
2.2 Lead discipline	
2.3 Collaborating Schools (where relevant)	Not applicable
2.4 Module leader	Dr. Srikanth D
2.5 Lead administrator for the module	<p>Dr. Sundeep Ganni</p> <p>Director, GSL Dental College and Hospital, Laxmipuram, Rajahmundry, Andhra Pradesh, India</p> <p>Phone: +12066982880</p>



University
of Dundee

SECTION 3

MODULE DETAILS (INFORMATION FOR INTERNAL USE FOR QUALITY ASSURANCE AND MANAGEMENT)



University
of Dundee

3.1 RATIONALE FOR THE MODULE

- Core component of the program title BASICS
- Indication basics of anaesthesia surgery
- It helps the students to learn all the peri operative procedure done in an hospital setup the knowledge of basics helps them to master the techniques in all the procedures
- Learning basics imparts confidence in students before they apply knowledge on patient



RATIONALE FOR THE MODULE

- Thorough understanding of principles prepares them for any level of emergency situation
- Knowledge and skills beyond the classic teaching has to be developed to master health care.
- Basics provide these strategies which is good for both students and tutors with learning approaches and strategies to enhance deep learning



3.2 FIRST STUDENT INTAKE

- In the month of October, Academic year of 2019



3.3 EXTERNAL ORGANISATIONS ASSOCIATED WITH THE MODULE

AOMSI

G.S.L S.M.A.R.T LAB

G.S.L MEDICAL COLLEGE AND HOSPITAL



University
of Dundee

3.4 REFERENCE POINTS FOR QUALITY AND ACADEMIC STANDARDS

- A. Medical training and expertise of education comes with operational strategies.
- The strategies include what to do, what to think and what to create. These are good to test and to train higher function.
 - Training of basics is not limited to the theory fields, but extends to areas of handy and practical skills.
 - These skills are most relevant to expertise individual for increased performance.



REFERENCE POINTS FOR QUALITY AND ACADEMIC STANDARDS

- BASICS programming GSL Dental College has been time tested since inception in the year 2019.
- The programme has been conducted to the batch of interns and thoroughly trained them which resulted in expertise working during the course of internship



REFERENCE POINTS FOR QUALITY AND ACADEMIC STANDARDS

- This course is organized in G.S.L S.M.A.R.T Lab which is accredited to American Heart Association (AHA) and International Organization for Standardization (ISO) (Annexure I)



3.4 REFERENCE POINTS FOR QUALITY AND ACADEMIC STANDARDS

B. Then internal assessment was done with Anaesthetist and General Surgeon and ENT Department faculty who not only trained students but also supervised the entire programme

- The learning outcomes were tested with multiple choice questions and high order thinking skills



3.4 REFERENCE POINTS FOR QUALITY AND ACADEMIC STANDARDS

- The assessment has been reviewed and formulations were made and policy of basics course has been implemented into interns curriculum
- Presently Basics completion certificate is provided to all passing out interns who had successfully completed their course



3.4 REFERENCE POINTS FOR QUALITY AND ACADEMIC STANDARDS

C. The success of the programme allowed us to coordinate with the association of oral and maxillofacial surgeons of India to provide Basics to the post graduates of oral and maxillofacial surgery across India in the year 2019



3.4 REFERENCE POINTS FOR QUALITY AND ACADEMIC STANDARDS

- The B.A.S.I.C.S programme is also conducted COPS in association with AOMSI AND MOV (Annexure II)





University
of Dundee

3.4 REFERENCE POINTS FOR QUALITY AND ACADEMIC STANDARDS

- The basics programme has been thoroughly studied by the external body (AOMSI) and assessment done including the then President of AOMSI

Dr. KRISHNA MURTHY BONANTHAYA

Ph. No: 9845348530



University
of Dundee

3.4 REFERENCE POINTS FOR QUALITY AND ACADEMIC STANDARDS

- The programme was though tested for 6 months and introduced to post graduates on AUGUST 22,23,24 of 2019 with great success

(Assessment of programme enclosed – Annexure III)



