AMALA COLLEGE OF NURSING
AQAR (2023-2024)

CRITERION 8 – B 3 NURSING COLLEGE

Key Indicator 8.1

Metric No. 8.1.1 Training in the clinical skills and simulation labs are organized with reference to acquisition and enhancement of skills in basic and advance procedures such as BLS/ALS, Venipuncture, ET intubation/suctioning, central line insertion procedures (PG - as per clinical specialty)

SUBMITTED TO

National Assessment and Accreditation Council

AMALA COLLEGE OF NURSING

THRISSUR

SIMULATION MANUAL

INDEX

Sl. No.	CONTENT	PAGE NUMBER
1.	INTRODUCTION	1
2.	PURPOSE	1
3.	GUILDLIUNES TO USE SIMULATION LAB	2
4.	LIST OF SIMULATORS	5
5.	LIST OF PROCEDURES	6
6.	SKILL ENHANCEMENT PROCESS	7
7.	SIMULATION LIFE CYCLE	7
8.	SIMULATION SCENARIO DEVELOPMENT FORM	8
9.	FORMAT OF FEEDBACK FORM	10

INTRODUCTION

Amala College of Nursing is a unit of Amala Institute of Medical Sciences, which is a 1000 bedded NABH accredited super speciality hospital. Teaching and learning are two dimensions within the same learning process rather challenging and demanding. The clinical simulation lab supports the teaching and learning of the required skills and competencies for professional nursing practice. Amala Simulation and Skill Centre was established in the year 2021, is committed to inculcate evidence-based simulation competence into healthcare curriculum. Simulation based learning takes place by using patient simulators, life like virtual environments and role-playing with realistic case scenarios. In accordance with the prescribed INC syllabus the needed topics are inculcated and BSc and MSc nursing students are provided with an exposure in simulation lab and are posted as per the clinical rotation plan.

PURPOSE

To provide our undergraduate and post graduate students an exceptional educational experience in a dynamic and diverse learning environment by providing high quality, evidence-based learning opportunities to foster their clinical competence.

GUILDLIUNES TO USE SIMULATION LAB
SIMULATION POLICY

1. The experience in simulation labs shall provide the students an opportunity to meet the needs of a variety of patients in a range of settings
2. The students should utilize maximum available resources and standard practices during the time of simulation experience.
3. Students must act in a professional manner at all times while in simulation lab or debriefing room.
4. Students are expected to dress either in clinical attire or professional dress during simulation experience.
5. Students viewing the simulation should remain professional at all times and not make comments regarding the students completing the simulation experience.
6. faculty have to record simulations for debriefing purposes / one-on-one student discussion when used for assessment/evaluation.
7. students are expected not to use betadine, markers, or pens on manikins. Use only the provided silicone oil for lubrication.

POLICIES AND GUIDELINES ON SIMULATION LAB UTILIZATION

Policies

The activities and functions of simulation lab is fully coordinated under the leadership of principal of Amala College of nursing.

1. The master plan for utilizing the simulation lab during the academic year is scheduled by the simulation coordinator.
2. The simulation hours for the students should be prepared based on the syllabus by the concerned department and subject coordinators.
3. The faculty is provided with various training programs and workshops to update their knowledge and skills in simulation.
4. The simulation centre should be treated as clinical setting at all times.
5. The principal and faculty reserve the right to suspend the students privileges for using the facilities if found misconduct or mis behaviour at any time.

6. The experience in simulation labs shall provide the students an opportunity to meet the needs of a variety of patients in a range of settings.

General Lab Guidelines

1. The students should utilize maximum available resources and standard practices during the time of simulation experience.
2. Students must act in a professional manner at all times while in simulation lab or debriefing room.
3. Students are requested to show their college ID card for entering the simulation lab.
4. The use of mobile and other electrical gadgets is completely prohibited in the simulation Iab.
5. All learners and faculty must acquire orientation prior to the use of the equiprnents in the lab.
6. The computer and other gadgets in the simulation lab are not allowed to use for any personal purposes.
7. Students are expected to dress either in clinical attire or professional dress during simulation experience.
8. Faculty should record simulations for debriefing purposes / one-on-one student discussion when used for assessment/evaluation.

Simulation schedule

1. The faculty and students should adhere to the prepared simulation schedule.
2. The procedures to be performed by each departrnent are scheduled by the subject co-ordinators.
3. The attendance of students should be maintained after each session.

Equipment use guidelines

1. The use of any biohazard material such as blood, urine and human tissue for the purpose of simulation is strictly prohibited in the simulation centre.
2. Relocation or removal of the equiprnent shoulci be done only by the authorised faculty.

3. Students are expected not to use betadine, markers, or pens on manikins. Use only the provided silicone oil for lubrication.
4. The need for any additional supplies for the procedures should be requested at the time of scheduling
5. The malfunctioning of any equipment should be directly reported to the administrative authority.
6. The stutients and staff will be penalised for intentionally damaging or removing the centre property and supplies.
7. The wastes produced after the procedures should be disposed into proper receptacle.

