



**NARAYANA**  
**COLLEGE OF NURSING**

Chinthareddypalem, Nellore - 524003. A.P.

Ph No: 0861-2317969 | Fax: 0861-2311968.

Recognized by Indian Nursing Council and A.P. Nurses & Midwives Council

Affiliated to NTR University of Health Sciences, A.P. Vijayawada.

Accredited by "International Accreditation Organization (IAO)"

website: www.narayanannursingcollege.com | | e-mail: narayana\_nursing@yahoo.co.in



## BEST PRACTICE - I

### 1. TITLE OF THE PRACTICE:

**BBRRIICCSS (BRICS) <sup>2</sup> METHOD OF TEACHING**



**B**

- B- Bringing education into life
- B- Block based learning

**R**

- R- Reflective learning
- R- Research based learning

**I**

- I-Interactive learning
- I-Internet based learning

**C**

- C- Contextual learning
- C-Capstone project

**S**

- S- Supervised learning
- S-Summative and continuous assessments



*A. Jalle*  
Principal

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Chinthareddypalem,  
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Award: (Higher Education Review Group) Nursing College - 2020  
IAO (International Accreditation Organization (2020 - 2025))



## 2. OBJECTIVES OF THE PRACTICE:

- To assess the existing knowledge of the students.
- To make easy to understand the topic through block-based learning.
- To improve critical thinking of students.
- To understand the recent advancement of a topic studied through research.
- To apply advanced technology and gather vast knowledge through internet learning.
- To refine interpersonal relationship and confidence through interactive learning.
- To apply learned subject in clinical area experience.
- To upgrade academic intellectual experience through capstone project.
- To ameliorate the performance of the students through supervised learning.
- To monitor academic development of students through summative evaluation.

## INTENDED OUTCOME:

- Enhance the profound knowledge of students in each area of subject.
- Effective measurement system.
- Maximize student's performance.
- Improving the overall academic result of the institution.

(BRICS)<sup>2</sup> is a uniquely designed teaching – learning study program to the productivity and overall development of students in the academic area. Its body functions include the participative style where both members (teacher and student) contribute towards implementation, execution and evaluation of various methods that improves the performance of the student.



*CA - Sare*  
Principal  
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### 3. THE CONTEXT

- Meetings are conducted regularly to introduce the new method of teaching.
- Training session carried - out through presentation of (BRICS)<sup>2</sup> method.
- (BRICS)<sup>2</sup> method topic application done by each Head of the department to familiarize its implementation for the faculties.

### CHALLENGES:

Initiating the process and making the faculties familiarize with its application was a big challenge for effective functioning of this method. Getting the full co-operation of the students for its application while preparing the lesson plan for practice teaching by the final year students of B.Sc(N) and M.Sc(N) are still a big concern. The ability of the faculties to deliver content in the right way, ability to execute the plan and the ability of the student to understand and perceive the right idea are the practical problems and challenges in this method of teaching.

### 4. THE PRACTICE

(BRICS)<sup>2</sup> Method teaching is effective towards the overall improvement of the students during the course of the study. Students will receive constant faculty support through-out the programme. Each area of this method is focused as follows:

**B: Bringing education in to life:** This area is concentrating on the existing knowledge of a student/whatever already learnt related with that topic and how that can be applied in the life of every individual. An integrative learning approach is applied here.

**B: Block based learning:** This method focused on preparing of one module at a time to make it easy to understand and handle by topic and sub topic wise.



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**R: Reflective learning:** This method is meant for to develop critical thinking capacity of a student through various exercises like brain storming session, quiz, pre & post-test etc and there by improve their future performance.

**R: Research based learning:** This helps to understand the advancement in the area of study and updating the current knowledge in the curricula.

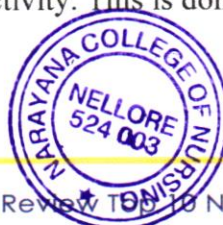
**I: Interactive learning:** It comprises student-faculty and student-student interacting session through group discussion, panel discussion, debate etc. This will help to improve interpersonal relationship and confidence among students.

**I: Internet based learning:** Internet based learning giving the students for the opportunity of utilizing advanced technology and gather vast knowledge on particular topic.

**C: Contextual learning:** In contextual learning students are learning based on their own experience in the clinical area. This is achieved by application of learned knowledge through case studies, clinical presentation, clinical demonstration etc.

**C: Capstone project:** Based on the academic need of the student a capstone project will be carried out to improve academic intellectual experience. Student pursue independent research on a question or problem of their choice, engage with the scholarly debates in the relevant disciplines, and with the guidance of faculty, produce a substantial paper that reflects a deep understanding of the topics.

**S: Supervised learning:** Faculties involvement is making sure with mentorship and preceptor ship for the development of student's productivity. This is done through clinical teaching, clinical demonstration etc.



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**S: Summative and continuous assessments:** Students will be assessed with continues evaluation process during and at the end of teaching like quiz, test paper, internal and model exams etc.

## 5. EVIDENCE OF SUCCESS

(BRICS)<sup>2</sup> Method of teaching ensured that the academic development of the students. They could produce a drastic improvement in their performance. This was quite evident from their academic and clinical performance. The university rank of students gradually increased in number from 2017 – 2021 as respectively. The university exam result of our students and the parent's satisfaction feedback proved the evidence of success of this teaching method.