University
of Dundee



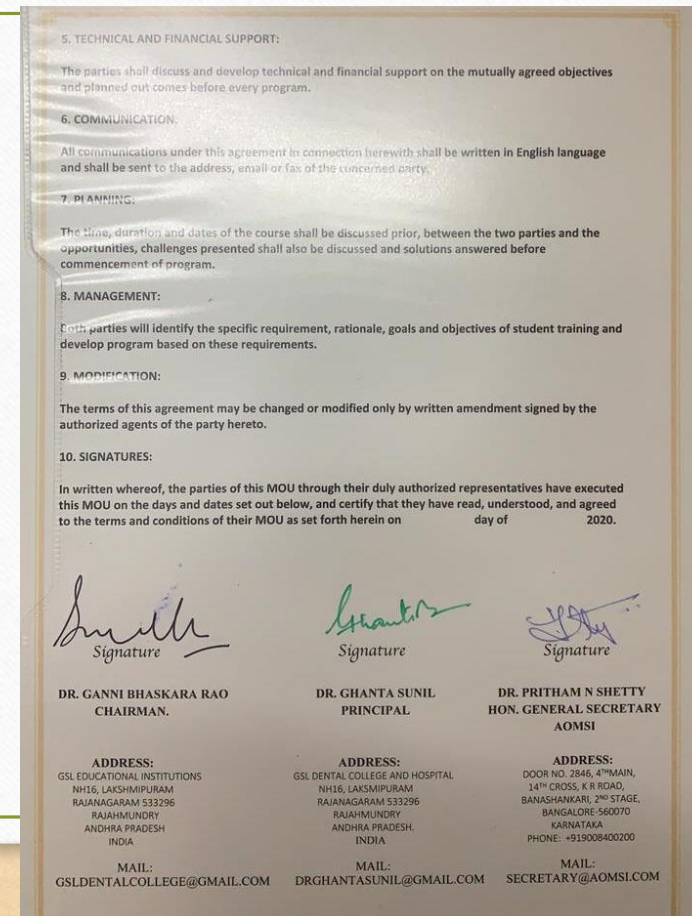
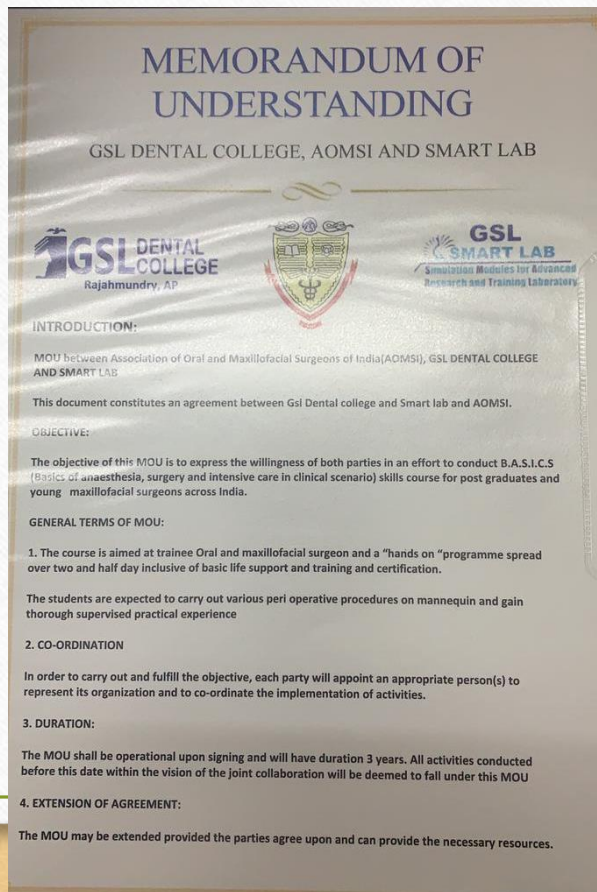
3.4 REFERENCE POINTS FOR QUALITY AND ACADEMIC STANDARDS

E. The efficient conduction and programme and seeing the improvement of postgraduates over the two years period.

- The national association of maxillofacial surgeons of India has signed a memorandum of understanding with GSL dental college for subsequent conduction of programme every year at our centre (Copy of MOU enclosed) (Annexure IV)




3.4 REFERENCE POINTS FOR QUALITY AND ACADEMIC STANDARDS



University
of Dundee

3.4 REFERENCE POINTS FOR QUALITY AND ACADEMIC STANDARDS

F. The Basics is now an accredited national programme copy righted with government of India with registration no. L-92337\2020 (Copy enclosed) (Annexure V)