Faculty use

1. Faculty must be present along with the students during the time of using simulation lab.
2. The faculty is responsible for making the students aware about the existing policies on simulation lab.
3. Simulation coordinator should ensure that consent is obtained for video/audio recording prior to the session.
4. The faculty is responsible to ensure the safety and security of the students in the lab

Lab conduct

1. Students viewing the simulation should remain professional at all times and not make comments regarding the students completing the simulation experience
2. Students are not allowed to sit or lie in the simulation lab beds.
3. Students rnust ensure that the lab is kept clean after the use

LIST OF SIMULATORS

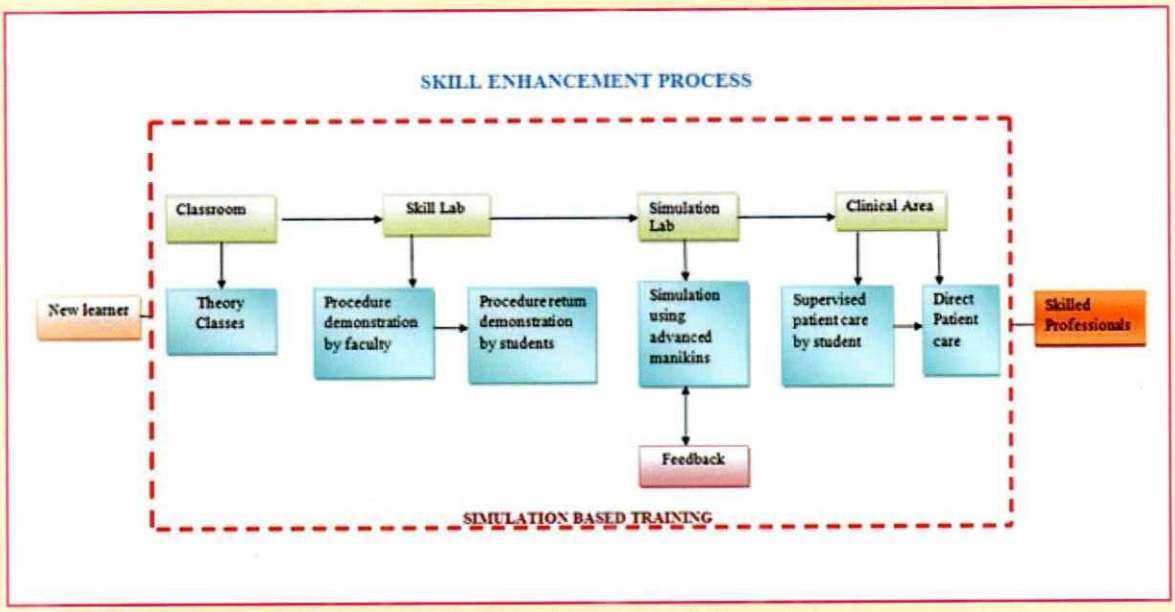
The simulation lab is equipped with modern simulators that could enhance the skill and learning experience of the students. 21 simulators that could be used to demonstrate various invasive and noninvasive procedures are installed in the lab. The advantage of these simulators are it can be used as wet procedure where students get real life experience of procedures like blood withdrawal, catheterization, gastric lavage etc.

SL NO	NAME OF SIMULATOR	QUANTITY	LEVEL OF FEDILITY
1	Adult BLS trainer	4	moderate
2	Child BLS trainer	1	moderate
3	Airway management trainer	1	moderate
4	Injection trainer	1	low
5	Multivenous IV arm	1	moderate
6	Enema and catheterization trainer	4	moderate
7	Infant airway management trainer	1	moderate
8	Standard breast self-examination trainer	1	moderate
9	NG tube trainer	1	moderate
10	Buttock injection trainer	1	moderate
11	Chest drain and needle decompression trainer	1	moderate
12	Cricoid stick trainer	1	moderate
13	Chocking Charlie	1	moderate
14	Uterus collection- IUCD trainer	1	moderate
15	Advanced Resuscitation trainer	1	high

