

## **BEST PRACTICES**

### **1) MENTAL HEALTH CRISIS HELPLINE NUMBER**

The college's mental health crisis helpline is a vital resource for students facing acute emotional distress or crisis. Launched on World Suicide Prevention Day, the 24/7 service connects students with trained Psychiatrists, offering assessment, emotional support, and practical advice. It is prominently displayed across campus to ensure students are aware of this crucial resource. By providing immediate support and counselling, the presence of this helpline plays a pivotal role in promoting students' well-being and safety during acute mental health challenges, emphasizing the institution's commitment to addressing mental health needs and fostering a supportive environment for its students. On an average 10 – 15 students are benefited per month with this service.

### **2) MEDICAL EXHIBITION**

Our institute hosted a medical exhibition on October 27, 2022, welcoming 1500 students from various schools. This event, "A Journey to Healing and Discovery," led by medical students, bridged classroom learning with real-world applications. Through interactive displays and hands-on activities, students explored the diverse facets of medicine. Medical students shared personal journeys, inspiring future healthcare professionals. This enhanced community engagement and students' communication skills. It featured sections on Anatomy, Pathology, Microbiology, Preventive Medicine, Forensic Medicine, and counselling all of them for stress management and career guidance.

### **3) SARPANCH AWARENESS PROGRAM**

Three awareness sessions were held for village sarpanches across the Nalgonda and Suryapet districts, with 250 attendees. The aim was to sensitize them about health conditions and available services in the institute, empowering them to advocate for healthcare needs in their communities.

### **4) CME FOR, OF, BY THE STUDENTS**

During annual campus festivities, students organized a CME session centred on the theme of acute pancreatitis, featuring a variety of presentations and panel discussions. With over six

presentations by students from different academic years, the event showcased diverse talents and perspectives. Additionally, a panel deliberated on the merits and drawbacks of online versus offline classes, addressing the challenges faced by students during lockdowns while highlighting the advantages of flexible remote learning. By actively participating in the planning and execution of these initiatives, students develop crucial communication, organisation and administrative skills vital for their future medical careers.

## **5) FREE HEALTH SERVICE INITIATIVES**

The institute is committed to promoting health equity by providing a range of essential services at no cost to those in need. This includes joint replacements for knee and hip conditions, enabling individuals to regain mobility and quality of life. Additionally, the institute extends its support to those struggling with addiction, offering comprehensive deaddiction services to help them overcome their dependencies and lead healthier lives. Furthermore, recognizing preventive healthcare's significance, free Hepatitis B vaccinations are extended to both staff and students on campus, ensuring a protected and healthy environment for all.

6) Approximately 100 ASHA workers participated in a cancer awareness program, enhancing their ability to support their communities with relevant knowledge.

## **7) BLOOD BANK SERVICES - STUDENTS AS DONORS**

During emergency, blood donation with limited donors is very challenging to any hospital. To overcome the challenge, we have a unique initiative, where hospital management maintains a comprehensive record listing medical students' names and blood groups by batch. In urgent need, the administration contacts designated batch representatives (CRs), who serve as liaisons between the administration and the student body. They promptly reach out to potential volunteers within their batch, mobilizing willing individuals for blood donation. Before any donation takes place, rigorous tests are conducted to ensure the fitness and eligibility of the donors, prioritizing the safety and well-being of both donors and recipients.

## **8) ESTABLISHING COVID LAB AND VACCINATION CENTRE**

As pioneers in our district, we've established the first nationally accredited COVID-19 diagnostic lab by our Department of Microbiology, showcasing our dedication to public health. Amid the pandemic, our lab plays a pivotal role in global containment efforts, offering precise

PCR, antigen, and antibody tests. Our proficient staff ensures accuracy while adhering to stringent safety measures like PPE use and biosafety protocols. As a nodal centre, we provided free vaccinations to staff and students, enhancing community protection. By getting vaccinated, individuals not only safeguard themselves but also contribute to our collective efforts to protect public health and save lives.

## **9) AWARENESS ACTIVITIES FOR STUDENTS ON SUICIDE AND SELF-INJURY PREVENTION**

The increased prevalence of suicide and self-injury among students is alarming, necessitating urgent action from educational institutions, healthcare providers, and society as a whole. Contributing factors include academic pressure, social isolation, bullying, parenting issues & personal stressors, mental health disorders, and the pervasive influence of social media. Addressing this concerning trend requires comprehensive strategies focusing on mental health awareness, destigmatization of seeking help, and accessible mental health services. As frontline caregivers, medical professionals witness the intricate interplay of biological, psychological, and social factors underlying mental health challenges. By fostering a culture of open communication, empathy, and proactive intervention, educational institutes can create a supportive environment where individuals feel empowered to seek help and access the necessary resources for their well-being. Collaborative efforts across sectors are essential to effectively address the complex issues surrounding mental health and promote the overall well-being of students.