				Extracts from the Register of Copyrights	
					
Dated : 26/11/2020					
1. Registration Number	:	L-96920/2020			
2. Name, address and nationality of the applicant	:	GSL EDUCATIONAL INSTITUTE , NH-16, LAKSHMIPURAM, RAJANAGARAM, RAJAHMUNDY - 533296, ANDHRA PRADESH, INDIA - 533296 INDIAN			
3. Nature of the applicant's interest in the copyright of the work	:	OWNER			
4. Class and description of the work	:	LITERARY/ DRAMATIC WORK SQUARE ONE			
5. Title of the work	:	SQUARE ONE			
6. Language of the work	:	ENGLISH			
7. Name, address and nationality of the author and if the author is deceased, date of his decease	:	DR.GANNI BHASKAR RAO , CHAIRMAN GSL INSTITUTIONS NH 16 LAKSHMIPURAM RAJANAGARAM, RAJAHMUNDY - 533296, INDIAN DR.GANNI SANDEEP , MANAGING DIRECTOR GSL EDUCATIONAL SOCIETY NH 16 LAKSHMIPURAM RAJANAGARAM, RAJAHMUNDY - 533296 INDIAN DR.GHANTA SUNIL , PRINCIPAL PROFESSOR AND HOD DEPARTMENT OF ORTHODONTICS & DENTOFACIAL ORTHOPEDICS GSL DENTAL COLLEGE & HOSPITAL GSL EDUCATIONAL - INDIAN DR.DAMERA SRIKANTH , READER DEPARTMENT OF ORAL & MAXILLO- FACIAL SURGERY GSL DENTAL COLLEGE & HOSPITAL GSL EDUCATIONAL SOCIETY NH - INDIAN			
8. Whether the work is published or unpublished	:	UNPUBLISHED			
9. Year and country of first publication and name, address and nationality of the publisher	:	N.A.			
10. Years and countries of subsequent publications, if any, and names, addresses and nationalities of the publishers	:	N.A.			
11. Names, addresses and nationalities of the owners of various rights comprising the copyright in the work and the extent of rights held by each, together with particulars of assignments and licences, if any	:	GSL EDUCATIONAL INSTITUTE , NH-16, LAKSHMIPURAM, RAJANAGARAM, RAJAHMUNDY - 533296, ANDHRA PRADESH, INDIA - 533296 INDIAN			
12. Names, addresses and nationalities of other persons, if any, authorised to assign or licence of rights comprising the copyright	:	N.A.			
13. If the work is an 'Artistic work', the location of the original work, including name, address and nationality of the person in possession of the work, and in the case of an architectural work, the year of completion of the work should also be shown).	:	N.A.			
14. If the work is a 'Literary work' which is used or capable of being used in a 'sound recording' or 'cinematograph film' or 'video recording' or 'broadcasting' or 'communication by wire or optical means' or 'mechanical reproduction' or 'reproduction in any form', the application should be made on the Register of Trade Marks in terms of Section (i) of Section 45 of the Copyright Act,	:	N.A.			
15. If the work is a 'Literary work', whether it is registered under the Designs Act 2000, whether it has been applied to an article through an industrial process and, if yes, the number of times it is reproduced.	:	N.A.			
16. If the work is an 'Artistic work', capable of being registered as a design under the Designs Act 2000, whether it has been applied to an article through an industrial process and, if yes, the number of times it is reproduced.	:	N.A.			
17. Remarks, if any	:				
Diary Number :		16417/2020-CO/L			

3.5 TEACHING QUALITY AND STAFF DEVELOPMENT OPPORTUNITIES

**DR. DAMERA
SRIKANTH**

READER

**DEPARTMENT OF ORAL &
MAXILLOFACIAL SURGERY**

PROGRAMME DIRECTOR OF BASICS

- **DR.DAMERA SRIKANTH** has been instrumental in designing the programme amicable to the interns and postgraduates from the very beginning of the inception of the programme
- **DR. SRIKANTH** is an associate professor and 8 years of teaching experience and training interns and post graduates on mannequins.
- He has been member AOMSI when conducted the Basics programme for post graduates of oral surgery at national level.



