

Scaling Sukh best practice, resource team and engaging key stakeholders

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ABSTRACT

Introduction: Scaling up, a deliberate effort, requires vision, engaged stakeholders and experienced resource team guiding the process towards success. Despite clear vision, innovative approach and experienced resource team, ignoring to engage key stakeholders creates barriers to successful scale up. Striving for scalability and sustainability of best practices, Sukh Initiative engaged key stakeholders from inception. Sukh an outcome of FP2020 commitment, funded by Aman, Bill and Melinda Gates and David and Lucile Packard Foundations aims to improve mCPR by 15% in 1 million population of Karachi, Pakistan. One of Sukh component engages youth, providing Life Skill Based Education (LSBE) at selected schools. **Method:** A resource team of sustainability and scalability advocates, technically guided by EXPANDNET- USA, strived on scaling one of Sukh many interventions i.e., including LSBE in provincial education curriculum. Sukh established a Technical Advisory Group (TAG). TAG is represented by technical experts of FP/RH and members of Sindh provincial assembly. The forum provides coordination and synergy between Sukh and related government departments. **Results:** Education department allowed LSBE education at public schools in project area. As pilot 23 public and 7 private schools integrated LSBE; 7,674 students receiving LSBE through 90 trained teachers. The curriculum will be scaled up in the secondary schools of Sindh by 2018. **Discussion:** Department of education (DoE) as primary stakeholder was engaged religiously through series of meetings to discuss scale-up strategy. Sukh encouraging participatory approach was flexible in accommodate suggestions form DoE and private schools for institutionalizing LSBE in the curriculum. Engaging government departments at initial stages of project paved way for institutionalizing one of project best practices. Ownership of DoE exceeded expectation. Focusing on key stakeholder partnership with a clear vision of the resource team enhances political will and leads to greater impact.

KEY WORDS:

Sustainability, Scale up, Stakeholder engagement, Resource team

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Sharps and splash injury root cause analysis in Hospital Sungai Buloh

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ABSTRACT

Sharps and splash injuries are a constant issue that needs to be addressed in every health facility. Sharps injury comprises of needlestick (i.e., hollow-bore needles, solid and suture needles) and non-needlestick injuries (i.e., scalpel blade, test tubes, forceps and others). Every year, the Occupational Safety and Health (OSH) Unit is faced with the formidable task to reduce the incidence rates by conducting risk reduction and safety awareness programs. The challenge of achieving lower number of cases compared to the years before despite the influx of new medical personnel and allied health workers is indeed an ambitious target. However, as of the year of 2016, Hospital Sungai Buloh was able to achieve a 25% reduction of sharp injuries. Splash injuries on the other hand, have been contained to a near baseline rate. This root cause analysis was done using the Manual on Incident Reporting and Learning System from the Patient Safety Unit, Medical Care Quality Section, and Medical Development Division Jan 2011 using The London Protocol. Cases were categorized by job specification, gender, department, devices involved, mechanism of injury, and the requirement of post exposure prophylaxis. Analysis of data collected revealed lack of experience and failure to adhere to the safe operating procedures and protocols as the main causal factors. The four most important contributing factors identified were staff factors, task and technology factor, work and care environment and team factors. The year 2016 has set a new benchmark for the hospital in its efforts to curb the incidence of sharps and splash injuries. The favourable outcome will serve as motivation for our hospital to maintain good inter-discipline collaborative efforts and to strive for greater success in the subsequent years.

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