## 6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

### Problems encountered:

The main problem encountered in implementing the (BRICS)<sup>2</sup> method of teaching was time constraints. Faculties need to find extra time for preparing (BRICS)<sup>2</sup> method lesson plan to meet the expected outcome from this teaching method. The problem is solved by creating frequent awareness regarding its benefit and division of lesson plan preparation among faculties as a first step.

Another problem faced by the teachers are during the initial period, final year students are reluctant to the new teaching method and preparation of lesson plan for their practice teaching. But slowly as they gain confidence and support from their teachers, the problem is solved.

### Resources Required:

Main resources required for implementing (BRICS)<sup>2</sup> Method of teaching was implementation of Wi-Fi network through the campus.



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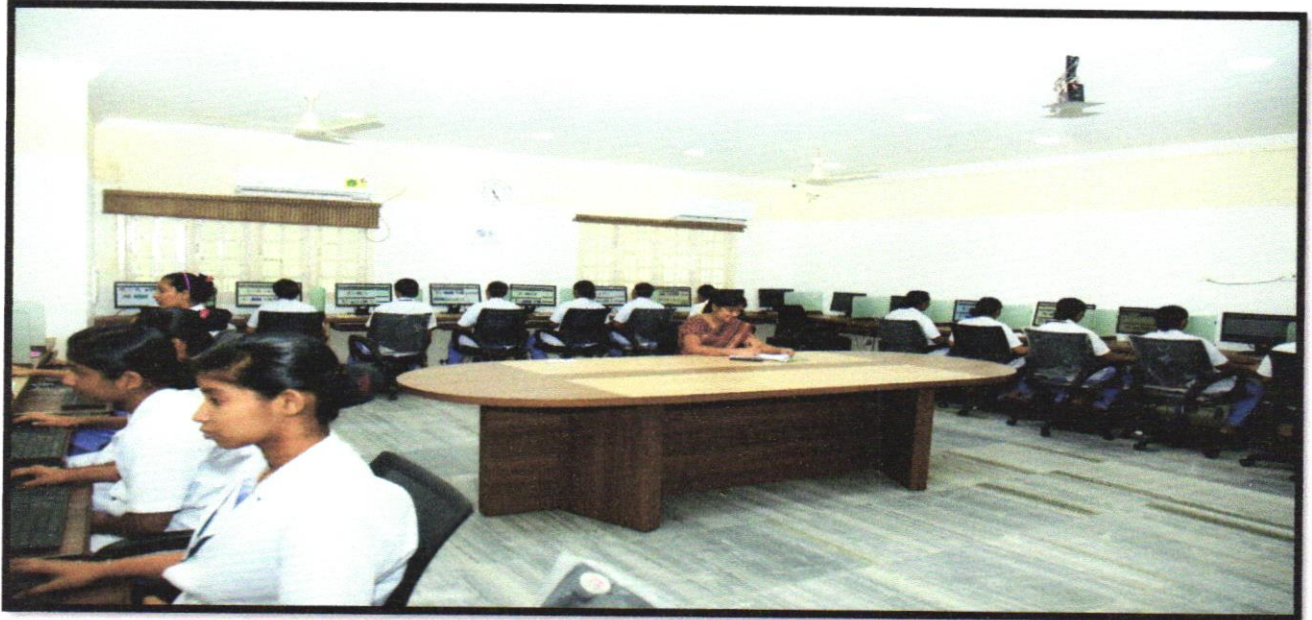
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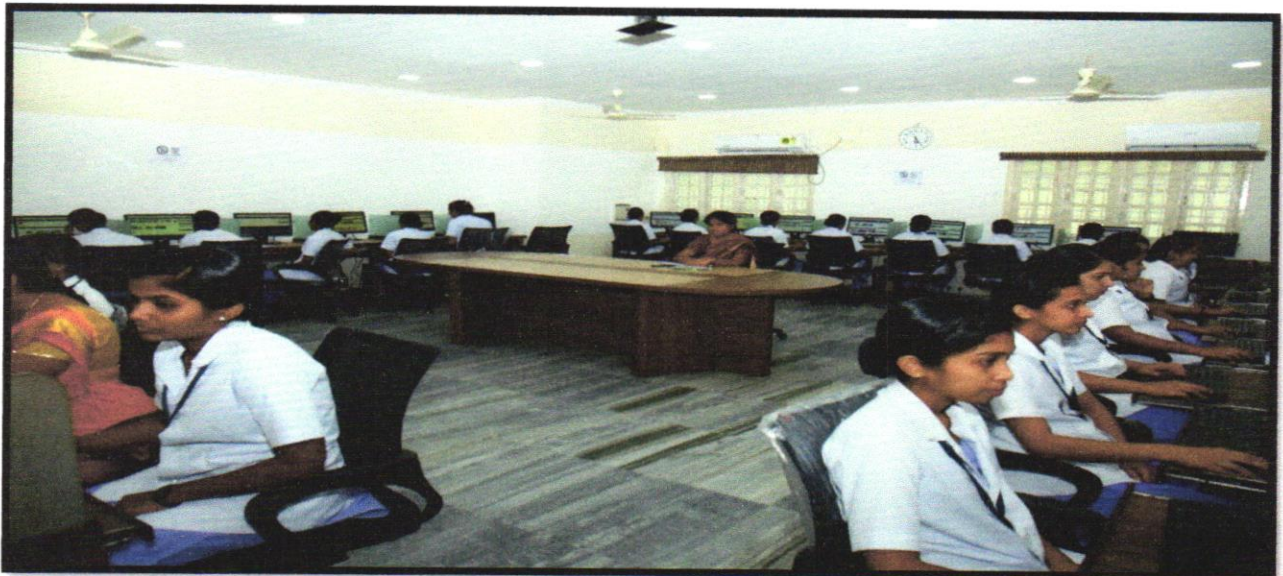
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## FACULTY STUDENTS INTERACTION SESSION



