



SREE NARAYANA NURSING COLLEGE

Stonehousepet (po), Chinthareddypalem, Nellore - 524002.

Ph No: 0861-2318300 | Fax: 0861-2318300.

e-mail: sreenarayana.nursing12@gmail.com | principal.snc@narayanannursingcollege.com

Website: <https://sreenarayanannursingcollege.com>

Recognized by Indian Nursing Council vide letter No. 02/Sep/2006 INC dated : 29.09.2006

A.P. Nurses & Midwives Council Letter No. APNMC/CON/5212/2006, dated: 4/11/2006

Affiliated to Dr. N.T.R. University of Health Sciences, A.P. Vijayawada.



USE OF CLINICAL SKILLS AND SIMULATION LABS POLICY

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USE OF CLINICAL SKILLS AND SIMULATION LABS POLICY

Sree Narayana Nursing College policy on the use of clinical skills and simulation labs in the acquisition and enhancement of skills is designed to ensure that students develop both basic and complex nursing competencies, including advanced procedures such as endoscopic surgery and interventional techniques. This policy is guided by principles of safety, competency, and evidence-based practice, with the goal of producing highly skilled, confident, and competent nursing professionals.

Scope:

1. Students gain proficiency in basic and advanced procedures, including endoscopic surgery and interventional techniques, through hands-on practice.
2. Clinical skills and simulation labs provide a controlled and safe setting for practicing complex medical procedures.
3. The labs are regularly updated to reflect current medical practices and technology advancements.
4. Access is given to nursing students and faculty involved in clinical skills development.

Purpose:

To provide students with a structured environment for acquiring and enhancing clinical skills in basic and complex procedures, including endoscopic surgery and interventional techniques.

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Procedure:

1. Students undergo an initial orientation to familiarize themselves with the lab equipment, simulation technology, and safety protocols.
2. Lab usage is scheduled in advance, with designated times for practicing basic and complex procedures, ensuring equitable access for all students.
3. All sessions involving basic and complex procedures (e.g., endoscopic surgery, interventional techniques) are conducted under the supervision of qualified faculty or clinical instructors.
4. Students progress from basic clinical procedures to advanced ones, building competency incrementally with continuous feedback and guidance.
5. High-fidelity mannequins and simulation software are used to replicate real-life scenarios, offering hands-on practice for complex medical procedures in a safe environment.
6. Faculty members assess students' performance during lab sessions through direct observation, providing feedback and suggesting areas for improvement.
7. Students are encouraged to practice procedures multiple times to achieve mastery and confidence before moving on to more advanced clinical settings.
8. Students and faculty must adhere to safety protocols, ensuring that all equipment is properly maintained and used according to the established guidelines.
9. Ethical standards, including patient confidentiality and professionalism, are emphasized during all simulation-based learning activities.
10. The lab procedures and training modules are regularly reviewed and updated to align with current medical standards and evolving technologies.

General Guidelines for lab facilities

1. only authorized students, faculty, and staff are allowed to access the clinical skills and simulation labs.
2. Students must attend all scheduled lab sessions on time and are required to sign in upon entry.
3. Proper clinical attire, including lab coats and identification badges, is mandatory for all lab sessions.


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4. All lab equipment and simulators must be handled with care. Any damage or malfunction should be reported immediately to the lab supervisor.
5. Students are responsible for maintaining cleanliness and organizing equipment after use. Simulators and instruments must be cleaned as per lab protocols.
6. Eating or drinking is strictly prohibited in the lab to ensure hygiene and equipment safety.
7. Students must adhere to safety protocols, including the proper disposal of sharps and biohazard materials, to prevent accidents and contamination.
8. Students are not permitted to use any equipment or perform procedures without 9. Lab resources, including consumables and simulators, should be used judiciously and only for educational purposes.
10. Ethical behavior, including maintaining patient confidentiality in simulated scenarios, is expected at all times.
11. Students are encouraged to actively seek feedback from instructors and use lab time for practice and improvement of clinical skills.
12. In the event of an emergency, students must follow lab-specific emergency protocols and notify the lab supervisor immediately.

Clinical Skills and Simulation Lab Schedule:

1. Lab sessions are scheduled in advance and communicated to students at the beginning of each semester. The schedule includes time slots for both basic and advanced procedures.
2. Students are divided into small groups to ensure personalized supervision and ample hands-on practice time during each session.
3. Basic skills (e.g., injections, catheterization) are scheduled regularly throughout the semester, providing frequent opportunities for practice and mastery.
4. Complex procedures (e.g., endoscopic surgery, interventional techniques) are scheduled periodically based on the curriculum, with additional practice sessions available for students requiring extra time.


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5. All lab sessions are conducted under the supervision of trained faculty or clinical instructors, ensuring safe and effective learning.
6. Designated open lab hours are available each week, allowing students additional time to practice skills independently or review specific procedures.
7. Specific days are allocated for simulation-based learning, where high-fidelity mannequins are used to replicate real-life clinical scenarios, focusing on both individual and team-based skills.
8. Scheduled sessions for skill assessments and evaluations are conducted, where students demonstrate competency in various procedures under observation.
9. Additional lab time can be arranged based on individual student needs or group requests, especially for preparing for clinical exams.
10. The lab schedule is reviewed periodically to ensure it meets the evolving needs of the curriculum and student progress. Adjustments are made as needed to accommodate additional training or new techniques.

Guidelines for procurement of Equipment:

1. All requests for new or additional equipment must be submitted through an official equipment request form, which includes details such as the name of the equipment, quantity, and its intended purpose.
2. Each request must be accompanied by a justification, explaining the relevance of the equipment to clinical training, particularly in the enhancement of skills for basic and complex procedures like endoscopic surgery or interventional procedures.
3. The request must be reviewed and approved by the lab coordinator, department head, or the authorized faculty member. This ensures that the requested equipment aligns with educational objectives and is necessary for the lab's functioning.
4. Requests must be submitted well in advance, typically at least two to four weeks prior to the anticipated need, to allow sufficient time for processing, approval, and procurement.
5. The request must take into account the available budget and the current inventory. Priority is given to essential equipment that directly impacts student learning and training in advanced procedures


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Faculty Responsibilities in lab setting:

1. Supervise and facilitate simulation sessions, providing guidance and support to students.
2. Ensure that all procedures are conducted safely and according to established protocols.
3. Conduct assessments of student performance using competency checklists and performance rubrics.
4. Provide constructive feedback and guidance for improvement based on assessment outcomes.
5. Mentor students in developing both basic and advanced skills, addressing individual learning needs.
6. Offer additional practice sessions or resources as needed.
7. Manage and maintain simulation equipment to ensure its proper functioning.

B. Kalpana

VERIFIED BY

V. Jayantha

APPROVED BY

Principal
SREE NARAYANA NURSING COLLEGE
Chinthareddypalem,
NELLORE-524 002

[Signature]
Principal

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