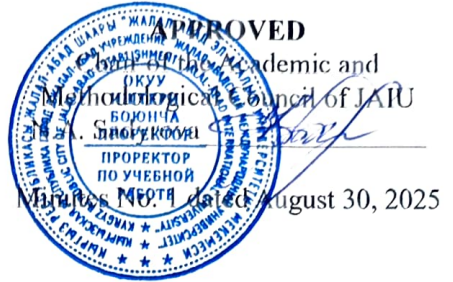


JALAL-ABAD INTERNATIONAL UNIVERSITY
FACULTY OF MEDICINE
DEPARTMENT OF CLINICAL DISCIPLINES

REVIEWED
at the Department meeting
Minutes No. 1 dated August 28, 2025



SIMULATION CENTER PASSPORT

Jalal-Abad International University (JAIU)

Jalal-Abad, 2025

Organization: Jalal-Abad International University

Structural Unit: Simulation / OSCE Center

Profile: Medical education, practical and clinical training of students

Purpose:

To develop practical, clinical, communication, professional, and teamwork competencies of students in conditions close to real clinical practice.

Basis for development:

Ensuring practice-oriented training, implementation of a competency-based approach, preparation for practical classes, clinical rotations, OSCE, final certification, and accreditation procedures.

1. General Information

The Simulation / OSCE Center of Jalal-Abad International University is an educational and practical unit designed to organize practice-oriented training of medical students using mannequins, simulators, phantoms, clinical scenarios, case studies, standardized patients, and OSCE elements.

The center provides a safe educational environment where students can practice skills without risk to patients, develop clinical thinking, decision-making, teamwork, emergency care skills, medical documentation, and ethical principles.

2. Objective of the Simulation Center

The main objective is to improve the quality of practical and clinical training through the development of professional competencies in simulated clinical environments.

3. Main Tasks of the Simulation Center

- Provide conditions for practical training in therapeutic, surgical, obstetrics and gynecology, neonatology, pediatrics, and emergency care
- Develop basic and clinical practical skills
- Practice examination, diagnosis, treatment, and emergency care algorithms
- Prepare students for clinical practice, OSCE, and final certification
- Develop clinical thinking, communication, teamwork, and patient safety skills
- Ensure objective assessment using checklists and standardized criteria
- Increase readiness of graduates for clinical practice

4. Structure of the Simulation Center

The center simulates a multidisciplinary hospital, perinatal center, and prehospital emergency care environment.

4.1 Multidisciplinary Hospital Model

Room	Name	Purpose
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601	Admission & Diagnostic Unit	Patient examination, history taking, documentation
602	Therapy Room	Internal medicine, cardiology, pulmonology, etc.
603	Operating & ICU	Surgical skills, asepsis, instrument handling
604	Surgery & Emergency	CPR, bleeding control, emergency algorithms

4.2 Perinatal Center Model

Room	Unit	Purpose
605	Gynecology	Examination and diagnostics
606	Obstetrics	Labor simulation, complications
607	Neonatology	Newborn care, resuscitation
608	Pediatrics	Child examination and emergency care

4.3 Ambulance / Prehospital Care Model

The center includes an ambulance simulation unit for emergency response training.

Functions:

- Emergency care simulation
- Road traffic accident scenarios
- Patient transport training
- Team coordination training

5. Training Areas

5.1 Therapeutic Training

History taking, examination, diagnosis, treatment planning, documentation.

5.2 Surgical & Emergency Training

Asepsis, wound care, CPR, trauma care, emergency algorithms.

5.3 Obstetrics & Gynecology

Labor management, complications, patient communication.

5.4 Neonatology

Newborn care, Apgar assessment, resuscitation.

5.5 Pediatrics

Child examination, emergency care, communication with parents.

5.6 Prehospital Emergency Care

ABCDE assessment, trauma care, CPR, patient transport.

6. Equipment

Includes:

- Medical beds, instruments

- Mannequins and simulators
- CPR training equipment
- Obstetric and pediatric models
- Ambulance simulation equipment
- Monitoring devices (BP, pulse, SpO₂)
- Teaching materials and algorithms

7. Educational and Methodological Support

Includes:

- Regulations and policies
- Work plans and schedules
- Safety instructions
- Clinical scenarios and OSCE cases
- Checklists and assessment tools
- Equipment registry and monitoring system

8. Use in Educational Process

The center is used for:

- Internal medicine
- Surgery
- Emergency medicine
- Obstetrics and gynecology
- Pediatrics and neonatology
- Clinical practice
- OSCE preparation
- Final certification

9. Competencies Developed

- Clinical skills
- Practical procedures
- Communication skills
- Ethical behavior
- Teamwork
- Patient safety
- Documentation skills
- Clinical reasoning

10. Assessment

Assessment is conducted using:

- OSCE stations
- Checklists
- Clinical scenarios
- Mini-clinical exams
- Feedback and self-assessment

11. Safety Rules

Students must follow:

- Equipment safety
- Infection control
- Proper use of simulators
- Clean workspace
- Report damages

12. Responsible Persons

- General management: Rector / Vice-Rectors
- Center management: Head of Simulation Center
- Academic support: Clinical departments
- Quality control: Quality assurance unit

13. Monitoring

Indicators:

- Number of sessions
- Student participation
- OSCE usage
- Equipment condition
- Satisfaction surveys

14. Strengths

- Multidisciplinary hospital model
- Perinatal and emergency simulation
- OSCE implementation
- Prehospital care simulation
- Teamwork training

15. Development Recommendations

- Equipment inventory
- Digital registry
- Expansion of OSCE
- Faculty training

- Scenario development
- Infrastructure improvement

16. **Conclusion**

The Simulation Center is a key component of practice-oriented medical education, ensuring the development of clinical competencies in a safe and controlled environment and preparing students for real clinical practice.

Developed by:

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