



## Programmed to Deliver Labour Workshop integrated into year 4 of the medical programme

It is well known that the Pakistani maternal mortality rate is alarmingly high. The Department of Obstetrics and Gynaecology has been organising a Labour Workshop to expose the year 4 students to the fundamentals of obstetrics in an interactive and hands-on manner, so as to maximize interest, knowledge retention and skills development. This workshop simulates birth on 'Victoria' to optimize the acquisition of competence in the interpretation of the CTG, Partogram, normal labour and its management, in a way that also demonstrates the importance of effective teamwork. The students love it.

## Interviewing a mental health client: A 'How To' workshop for nurses



Simulation has to an extent been an integral part of mental health nursing education, with 'role play' a powerful educational tool. There are limitations however especially where other students perform the 'role' of an individual with a mental health issue: deep probing of an individual's responses, even though it is role play, is the equivalent to opening a 'can of worms' and can go wrong with possibly damaging consequences. Putting students under pressure to participate knowing these risks is ethically questionable. We can, and are doing better than this. The mental health course team in SONAM has begun to utilise standardised patients for the first time for this purpose. Mature, experienced and specially trained for this purpose, they are ideal. They will take any question, any probe and respond appropriately.

The educational purpose of this module is to provide students with an opportunity to develop interview and therapeutic communication skills, focusing on the patient's mental health status. Students' interactions were video recorded for debriefing, facilitated by faculty. These sessions were intimate and provided opportunities for students to receive individualised feedback, while developing skills in reflective practice in a psychologically safe and confidential environment. Student feedback demonstrated that they were much more comfortable and less fearful, while understanding expectations others will have of them in practice. They looked forward to build on this experience through interactions with actual clients.

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## The Basics of Critical Care made interactive through simulation

A simulation-based 'Basic Critical Care Course' was designed to improve the clinical competencies of Registered Nurses working in Special Care Units at AKUH. Nursing Education Services and CIME worked closely on the course design and delivery. Interactive simulation-based activities were a key feature of the course used to assist these RNs in developing clinical reasoning and decision making skills to help them care for sick patients in real clinical settings. The course covered a wide range of concepts from risk assessment to the management of patients with raised Intracranial Pressure. The course was evaluated highly by the participants, from different units throughout the hospital, some of whom were experiencing high-fidelity simulation for the first time and found it incredible.



## A Critical Care Toolkit for Nursing Students



The course on “Tools in Critical Care” is a pilot course for BScN year IV students as a part of their Critical Care Nursing Curriculum. The four modules are: Hemodynamic Monitoring, Handling of Medical Technology, Management of Airway and Ventilation, and Code Blue Management. This simulation-based course will provide students with learning opportunities to enhance their competency and preparedness in providing safe care to patients requiring critical care. In January 2019, two modules of this course were covered:

### **Hemodynamic Monitoring**

This aimed to provide students with a standardized exposure to managing patients requiring invasive hemodynamic monitoring such as Central Venous Catheter (CVC), Arterial (A) line and Swan Ganz. The module allowed students to get hands-on practice in the safe handling of CVC and A-line and troubleshooting where required.

### **Handling of Medical Technology**

This aimed at familiarizing the students with technologies currently being used in critical care areas in AKUH. This

module facilitated students’ hands-on practice with the focus on correct use, staff and patient safety. Equipment included infusion and syringe pumps, defibrillators & patient monitoring systems.



## Managing Medical Emergencies in the Dental Chair



In order to care effectively for an individual's mouth, a systemic, holistic knowledge of the patient and their physiological functioning is crucial. Many unforeseen events can occur during a dental procedure, of which stress-induced syncope is the most frequently occurring emergency, followed by hyperventilation, asthma, local anaesthetic toxicity, chest pain, haemorrhage and airway obstruction. Perhaps surprisingly, shock on receiving the bill was not on the list (ed)!

