

Review Article

Open Access



Role of skill lab training in anaesthesiology residency program

Abstract

Skill lab training plays an increasingly vital role in the residency programs of anaesthesiology, offering a controlled, hands-on learning environment where residents can enhance their technical proficiency, clinical judgment, and decision-making skills. This review highlights the value of simulation-based education in developing essential competencies such as airway management, regional anaesthesia, and crisis response in high-risk scenarios. By allowing residents to practice and refine techniques without jeopardizing patient safety, skill labs bridge the gap between theoretical knowledge and clinical application. Moreover, they provide opportunities for standardized training and immediate feedback, fostering continuous improvement. Integrating skill lab training into anaesthesiology residency programs has been shown to improve procedural confidence, reduce errors, and enhance patient outcomes. This article explores the effectiveness of skill lab training in accelerating skill acquisition, addressing training gaps, and preparing residents for real-world challenges in anaesthesia practice.

Keywords: Skill lab, Anaesthesiologist, post graduate, training

Volume 16 Issue 5 - 2024

Abhinav Lambe,¹ Akshaya N Shetti²

¹Assistant Professor, Department of Anaesthesiology and CC, India

²Prof and HOD, Department of Anaesthesiology and CC, India

Correspondence: Dr. Akshaya N Shetti, Prof and HOD, Department of Anaesthesiology and CC, DBVPRMC, PIMS(DU), Loni, Maharashtra, India, Tel 7507807673, Email aksnsdr@gmail.com

Received: October 23, 2024 | Published: November 15, 2024

Introduction

The field of anaesthesiology is dynamic and demanding, requiring professionals to manage patients' vital functions during surgery, critical care, and pain management. Traditionally, residency programs relied on clinical exposure for hands-on training, but concerns about patient safety and the need for structured learning experiences have revealed the limitations of conventional bedside learning.¹ In this context, skill lab training has emerged as a crucial element in anaesthesiology residency programs, providing residents with a risk-free environment to practice essential skills.

Transitioning from theoretical knowledge to practical application can be daunting for residents, who must master complex procedures like airway management and resuscitation techniques. Simulationbased training is increasingly recognized as a powerful educational tool, especially in anaesthesiology, where residents face high-risk cases, and rare and unanticipated incidences such as difficult airway management, acute blood loss, etc. Skill labs enable residents to rehearse these critical scenarios in a controlled environment, sharpening both technical and cognitive skills.² This practice not only builds competence but also boosts confidence, preparing residents to respond effectively to real-life emergencies.^{3,4}

The significance of skill lab training is amplified by the shift toward competency-based medical education (CBME), which focuses on achieving specific competencies rather than merely completing time-based training. Skill labs provide a standardized platform for assessing these competencies, ensuring residents reach a certain level of proficiency before advancing.^{3,5,6} Moreover, skill labs create a safe space for residents to make mistakes and learn from them. While errors in clinical practice can have severe consequences, simulations allow residents to experiment, learn, and improve decision-making without jeopardizing patient safety.^{2,7,8} This process prepares for the development of both technical and non-technical skills, such as communication and teamwork, which are critical in the operating room and intensive care units. In many regions, skill lab training is now a mandatory component of anaesthesiology residency programs.^{5,9} Countries such as the United States, the United Kingdom, and Australia have integrated simulationbased education into their medical curricula, establishing guidelines for necessary competencies. In India, while skill lab integration is gaining interest, challenges related to infrastructure and resource allocation persist. Nevertheless, the undeniable benefits of skill lab training are driving efforts to implement this approach more widely across residency programs.

As healthcare becomes increasingly complex, with an emphasis on patient safety, the demand for well-trained anaesthesiologists is rising. Skill lab training is uniquely positioned to bridge the gap between theoretical knowledge and clinical practice, equipping residents to deliver safe, effective anaesthesia care across various settings.^{9,10} Skill lab training is multifaceted, enhancing technical skills while fostering a culture of safety, continuous learning, and professional development. As anaesthesiology evolves, skill lab training will remain essential in shaping competent, confident, and patient-centred anaesthesiologists.

The importance of skill lab training

Skill Lab Training in anaesthesiology: Bridging theory and practice

Skill lab training has become essential in medical education, particularly in anaesthesiology, where technical proficiency and quick decision-making are crucial. Anaesthesiologists must perform various procedures, from routine airway management to complex regional anaesthesia, while ensuring patient safety in high-pressure situations.¹¹⁻¹³ Skill labs simulate real-life clinical scenarios, providing a structured platform for residents to develop and refine critical skills in a safe, controlled environment.

