



Khyber Medical College Peshawar

Policy and procedure for utilizing skills and simulation laboratory

Department of Medical Education

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Introduction and philosophy

The newly established skills and simulation laboratory of Khyber Medical College will serve the purpose of developing student's skills and attitudes during clinical training and will ensure patients safety, as the students will be ready to be exposed to patients from year 3 of clinical training. The mission of the laboratory is to promote clinical competence, ensure patient safety and enhance the skills of medical students (both undergraduate and postgraduate) during their training. Faculty who will participate in student's learning experiences will impart their experiences during debriefing sessions and feedback, that will go a long way in improving the performance of students before they are exposed to real life scenarios.

In this environment, the students will be exposed to manikins related to clinical, surgical, obstetrics, cardiac and pediatric specialties. The facilitators will help the students in exposing them to procedure and scenarios over manikins in a way to gradually enhance their skills as they progress during their academic years. This will be followed by evaluating these activities after the end of individual sessions so as to improve the performance of these students further.

The laboratory is primarily intended for undergraduate students. But because of the availability of high fidelity cardiac simulators, it will be used for training of postgraduate students and faculty members to certify themselves in advanced cardiac life support activities. Basic life support workshops for medical students, general public and paramedical staff will also be available to promote the concept of BLS in public places.

The following guidelines will facilitate learning of students, staff and faculty and will promote safety of all participants and the workplace. It is expected that everyone involved in these experiences will adhere to these policies and guidelines to ensure safety of equipment and themselves.

General information

The skills and simulation laboratory is located on 1st floor in the department of Medical Education and Research situated on the top of pharmacology block. The laboratory is occupying a space of about 1725 sq. feet. The laboratory is equipped with the manikins as shown in table-1

Name	Discipline involved	Number of items available
Infant advanced CPR manikin	Pediatrics	1
Child CPR manikin		1
Pediatric multi venous IV training arm		1
Premature Anne task trainer		1
Adult advanced CPR manikin	Cardiology	1
AED trainer with defibrillator		1
Adult ACLS manikin		1
Airway management trainer		1
NG tube and tracheal trainer	Medicine	1
Epidural and spinal injector trainer		1
Suture practice arm	Surgery	2
Adult venipuncture arm		2
Intramuscular injection simulator		2
Full body birthing simulator	Gynaecology	2
Advanced birthing simulator pro		1
Episiotomy suture simulator		1
Eye examination simulator	Ophthalmology	1

Ear examination simulator	ENT	1
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The laboratory includes a well-equipped hall for training the students, a small room for obstetrics training, and a small room for placement of student's belongings, and office staff. There is a debriefing hall in front of skills lab, although, this facility is also available inside the skill lab. The laboratory will be functional in official hours, and can be used on demand on weekends and holidays.

What is Simulation

Simulation is a bridge between theoretical knowledge and skills and attitudes in the context of clinical training. It is used for education, acquisition of skills, assessments, research and health system integration to ensure patient safety. It is a bridge between classroom learning and clinical practice. It ranges from training of intramuscular injections over manikins to high fidelity cardiac and obstetric simulators where a simulated clinical scenario related to common abnormalities can be created through computerized platforms to enhance student's psychomotor skills, critical thinking and clinical decision making skills in managing such conditions. These virtual activities will ensure patient safety in real life environments. Another advantage of simulation based learning is systematic learning as compared to opportunistic learning in hospitals, where students learn based on the availability of clinical cases. In simulated environments, students are free to make mistakes, receive feedback sessions and debriefings, and they are protected from the risk of acquiring serious infections in the form of needle stick injuries and others. Debriefing involves a reflective, critical thinking analysis of a simulation exercise. It is an active process, driven by faculty and students, involving the identification and sharing of both the facts and the emotions associated with a simulated experience. The focus of the debriefing should be a positive experience that encourages students to critically think about what was done, what was not done and what could be done differently in the future. Debriefing will be facilitated by faculty and / or the Incharge of Skills lab.

Faculty are expected to provide the Director of Medical Education with specific objectives, debriefing questions and list of supplies needed for a completed scenario. The scenarios will be prepared ahead of skills lab rotations by the faculty of relevant specialty and medical

education department and will be included in log books of students. The students should complete the reflection section of log book after the end of skills lab rotations.