**DEMONSTRATING THE INTERNET LEARNING**



**INTERNET ACCEESS BY THE STUDENTS**



*A. Sai*  
**PRINCIPAL**

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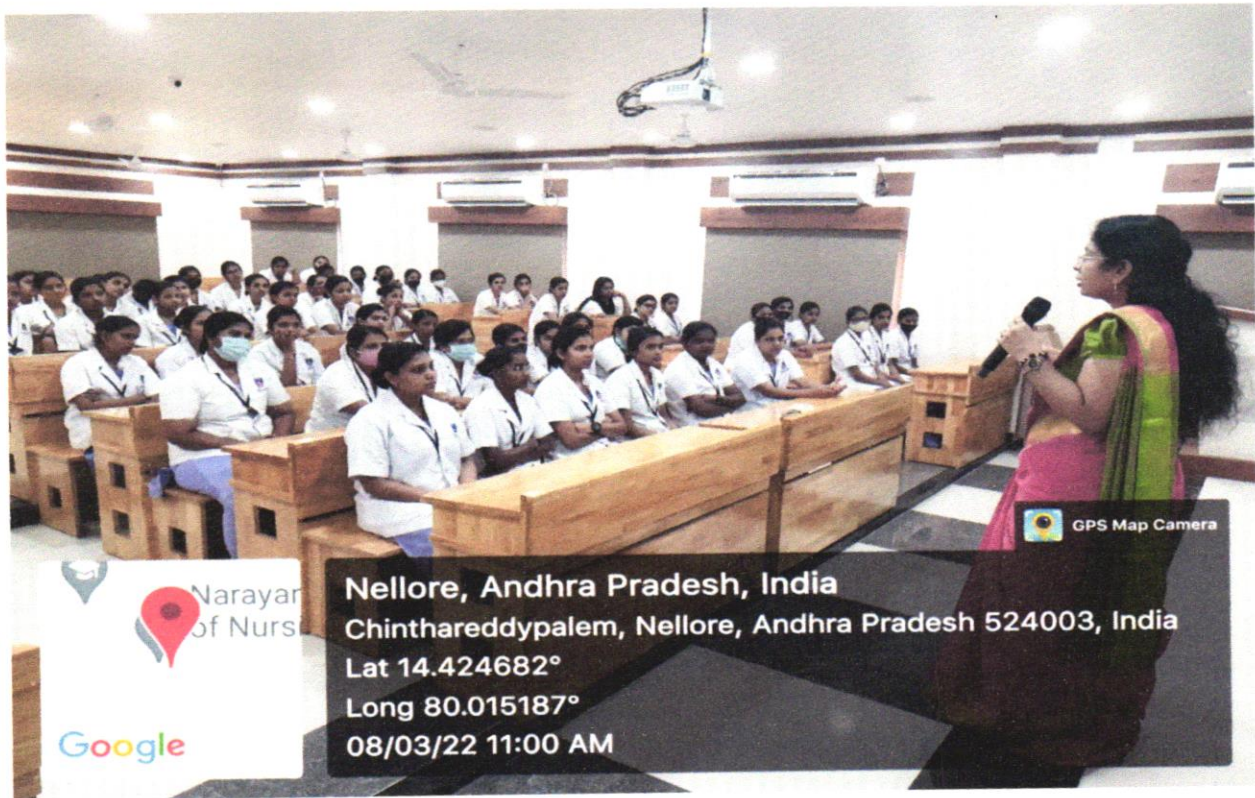
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## 7. NOTES

The (BRICS)<sup>2</sup> method of teaching is one of the best practices that has been carried out. It is very much useful in the field of Nursing as the students are introducing with different aspects of teaching method for a single topic and thereby gain in-depth knowledge. It helps to improve the overall academic result and personal development of a student.

## PHOTO GALLERY



Nellore, Andhra Pradesh, India  
Chinthareddypalem, Nellore, Andhra Pradesh 524003, India  
Lat 14.424682°  
Long 80.015187°  
08/03/22 11:00 AM

