

# Developing a National Focus for HPS<sub>cont.</sub>

## Laboratory Coordinator Responsibilities cont:

- Break down of equipment and room post-simulation
- Storing documents
  - Confidentially forms
  - Evaluation forms for assessment and evaluation

# Developing a National Focus for HPS<sub>cont.</sub>

3. Integration of HPS/PNCI into curriculum based on correlation of:

- PNCI objectives and scenario
- Students' knowledge and abilities
- Relevant course content
- Correlation of scenario with course content
- Level and program outcomes

# Developing a National Focus for HPS<sub>cont.</sub>

**Result:** A grid for both the ASN and BSN curricula that denotes:

- Course or courses
- Identification of PNCI's scenario
- Content in scenario relative to course
- Correlation with Level and Program Outcomes

Simulation Title	Content Considered in Simulation/NOTE	Level Outcomes	Program Outcomes
<b>NR 120: Fundamentals of Nursing/NR 122: Nursing Skills</b>			
Abnormal Variation in Heart Rate in a 87 Year Old	<ul style="list-style-type: none"> <li>• Assessment of:               <ul style="list-style-type: none"> <li>-vital signs</li> <li>-dehydration</li> <li>-fever</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Utilize knowledge and skills from nursing and related disciplines when providing care to patients.</li> <li>• Practice as a member of the healthcare team in providing care to individuals and families.</li> <li>• Demonstrates therapeutic communication skills when interacting with patients and families in a health care environment.</li> </ul>	<ol style="list-style-type: none"> <li>1. Provides holistic nursing care based on knowledge from nursing and related disciplines to individuals and support persons in varied healthcare settings.</li> <li>2. Manages collaborative nursing care with health team members through the effective, cost-efficient use of human, physical, financial, and technological resources.</li> <li>3. Integrates communication principles and techniques with individuals, support persons, and healthcare team members within professional practice.</li> </ol>

Simulation Title	Content Considered in Simulation/Notes	Level Outcomes	Program Outcomes
<b>NR 321: Maternal/Newborn</b>			
REMEMBER: CCN does not have a newborn simulator			
Abruptio Placentae Secondary to Cocaine Abuse, Care of the Patient With	<ul style="list-style-type: none"> <li>• Pathophysiology</li> <li>• Risk factors</li> <li>• Substance abuse</li> <li>• Volume depletion</li> <li>• Emergency Cesarean section</li> <li>• Fetal hypoxia</li> <li>• Communication</li> </ul>	<p>-Integrates the nursing process in providing care to identified populations in a variety of settings from entry to the healthcare system through long-term planning.</p> <p>- Provides care in collaboration with consumers and other health care providers in health promotion, illness prevention, health restoration and maintenance, and rehabilitative activities.</p>	<p>1. Provides individualized comprehensive care based on theories and principles of nursing and related disciplines to individuals, families, aggregates, and communities from entry to the healthcare system through long-term planning.</p> <p>2. Demonstrates leadership and collaboration with consumers and other healthcare providers in providing care and/or delegating responsibilities for health promotion, illness prevention, health restoration and maintenance, and rehabilitative activities.</p>

# Commitment to Integration Within Curricula

Requires commitment of faculty:

Vote by Undergraduate Curriculum Committee  
to require simulation within each clinical  
nursing course

# Commitment to Integration cont.

- Commitment from campus and national administration to:
  - Dedicate an individual to oversee integration process-Learning Resources Specialist
  - Laboratory Coordinator trained in HPS with dedicated time to conduct scenarios on each campus
- Development of Simulation Handbook

# Structure

1. National person who provides direction for implementing simulation within curriculum  
– Chamberlain designated as Learning Resources Specialist

## Learning Resources Specialist:

- Provides simulation information to faculty and laboratory coordinators
- Assists in the initial and ongoing faculty development activities related to simulation

## Structure<sub>cont.</sub>

- Serves as a resource to the laboratory coordinators
- Serves as a resource to a new campus regarding simulation
- Serves as a resource for technology by reviewing advances useful for classroom and/or clinical learning activities

# Structure cont.

## 2. Each campus

- Campus Dean who is responsible for academics and operations
- Laboratory Coordinator who is responsible for all aspects of the skill laboratories including all simulations

# Physical Environment and Equipment

Chamberlain currently has two very different environments:

- One campus that has used the same skill laboratories settings for over 40 years
- Three new campus with new skills laboratories, but little design considerations for simulations

# Physical Environment and Equipment

cont.