To address these critical issues, the Department of Psychiatry has undertaken proactive measures by organizing comprehensive awareness programs on Suicide Prevention Day (10<sup>th</sup> September) and Self-Injury Awareness Day (1<sup>st</sup> March). Through these initiatives, they aimed to educate and empower individuals to recognize warning signs, access support services, and foster a compassionate and supportive community environment.

On World Suicide Prevention Day, September 10, 2019, we organized an awareness program titled "WORKING TOGETHER TO PREVENT SUICIDE." Recognizing the urgency of the global suicide epidemic, the department orchestrated a multifaceted initiative to engage students and the broader community in proactive discussions and actions toward suicide prevention.

As part of this initiative, an awareness contest was held for students to propose innovative ideas or practical solutions to prevent suicide in the community. Nearly 60 creative ideas were submitted, covering various levels including individual, parental, institutional, community, media, and governmental initiatives. These ideas, along with awareness posters, were prominently displayed across the hospital and college premises for students, faculty, and patients to view. Furthermore, participants and attendees received informative awareness stickers and pamphlets detailing critical information on suicide risk factors, warning signs, and appropriate actions for intervention. This educational material empowered individuals with the knowledge and resources needed to identify and respond effectively to signs of distress in themselves and others. The top two ideas were recognized and awarded, while other practical solutions were forwarded to authorities and mental health societies for potential implementation. This comprehensive approach not only engaged students in proactive discussions on suicide prevention but also raised awareness among the broader community. By promoting collaboration and sharing innovative strategies, the initiative aimed to foster a supportive environment and empower individuals to take meaningful action in preventing suicide.

On March 1st, 2020, in observance of Self-Injury Awareness Day, we conducted an awareness program with the theme "JUDGE LESS, UNDERSTAND MORE." This initiative aimed to educate individuals about the signs and symptoms of self-injury/harm and to reduce the stigma surrounding this behavior. Self-injury is often a harmful way of coping with emotional pain, intense anger, and frustration, and it can also serve as a risk factor for suicide attempts. Awareness materials such as posters and pamphlets were distributed to students, faculty, and patients, highlighting positive coping strategies, vulnerabilities, warning signs, and prevention methods related to self-injury/harm and few anger management techniques. By promoting understanding and empathy, the institute aimed to reduce stigma and foster a supportive environment for individuals struggling with self-injury, ultimately contributing to improved mental health and well-being in the community. Through education and awareness-raising efforts, the program sought to empower individuals to seek help and support and to promote positive coping mechanisms for managing emotional distress.

## **10) THREE SETS OF QUESTION PAPERS FOR ALL THE INTERNAL EXAMINATIONS**

Implementing a system of three sets of question papers for internal assessment is a strategic approach aimed at addressing two significant concerns: minimizing bias and reducing the possibility of paper leakage. This practice is particularly relevant in academic settings where fairness, integrity, and transparency in assessment processes are paramount.

Firstly, the utilization of multiple sets of question papers helps to mitigate bias in the evaluation process. By offering three distinct sets of questions, each covering the same topics but with variations in format, structure, and difficulty level, instructors can ensure that the assessment is fair and unbiased. This approach provides all students with an equal opportunity to demonstrate their knowledge and skills, regardless of their individual strengths or preferences.

Moreover, the implementation of multiple sets of question papers helps to reduce the possibility of paper leakage, which can compromise the integrity of the assessment process. In instances where a single set of questions is used for an assessment, there is a risk that the content may be leaked or shared among students prior to the examination. This can create an unfair advantage for some students and undermine the credibility of the assessment. By offering three sets of questions, instructors can minimize the likelihood of paper leakage, and on the day of the exam a lot will be taken one day prior and the selected set of question paper shall be xeroxed and distributed to the students on the spot.

Furthermore, the use of multiple sets of question papers promotes flexibility and adaptability in assessment design. Instructors have the opportunity to tailor each set of questions to align with specific learning objectives, assessment goals, and student needs. This flexibility allows instructors to incorporate a diverse range of question types, formats, and levels of difficulty, ensuring that the assessment accurately reflects the breadth and depth of the curriculum. Additionally, instructors can use this approach to assess a broader range of skills and competencies, including critical thinking, problem-solving, and application of knowledge. Implementation of multiple sets of question papers encourages students to engage more deeply with the material and develop a comprehensive understanding of the subject better. When students know that they will be receiving one of three sets of questions on the day of the exam, they are motivated to study the entire curriculum thoroughly, rather than focusing solely on

specific topics or areas of interest. This promotes a more holistic approach to learning and encourages students to explore and master a wide range of concepts and skills.

In conclusion, the use of multiple sets of question papers supports the principles of academic integrity and promotes a culture of honesty and fairness within the academic community. This fosters a culture of trust and accountability among students and reinforces the importance of ethical conduct in academic settings.