Bridging the gap between theory and practice

Anaesthesiology requires applying theoretical knowledge to realtime patient care. Residents encounter complex clinical situations that

J Anesth Crit Care Open Access. 2024;16(5):145-149.



mit Manuscript | http://medcraveonline.con

©2024 Lambe et al. This is an open access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and build upon your work non-commercially.

demand a solid understanding of anatomy, physiology, pharmacology, and medical technology.^{13,14} However, translating this knowledge into practical skills is not straightforward. Skill lab training bridges this gap by allowing residents to apply what they have learned in a handson environment.¹⁵ For example, understanding the pharmacokinetics of anaesthetic agents is crucial, but skill labs enable residents to practice drug administration and monitor patient responses without causing harm.

Safe and controlled learning environment

A significant benefit of skill lab training is providing a safe environment for learning. In clinical settings, mistakes can have serious consequences, which can limit residents' ability to practice complex procedures.¹⁶ Skill labs offer a controlled space for residents to make mistakes, receive immediate feedback, and improve their techniques. This process builds competence and confidence before transitioning to real patient care. Moreover, skill labs allow residents to repeat procedures essential for mastery, enabling them to build muscle memory and confidence before clinical encounters.^{17,18}

Introduction to diverse methodologies

Skill labs are equipped with various tools to recreate clinical scenarios, ranging from mannequin-based simulations to advanced virtual reality (VR) systems. Mannequins can mimic patient responses, allowing residents to practice various scenarios, while VR systems offer immersive experiences where residents interact with virtual patients and make real-time decisions. Simulation-based training also includes task trainers focused on specific skills, such as central venous catheter insertion or epidural placement.^{18,19} By familiarizing residents with modern equipment, skill labs ensure preparedness before entering clinical settings.

Early exposure to critical procedures

Another advantage of skill lab training is providing early exposure to critical procedures that residents may not frequently encounter in clinical settings. High-risk, low-frequency events, like airway obstruction or anaphylaxis, may not arise during rotations, but they are vital to learn.^{1,20} Skill labs recreate these critical scenarios, allowing residents to develop a systematic approach to crisis management and improve their decision-making skills under pressure. Early exposure helps residents acquire and reinforce essential skills in regional anaesthesia, mechanical ventilation, and invasive monitoring.²¹

Competence through deliberate practice and feedback

Achieving competence in anaesthesiology requires deliberate practice and ongoing feedback, both key components of skill lab training. Residents practice procedures multiple times and receive constructive feedback from mentors, essential for improving performance and identifying growth areas.^{22,23} Reviewing one's performance with guidance accelerates the learning process. Additionally, skill labs emphasize non-technical skills such as communication and teamwork, critical for anaesthesiologists working in interdisciplinary teams.

Impact on patient safety and clinical outcomes

The most significant benefit of skill lab training is its positive impact on patient safety and clinical outcomes. Studies show that simulation-based training enhances clinical performance, reduces medical errors, and improves patient care.^{2,9,24,25} Anaesthesiology

residents who have undergone skill lab training are better equipped to handle critical situations, enhancing patient safety. For instance, a resident practiced in difficult airway management will be more competent in similar situations in the operating room, ultimately leading to better clinical outcomes.^{8,26}

Addressing shortcomings of traditional training models

Traditional bedside teaching has limitations that skill lab training can overcome. In clinical settings, residents may not have opportunities to practice a variety of procedures due to time constraints or patient availability. Skill labs allow for repeated practice without clinical workflow constraints, ensuring all residents achieve a consistent competency level.²⁰ Moreover, the urgency of clinical care often limits detailed feedback and reflective learning. Skill labs provide a structured environment for focused practice and guided feedback, leading to more effective learning.

Standardized training and assessment

Skill labs also offer a standardized approach to training and assessment. Variability in clinical exposure can lead to inconsistent skill levels among residents. Skill labs ensure that all residents have opportunities to practice essential skills, regardless of their clinical experiences. Furthermore, structured assessments like Objective Structured Clinical Examinations (OSCEs) ensure consistent evaluation of residents based on demonstrated competencies.

Contribution to lifelong learning

Finally, skill lab training fosters a culture of lifelong learning crucial in anaesthesiology. As medical knowledge and technology evolve, so do the skills required for optimal patient care. Skill labs provide a platform for residents and practicing anaesthesiologists to stay current with the latest developments in the field, ensuring they remain at the forefront of their profession.

Enhancing clinical competence and confidence

Skill lab training plays a vital role in enhancing clinical competence and confidence, particularly in anaesthesiology where precision and quick decision-making are critical. This training offers a structured environment where residents can practice and refine both technical and non-technical skills essential for high-quality patient care.

