



Amala
COLLEGE OF NURSING
ACCREDITED BY NAAC WITH A GRADE

AMALA COLLEGE OF NURSING

AQAR (2023-2024)



CRITERION 6– Governance, Leadership and Management

Key Indicator 6.5–Internal Quality Assurance System

Metric No. 6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

SUBMITTED TO



National Assessment and Accreditation Council

BEST PRACTICES



AMALA COLLEGE OF NURSING

(An undertaking of Amala Cancer Hospital Society)

Amala Nagar P.O., Thrissur-680 555, Kerala, India.



Best practice 1

Title of the Practice:

Amala College of Nursing

Palliative And Reachout Activities (APSARA)

Objectives

- 1. To instil human values and compassion for nursing students**
- 2. To improve the nursing care skills of the students in a home-based setting**
- 3. To sense the needs of society and be a part of the institutional social responsibility by offering free nursing services.**

The Context

- Amala College of Nursing, Thrissur initiative on palliative services is a noble venture of Amala College of Nursing in collaboration with department of palliative medicine of Amala Institute of Medical Sciences, Thrissur in 2019.**
- The college has evolved the concept of APSARA from the thought that the nursing education is strengthened by institutional social responsibility like participating in palliative care home visits and outreach activities. Thus the implicit aim of APSARA is the holistic development of students.**
- Moreover, Amala being a treatment centre for cancer patients, there is a huge scope for the students of the college in gaining new knowledge and skills about palliative care and imparting this knowledge and skills in caring for the terminally ill patients within their door steps.**
- Through the constant support of the management and staff the college strives, for the sense of social responsibility and team spirit in the students in tandem with personal achievement, to prepare them for life as mature, responsible, and capable young graduates**

Practice

- The students and faculty of Amala College along with the palliative department of Nursing conducts regular home visit and provides free service to terminally ill and bed ridden patients who are residing within 20 kms radius of the hospital on every Thursdays.**
- Till date APSARA has covered 115 patients through visiting 2 elderly care homes and direct family care .**

- The team is accompanied by a UG or PG students, a teaching faculty(nurse),a doctor, social worker and a chaplain. The nursing team provides the needed nursing care to the patients.
- The resources required for palliative care including transportation is offered by the parent hospital.
- Amala College of Nursing also initiates outreach activities in which the students help the needy families by providing adequate nursing care, health education.

Evidence of success

- Palliative care is a multidisciplinary health care process to improve patient's quality of life and their families by alleviating or reducing suffering.
- Evidence of success is measured in terms of satisfaction of patient and family who are facing challenges associated with life threatening illness , stake holders and through student feedback.
- The society recognises the value of nursing care and nursing education in this paradigm shift.

Problems encountered and resources required

Problems encountered	Resources required
<ul style="list-style-type: none"> ➤ During the COVID-19 pandemic we faced the problem of providing direct home based care. ➤ Patients of advanced illness may also suffer from variety of complications which cannot be treated fully at the home-based care due to limited resources in home setting. ➤ Sometimes we face the problem of break in continuity of care due to non-availability of students and staff with their theory block, examinations, vacations etc 	<ul style="list-style-type: none"> ➤ Technical support are resources required to provide better care.



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Best Practice 2

Title of the Practice:

ROMIA

(Role Modelling Initiative at Amala College of Nursing)

Objective of practice

1. To provide quality clinical education and training to students and to bridge the gap between nursing education and practice
2. To improve student satisfaction by providing a positive learning environment
3. To promote staff-student interaction with good team spirit and outcome
4. To familiarise students regarding academic /practice models in health profession.

The context

- In 2018 the student representatives of the college pointed on issues related to the *need for constant support and supervision from clinical staff* during their clinical postings
- An ideal solution to this problem was to develop a practice using existing models of nursing education. This evolved a practice called “*Dual – Role initiative*”.
- The idea of “*Clinical Preceptorship*” stemmed from the concerns expressed by students in the first meeting of HMCC (hospital management clinical committee) conducted in 2019.
- The students expressed their need of more expert supervision from both educational and clinical side. This stimulated the thought for more *involvement by the clinical staff in student supervisions* which will provide the dual advantages of students benefits and additional manpower to the ward

The Practice

DUAL ROLE INITIATIVE

- Focuses on *ensuring optimal nursing care and nursing education* through effective utilization of *qualified faculty at top supervisory roles*.
- The faculty from college of nursing who are assigned the dual role responsibility in the parent hospital hold the *post of CNO, DNS and Nursing co-ordinators*.
- They participate actively in *supervision, coordination* of the ward activities ensuring quality patient care and regular *academic activities* of the college.

Stages of implementation

- *A decision was taken by the Executive Council to explore the possibility of integration of nursing education and nursing service.*
- The committee consisting of the Director, Principal of College of Nursing, Nursing Superintendent and professors from College of Nursing was constituted.
- *The Mandate of the committee was to study the of the model implemented by other institutions (ST Johns, Bangalore & CMC Vellore)*

CLINICAL PRECEPTORSHIP

- Clinical Preceptorship is a time-limited, *education-focused model*.
- Using this model, *students work under the supervision of the registered nurse,*

Stages of implementation

1. Approval from the management.
 2. Orientation to the faculty, staff and students
 3. Rescheduling of clinical posting
 4. Selection and training of preceptors
 5. Pilot testing
 6. Implementation
- The pilot study showed high degree of satisfaction for both preceptee and preceptors.
 - The practice was then later implemented in 10 wards of the parent hospital

Evidence of Success

- The preceptors and students reported a high level of satisfaction.
- *Enhances good interpersonal relationship with members of the health team*
- Students understand the value of academic /practice models in health profession.
- Improved quality of care and patient satisfaction.

S.No	Problems encountered	Resources required
1	<ul style="list-style-type: none"> • Recurrent training needs of preceptors 	The dual role faculties can involve more in the academic activities of the college
2	<ul style="list-style-type: none"> • <i>Heavy work load and greater responsibilities may cause stress among the dual role initiative</i> 	
3	<ul style="list-style-type: none"> • Time management of preceptors 	