



ARMY COLLEGE OF DENTAL SCIENCES

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NAAC Accredited 'A' & Certified ISO 9001 : 2015 & ISO 14001 : 2015

2.3.1. Student-centric methods are used for enhancing learning experiences

Response:

Army College of Dental Sciences – Learn to Excel. With this tagline, the college aims to engage students with a comprehensive curriculum with a strong focus on Professionalism and Fitness to Practice. The college's curriculum is outcome-driven and student-centric. The following student-centric methods are used for enhancing learning experiences.

1) Experiential Learning

A well-known model of education is experiential learning. The institution adheres to Kolbe's concept of experiential learning. It is part of our everyday curriculum to get students acquainted with a wide variety of cases. The Institution also conducts outreach programs to underserved areas, as well as motivates them to take on cases aside from those related to routine dental treatment.

2) Integrated /Interdisciplinary Learning

It has become imperative for healthcare professionals, including dentists, to work in interprofessional teams given the increased awareness of oral-systemic relationships. ACDS always strives to provide holistic treatment to patients by consulting all departments about the case.

3) Participatory Learning

The Institution attempts to engage learners as actively as possible in the learning process. An intentional sequence of activities such as healthy debates and journal clubs helps the learner achieve the specified objective or desired result.

4) Problem-Solving Methodologies

Learners are presented with real-time clinical situations and episodes of live patient care. They are then asked to analyze and apply appropriate solutions. Facilitators can optimize different approaches for case scenarios, so that learners can devise an appropriate treatment plan instead of receiving direct instruction, thus making them better clinicians.

5) Self Directed Learning

As part of the curriculum, the institute facilitates students to conduct seminars, formulate plans and identify the tools, resources, and strategies they need for learning on their own.

6) Patient-Centric and Evidence-Based Learning

A widely accepted form of clinical practice that is patient-centric and based on evidence has been included in the program using Case-Based Discussion. As a result of these discussions between students and clinical teachers, students gain valuable feedback on inpatient care they are planning or have provided.

7) Project-Based Learning


Project-based learning involves active exploration, investigation, and response to an authentic clinical scenario presented by teachers.

8) Roleplay

Clinical teachers are uniquely placed in real-world professional settings to serve as role models for their students. A small clinical team also allows students to take on various roles.

The ability of students to appreciate the importance of patient-centered care is influenced by peers and clinical teachers.




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