## STUDENTS ATTENDED THE BRICS METHOD TEACHING



*A. J. Devi*  
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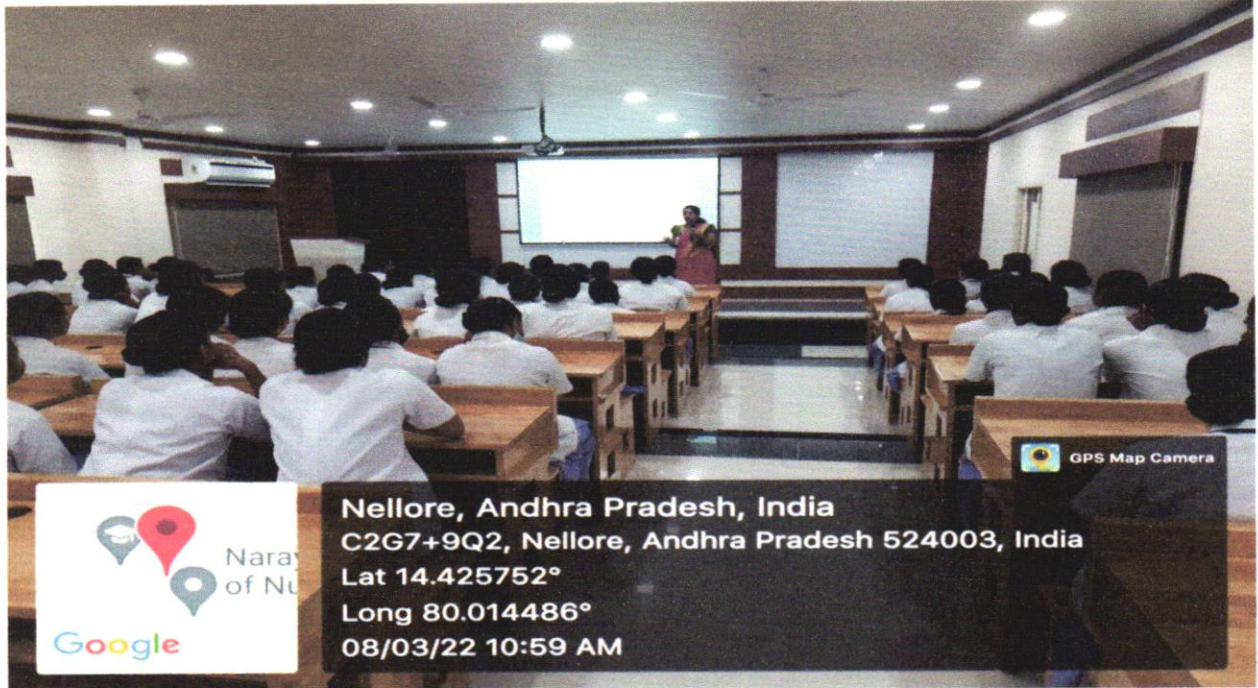
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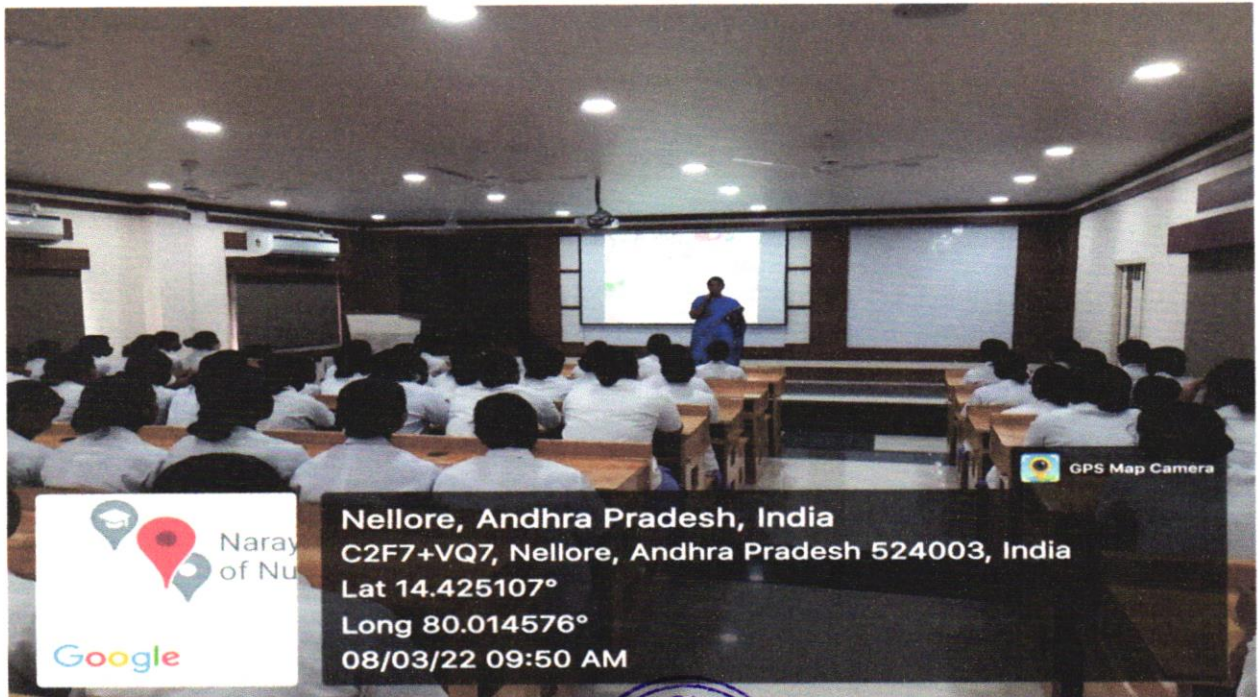
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## FACULTY STUDENTS REFLECTIVE LEARNING



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## BEST PRACTICE – II

### 1. Title of the Practice:

### INTER PROFESSIONAL LEARNING (IPL)

### 2. Objectives of the Practice

- To recognize the importance of inter professional collaboration in healthcare.
- To refine interpersonal relationship and confidence through interactive learning.
- To understand and communicate role expectations of each health care professional within inter professional team.
- To recognize the impact of team work on effective health care delivery.

