FATHER MULLER MEDICAL COLLEGE DEPARTMENT OF MICROBIOLOGY INNOVATIVE TEACHING CERTIFICATE

This is to certify that Dr. Rekha Boloor, Professor, Dr. Prasanna N Bhat Assistant Professor and Dr. Shruthi Assistant Professor, Dept of Microbiology had conducted a hands on simulation exercise using mannequin as an innovative method of teaching by specimen collection for II MBBS CBME Batch 2021 on 09.10.2021 in three batches.



Date: 15.10.2021

Dr. Meena Dias Professor & Head Department of Microbiology Father Muller Medical College

H.O.D. MICROBIOLOGY Father Muller Medical College MANGALURU-575002

	FATHER MULLER SIMULATION AND SKILL CENTRE	
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Name and Signature of the Instructor

Academic Year	Date	Торіс	Faculty who has engaged the session	Students (UG/ PG)
2021-22	25.08.2021	Case based learning	Dr. Savita	UG
	27.08.2021	Simulation and skills lab	Dr. Savita	UG
	27.09.2021	Case based learning	Dr. Anita Aramani	UG
	29.09.2021	Case based learning	Dr. Anita Aramani	UG
	01.10.2021	Case based learning	Dr. Savita Lasrado	UG
	20.04.2022	Simulation and skills lab	Dr. Savita Lasrado	UG
	06.05.2022	Simulation and skills lab	Dr. Savita Lasrado	UG

2.11. Simulation based teaching:

Professor & H.O.D. Department of Oto-Rhino-Laryngology Fr. Muller Medical College Mangalore - 575 002

23 OH 2022 MBBS III YEAR (2019 Batch) Ophilhal 10:000m to 12:30pm Dr. Bunayona Bhat Name of the Learners Chrichin Dommen Mathew ISAI SARAVANAN FLONA PINTO ELEANOR BOCHE	Signature CACEP
MBBS III YEAR (2019 Batch) Ophilital 10:000m to 12:30pm Dr. Bunayona Bhat Name of the Learners Chrichin Dommen Mathew ISAI SARAVANAN FLONA PINTO ELEANOR BOCHE	Signature CACEP
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10:000m to 12:30pm Dr. Sunayona Bhat Name of the Learners Chrichin Dommen Mathew ISAI SARAVANAN FLONA PINTO ELEANOR BOCHE	Signature CMCH-
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FATHER MULLER MEDICAL COLLEGE MANGALORE DEPARTMENT OF COMMUNITY MEDICINE

2.8. Student-centric methods used for enhancing learning experiences:

1. Problem based learning

All the III MBBS students are provided with case scenarios and problems and are assigned to a particular staff. The students are encouraged to discuss the problem with the assigned staff and come up with the solution and present the same to the rest of batch. The other students are also encouraged to actively take part in the discussion during presentation in the presence of the staff who acts as a moderator.

2. Outbreak investigation

Whenever there is an outbreak of any disease in the campus or in the field practice area, the students of III MBBS are divided into groups based on the availability of staff and are involved in the investigation of the outbreak. This provides a first-hand knowledge of the topic to the students. Eg: during the Dengue outbreak in 2018, the students of the III MBBS were involved in the investigation of the outbreak within the campus as well as in the urban practice area in association with the Mangalore City Corporation staff.

3. Self- Directed learning

The small group of II MBBS and III MBBS students are encouraged to learn certain topics like dietary analysis and Community diagnosis on their own with guidance from the staff. The students take up the dietary analysis of the family assigned to them under family study and give recommendations to the family. The small batch together come to a community diagnosis based on the data collected by them and gain first hand knowledge on the same.

4. Project based learning of Research methodology

Each batch under the guidance of one faculty would be working on a minor project. Students are also given hands on training in statistical anysis using SPSS software. Innovation and creativity in teaching-learning:

Research methodology

From 2015 academic session, we had introduced research methodology training in a workshop format for the block postings batches. Each batch under the guidance of one faculty would be working on a minor project. Students are also given hands on training in statistical analysis using SPSS software. This is being continued.