The CIME team working with faculty of the Dental Hygiene Programme has developed workshops to prepare students to manage any of these situations, should they occur. It is

one of the classic indications of simulation as a teaching method: competence in management is needed because the event is life-threatening, but the opportunities for developing such competence from practice is a lottery because the events are rare, high stakes, dramatic and unpredictable and not situations where learners can easily participate. Dr Maria Fatima, Teaching Associate of CIME and a dentist herself, provided an overview and context and then hands-on simulation sessions that allowed the students to develop and polish their skills confidently.

The session was well evaluated and stimulated an appetite for more such sessions in the future.

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## Nursing Interns put to the test

Critical Thinking and decision making in nursing interns was assessed by the Nursing Education Services team through simulation-based workshops using Sim-Man 3G. Participants were put in a situation which required them to apply their skills and knowledge to practice situations as they unfolded, and live with the consequences. Making the wrong decision could lead to a deterioration in the patients' condition, whereas correct decisions resulted in improvement. The objective was to prepare students for professional life and to avoid situations that could result in sentinel events.

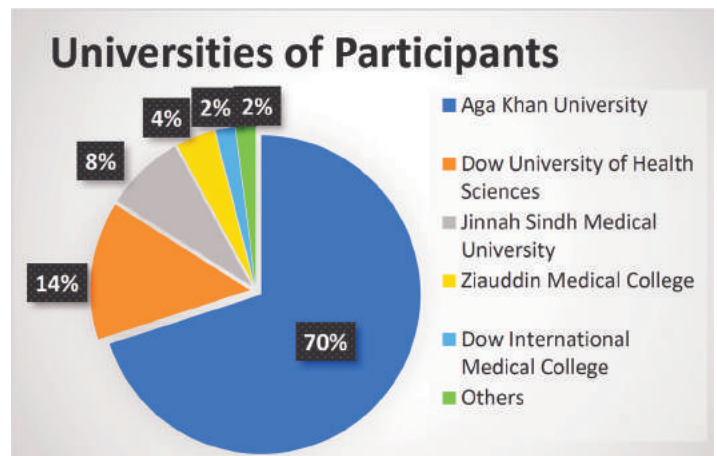




## RE-ignite RE-search Symposium

The Society for Promotion of Innovation in Education (SPIE), the student-led group associated with the Centre for Innovation in Medical Education, arranged a Research Symposium at CIME on January 12-13, 2019.

A total of eight workshops were conducted from Identifying a Good Research Question to Literature Review and Writing a Protocol, Plagiarism and Endnote Referencing, Ethics and Review Committee (ERC) Approval, Data Mining and Statistical Analysis using SPSS, Types of Scientific Presentations, Manuscript Writing and Publication, Data Collection and Data Entry using Epidata.



Overall Assessment of the Workshops



The session also covered topics such as Recent Advancements in Research, Significance of Peer Learning, Steps of Conducting a Good Research. Participants from different medical universities in Karachi attended the symposium. This Symposium provided a platform for students to engage in research-related discussions and interact with Faculty Research Mentors. Faculty shared personal experiences, research interest in projects and expectations from students in research. Students were able to converse one-on-one with the Faculty.

## High Alert Code Blue!



Hospital emergency codes are often announced over a public address system to alert staff to various classes of on-site emergencies. The use of codes is intended to convey essential information quickly and with minimal misunderstanding to staff while preventing stress and panic among visitors to the hospital.

'Code Blue' is the term used to indicate that a patient is having cardiopulmonary arrest and needs immediate resuscitation. The quality of life in post-cardiac arrest depends upon the interventions we do in a defined time frame during cardiac arrest. Experiencing code blue for the first time is the most unforgettable experience of nurses in their career.

Every second is important as the chance of revival is decreased with time. Nurses require training, and frequent refreshers, so they will be skilled in responding to code blue situations. CIME in collaboration with Service Line 01 arranged a simulation workshop using the high fidelity simulators - SimMan 3G and Mentice.

The objective of the course was to perform cardiopulmonary resuscitation and other manoeuvres and procedures as per AHA (American Heart Association) guidelines. This course innovatively included the skills development for early PCI in a STEMI patient care, hence the use of Mentice.

