

Leading the Technology Charge: Incorporating in the Academic Setting

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Objectives

- Identify the benefits of incorporating simulation into nursing curriculum.
- Discuss strategies to incorporate simulation and technology into nursing curriculum.



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Emerging philosophical development

- More rigorous objective method to evaluate clinicians
- Develop scenarios related to competencies
- Experiential and participatory learning
- Clinical reasoning – examine thinking process
- Use as a high stake examination or licensure process

Benefits of including simulation

- Controlled environment
 - Guarantee that ALL students meet objectives and have similar experiences
- Standardized evaluation
- Active learning by being hands on
- Allows students to practice their role prior to going into the clinical environment
- In line with the technology approach that is the current learning style of students



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Strategies at the academic level

- Faculty buy in
 - Professional development and providing support and resources
- Support of Administration
 - Budget and release time
- Faculty Champion
 - Liaisons and dedicated time
- Incorporating scholarship in simulations
 - Based on research and faculty teams



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Strategies to encourage the use of simulation

- Training and time for faculty to prepare
 - Scholar programs
- Support and resources
 - Equipment and support staff
 - Sharing scenarios (within institution and with others)
- Replacing classroom time with simulation
 - Address various learning styles
- Enhancing communications
 - Different healthcare professions
 - Various levels of students



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Interdisciplinary simulations



Preparation for the encounter

- Determine objectives and choose appropriate case
- Prepare learners for the event:
 - Learning Objectives
 - Articles
 - Skill review/preparation
 - Expectations
- Logistics
 - Timeframes, number of students, etc.



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Tools

- Outline for Objectives to Outcomes
- Simulation template
 - High fidelity case
 - Standardized Patient case
- Templates for Evaluation
 - Standardized Patients
 - Peer student/faculty
- Debriefing
 - Faculty and standardized patients



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Template for Incorporating Standardized Patients into a Simulation



Objectives	Data for the SP	SP Demographics/ Characteristics	Evaluation of the Objectives				
			SP Checklists (communication, skills)	Student Post Encounter Documentation	Evaluator Documentation (expert or peer)	Student Reflection	Verbal Feedback/ Debriefing

Developed by Nan Howland-IUHealth Indianapolis, IN for use contact nhowland@iuhealth.org

Simulation Case Templates

Laerdal / NLN Scenario Content Template

Title Core Case

Brief Summary

Suggested Learning Objectives General: Scenario Specific:
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IUHealth Template for Developing Simulation Cases Including SPs

Presenting Complaint:	
Gender, race, age:	
Case Name:	
Key Objectives:	
Brief summary:	

Evaluation Tool Templates

Fall with Dementia

Nursing OSCE - Sue Moore
(Blank Checklist)

1. Student introduced self to me.
 - Yes
 - No
2. Student made appropriate eye contact while talking to me.
 - Yes
 - No
3. Student attended to my concern over falling.
 - Yes
 - No
4. Student adapted his/her language, pace, and posture in resp
 - Yes
 - No
5. Student responded to changes in my body language and voic
 - Yes
 - No
6. Student asked if I had additional questions.
 - Yes
 - No
7. Student asked if I understood what he/she had said.
 - Yes

STUDENT/FACULTY EVALUATION OF STUDENT

HEADACHE CHECKLIST

	YES	NO	COMMENT
<i>COMMUNICATION</i>			
1. Student introduced self to everyone in the room.			
2. Student asked if patient felt safe at home.			
3. Student asked about violence in the family.			
4. Student asked about violence in my family of origin.			
5. Student assessed patient's willingness to leave the relationship with husband.			
<i>BASIC CLINICAL SKILLS</i>			
6. Student washed hands.			
7. Student asked about bruises.			
8. Student continued the conversation about the bruises after receiving the information.			
9. Student did a modified neurological examination in relation to headaches.			



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Evaluating the learner

- Feedback/Debriefing
 - Verbal or written
 - Individual
 - SP or Faculty/Evaluator
 - Group
 - Collaborate on findings: subjective, objective, etc.
 - Critical thinking/reflection on the whys (differential nursing diagnosis)
 - Discussion of plan of care (diagnostic, therapeutic, educational, counseling, follow up)

Questions?