### Intended outcome:

- Understand the roles and responsibilities of health care team members
- Improve the patient care outcome
- Fewer preventable errors during patient care
- Reduce health care costs
- Improve relationship with other disciplines

Inter professional learning (IPL) can be explained as when two or more professions learn with, from, and about each other, to improve collaboration and the quality of care. IPL is functioning based on five principles in the institution – Trust, Respect, Willingness, Empowerment and Effective communication.



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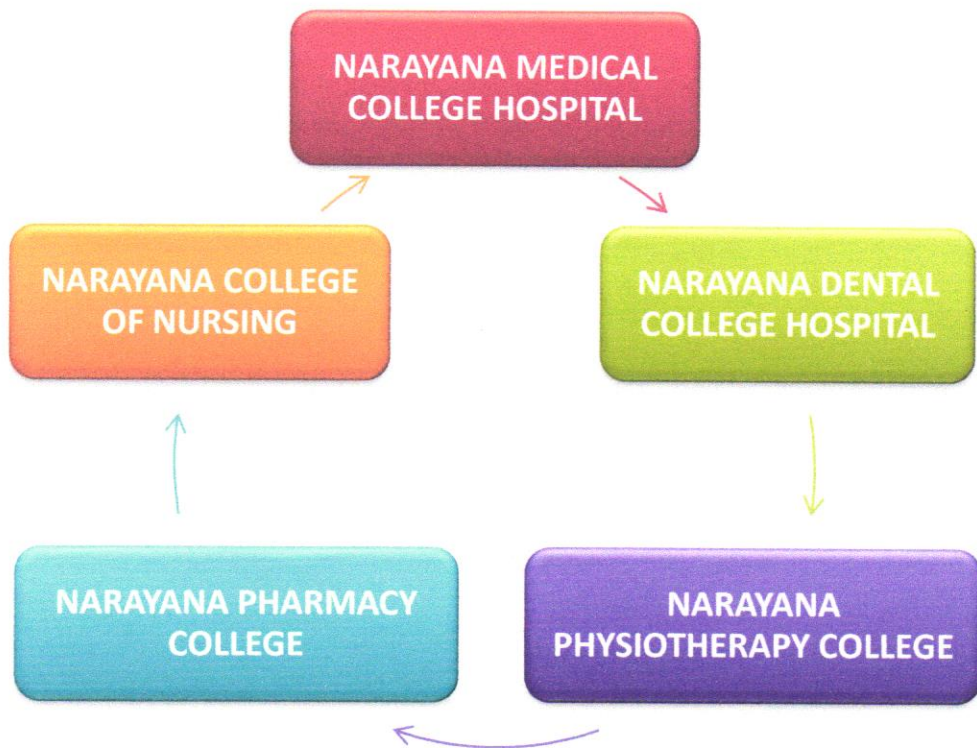
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### 3. The Context

- Meeting conducted with all disciplines – Medical College, Dental College, Nursing College, Physiotherapy College and Pharmacy College to introduce the new method of educational strategy.
- Decided who would be the in charge for each discipline for co-coordinating IPL and who is going to participate in this program.
- Dates and themes selected and discussed on each discipline's contribution.
- Decided the venue and discussed about the overall application and implementation of IPL.



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HARDWORK DISCIPLINE SERVICE TRIUMPH

## Challenges:

Though Inter professional learning fosters effective team – based collaborative practice, during the initial period while conducting IPL, we faced a leadership challenge from the other discipline like lack of co-ordination. For effective functioning of IPL faculty's co-operation from different discipline was a challenge faced mainly. Getting the full co-operation of the students during the session is still a big concern. The ability of the teacher to deliver the content with right explanation based on the different curriculum of each discipline, explaining the role functions of different discipline and the ability of the student to understand and perceive their role functions related with the topic are some of the challenges in this educational strategy.

## 4. The Practice

With regard to the level of knowledge on Needle stick injury among participants, the pretest results shows that 3(5.3) scored "A" grade, 13 (31.7%) participants scored "B+" grade, 12 (31%) participants scored "B" grade, 8(20%) scored "C", D grade scored 5(12%) and no participants scored A+. While in the post test, the knowledge level improved as 15(39.4%) participants scored "A+" grade, 20(45.9%) scored "A" grade, and 6 ( 14.7%) of participants scored "B+" grade, and there was no participants in B, C and D grades. The results indicate that participant's level of knowledge on Needle stick injury has increased and participants has benefited from the program.

The second IPL Program on "Sterilization at the Level of General Practice–" was held on 27/02/2020, organized by the department of nursing the nursing experts emphasized on the importance of sterilization in health care practice. Overall, 70 students which included 20 BDS, and 50 Nursing students participated in this IPL Program. Result revealed that the Pre-test of 9(13%) students had A+ grade, 6(9%) had A grade, 18(26%) had B+ grade,



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15(21%) had B grade, 14(20%) had C grade 8(11%) had D Grade. In post-test 37(53%) have A+ Grade, 20(28%) have A Grade, 9 (13%) have B+ Grade, 4(6%) had B grade.

### 5. Evidence of Success

The findings of the pre- and post-status scores after embedding IPL in various discipline as determined by enhanced acquisition of knowledge, skills and attitude of learners. IPL also promoted interdisciplinary collaboration and team work among students of various disciplines. This was evident through a drastic improvement in their performance in clinical area and student's feedback proved the evidence of success of this education strategy.