**Three** very different challenges

- **First Challenge:** Modification of an older building (1942) with four rooms dedicated to skills laboratories

# Physical Environment and Equipment cont.

- **Second Challenge:** Modify current campuses with already “new” skill laboratories for simulation
  - Have four laboratory rooms (i.e. general, ICU, specialty, health assessment), but no control rooms for simulation
    - Monitor and computer on a table at the end of the bed
    - PCU and receiver under the table
    - Air compressor in separate area with wall connections

# Phoenix, AZ—Old way with air compressor



# Air compressor to wall



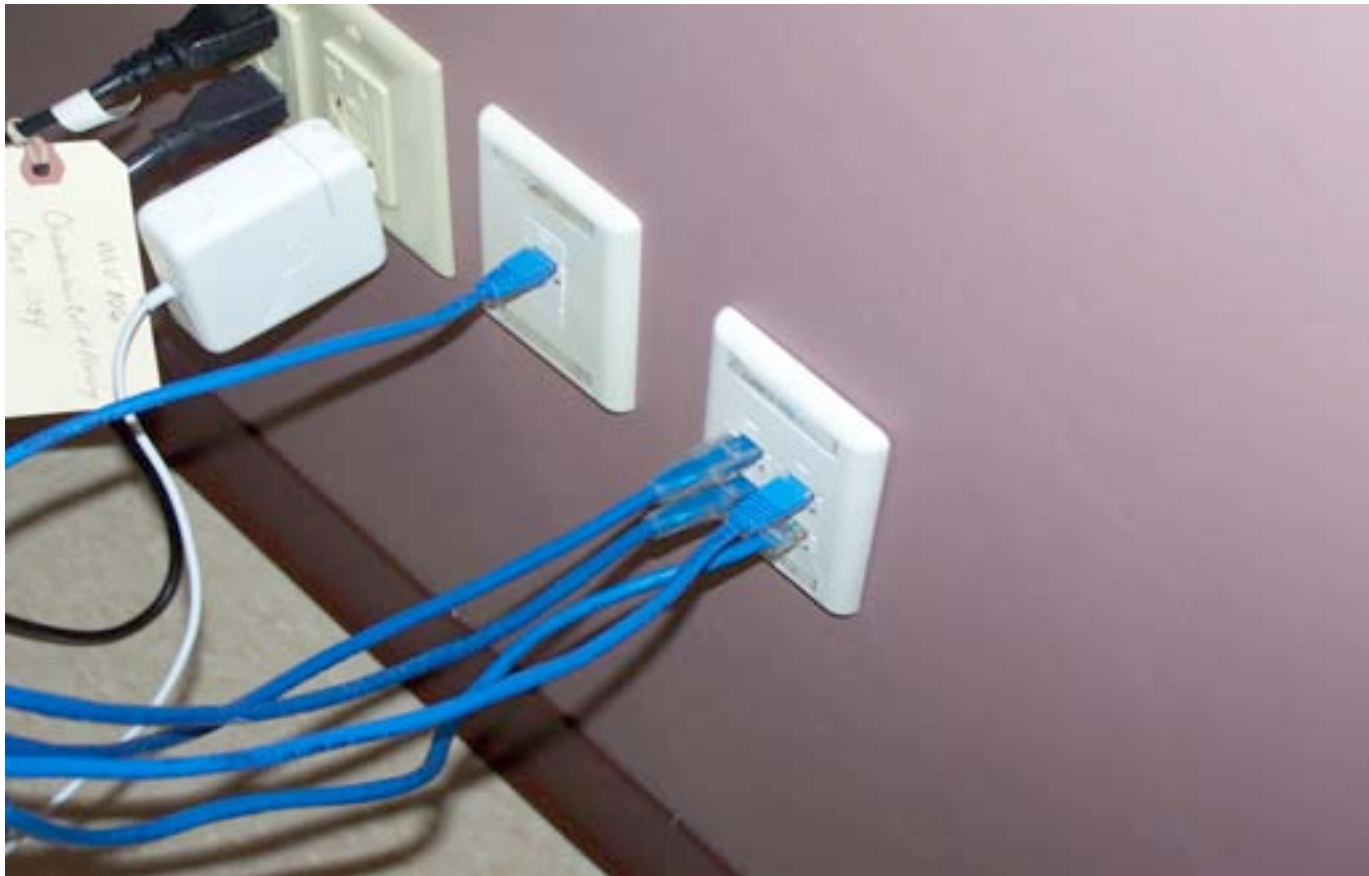
# Tangle of wires



# Limited Space to Work



# Tangle gone with 4-plex outlet



# More Space to Work



# Physical Environment and Equipment cont.

- **Third Challenge:** Modify the building plans of skills laboratories of campuses yet to be opened
  - Control room with monitoring and digital recording
  - Dedicated debriefing rooms with digital viewing