Repetition and skill mastery

A key advantage of skill lab training is the ability to practice procedures repeatedly, ensuring mastery. In clinical settings, opportunities for hands-on experience are often limited due to patient availability, variety of cases, or time constraints.^{10,12} In contrast, skill labs provide residents with the chance to perform essential procedures like intubation, central venous catheter insertion, and regional anaesthesia multiple times until they become proficient. This repetition helps internalize the finer aspects of technique and builds muscle memory, enabling residents to execute these procedures confidently in real-life situations.^{9,27}

Feedback and continuous learning

Immediate feedback from faculty is a cornerstone of skill lab training. In busy clinical environments, residents may not always receive detailed, constructive feedback due to the fast-paced nature of patient care. Skill labs, however, offer a more controlled setting where instructors can provide real-time guidance and correct any mistakes. This feedback helps residents identify areas of improvement early in their training, refine their techniques, and enhance their overall competence. This feedback-driven learning loop fosters a deeper understanding of procedures and contributes to higher performance levels.^{13,15}

Safe space for failure

Skill labs provide a risk-free environment where residents can make mistakes without jeopardizing patient safety. This "safe failure" aspect of skill lab training encourages experimentation and helps residents learn from errors, ultimately increasing their competence and confidence.^{5,18,23-25} For example, residents may practice establishing intravenous access or managing a difficult airway in a simulation. By trying different techniques and receiving feedback, they can correct errors and refine their skills. This experience helps them feel more prepared for real-life scenarios, where such mistakes can have serious consequences.

Developing non-technical skills

In anaesthesiology, non-technical skills like communication, teamwork, and leadership are just as important as technical expertise. Skill labs often simulate interdisciplinary teamwork, allowing residents to practice these essential skills in high-pressure environments.^{6,16,24,27} For instance, in a cardiac arrest simulation, residents must communicate effectively and coordinate with other team members to manage the situation successfully. These simulations enhance their ability to lead and contribute within medical teams, a critical aspect of their clinical competence.

Improving decision-making and patient safety

Skill lab training also improves clinical judgment by exposing residents to complex, high-stress situations that require timely decisions. Whether managing an obstructed airway or responding to a critical event like malignant hyperthermia, residents learn to think quickly and act decisively through repeated practice in skill labs. This training reduces the likelihood of medical errors, leading to better patient outcomes in real-life settings.^{7,18,20,21,23}

Comparison with traditional training models

Medical education has evolved significantly, with traditional training models being complemented by modern approaches like skill lab training. In anaesthesiology, where precision and decision-making are crucial, skill labs offer significant advantages over traditional clinical apprenticeship models. This section outlines how skill lab training enhances the learning process, improves clinical competence, and addresses the limitations of traditional methods.

Traditional clinical apprenticeship model:

The apprenticeship model, where residents learn through direct patient care under supervision, has been a long-standing method in anaesthesiology. This approach immerses residents in real-world cases, providing valuable patient interaction and exposing them to clinical unpredictability.^{8,23,26} However, this model has limitations, including inconsistent learning opportunities due to patient availability and hospital workflow. Some residents may miss out on

crucial procedures, leading to gaps in their training. Furthermore, this model lacks opportunities for deliberate practice, as procedures are often performed once, and feedback is limited in a busy clinical setting.^{14,17,20}

Skill Lab Training – A structured approach:

In contrast, skill labs provide a structured, curriculum-based environment that ensures every resident gains standardized exposure to essential procedures. Unlike opportunistic learning in clinical settings, skill lab training allows repeated practice, ensuring residents achieve mastery in critical techniques like airway management and regional anaesthesia. This repetition is vital for building competence and confidence, which can be challenging to develop in traditional models.

Deliberate practice and feedback:

Skill lab training emphasizes deliberate practice, where residents can repeatedly perform procedures, receive immediate feedback, and refine their techniques. This low-pressure environment encourages experimentation and learning from mistakes without compromising patient safety. The ability to practice until confident and proficient prepares residents to handle high-stakes situations in real clinical environments. In clinical settings, such repetition and detailed feedback are often limited.^{5,24-26}

Addressing patient safety concerns:

A major advantage of skill lab training is the elimination of patient safety risks. Residents can practice complex procedures and manage rare, critical scenarios—such as malignant hyperthermia or anaphylaxis—on mannequins or simulated patients. This hands-on experience without patient risk fosters a relaxed learning environment, allowing residents to focus on skill acquisition and crisis management without the fear of making harmful errors.