### 6. Problems Encountered and Resources Required

#### Problems encountered:

The main problem encountered during the implementation of IPL was lack of co-operation from faculty and students from various disciplines. Some of the discipline could not participate in the session because of the exams scheduled during that date. Based on the different curricular academic calendar of different disciplines it was found lack of participation from the student's part. The problem is solved after consulting with each IPL co-coordinator of different discipline to rework with dates which is fixed for conducting IPL. All suggested their feasible dates to avoid encountering such type of problem in the future.



*A. S. Saini*  
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### Resources Required:

Main resources required for implementing IPL was commitment from different department to set aside time for students to participate in joint learning activities.

### 7. Note:

Inter professional Learning is one of the best practices that has been carried out in the institution. It is an important pedagogical approach for preparing nursing students to provide patient care in a collaborative team environment. This educational strategy will help to enhance the quality of patient care.

### PHOTO GALLERY



**DR. RAJASHEKHAR, DEMONSTRATED ON NEEDLE PRICK INJURY**



*A. Rajeev*  
Principal

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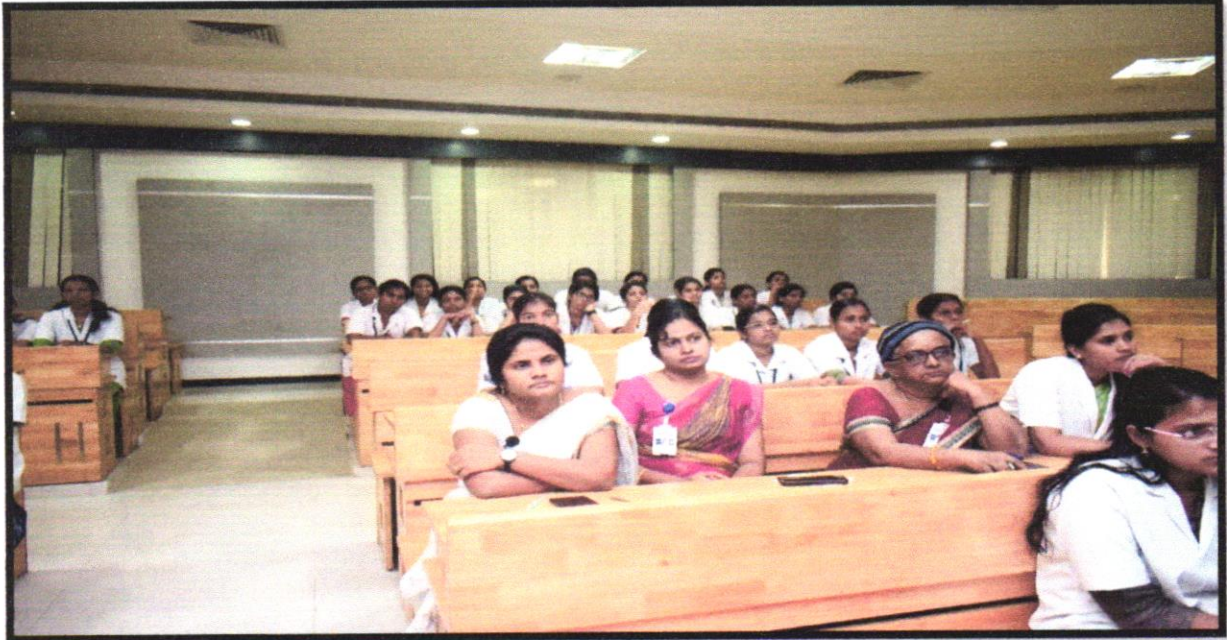
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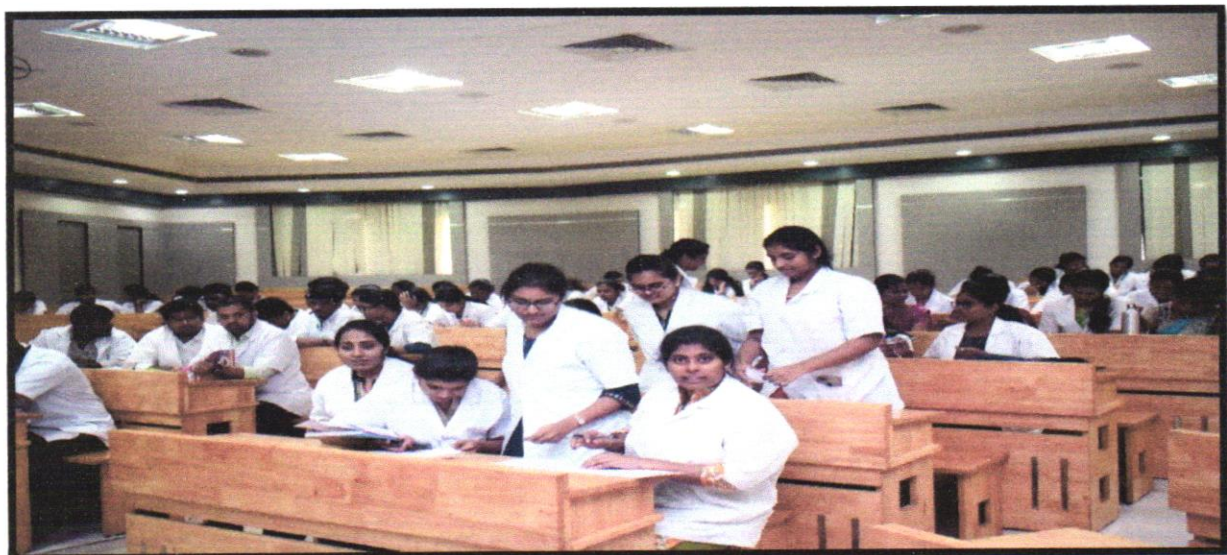
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**YEAR BSC NURSING STUDENTS ATTENDED THE IPL CLASS**