**University
of Dundee**

3.5 TEACHING QUALITY AND STAFF DEVELOPMENT OPPORTUNITIES

2.DR.SAMEER
RANJAN NAYAK

PROFESSOR
DEPARTMENT OF GENERAL
SURGERY

THE PROGRAMME COORDINATOR

- Instrumental in designing, conducting and participating in the course since inception
- **DR. SAMEER** is a professor with experience in teaching simulation techniques in general surgery to the interns and postgraduates



University
of Dundee

3.5 TEACHING QUALITY AND STAFF DEVELOPMENT OPPORTUNITIES

**DR. RAJ KUMAR
ELANGERAN**

**PROFESSOR
DEPARTMENT OF
EMERGENCY MEDICINE**

- He is an emergency medicine and a trained AHA BLS trainer.
- Has conducted various BLS programmes for interns and post graduates of medical and dental fraternity.
- He has been instrumental in conducting simulation, second national simulation conference in India
- Dr. Rajkumar also conducts courses of airway breathing circulation for Post graduates of OMFS ,ANAESTHESIA and SURGERY



**University
of Dundee**

3.5 TEACHING QUALITY AND STAFF DEVELOPMENT OPPORTUNITIES

DR.RATNAKAR

**ASSISTANT PROFESSOR
GSL DENTAL COLLEGE**

- Dr. Ratnakar is the coordinator for LMS system of teaching at GSL dental college.
- He is instrumental in designing the methodology of assessment of students in objective pattern and is the director of assessment and feedback division



**University
of Dundee**

3.5 TEACHING QUALITY AND STAFF DEVELOPMENT OPPORTUNITIES

- The key members of the team before the commencement of the programme conducts meeting during which various objects are assessed.
- Discussions are done on dates, financial aspects, indents to be processed for the programme.
- The team members of each station are identified



3.5 TEACHING QUALITY AND STAFF DEVELOPMENT OPPORTUNITIES

- With the association of Indian Anaesthesiology Society, the Trainers and Trainees training of the members are done to provide equal level of competency in teaching the specific topics (Annexure VI)



University
of Dundee

3.5 TEACHING QUALITY AND STAFF DEVELOPMENT OPPORTUNITIES



University
of Dundee

3.5 TEACHING QUALITY AND STAFF DEVELOPMENT OPPORTUNITIES

- The members to be trained are identified.
- The study material is provided in the form of power-point presentations.
- Textbooks in pdf format for the students to prepare and have basic knowledge before programme commences.



3.5 TEACHING QUALITY AND STAFF DEVELOPMENT OPPORTUNITIES

- The mode programme is conducted to train the trainees and external and internal reviews are done which helps in training students.
- Every trainer is assessed indirectly and upon satisfactory standards their notes in assessing academic and designed to provide high quality learning and teaching experience.



3.5 TEACHING QUALITY AND STAFF DEVELOPMENT OPPORTUNITIES

- After the completion of programme feedback is collected, studied and assessed for further design modifications of the course for a tool proof methodology.
- Basics has evolved as knowledge to be imparted after thoroughly assessment over the years and feedback of students and professional into a structured programme



3.6 DISTANCE OR BLENDED LEARNING

- Complete module at campus

(Face-to-face)