## Celebrating CIME's Culture Day – any excuse to get dressed up!



Pakistan is a melting pot of many different cultures exemplified not more so than in the team at CIME. Our team hail from Sindh, Punjab, Balochistan and from the North. The director exemplifies this also – he's from the Far North: more precisely he's Scottish, a small but very proud nation of high achievers who brought the world antibiotics, the steam engine, television, antiseptics, golf, whisky, the father of Capitalism Adam Smith and the mother of Donald Trump. The Scottish national dress as worn in the picture is the kilt, with sporran, skeep dhu (a knife worn in the stocking and used to catch haggis), and a Prince Charlie

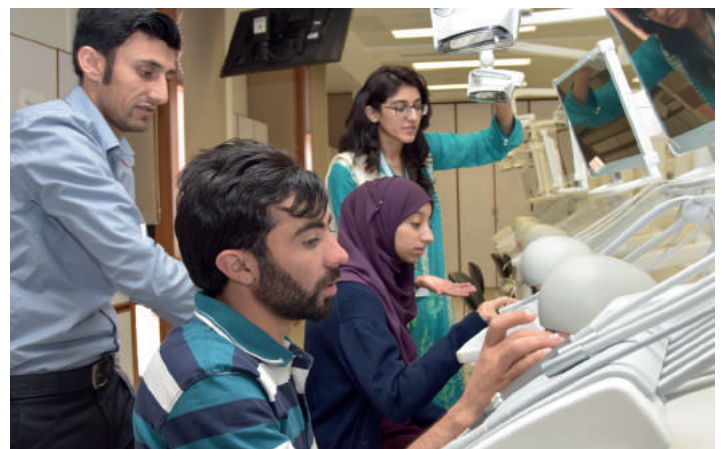
jacket and waistcoat. The tartan (pattern) of the kilt varies uniquely to each 'clan' or 'tribe' of the Scottish Highlands. This is the 'Black Watch' regimental tartan.

In CIME, we decided why not celebrate our diversity by recognising and giving respect to the cultures of all that work here, at the beginning of a new year? What better way to celebrate? It was a colourful event - buffet lunch in CIME courtyard to the strains of Scottish bagpipes and more traditional Pakistani music, with some dancing thrown in for good measure.

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## Dental Simulation Lab Orientation

The new batch of Dental Hygiene students were oriented to the simulation lab. Students learned the basic safety precautions and infection control practices by properly cleaning, disinfecting and maintenance of their stations.





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THE AGA KHAN UNIVERSITY

**Organised by:**

Centre for Innovation in Medical Education,  
Aga Khan University

**Registration: Mr Ghulam Nabi**

021 3486 3733

ghulam.nabie@aku.edu

# Centre for Innovation in Medical Education Clinical Simulation Leadership Programme

May 6-7, 2019 | 8 am to 5 pm

Multipurpose Hall, CIME

## Be a Leader in Clinical Simulation

Clinical simulation is a rapidly growing educational specialty and this course has been designed to meet the needs of sectors considering its adoption, integration, or expansion. It focuses on the decision making processes in relation to simulation facilities, human resources, technology, curricula and change management. It will guide senior decision-makers and stakeholders to develop a strategic plan with simulation centre-specific goals, strategies, objectives and tactics, thus, providing a critical foundation for future success.

## Teaching and Learning Strategies

Participants will be actively engaged in challenging but well supported activities. Theory will be provided to the extent that it informs practice. The focus will be on acquiring knowledge of all aspects of clinical simulation and developing those qualities required to lead change, introduce clinical simulation and effectively manage a simulation centre.

## Module Descriptors

This programme has 6 modules organised as follows:

- Module 1 Introduction to Clinical Simulation
- Module 2 Planning and Curriculum Integration
- Module 3 Building the Infrastructure and Designing
- Module 4 Management and Resources
- Module 5 Business and Events Management
- Module 6 Outcomes Measurement, Evaluation, Research and Innovation

**Registration fee: Rs. 70,000**

Credit hours will be provided on completion on this programme.

