

Integrating the in-service safe phlebotomy curriculum into Pre- service: Lessons Learned

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Introduction

- Phlebotomy exposes health care workers (HCWs) to blood-borne infections
- Strongest risk factor for needle-stick injuries has been associated with not having attended any training session (Nsubuga et al., 2005)
- Preventive measures: skill-based training to improve blood-drawing practices
- Kenya Safer Blood Collection initiative was rolled out to improve blood collection practices in Kenya (BD-PEPFAR PPP)

Stages and Steps for initiating safe phlebotomy Pre-service Training (PST)



Stage 1: Identification for the need of safe phlebotomy program in PST



- Assessment of phlebotomy practices
 - Poor phlebotomy practices
 - High incidences of sharp injuries. Interns had highest incidence
 - High specimen rejection and poor documentation



- Safe phlebotomy not offered in pre-service training

Stage 2: Advocacy for inclusion of safe phlebotomy in PST



- Kenya Medical Training College (KMTTC) was Identified as the host of the program



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- Centre of Excellence in phlebotomy inaugurated in KMTTC
- In initial PST concept note was developed

Stage 2: Collaboration with KMTC



- Existing curricula was reviewed to identify ways to incorporate the program
- Consultations were held with KMTC administrator, academic deans etc
- PST curriculum writing workshop conducted
 - Joint participation from the faculty

Stage 3: Preparation of Faculty members



- 28 tutors trained as TOT who then trained 149 tutors from their other colleges
- Institution was accorded 1 year training consumables and equipment
 - Vacutainers
 - Safety engineered needles
 - Phlebotomy dummies
 - Chairs



Stage 3: Infrastructure development



- Space was identified from a disused store
- Renovations were conducted



- Phlebotomy lab and e-learning centres were established in 7 Centre of excellence

Stage 4: Instituting the PST program

- Center of excellence in phlebotomy and Specimen collection launched
- Safe phlebotomy course included in the existing curriculum
- Centre offers both pre-service and in-service training targeting lab technologists, nurses and Clinical officers.
 - 2016 graduates: 400 MLS, 1180 COs, 2657 Nurses



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By Capital FM.



By Capital FM. NAIROBI, Kenya, Feb 15 – Becton, Dickinson and Company (BD), a leading global medical technology company and the U.S. President's Emergency Plan for AIDS Relief (PEPFAR) has launched the first specimen collection training curriculum in Sub-Saharan Africa.

The curriculum was launched through the U.S. Center for Disease Control and Prevention (CDC) at the Kenya Medical Training College (KMTCC), a department of Medical Laboratory Sciences.

First Specimen Collection Training Curriculum in Sub-Saharan Africa

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First Specimen Collection Training Curriculum in Sub-Saharan Africa Launches at Kenyan Medical Training College

Expansion of CDC and PEPFAR collaboration designed to provide sustainable improvements in healthcare practices

Step 5: Evaluating and scaling up the PST

- Continuous monitoring of the training conducted to ensure quality
- Tutors trained as TOTs occasionally used by other organization to conduct training
- Tutors regularly updated on new technology and procedure
- Faith based medical schools following the same process to institute the PST

Lessons Learnt

- Curriculum review cycle of an institution is a key consideration in the timing of the integration
- It can take a long time to add a new course to a school's existing curriculum
 - Adding sessions or lessons to an existing course could be considered
- Joint participation in curriculum development can help in smooth integration
- Providing the faculty with the necessary technical, support materials and infrastructure related to the course fosters sustainability

Lessons Learnt

- Proper linkage and collaborations results in great success of the integration
 - Private-public-partnership
- Establishing a driver of the process in the targeted institution was an integral part of the program
 - Medical Laboratory Science department used as the anchoring pad.
 - Course now offered in other departments (Nursing, clinical medicine)
- Management buy-in:- Campuses that quickly bought to the idea worked faster compared to others.

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Thank you