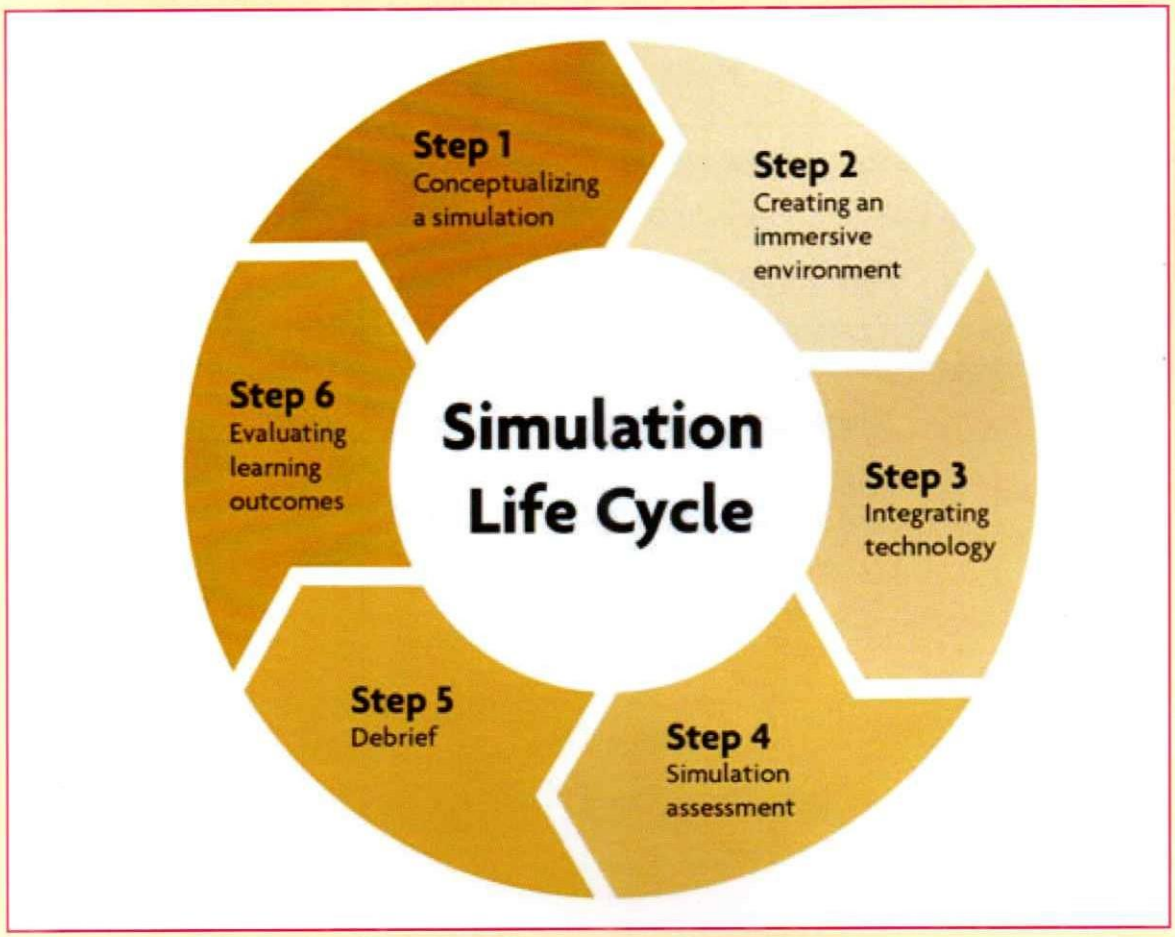
LIST OF PROCEDURES

DEPARTMENT	PROCEDURES
Adult Health Nursing	BLS ACLS Endotracheal intubation Injections (IV/ SC/ IM/ ID) Iv Cannulation IV infusionBlood transfusion Urinary catheterization (male and female) NG tube insertion Tracheostomy Lumbar Puncture ICD Breast Examination Colostomy Care Wound dressingFirst aid
Child Health Nursing	Restraints Growth and development Assessment Parenteral drug administration Neonatal resuscitation Child resuscitation
Obstetric and Gynecological Nursing	Antenatal Examination Normal Vaginal delivery
Community Health Nursing	Bag technique Urine analysis
Mental Health Nursing	MSE Management of violent patient

SKILL ENHANCEMENT PROCESS



SIMULATION LIFE CYCLE



SIMULATION SCENARIO DEVELOPMENT FORM

Course & Batch	Department	Faculty
Scenario Name		
Scenario Outline	Learner Brief	
Learning Objectives		Manikins used
Scenario Environment: Class Room Skill Lab /Simulation Lab in-Situ/clinics Equipment's required:		

Back ground of the Scenario / Learner Brief	
Patient Details: Name: Gender: Age: DOA : DOS:	
Chief complaints	Past Medical / Surgical History:
History of Present Illness:	Diagnosis:
References, Evidence – Based Practice Guidelines, Protocols, or algorithms used for this Scenario (site source, author, year and page)	

FORMAT OF FEEDBACK FORM

Name of the Student : **Batch:**

Course: **Subject:**

Simulation Topic:

Please put tick mark (✓) against the appropriate box

Sl. No.	Components	Strongly agree	Agree	Disagree	Strongly Disagree
1	Objectives were stated clearly and met				
2	The sessions were well organized *				
3	Situations were appropriate for the current scenario				
4	The instructor adopted student centered learning strategies and techniques				
5	Materials provided were helpful				
6	Information and skill presented were relevant and useful				
7	The instructor provided adequate time for questions and answered them satisfactorily				
8	The sessions gave confidence to work effectively in any setting				
9	Received enough time to practice skills				
10	Feedback provided at appropriate timings.				
	Any other Suggestion:				

Scoring Key: Strongly agree - 4, Agree - 3, Disagree - 2, Strongly disagree - 1