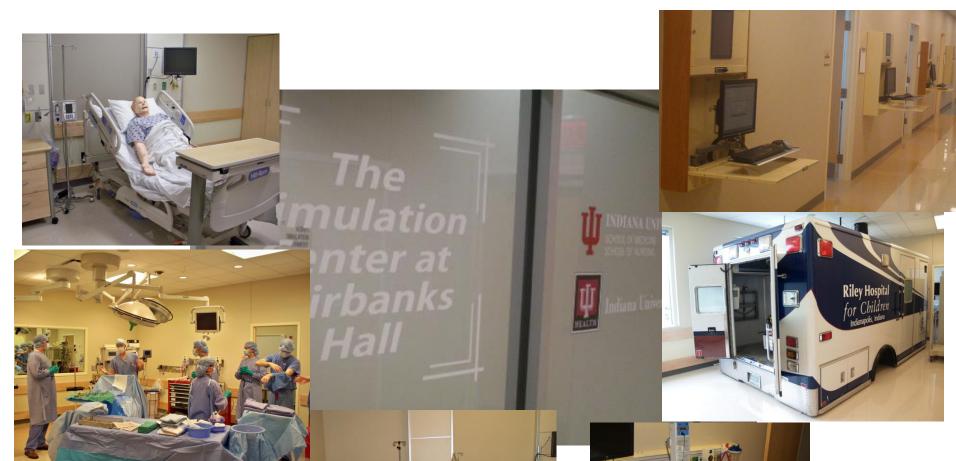
# Leading the Technology Charge: Incorporating in the Academic Setting

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INDIANA UNIVERSITY



## Objectives

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





## 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





## 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





# 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





## 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.





## **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





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

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## Simulation Case Templates

Laerdal / NLN Scenario Content Template

Title		
Core Case		
Brief Summary	IUHealth Template for Developing Simulation Ca	see Including SPs
		ses including ars
	Presenting Complaint:	
Suggested Learning Objectives	Gender, race, age:	
Juggested Learning Objectives	O No	
General:	Case Name:	
	Key Objectives:	
	Brief summary:	
Scenario Specific:		

## **Evaluation Tool Templates**

### **Fall with Dementia**

Nursing OSCE - Sue Moore	е
(Blank Checklist)	

1.	Student introduced self to me.	
	Yes	
	○ No	+
2.	Student made appropriate eye contact while talking to me.	
	O Yes	
	○ No	
3.	Student attended to my concern over falling.	
	O Yes	
	○ No	
4.	Student adapted his/her language, pace, and posture in respo	
	O Yes	
	○ No	
5.	Student responded to changes in my body language and voic	
	O Yes	
	○ No	
6.	Student asked if I had additional questions.	
	O Yes	

Student asked if I understood what he/she had said.

STUDENT/FACULTY EVALUATION OF STUDENT

#### **H**EADACHE **C**HECKLIST

	YES	No	COMMENT
COMMUNICATION			
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.			
Student assessed patient's willingness to leave the relationship with husband.			
BASIC CLINICAL SKILLS			
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.			<u> </u>



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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?