Further, MCQs teaching had been started in 2016 and was being continued in the present academic session

Modular Based teaching

In 2017-18We initiated Modular Based teaching this year. The theory and practical classes of a particular topic were taken together in the small group teaching but due to discouraging feedback of the students, it was aborted for the other batches.

For the remaining batches, we introduced for case-based learning, where active group discussion used to happen followed by presentation and facilitation by the faculty members.

ndhi/ Professor & HOD Department of Community Medicine Father Muller Medical Coneye Mangaiuru

2.8. Student-centric methods used for enhancing learning experiences: AETCOM classes conducted for III year UG's.

A demonstration was conducted as to how doctors and patients interact in an opd setup, what are the work place ethics, what should be the attitude of doctors towards their patients and fellow colleagues/nursing staff in the form of a role play. The postgraduates of ENT as well as the interns participated in this role play. Later, case scenarios were given to groups of students comprising of about 15-20 students each, and they were asked to present similar role play. It was a very interactive session and the students thoroughly enjoyed it. At the end of the session feedback was collected via Google forms.



Department of Oto-Rhino-Laryngolog Fr. Muller Medical College Mangalore - 575 002

SDL 1

Topic: Organ transplantation

Competency: FM 2.4. Describe salient features of the Organ Transplantation and The Human Organ Transplant (Amendment) Act 2011 and discuss ethical issues regarding organ donation.

Case scenario:

A 55-year-old male, mechanic by profession, suffering with urinary problem since 10 years. On examination and investigations, it was diagnosed as chronic kidney disease and his both kidneys were under failure. Hence, doctors advised for kidney transplantation. The family members appeal for the kidney donors in the media.

SLO	TI mothed	22 CTM 1227
At the end of class a stude	1 L method	Activity
 shall be able to: 1. Enumerate the importance of Organ donation. 2. Discuss the ethical issue related to organ donation and transplantation. 3. Discuss the medicolega issues related to organ donation and transplantation. 4. Describe the salient features of Transplantation of Humar Organs Act, 1994 with amendments till date. 5. Describe the procedure of identifying the recipients and donors. 6. Describe the procedure of harvesting organs for transplantation. 7. Explain the preparation for transporting the harvested organs. 8. Describe the legal requirements for transplantation 	 Anchoring lecture: Explain the planning of SDL session, SLOs, declaration of death, criteria for Brainstem death. Learning materials to initiate the SDL session will be shared with the students. Students have to read literature about different aspects of Organ Transplantation. Students have to study about preparation before harvesting and transferring organ (Identifying recipients, recognizing the donors, Cross matching). Students have to study about legal formalities for organ donation, harvesting and transferring the organ to the recipient's place. 	 Seminar by the students during concluding class. Students will be divided into 4 groups. Each group has to prepare one presentation after discussion with their respective group members. One student from each group will be presenting the seminar. Selection of the presenter will be done by drawing the lots. If any group fails to prepare/ present, all the members of the group will get ZERO marks.

SLOs: & TL methods:

1Gjont Professor & Head DEPT. OF FORENSIC MEDICINE F.M.M.C., Mangaluru

Seminar Topics:

Group	Topic	
Group 1 (R No. 1 – 40)	 Importance of Organ donation. Ethical issues related to organ donation and transplantation. 	
Group 2 (R No. 41 – 80)	Transplantation of Human Organs Act, 1994 with amendments.	
Group 3 (R No. 81 – 120)	 Procedure of identifying the recipients and donors. Procedure of harvesting organs for transplantation. 	
Group 4 (R No. 121 – 161)	 Preparation for transporting the harvested organs. Legal requirements for transplanting the harvested organs. 	

Marks distribution:

- Seminar 5 marks i.
- Assessment (MCQs) 10 marks ii.

Reflective writing – 5 marks (Those who submit beyond time limit will not get full marks) iii.

*Note: These Formative Assessment marks will be considered while awarding Final Internal Assessment marks.

F.M.M.