**MBBS AND DENTAL AND PHARMACY STUDENTS ATTENDED THE IPL CLASS**



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## BEST PRACTICE -III

### 1. Title of the Practice:

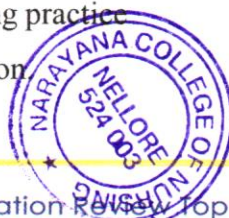
#### WALL METHOD TEACHING AND LEARNING

### 2. Objectives of the Practice

- To increase the student involvement in their own learning.
- To help students grasp new concepts, connect ideas, and practice critical thinking.
- To help students effectively and useful approaches is visual teaching
- To Visualize complex and abstract ideas
- To help students absorb information more effectively.
- To exercise different learning skills, and reinforce concepts for long-term retention and understanding.
- To the keep students at a high level of engagement.
- To helps the students to active learning strategies.
- To engage the students effectively and bridge the gap between information and learning.
- To create the students in active memorable learning moments.

### Intended outcome:

- Adapt to life beyond the formal education
- Enhances the profound knowledge of students.
- Effectively analysed the nursing practice
- To assess the student's cognition



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- Improving the overall academic result of the college.

### 3. The Context

- Being creative learning activity of the students and perhaps even being interesting than following sense of learning styles
- Meetings are conducted regularly to introduce the new method of learning.
- Facilitates the different learning needs of students

### Challenges:

Initiate the learning method to making the students with knowledge reinforcement. It's a big challenge for effective functioning of learning method. It is simplest and active process of learning engaging with the content. By implementing active learning strategies in nursing education, students can interact with the material activities such as visual task and engaging with their surroundings.

### 4. The Practice

Encourage the students for memorization and recall of the information. It's a great for Scranton tests and advance nursing practice in occupational field that demands critical thinking. Such successful nursing education requires the imparting of higher level skills. In nursing program its active learning strategies in nursing education.

### 5. Evidence of Success

The wall Method of learning ensured that the academic development of the students was increased. They could produce a drastic improvement in their academic performance and activities. This was appropriate evident from their life and engaged with visual content like live performance. The university rank of students gradually increases in number from 2016 – 2021 as respectively. The university exam result of our students and the parent's satisfaction feedback proved the evidence of success of this learning method.



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## 6. Problems Encountered and Resources Required

### Problems encountered:

We explored the challenges of wall method teaching and learning process with qualified teachers faced in the teaching and learning situation and how they addressed their challenges. The teachers taught integrated effective learning through observation and visual method. It found out that the not faced the lack of resources for teaching and learning and time management. The deficiency in content knowledge their students' inability to understand the method taught, student indiscipline and lack of their students' interest, and their inability to incomplete the wall method learning.

### Resources Required:

The resources are required for implementing the wall method teaching and learning is facilitating the additional wall scenarios through the campus.

## 7. Notes

The wall method teaching and learning is the one of the best practices that has been carried out. It is effective teaching and learning method useful for the nursing students to uplift the professional life and role model of the great nursing expects in their carrier. It helps to increase the professional advancement and academic result and personal development of a student.



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**IMOGENE KING-GOAL ATTAINMENT THEORY(1981)**

**King's concept**  
Open systems framework

- 1. Human beings** are open systems in constant interaction with the environment.
- 2. Personal System**  
Individual; perception, self, growth, development, time space, body image.
- 3. Interpersonal**  
Socialization; interaction, communication and transaction.
- 4. Society**  
Family, religious groups, schools, work, peers.

- ✦ The nurse and patient mutually communicate, establish goals and take action to attain goals.
- ✦ Each individual brings a different set of values, ideas, attitudes, perceptions to exchange.

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Chinthareddypalem, Nellore, Andhra Pradesh 524003, India  
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Long 80.014926°  
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**VIRGINIA HENDERSON -THE NATURE OF NURSING(1955)**

**Henderson's -The Nature of Nursing**

"The unique function of the nurse is to assist the individual, sick or well, in the performance of those activities contributing to health or its recovery (or to peaceful death) that he would perform unaided if he had the necessary strength, will, or knowledge. And to do this in such a way as to help him gain independence as rapidly as possible. She must in a sense, get inside the skin of each of her patients in order to know what he needs".