University
of Dundee

3.7 PLACEMENTS

- Interns are posted for Covid duties

D. DENTAL INTERNS ON COVID DUTY

SNo.	NAME	COLLEGE	MOBILE	AADHAR	BANK A/C NO.	IFSC CODE
1	A S SUBRAHMANYAM	GSL DENTAL COLLEGE & HOSPITAL, RAJAHMUNDY	8500157529	715346085389	1647104000029218	IBKI0001647
2	CHV P SRI HARSHA	GSL DENTAL COLLEGE & HOSPITAL, RAJAHMUNDY	9030061777	620308851337	20268601804	SBIN0001424
3	CH DEVI SRI VIDYA	GSL DENTAL COLLEGE & HOSPITAL, RAJAHMUNDY	7989298992	803087142264	060110100105913	ANDB0000601
4	DALLI SWETHA REDDY	GSL DENTAL COLLEGE & HOSPITAL, RAJAHMUNDY	6309823519	849806492655	6634149448	IDIB000R004
5	GANTA DIVYA SRI	GSL DENTAL COLLEGE & HOSPITAL, RAJAHMUNDY	8500136156	596700467686	6473062443	IDIB000M088
6	G B SAI SRI LEKHA	GSL DENTAL COLLEGE & HOSPITAL, RAJAHMUNDY	7989642232	405274825255	20384922520	SBIN0000910
7	JALLU TUSHARIKA	GSL DENTAL COLLEGE & HOSPITAL, RAJAHMUNDY	9703152686	607973155551	000110100127128	UBIN0800015
8	KARAM SPANDANA	GSL DENTAL COLLEGE & HOSPITAL, RAJAHMUNDY	7382224529	945290133950	4829155000021322	KVBL0004829
9	K MANIKYAM	GSL DENTAL COLLEGE & HOSPITAL, RAJAHMUNDY	9949172755	923275699380	50100391389945	HDFC0000215
10	K DURGA PRASAD	GSL DENTAL COLLEGE & HOSPITAL, RAJAHMUNDY	9666983902	995698179342	33370159939	SBIN0000964
11	K HARINJITHA	GSL DENTAL COLLEGE & HOSPITAL, RAJAHMUNDY	9701990693	971342366989	16411530016401	HDFC0001641
12	K ANKITA	GSL DENTAL COLLEGE & HOSPITAL, RAJAHMUNDY	8106704956	689486592055	20221339827	SBIN0014570
13	K THENDRAL	GSL DENTAL COLLEGE & HOSPITAL, RAJAHMUNDY	8185867105	722939513604	007810021025915	ANDB0000078
14	M V NAGA HIMAJA	GSL DENTAL COLLEGE & HOSPITAL, RAJAHMUNDY	8367081021	970088669964	22210100019874	UBIN0822205
15	MANJU YADAV B	GSL DENTAL COLLEGE & HOSPITAL, RAJAHMUNDY	8247798281	754004710701	35588001131	SBIN0011106
16	M GOWTHAMI	GSL DENTAL COLLEGE & HOSPITAL, RAJAHMUNDY	9701612363	740843180301	013410100152054	ANDB00000134
17	NAYINI SRAVYA	GSL DENTAL COLLEGE & HOSPITAL, RAJAHMUNDY	9398550383	729655770540	50200004692173	HDFC0001631



3.7 PLACEMENTS

18	NEMALIPURI HARI PRIYA	GSL DENTAL COLLEGE & HOSPITAL, RAJAHMUNDRY	7989211074	839960808300	33426474724	SBIN0001208
19	PALIVELA SRI SAI SRUTHI	GSL DENTAL COLLEGE & HOSPITAL, RAJAHMUNDRY	9160388595	698629814752	06982281003120	PUNB0069810
20	T D SAI CHARITHA	GSL DENTAL COLLEGE & HOSPITAL, RAJAHMUNDRY	9493102784	936512502724	98390100004601	BARBOEXTRAJ
21	T THIRUMALA DEVI	GSL DENTAL COLLEGE & HOSPITAL, RAJAHMUNDRY	7013529688	700864422432	34363142713	SBIN0001345
22	V JASWANTH KUMAR	GSL DENTAL COLLEGE & HOSPITAL, RAJAHMUNDRY	9951820000	384555457481	20366409097	SBIN0000904
23	VEMPATI SRAVYA	GSL DENTAL COLLEGE & HOSPITAL, RAJAHMUNDRY	8179968369	663809163965	31591237264	SBIN0007269
24	R S S Akshith	GSL DENTAL COLLEGE & HOSPITAL, RAJAHMUNDRY	9182765280	536786373597	238110100020029	ANDB0002381



3.8 INCLUSIVE NATURE OF THE CURRICULUM AND ITS DELIVERY

CURRICULUM CHECKLIST

1. Scrubbing, Gowning, Draping, Preparation & Theatre Etiquette – Introduction and Demonstration
2. Airway & Artificial Ventilation – Introduction, Anatomical Considerations, Demonstration
3. Tracheostomy and Intubation – Introduction & Management Considerations



3.8 INCLUSIVE NATURE OF THE CURRICULUM AND ITS DELIVERY

- 4. Circulation, Circulatory Pathways & Vascular Access – Introduction, Anatomical Considerations and Demonstration
- 5. Anterior Nasal Packing / Posterior Nasal Packing
- 6. Suturing and Knotting