Accessibility of skills lab and safety guidelines

- All students are directed to keep all their belongings in a separate room dedicated for this purpose before entering the laboratory.
- No student is allowed to take bags, pens, pencils or mobile phones into the skills lab. They are strictly prohibited to write anything on the manikins, tables, walls and blends etc.
- Needles and blades used in skills lab should not be reused and should be disposed of in the nearest sharps container.
- Stethoscopes and torches will not be provided in the laboratory and will be arranged by the students themselves.
- Soiled linen should be immediately sent to laundry.
- Lights should be turned off upon leaving the lab area, and doors securely pulled up and locked.
- The exterior of the manikins and task trainers in the skills lab are to be cleaned with mild soap and water, rinsed and dried after every use.
- All tubes, catheters, dressings, tape, etc. must be removed and the area cleaned appropriately upon completion of simulated exercises.
- Manikins are to be left on the tables and not moved unless directed by the Director of medical education.
- All injection pads need to be squeezed of any fluid and left to dry.
- All drainage bags must be emptied, disposed of or cleaned appropriately for later use. All chairs should be pushed under the tables.
- Students who use the skills lab will keep the confidentiality and privacy of manikins and videos and are discouraged to make videos or take pictures of manikins and discuss the contents or student performance in the simulation scenarios. This rule will apply to all students who want to enter and use the skill lab manikins and any violation will result in disciplinary action against that student.
- Students are not to be left unattended by faculty or staff at any time.
- The doors to skills lab should be locked at all times when not in use.

- A first aid kit will be available all the time in the skill lab to be used in case of any injury to the student or faculty. The director of medical education will report all incident report to the Dean of the institute on regular basis.
- No food and drinks will be allowed in skills lab.

Students, staff and faculty must be aware that some of the equipment and supplies in the skill lab contains latex. Those with a known sensitivity / allergy to latex should contact the Director medical education. All users who suffer from a latex sensitivity / allergy should familiarize themselves with the policy and take precautions while using or handling latex parts by wearing non-latex gloves. Unauthorized persons are not allowed in the labs at any time.

Simulated Learning Contract and Confidentiality Agreement

Any student entering the skill lab for learning purposes is considered to have accepted the following learning contract and confidentiality agreement

Khyber Medical College and the department of medical education of KMC has incorporated simulated experiences throughout my curriculum to best represent actual patient's situations. Situations simulated in the lab are to be used as learning experiences; thus, I will respect the roles of my faculty and peers as well as volunteers and follow the Skills lab Code of Conduct / Behaviour during all simulated experiences.

As a user of skills lab, I understand the significance of confidentiality with respect to information concerning simulated patients, manikins and fellow students. I will uphold all requirements of. I agree to report any violation(s) of confidentiality that I become aware of to my instructor or facilitator and I agree to adhere to the guidelines outlined below:

- All information, actual or simulated, is considered confidential and any inappropriate viewing, discussion or disclosure of this information is a violation of rules of Skills and simulation centre.
- The simulation lab is a learning environment. All scenarios, regardless of their outcome, should be treated in a professional manner. Situations simulated in the lab are to be used as a learning tool and not to be used for humiliation of fellow students.
- I am not to remove, release or make publicly available any documented (written or electronic), observed or recorded student information that may be accessible to me as part of a simulated learning experience.
- The simulation manikins are to be used with respect and be treated as if they were live clients.
- Simulation and debriefing sessions may be audiotaped and/or videotaped. This recorded information is privileged and confidentiality must be maintained at all times.

I understand that I must uphold the stipulations outlined in the Simulated Learning Contract and Confidentiality Agreement as a component of successful progression in the MBBS program.

Signature: - _____ Date: - _____

Name: - _____

For information

The skills and simulation lab is under the control of department of medical education and the director of the department can be contacted any time in official hours.

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This document has been prepared from the website of UNC Charlotte College of Health and Human Services, school of nursing using the following link:

<http://nursing.uncc.edu/student-resources/learning-resource-center>