



الجائزة الوطنية
لسلامة المرضى
**National Patient
Safety Award**



Clinical Skills & Simulation Center (CSSC) / King Abdulaziz University, Jeddah Enhancing Patient-safety Through Interprofessional Education Projects

Prof. ABDULAZIZ BOKER, General Supervisor, Dr. Abeer Arab Deputy of General Supervisor, Dr. Loui Sulimani Deputy of General Supervisor for Academic Affairs, Dr. Abdulrahman A. Sindi Deputy of General Supervisor for Operations, Dr. Abdulrahman A. Sabbagh Director of Research Unit, Dr. Waddah Reda Director of Quality & Accreditation Unit. Dr. Taha Masri, General Supervisor of SP unit



Background

Situational Analysis and Rationale: initially the driving force of Covid-19 Critical Care Crash (5C's), Airway Management, Personal Protective Equipment Course, came from that healthcare sector was not prepared in terms of the number of people with the skills & competencies to deal with a large number of patients with severe respiratory symptoms as a result of the Covid-19 pandemic. As positive cases spike the fear was that the health sector would not be able to bear these increases and enter into a deficit stage that happened in many countries around the world. To tackle this challenge & encounter the spread and the bad effects of covid-19 on patients, the health care system, and ensure patient and community safety as well as, the integrity of health care system, the center has taken the initiative to design and implement a high-quality interprofessional training packages, conducted through several intensive and comprehensive workshops, using Clinical Simulation as a teaching methodology aimed to upskills non-intensivists to be able to work in critical care settings safely and effectively when the need arises.

Project Overview

Projects Overview that will be addressed

1. Covid-19 Critical Care Crash Course (5C's)
2. Airway Management Course
3. Personal Protective Equipment Course
4. Communication Skills & Breaking Bad News Course

These projects are aimed to prepare and upskill healthcare providers to counter the Covid-19 pandemic as cases spike, on the other hand, they are strongly aligned with the patient safety taxonomy issued by the Saudi Patient Safety Center in its multiple categories and subcategories (the alignment will be addressed in responses to the standards Titled, "Project detailed description").

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Approach and methodology

The approach and methodology defined earlier, during the process of curriculum development that has been described in the first segment of this application "Project Overview" in general the center adopted clinical simulation as a teaching methodology, and the Kern's six-step approach that highlighted the structural process for curriculum development (Problem Identification and General Needs Assessment, Needs assessment for targeted learners defining Goals and Objectives and Educational Strategies, Implementation, and collecting Feedback) Using clinical simulation as a methodology in healthcare provider training and interprofessional education is relatively a new approach That has proven to be highly effective.

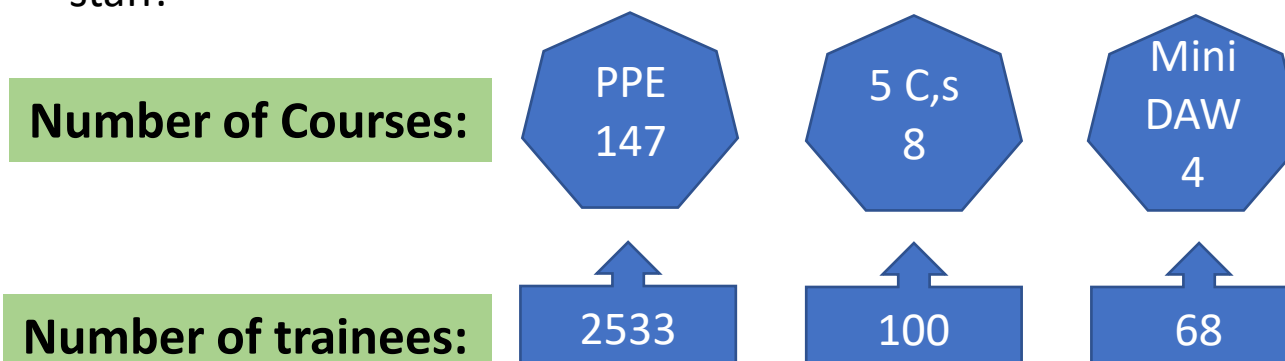
Challenges

The main challenge that we faced during launching the initiative was the variation of teaching objectives among different medical and non-medical sectors (Limited to communication skills events) that reflect the level of involvement in patient care, we tackle this issue during the curriculum development phase that Needs assessment for targeted learners must be defined, courses launched based on learning objectives for each group. Other Challenges that we have to tackle

1. Curfew, addressed by distance learning, and roaming permit
2. Social distancing, addressed by small groups sessions
3. Unilingual staff (Arabic), translated and launched in Arabic