3.8 INCLUSIVE NATURE OF THE CURRICULUM AND ITS DELIVERY

- 7. Nasogastric Tube and Percutaneous Esophageal Gastric Tube(PEG Tube)
- 8. Urinary Catheterization
- 9. BLS – Basic Life Support





3.9 TEACHING ACCOMMODATION

TIME	OT ETIQUETTE	ARTIFICIAL VENTILATION	NASO- GASTRIC TUBE	TRACHEOSTO MY AND INTUBATION	CIRCULATION	SUTURING AND KNOTTING	NASAL PACKING	URINARY CATHETERIZAT ION
9:00- 9:45AM	BATCH-A	BATCH-B	BATCH- C	BATCH-D	BATCH-E	BATCH-F	BATCH- G	BATCH- H
09:45- 10:30AM	BATCH-B	BATCH-C	BATCH- D	BATCH-E	BATCH-F	BATCH-G	BATCH- H	BATCH- A
10:30- 11:15AM	BATCH-C	BATCH-D	BATCH- E	BATCH-F	BATCH-G	BATCH-H	BATCH-A	BATCH- B
11:15- 12:00PM	BATCH-D	BATCH-E	BATCH- F	BATCH-G	BATCH-H	BATCH-A	BATCH-B	BATCH- C
12:00- 1:15PM	BATCH-E	BATCH-F	BATCH- G	BATCH-H	BATCH-A	BATCH-B	BATCH-C	BATCH- D
2:00- 3:15PM	BATCH-F	BATCH-G	BATCH- H	BATCH-A	BATCH-B	BATCH-C	BATCH- D	BATCH- E
3:15- 04:00PM	BATCH-G	BATCH-H	BATCH- A	BATCH-B	BATCH-C	BATCH-D	BATCH-E	BATCH- F
4:00- 4:45PM	BATCH-H	BATCH-A	BATCH- B	BATCH-C	BATCH-D	BATCH-E	BATCH-F	BATCH- G

3.10 LEARNING AND ASSESSMENT RESOURCES

- GSL EDUCATIONAL INSTITUTIONAL Central library provides textbooks, soft copies, hard copies and resources for compliant training and studying of students.
- Central library in GSL has an organized collection of information resources made accessible to all students for reference and borrowing.
- The collection of information in the form of textbooks, news papers, CDs, journals and research papers.



3.10 LEARNING AND ASSESSMENT RESOURCES

- The academic library is open 24 hours for the students to study and provide quite a study space and meeting rooms.
- Central library is affiliated to our health university through which students can access any number of journals in one go digitally.
- GSL EDUCATIONAL INSTITUTIONS have employed LMS (Learning Management System) which is a digital learning environment that manages all aspects of educational training efforts



3.10 LEARNING AND ASSESSMENT RESOURCES

- Through LMS teachers create integrate course materials, articulate learning goals, align content and assessments, track the studying progress and create customized tests for students.
- LMS allows the communication of learning objectives and organize learning timelines.
- LMS leverage is that it delivers learning contents and tools straight to learners and it can also reach marginalized group through special settings.



3.10 LEARNING AND ASSESSMENT RESOURCES

- The teacher can add text, images, videos, pdfs, tables, links, text formatting, interactive tests and slide shows etc.
- Teacher can manage courses and modules, enroll students, see reports on students and import students to their online classes.



3.10 LEARNING AND ASSESSMENT RESOURCES

- LMS platform allows different multiple question types such as, one/multiline answers, multiple choice answers, drag and drop answers, essay/true or false and fill in gap tasks.
- Student exchange of feedback is possible through LMS. Teacher can create discussion group to allow student feedback and increase the interaction in course.