Simulation of rare events and crisis management:

Skill labs are particularly effective for simulating rare events and crisis situations that residents may not frequently encounter in clinical practice. Practicing these high-pressure scenarios in a controlled environment helps residents develop leadership, teamwork, and decision-making skills, which are crucial for effective anaesthesiology practice.²⁰

Complementary role of traditional and skill lab training:

While skill labs offer numerous benefits, they are best used in conjunction with traditional clinical training. The apprenticeship model provides real-patient exposure, while skill labs offer a safe space for technical skill mastery. Integrating both approaches ensures that residents receive a well-rounded education, equipping them with the competence and confidence required for independent practice.^{26,23}

Challenges in implementing skill lab training

Implementing skill lab training in anaesthesiology offers clear advantages but comes with several challenges that can impact its effectiveness and sustainability. Key issues include high costs, the need for faculty training, integration with traditional educational models, and the objective evaluation of residents' skills. Addressing these hurdles is essential for skill lab training to be fully integrated into anaesthesiology residency programs, ensuring quality and accessibility.²⁸

High costs and resource demands

Establishing and maintaining a skill lab is expensive. It requires advanced equipment like high-fidelity mannequins, ultrasound machines, and virtual reality tools. These tools are costly to acquire, update, and maintain. In addition, operating the lab demands space, consumable materials, and trained staff, which adds to the financial burden.²⁵ For institutions in low-resource settings, these costs can be prohibitive, limiting their ability to offer comprehensive skill lab training.

Faculty training and standardized curricula

Skill lab training requires specialized faculty proficient not only in clinical practice but also in simulation technology. However, many faculty members may lack experience with simulation-based education. Additionally, there is often no standardized curriculum for skill lab training, leading to inconsistent training experiences across institutions. Investing in faculty development and creating competency-based, standardized curricula are crucial steps to ensuring high-quality and consistent training.

Challenges in integration with traditional models

Integrating skill lab training into traditional residency programs poses scheduling challenges. Residents have busy clinical duties, and it can be difficult to find time for skill lab sessions. Faculty members, often balancing clinical responsibilities, may also struggle to dedicate time for hands-on teaching. Furthermore, translating skills learned in the lab to real-life clinical practice is not always straightforward. A blended approach, combining clinical experience with regular simulation training, can help overcome these barriers.

Assessing residents' skills

Evaluating residents' competencies in a skill lab setting is complex. Traditional assessment methods, like written exams or clinical observations, may not fully capture the technical and non-technical skills acquired through simulation. While Objective Structured Clinical Examinations (OSCEs) provide structured evaluations, they have limitations in assessing long-term skill retention and handling complex clinical situations. A multi-dimensional assessment approach, combining OSCEs with real-time feedback, peer evaluations, and longitudinal assessments, is needed to provide a comprehensive view of residents' abilities.²

Future directions

Despite the challenges, many institutions are finding ways to address these obstacles. Partnerships with industry, government, or philanthropic organizations can help alleviate financial constraints. Collaborative networks between institutions can share resources and expertise, reducing costs. As technology advances, virtual and augmented reality may provide new opportunities for flexible and accessible training.

Conclusion

In conclusion, skill lab training in anaesthesiology represents a dynamic and forward-thinking approach to medical education. While challenges persist, the potential benefits far outweigh the obstacles. As technological advancements and innovations in medical education continue to emerge, skill lab training will undoubtedly evolve, providing anaesthesiology residents with the tools they need to master their craft and deliver high-quality patient care. Skill labs are not just a training tool; they are a critical pillar in shaping the anaesthesiologists of tomorrow, ensuring that they are well-equipped to handle the demands and complexities of their profession.