SDL 3. Topic: Identification

Competency: FM 3.2 (part). Describe and discuss identification of criminals, unknown persons, dead bodies from the remains-hairs, fibres, dactylography, foot prints, tattoos, poroscopy and superimposition. Case scenario:

A unidentified body was found in a secluded place. Multiple forms of evidence were found at the scene. What features on the body of the individual would help you identify the deceased? What evidence from the scene will help identify the perpetrator?

SLOs: & TL methods:

SLO	TL method	Activity
At the end of class, a student shall be able to:	Anchoring lecture:	 Seminar by the students during concluding class.
• Define dactylography.	• Students have to read literature about	 Students will be divided into 4 groups.
• Describe the types, method of collection and medicolegal importance of dactylography.	 dactylography Students have to study about collection and medicolegal importance of 	 Each group has to prepare one presentation after discussion with their respective group members. One student from each group will
• Discuss the role of poroscopy, chelioscopy and rugoscopy in identification.	 dactylography. Students have to read literature about 	 be presenting the seminar. Selection of the presenter will be done by drawing the lots. If any group fails to prepare/
• Describe the role of foot prints, ear prints and fibres in establishing the identity.	poroscopy, cheiloscopy, rugoscopy and ear prints, foot prints, fibres and their role in establishing identity	present, all the members of the group will get ZERO marks.

Seminar Topics:

Group	Торіс	
Group 1 (R No. 1 – 40)	• Define dactylography. Describe the types, method of collection and medicolegal importance of dactylography.	
Group 2 (R No. 41 – 80)	 Discuss the role of poroscopy and ear prints, method of collection and medicolegal importance of poroscopy. 	
Group 3 (R No. 81 – 120)	 Discuss the role of Chelioscopy, and fibres, method of collection and medicolegal importance of chelioscopy and fibres. 	
Group 4 (R No. 121 – 161)	• Discuss the role of foot prints, method of collection and medicolegal importance of foot prints.	

Professor & Head DEPT. OF FORENSIC MEDICINE F.M.M.C., Mangaluru

SDL 3. Topic: Identification

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Case scenario:

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SLOs: & TL methods:

SLO	TL method	Activity
At the end of class, a student shall be able to:	• Anchoring lecture:	 Seminar by the students during concluding class.
• Define dactylography.	• Students have to read literature about	 Students will be divided into 4 groups.
 Describe the types, method of collection and medicolegal importance of dactylography. Discuss the role of poroscopy, chelioscopy and rugoscopy in identification. Describe the role of foot prints, ear prints and fibres in establishing the identity. 	 actylography Students have to study about collection and medicolegal importance of dactylography. Students have to read literature about poroscopy, cheiloscopy, rugoscopy and ear prints, foot prints, fibres and their role in establishing identity 	 Each group has to prepare one presentation after discussion with their respective group members. One student from each group will be presenting the seminar. Selection of the presenter will be done by drawing the lots. If any group fails to prepare/present, all the members of the group will get ZERO marks.

Seminar Topics:

Group	Торіс
Group 1 (R No. 1 – 40)	 Define dactylography. Describe the types, method of collection and medicolegal importance of dactylography.
Group 2 (R No. 41 – 80)	• Discuss the role of poroscopy and ear prints, method of collection and medicolegal importance of poroscopy.
Group 3 (R No. 81 – 120)	 Discuss the role of Chelioscopy, and fibres, method of collection and medicolegal importance of chelioscopy and fibres.
Group 4 (R No. 121 – 161)	 Discuss the role of foot prints, method of collection and medicolegal importance of foot prints.

Marks distribution:

- Seminar 5 marks i.
- Assessment (MCQs) 10 marks ii.
- Reflective writing 5 marks (Those who submit beyond time limit will not get full marks) iii.

*Note: These Formative Assessment marks will be considered while awarding Final Internal Assessment marks.

SDL 6. Topic: Forensic Ballistics

Competency: FM 3.10 (Part). Describe and discuss preservation and dispatch of trace evidences in cases of firearm injuries, various tests related to confirmation of use of firearms.