3.11 OTHER RESOURCES INCLUDING ANY SPECIALIST EQUIPMENT OR FACILITIES

- All the equipments for the conduction of the basics module has been facilitated by G.S.L Smart Lab of GSL Educational Society



3.12 ADDITIONAL COSTS FOR STUDENTS

- No additional study costs on this module is charged for g.S.L students.
- For other participants is reasonable amount is charged



3.13 TEACHING ALLOCATIONS

TOPIC	PRESENTER
Scrubbing, Gowning, Draping, Preparation & Theatre Etiquette – Introduction and Demonstration	DEPARTMENT OF OMFS
Airway & Artificial Ventilation – Introduction, Anatomical Considerations, Demonstration	DEPARTMENT OF ANESTHESIA
Nasogastric Tube and Percutaneous Esophageal Gastric Tube(PEG Tube)	DEPARTMENT OF GENERAL SURGERY
Tracheostomy and Intubation (Including nebulization, Laryngeal mask airway and Sub- mental intubation)	DEPARTMENT OF ANESTHESIA



Circulation, Circulatory Pathways & Vascular Access (Subcutaneous, IM, IV Injections, ABG Sample Collection and Central Line)	DEPARTMENT OF GENERAL SURGERY
Suturing and Knotting	DEPARTMENT OF OMFS
Anterior Nasal Packing / Posterior Nasal Packing	DEPARTMENT OF ENT
Urinary Catheterization	DEPARTMENT OF GENERAL SUREGRY



SECTION 4

**UNIVERSITY MANAGEMENT
INFORMATION (TO BE COMPLETED BY
THE UNIVERSITY'S QUALITY AND
ACADEMIC STANDARDS OFFICE)**



University
of Dundee

HEADING	DETAILS
VERSION	
STATUS	
DATE APPROVED BY QASC OR, FOR MINOR CHANGES, NOTED BY THE QAS OFFICE.	



B.A.S.I.C.S. DAY-1

THEORY CLASSES

8:00-8:30AM	INTRODUCTION
8:30-9:00AM	PRE-EXAM
9:00-9:45AM	OT ETIQUETTE
09:45-10:30AM	ARTIFICIAL VENTILATION
10:30-11:15AM	NASO-GASTRIC TUBE
11:15-12:00PM	TRACHEOSTOMY AND INTUBATION
12:00-1:15PM	CIRCULATION
1:15-02:00PM	LUNCH
2:00-3:15PM	SUTURING AND KNOTTING
3:15-04:00PM	NASAL PACKING
4:00-4:45PM	URINARY CATHETERIZATION



DAY 2

TIME	OT ETIQUET TE	ARTIFICIAL VENTILATIO N	NASO- GASTRIC TUBE	TRACHEO STOMY AND INTUBATI ON	CIRCULAT ION	SUTURING AND KNOTTIN G	NASAL PACKING	URINARY CATHETE RIZATION
9:00- 9:45AM	BATCH-A	BATCH-B	BATCH-C	BATCH-D	BATCH-E	BATCH-F	BATCH-G	BATCH-H
09:45- 10:30AM	BATCH-B	BATCH-C	BATCH-D	BATCH-E	BATCH-F	BATCH-G	BATCH-H	BATCH-A
10:30- 11:15AM	BATCH-C	BATCH-D	BATCH-E	BATCH-F	BATCH-G	BATCH-H	BATCH-A	BATCH-B
11:15- 12:00PM	BATCH-D	BATCH-E	BATCH-F	BATCH-G	BATCH-H	BATCH-A	BATCH-B	BATCH-C
12:00- 1:15PM	BATCH-E	BATCH-F	BATCH-G	BATCH-H	BATCH-A	BATCH-B	BATCH-C	BATCH-D
2:00- 3:15PM	BATCH-F	BATCH-G	BATCH-H	BATCH-A	BATCH-B	BATCH-C	BATCH-D	BATCH-E
3:15- 04:00PM	BATCH-G	BATCH-H	BATCH-A	BATCH-B	BATCH-C	BATCH-D	BATCH-E	BATCH-F
4:00- 4:45PM	BATCH-H	BATCH-A	BATCH-B	BATCH-C	BATCH-D	BATCH-E	BATCH-F	BATCH-G



DAY 3

9:00AM-1:00PM	Basic Life Support
1:00-2:00PM	LUNCH
2:00-4:00PM	Basic Life Support



DAY 4

9:00-10:00AM	Formative Assessment of Competency Training
10:00-1:00PM	High order thinking skills
1:00-2:00PM	LUNCH
2:00-5:00PM	High order thinking skills
Evening hours	Take home Project work



DAY-5

9:00-1:00AM	PROJECT WORK ASSESSMENT
1:00-2:00PM	LUNCH
2:00-4:00PM	FEEDBACK ASSESSMENT

