

BEST PRACTICES FOR THE ACADEMIC YEAR 2016-17

BEST PRACTICE 1

1. Title of the practice: Education and training based on Simulation Technology

2. Goal: To train students in simulation based technology in audiology and speech language disorders so as to have hands on experience.

- To train the students on simulation based technology on various audiological and speech procedures.
- To train students to improve their practical skills in management of various swallowing and voice disorders.
- To train the students about the basis of resuscitation using the simulation lab facilities.

3. The context:

In the current scenario, patients are very much aware about their rights and there is an increase in the malpractice reports against doctors. Hence it is essential to learn new skills without harming patients and the simulation centre fulfills these needs.

The basic resuscitation training which is important can be learnt through simulation technology.

4. The practice:

The purpose of a simulation experience is to use an innovative method in the learning process, to create a shift from teacher-centered to student – centered learning.

The lesson plan based on the semester curriculum was prepared with measurable learning objectives. The lesson plan included specific skills and few commonly encountered clinical scenarios. A detailed case history of simulated patient with specific condition was given along with objectives to the students prior the training session. Sessions were conducted based on the schedule provided by simulation centre in charge.

The frame work for simulation methodology includes briefing of the scenario prior to the session, orientation to the simulator and environment, followed by the short simulation experience and final debriefing session where the actual guided reflective learning takes place.

The performance feedback was provided to improve trainee clinical performance.

5. Evidence of success:

Trainee responses are selected using MCQ based questionnaire regarding learner satisfaction and attainment of the learning objective. Feedback from the learners has been unanimous regarding the need for simulation based learning. The data

suggests that they feel more confident and are prepared to transfer the skills acquired to clinical practice.

Pre and post test of simulation based training was assessed and showed significant improvements in skills.

6. Problems Encountered and Resources required:

- Major problem was the acceptance of this teaching methodology among few faculties. A wider acceptance of a culture of quality and patient safety is mandatory and this endeavor has been to convince everybody of the need of the simulation facility as part of the training in the curriculum.
- Another difficulty faced was the timing of the training sessions so as not to interfere with the regular OPD posting and regular classes.