Case scenario:

A 28 year musician was found dead in the garden of his house with a pistol in his right hand and gunshot wound over his right temporal region. A spent cartridge case was found near the body. Deceased was married, but, was staying alone since the couple had applied for the divorce.

SLOs: & TI	methods:	
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TI method		Activity
 SLO At the end of class, a student shall be able to: Enumerate the functions of Ballistics division of the Forensic Science Laboratory. Enumerate the importance of trace evidences in cases of firearm injuries. Discuss collection of trace evidences in cases of firearm injuries. Discuss the dispatch of trace evidences in cases of firearm injuries. Describe various tests done to find out Gun Shot Residues 	 Anchoring lecture: Forensic ballistics, firearm, components of cartridge and wound ballistics. Students have to read literature about investigation of firearm deaths. Students have to study about collection and preservation of evidences in firearm deaths. Students have to study about various tests done to confirm use of firearm. 	 Seminar by the students during the concluding class. Students will be divided into 2 groups in each batch (A & B). Each group has to prepare one presentation after discussion with their respective group members. One student from each group will be presenting the seminar. Selection of the presenter will be done by drawing the lots. If any group fails to prepare/ present, all the members of the group will get ZERO marks.
(USK).		

Seminar Topics: Date – Batch A on 24-5-2022 and Batch B on 31-5-2022

	Topic
Group Batch A (R No. 1 – 34) Batch B (R No. 69 -102)	 Functions of Ballistics division of the Forensic Science Laboratory. Importance of trace evidences in cases of firearm injuries. Collection & dispatch of trace evidences in cases of firearm injuries.
Batch A (R No. 35 – 68) Batch B (R No. 103 – 135)	Gun Shot Residues (GSR) detection.

Marks distribution:

Seminar - 5 marks i.

- Assessment (MCQs) 10 marks ii.
- Reflective writing 5 marks (Those who submit beyond time limit will not get full marks) iii.

*Note: Marks will be considered while awarding Final Internal Assessment marks.

Professor & Head DEPT. OF FORENSIC MEDICINE F.M.M.C., Mangaluru

Puzzlemaker is a puzzle generation tool for teachers, students and parents. Create and print customized word search, criss-cross, math puzzles, and more-using your own word lists.

Forensic Ballistics



ACROSS

3. Range of fire if diameter of spread pellet wound is 4 inches

7. Marking on the bullet due to lands of the barrel (rifling)

8. Type of propellant

9. Projectile of pistol cartridge

10. Bullet that rotates end-on-end

11. Collar around bullet entry wound

15. Bullet groove into which cartridge case is crimped

16. Suction of the tissues inside the barrel due to negative pressure

19. Component of shotgun cartridge that acts as a piston

21. Cartridge with extractor flange and cartridge case diameter same

22. Constriction near muzzle end of a shotgun

23. Component of bullet

DOWN

1. Doubling the velocity increases the Kinetic Energy by how many times ?

2. Bullet graze produces _____ fracture in skull

4. Other name for Soft shot

5. Primer compound

6. Parallel grooves in spiral twist

12. Primer cup with two flash holes

13. Open end of the firearm

14. Letters embossed over the base of a cartridge

17. Effect of flame with hot gases around bullet entry wound

18. Bullet that hits intervening object before hitting the target

20. Distance between two diagonally opposite lands

ACTON 2

Professor & Head DEPT. OF FORENSIC MEDICINE F.M.M.C., Mangaluru 23/08/2021

Update Crossword - Puzzel.org

DOWN

ACROSS

- Color of PM lividity in case of CO posioning 3
- Name of the kit used to treat cyanide 4 poisoning
- Used in the treatment of syncope in the form 5 of smelling salts
- Prince Yussoupov fed Grigori Rasputin cakes 8 laced with it.
- Gas that leaked from union carbide, MP in 9 1984
- 10 Asphyxiant also knows as Dry Ice

- 1. Anemic hypoxia is seen...... poisoning 1
- One of the treatments in carbon monoxide 2 poisoning
- Color of PM lividity in Hydrogen cyanide 6 poisoning
- Example of a blistering war gas 7

Professor & Head DEPT. OF FORENSIC MEDICINE F.M.M.C., Mangaluru

https://puzzel.org/crossword/update?p=-Mh9jv14rW8z6d4bUyr8

2/2

FATHER MULLER MEDICAL COLLEGE DEPARTMENT OF ANATOMY I Year MBBS (2021-22) – AETCOM class

Module 1.1 – What does it mean to be a doctor?