Note: Register by April 7 and get early bird rate of Rs. 50,000



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THE AGA KHAN UNIVERSITY

Organised by:  
Centre for Innovation in Medical Education,  
Aga Khan University

Information &  
Registration: Mr. Ghulam Nabi  
021 3486 3733 / 3701  
[ghulam.nabie@aku.edu](mailto:ghulam.nabie@aku.edu)

# Centre for Innovation in Medical Education Clinical Simulation Educators Programme

April 15-19, 2019 | 8 am to 5 pm

Multipurpose Hall, CIME

## Introduction and Aims

Clinical simulation creates competence and saves lives.

This Programme will equip participants with the skills, knowledge and practical experience to enable informed choices to be made regarding where, how, and when Clinical Simulation is applicable. It is designed for faculty and clinicians who wish their teaching skills to be current, credible and at the cutting edge.

Aga Khan University's Centre for Innovation in Medical Education is now in its third year of operation and a wealth of experience and internationally gained expertise is now at our fingertips. We are pleased to make this expertise available to colleagues throughout Pakistan.

## Teaching and learning strategy

Participants will be actively engaged in challenging but well supported activities. Theory will be provided to the extent that it informs practice. The focus will be on designing, managing, and evaluating clinical skills acquisition through clinical simulation, in all its forms.

## Module Descriptors

This programme has 10 modules organised as follows:

Module 1	Simulation modalities and their application
Module 2 & 3	Teaching through simulation
Module 4 & 5	Course design and scenario development
Module 6	Debriefing and providing feedback
Module 7 & 8	Simulation in action
Module 9	Measuring the outcomes of simulation
Module 10	Cultural competence & the ethical dimensions of clinical simulation

## Registration

- Rs. 30,000.00
- Register before March 31<sup>st</sup>, 2019
- Limited Registration (First 20 delegates)



The Aga Khan University Department of Continuing Professional Education is accredited by the Pakistan Medical & Dental Council (PMDC) and the American Association of Continuing Medical Education (AACME) to provide continuing medical education.

The (AACME) designates this live educational activity for a maximum of **29.00** AACME Category 1 Credit(s).  
The faculty and staff connected to this activity confirm that this activity do not have any relevant financial interest, arrangement or affiliation that would constitute a conflict of interest





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**Organised by:**

Centre for Innovation in Medical Education,  
Aga Khan University

**Registration:** Mr Chulam Nabi

021 3486 3733

ghulam.nabie@aku.edu

# Centre for Innovation in Medical Education

## Clinical Simulation Operators Programme

July 8-10, 2019 | 8 am to 5 pm

Multipurpose Hall, CIME

**Be the mind behind the machine**

The Clinical Simulation Operators Programme has been developed to address the training needs of technicians and operations personnel within simulation centres. The programme provides an insight into the range of approaches to simulation education and appropriate terminology, as well as audio-visual, biomedical, information and communications technologies. Competencies will be acquired in those roles and responsibilities of the simulation technician including scenario programming, equipment repair and maintenance, calendar/timeline management, running simulation sessions and much more.

**Teaching and Learning Strategies**

Participants will be actively engaged in challenging but well supported activities, in teams, to acquire a global understanding of clinical simulation as a pedagogy and as a process to be effectively managed from a technologist perspective. Theory will be provided to the extent that it informs practice. The main focus will be on participants acquiring skills and knowledge to be able to select and prepare appropriate technologies and simulators in order to allow academics and clinicians to achieve their educational objectives through clinical simulation.

**Module Descriptors**

This programme has 9 modules organised as follows:

- Module 1 What is clinical simulation?
- Module 2 Basic concepts of simulators
- Module 3 Technology for debriefing
- Module 4 Translating and programming scenarios
- Module 5 Troubleshooting and maintenance
- Module 6 Preparing and setup of simulated spaces and learning rooms
- Module 7 Selecting the right product
- Module 8 Innovation and development
- Module 9 Professionalism and vendor relationships

**Registration fee:** Rs. 20,000

**Register by:** June 15, 2019

Discounts available upon request



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