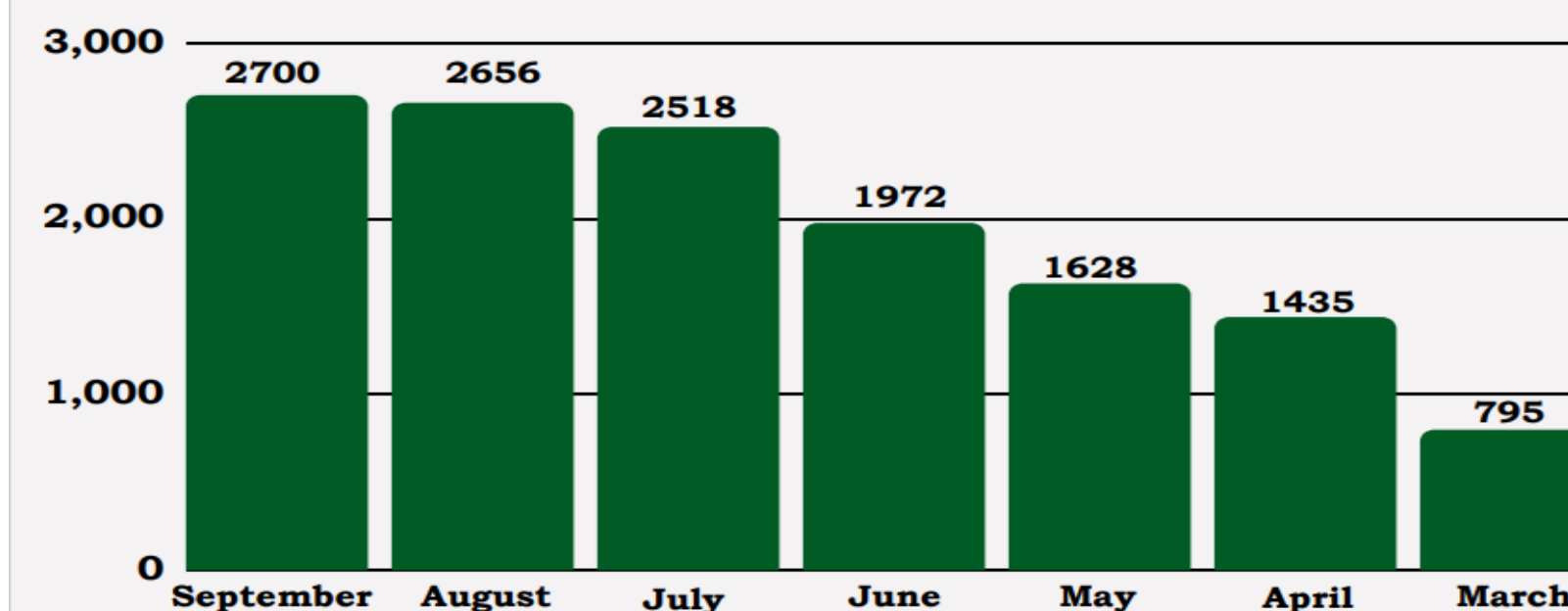
Impact

The impact of our initiatives was reflected in the number and sectors of trained staff:



Total Cumulative Number of Trainees participated in the activities during the Covid-19 Pandemic

March – September 2020



Total Academic Hours

5507 Training Hours

Sustainability plan

The sustainability of this initiatives is based on that it was derived from the actual educational needs and competencies required by the Saudi Commission for Healthcare Specialty, MOH and Undergraduate curriculum for the Faculty of Medicine and Nursing. So, the existence of the same needs guarantees the Prescence of the demand to sustain the initiatives. The support from King Abdulaziz University is an important factor in the sustainability of the project. Also, we are keen that this project can be scalable and replicable through the following measures:

1. Train the trainer course was launched at first to ensure the manpower resources of certified simulation instructors.
2. this course is available on-demand
3. Launched this course in different sites and cities in the kingdom as demand
4. Continuous monitoring of the pandemic to act if the curve widens
5. Custom-designed courses titled for housekeepers suit their needs.
6. A published research was driven from this initiative to sustain a part of the gained scientific experience .

Value and Innovation

1. Studies confirm that most infections among caregiver staff are preventable.
2. Comprehensive employee education through ongoing training programs about the don, doff, and maintaining the PPE is a critical first step in creating a safer working environment and reducing infection-related costs

3. Training is the right thing to do for employees and the entire organization. Because knowledge is power, education can enhance employee feelings about the level of safety and security within their work environment, which studies have shown, directly links to the organization's overall performance, in this case, is patient-health worker well-being
4. Staff training can impact hospital staff by reducing the costs associated with a workplace virus outbreak. The comprehensive cost of the Rapid and massive spread of covid-19 is much more than protection.
5. Productivity, employee morale, and public opinion are all counted when severe outbreaks are reported.
6. Training programs not only have the potential to reduce the direct costs associated with infectious disease outbreaks but they can improve productivity by minimizing work pauses and the catastrophic effect, as an added benefit.
7. Utilizing all available resources is the essence of Crisis Management and having a backup team ready on demand is another added value for this project. The critical care crash course granted this by Transferring needed knowledge regarding critical care essential competencies and experiences to a large number of healthcare workers.
8. Reducing conflict as studies reveal that 85% of success is attributed to communication skills, and only 15% of it is attributed to mastering work skills.
9. Reduce medical errors caused by miscommunication 10. Enhance the effective communication between medical teams, patients, and visitors 11. All mentioned above are very important values that have a positive and tremendous impact on patient safety

Engagement

These projects have been executed after the collaboration of multi sectors and integration of different efforts because it bridges the gap of urgent needs that are crucial to staff well-being, and patient and community safety in a very critical moment of our lives and it is in everyone's interest (patients, families, staff, and community). The level of engagement of the different sectors are varied according to the roles as shown:

1. Clinical Skills and Simulation Center Role: Space, Instructors, logistics such as stationaries, Administrative and Quality control, Educational aids, Curriculum Development, Scenario Development, Train of Trainor Course.
2. King Abdulaziz University Hospital Role: Training materials (disposable), Logistics, Trainees, administrative support, Instructors.
3. King Abdulaziz University Role: Administrative Support.
4. Nursing Department Roles: Instructors, Trainees, Administrative Support.
5. Infectious Disease Department role: curriculum Development, Literature, and Competencies Review, Instructors, WHO, CDC Recommendations Review.
6. Initiative team Role: Coordinating Efforts, administrative and educational roles (Instructors, curriculum design including need assessment and scenario development, Literature Review, Competency checklist) Quality Review, Correction Actions and refining process, train the trainer course development certifying of the use of simulation.
7. Disaster medicine section role: instructors, oversight and educational scientific support .