References

- Wu J, Gao L, Shi Q, et al. Accuracy Evaluation Trial of Mixed Reality-Guided Spinal Puncture Technology. *Ther Clin Risk Manag.* 2023;599– 609.
- LeBlanc VR. Simulation in anesthesia: state of the science and looking forward. *Can J Anaesth.* 2012;59(2):193–202.
- Alinier G. A typology of educationally focused medical simulation tools. *Med Teach.* 2007;29(8):e243–250.
- Doyle DJ. Simulation in medical education: focus on anesthesiology. *Med Educ Online*. 2002;7(1):4544.
- Boet S, Naik VN, Diemunsch PA. Virtual simulation training for fibreoptic intubation. *Can J Anaesth.* 2009;56:87–88.
- Gaba D. Simulator training in anesthesia growing rapidly: CAE model born at Stanford. 1996.
- Decker K, Rall M. Simulation in anaesthesia: a step towards improved patient safety. *Minimally Invasive Therapy & Allied Technologies*. 2000;9(5):325–332.
- Kuduvalli P, Jervis A, Tighe S, et al. Unanticipated difficult airway management in anaesthetised patients: a prospective study of the effect of mannequin training on management strategies and skill retention. *Anaesthesia*. 2008;63(4):364–369.
- Bruppacher HR, Alam SK, LeBlanc VR, et al. Simulation-based training improves physicians' performance in patient care in high-stakes clinical setting of cardiac surgery. *Anesthesiologists*. 2010;112(4):985–992.
- Felemban OM, Alshamrani RM, Aljeddawi DH, et al. Effect of virtual reality distraction on pain and anxiety during infiltration anesthesia in pediatric patients: a randomized clinical trial. *BMC Oral Health*. 2021;21(1):321.
- Magoon R, Sharma A, Ladha S, et al. Simulation-based transthoracic echocardiography: "An anesthesiologist's perspective." *Annals of Cardiac Anaesthesia*. 2016;19(3):511–515.
- Morgan PJ, Cleave-Hogg D, DeSousa S, et al. Identification of gaps in the achievement of undergraduate anesthesia educational objectives using high-fidelity patient simulation. *Anesth Analg.* 2003;97(6):1690– 1694.
- 13. Orgil Z, Johnson L, Karthic A, et al. Feasibility and acceptability of perioperative application of biofeedback-based virtual reality versus active control for pain and anxiety in children and adolescents undergoing surgery: protocol for a pilot randomised controlled trial. *BMJ open.* 2023;13(1):e071274.

- Okuda Y, Bryson EO, DeMaria Jr S, et al. The utility of simulation in medical education: what is the evidence? Mount Sinai Journal of Medicine: *Mt Sinai J Med.* 2009;76(4):330–343.
- Motavalli A, Nestel D. Complexity in simulation-based education: exploring the role of hindsight bias. Advances in Simulation. 2016;1:1–7.
- Schornack LA, Baysinger CL, Pian-Smith MC. Recent advances of simulation in obstetric anesthesia. *Curr Opin Anaesthesiol.* 2017;30(6):723–729.
- Wass V, Van der Vleuten C, Shatzer J, et al. Assessment of clinical competence. *The lancet*. 2001;357(9260):945–949.
- Chen XX, Trivedi V, AlSaflan AA, et al. Ultrasound-guided regional anesthesia simulation training: a systematic review. *Reg Anesth Pain Med.* 2017;42(6):741–750.
- Ramlogan R, Chuan A, Mariano E. Contemporary training methods in regional anaesthesia: fundamentals and innovations. *Anaesthesia*. 2021;76:53–64.
- Yee B, Naik VN, Joo HS, et al. Nontechnical skills in anesthesia crisis management with repeated exposure to simulation-based education. *Anesthesiologists*. 2005;103(2):241–248.
- Zausig YA, Bayer Y, Hacke N, et al. Simulation as an additional tool for investigating the performance of standard operating procedures in anaesthesia. *British journal of anaesthesia*. 2007;99(5):673–678.

- Denson JS, Abrahamson S. A computer-controlled patient simulator. JAMA. 1969;208(3):504–508.
- 23. Gouin A, Damm C, Wood G, et al. Evolution of stress in anaesthesia registrars with repeated simulated courses: An observational study. *Anaesth Crit Care Pain Med.* 2017;36(1):21–26.
- Byrick RJ, Naik VN, Wynands JE. Simulation-based education in Canada: will anesthesia lead in the future? *Canadian Journal of Anesthesia*. 2009;56(4):273.
- 25. Michelle Chiu M, Jordan Tarshis M, Andreas Antoniou M, et al. Simulation-based assessment of anesthesiology residents' competence: development and implementation of the Canadian National Anesthesiology Simulation Curriculum (CanNASC). *Canadian Journal* of Anesthesia. 2016;63(12):1357.
- 26. Johnson KB, Syroid ND, Drews FA, et al. Part Task and variable priority training in first-year anesthesia resident education: a combined didactic and simulation-based approach to improve management of adverse airway and respiratory events. *Anesthesiologists*. 2008;108(5):831–840.
- 27. Wong AK. Full scale computer simulators in anesthesia training and evaluation. *Canadian Journal of Anesthesia*. 2004;51(5):455–464.
- Kurup V, Matei V, Ray J. Role of in-situ simulation for training in healthcare: opportunities and challenges. *Curr Opin Anesthesiol.* 2017;30(6):755–760.