Date: 18.03.2022 8.30-10.30 am

Duration: 2 hours

Session 2: Describe and discuss the commitment to lifelong learning as an important part of physician growth

TL method: A facilitated panel discussion involving doctors who are at different stages of their careers (senior, midlevel, young) during which these doctors share their experiences and also answer questions from the students.

- Each faculty talk for 15-20min
- Discussion with panelists

Panelists:

- 1. Dr. Supriya Hegde Professor and HOD, Dept. of Psychiatry
- 2. Dr. Sowmya Bhat Quonya Bhat Associate Professor, Dept. of Community Medicine
- Dr. Prajna Kumari Assistant Professor, Dept.of OBG Property 18 3 22
 Dr. Chandni Bhandary P
- 4. Dr. Chandni Bhandary P. Senior Resident, Dept. of Pathology Charles 18 3 22

Anatomy Staff in charge: Dr.Pallavi

Date: 15.03.2022

Indhi

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meet M.S. Professor & Head

PROFESSOR & HEAD Department of Anatomy Fr Muller Medical College Kankanady, Mangaluru-575002

2.9. Innovation and creativity in teaching-learning: UGs

- Incredible app
- Google quiz

PG's

Temporal Bone Dissection workshop

Professor & H.O.D. Department of Oto-Rhino-Laryngology Fr. Muller Medical College Mangalore - 575 002 L'éta

Innevictive 2

Department of Community Medicine Father Muller Medical College

10-04-2022

This is to certify that Dr Achal Shetty has created an innovative teaching session with the help of augmented reality. He has taught using the same for three hours for Medical and AlliedHealth Sciences. The details of the same are provided below: Augmented reality a part of 'extended reality' spectrum uses holograms placed in real-worldfor better presentation. Holograms are projections which look like true objects when placed in areal-world setting and viewed through a computer/smartphone screen. To make the

best use of thistechnology a theory topic had to be chosen which had many abstract thoughts embedded in it andthus difficult to explain. 'Bradford Hill's criteria of causation' was thought to suitable topic for this.Holograms were used and made to move around with the help of an app called Jigspace, on asmartphone. The same was transmitted to a laptop via screenshare and from laptop to studentsvia an LCD projector.

10/04/22 Dr Sudheer Prabhu

Professor and HOD

DEPARTMENT OF GENERAL SURGERY LAP EXPERT VIDEO SESSION

The second module of Lap Expert featuring "Safe Laparoscopic Cholecystectomy" was held on 26.02.2022 in the Hospital Conference Hall at 3.00pm. It was attended by all the faculty, Post graduate and interns from our department. The module turnd out to be very informative regarding safe practices in laparoscopic Cholecystectomy. Professor & HOD, Dr. Clement R. S. Dsouza welcomed the gathering and also thanked the sponsor Glaxo-smithkline for providing the video. This was followed by high tea.



DEPARTMENT OF GENERAL SURGERY

LAP EXPERT VIDEO SESSION

Department of General Surgery in association with Glaxosmithkine conducted Lap Expert Video Session Module I in the Conference Hall on 07-09-2021 at 3.00 p.m. Dr. Clement R.S. D'Souza, Professor & HOD, General Surgery, welcomed the gathering and briefed about the sessions. A total of 6 modules are scheduled and first module was rolled out on 7th September 2021. Further modules shall be telecasted monthly.

The Programme was well attended by all the faculty and Postgraduate Residents as well as Interns posted to General Surgery Department. It was very informative and well appreciated by all. The programmed ended at 4.30 p.m. and was followed by high tea.