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**Nursing Theories wall sceneries post in the College walls**



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## INTERNET LEARNING




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**HILDEGARD PEPLAU - INTERPERSONAL RELATIONS MODEL (1952)**




**Peplau's Concepts**

- 1. Person**  
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**SISTER CALISTA ROY - ADAPTATION MODEL (1970)**



**Sister Calista Roy - Adaptation Model**

- Five Interrelated Essential Elements
- 1 Patient - The person receiving care
- 2 Goal of nursing - Adapting to change
- 3 Health-Being and becoming a whole person
- 4 Environment

- Direction of nursing activities - Facilitating adaptation
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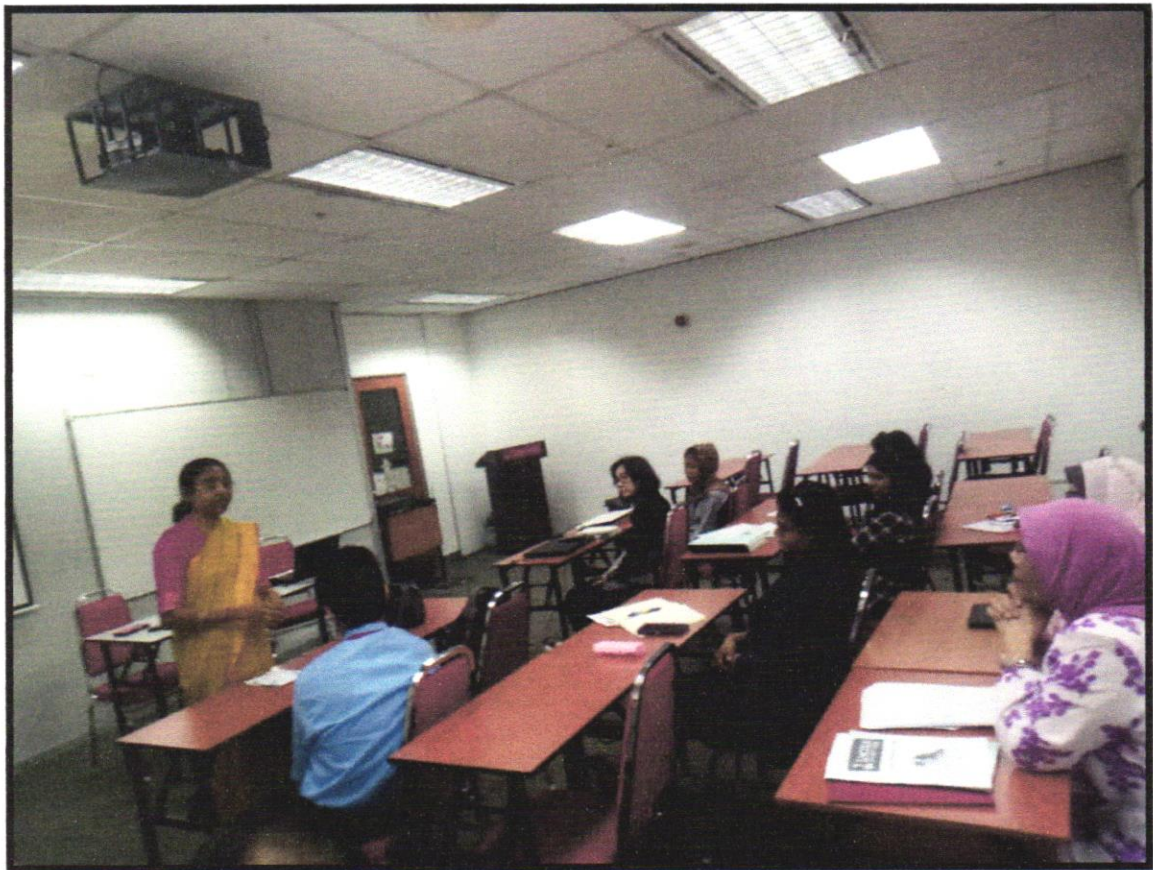
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## GUEST LECTURER TO OTHER INSTITUTION

Dr. Indira,A Principal, Narayana College of Nursing extended her valuable experience as Guest lecturer in Lincoln University, Malaysia and PES College, Tirupati. In Lincoln University, the topic dealt was How to write PhD Thesis and in PES, Importance of Research and Publication in Nursing.



**Dr. Indira.A, Principal, Guest lecturer in Lincoln University at Malaysia**



  
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Dr. Indira.A, Principal, Group photo with Lincoln University in Malaysia



Dr. Indira.A, Principal, Certificate awarded from Lincoln University in Malaysia



*A. Indira*  
Principal  
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## PROCEDURE DEMONSTRATION IN LABS



*A. S. Sree*  
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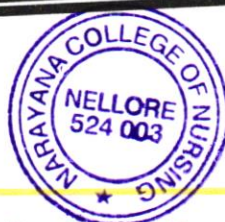
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*A. J. Raju*  
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**IMOGENE KING-GOAL ATTAINMENT THEORY(1981)**



**King's concept**  
Open systems framework

1. **Human beings** are open systems in constant interaction with the environment.
2. **Personal System**  
Individual: perception, self, growth, development, time space, body image.
3. **Interpersonal**  
Socialization: interaction, communication and transaction.
4. **Society**  
Family, religious groups, schools, work, peers.


- \* The nurse and patient mutually communicate, establish goals and take action to attain goals.
- \* Each individual brings a different set of values, ideas, attitudes, perceptions to exchange.

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**VIRGINIA HENDERSON -THE NATURE OF NURSING(1955)**



**Henderson's -The Nature of Nursing**  
"The unique function of the nurse is to assist the individual, sick or well, in the performance of those activities contributing to health or its recovery (or to peaceful death) that he would perform unaided if he had the necessary strength, will, or knowledge. And to do this in such a way as to help him gain independence as rapidly as possible. She must in a sense, get inside the skin of each of her patients in order to know what he needs."

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