


St. Petersburg
College of
Nursing



SUCCEED


with Simulation!

An Educational Project for ADN Faculty
"SUCCEED GRANT"

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Background & Significance

- The school has owned HPS models since 1997
- Purchased PNCI curriculum
- Over \$1.13 million spent on simulation technology (as of Summer 2006)
- HPS models used by faculty less than 10% of the available time as noted in log books (as of Summer 2006)

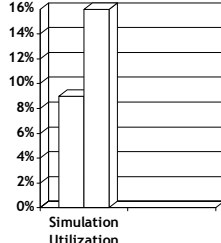
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DNP Research Project: "HPS ADN Faculty Educational Program", March 2007


- Data collected following Educational Program through end of the next semester (Summer 2007)
- Simulator use increased from less than 10% to 14 - 16% overall
 - With one month as high as 20%!
 - Calculated based on hours used/hours available



Simulation Utilization

□ Baseline □ After Education


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Research Question -
What is the effect of a HPS educational intervention on intent to use, attitudes, subjective norms and perceived behavioral controls?

Measure	Faculty (n = 15)	
	Mean	Sig.
Attitude	-.7	< .001
Subjective Norm	-.4	< .001
Perceived Behavioral Controls	-.4	< .001
Intent to Use	-1.3	.021

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Academic Year 2008-09

- '2007 Succeed Florida Critical Professionals Nursing Program' grant.
- Our project fell under the objective to implement innovative instructional delivery methods that will maximize the academic success for students.


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Project Design

- Designed each training session to be course specific tailored to faculty needs
- Pre & Post surveys
- Open and closing discussions
- Role-playing
faculty roles/student roles
- Debriefing demonstration
- Handout and faculty prep materials
- Provided CEU's to participants


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Project Objectives

- Discuss the advantages of using HPS in nursing education.
- Acquire basic skills (preparation, ease of use, and debriefing) as faculty facilitators in using HPS.
- Operationalize the METI scenarios into selected courses.
- Discuss the use of HPS in providing realistic patient care experiences.
- Discuss the use of HPS as an alternative to traditional clinical settings

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Results

N = 35 (76%)

- No previous hands-on or classroom training
37% (n = 17)
- Never attended educational program on the HPS 29% (n = 10)
- Had used the HPS as a teaching tool
80% (n = 28)


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Paired t Test Results for Means

Faculty (n = 35)	Paired Differences	
	Mean	Sig.
I feel comfortable using the HPS as a teaching tool	-.68	<.01
I feel competent using the HPS as a teaching tool.	-1.00	<.01
Using the HPS provides a realistic patient care experience.	-.31	<.03
Students want me to use the HPS.	-.37	<.01


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Paired t Test Results for Means

Measure	Paired Differences	
	Mean	Sig.
The HPS Is Easy To Use <i>Faculty (n = 35)</i>	-1.12	<.01
It is important that the time it takes to become proficient using a particular teaching strategy does not exceed its educational effectiveness.	.34	<.04
Please rate your 'intention to use the HPS as a teaching tool'	-.49	.02


Significance at the $p < .05$ level.
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'Most of my change in my attitude regarding the HPS can be attributed to this educational program'

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	2	5.7	6.1	6.1
Uncertain	4	11.4	12.1	18.2
Agree	19	54.3	57.6	75.8
Strongly Agree	8	22.9	24.2	100
TOTAL	33	94.3	100	


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Which part was most valuable to you for enhancing your future HPS use?'

- "Hands on and observational- watching HOW it is used. Faculty input and ideas."
- " Role playing through the scenario and variations on altering the scenario formats to fit the learning objectives and meet the students' needs."


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Which part was most valuable to you for enhancing your future HPS use?’

- “I would have to say that **FINALLY** approaching it from the remedial, "what do I do as instructor" aspect was very helpful.”
- “It was the "baby steps" that finally helped me with moving away from being frozen in fear.”


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Which part was most valuable to you for enhancing your future HPS use?’

- “Debriefing and experiencing what other faculty use”
- “Being the students and seeing how the instructors did their roles.”
- “New ways of utilizing the low fidelity SCENE for summative evals and continuing assessment.”
- “All of it! **THE** actual demonstration in the SCENE.”


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Please identify anything that would encourage you to incorporate simulation into your courses’.

- “Knowing that I have excellent resources like all of you!!”
- “Lab support and having the simulators ready for use and moulaged when I bring the students to the lab.”
- “Your enthusiasm is contagious. .. you have continued to encourage faculty to utilize simulation, thank you!”

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Summary

- Majority of the faculty surveyed had used the HPS without any formal training
- An absence of formal training contributed to the lack of comfort and competence by faculty respondents

Educational project had a statistically positive effect on attitude regarding the HPS


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Summary

- Educational project had a statistically positive effect on intent to use HPS
- Educational project had a statistically positive effect on faculty comfort and competence using the HPS
- Educational project had a statistically positive effect on faculty perception of ease of use of the HPS

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Implications & Recommendations

- Provide dedicated Simulation personnel
- Provide a mechanism for ease of scheduling HPS
- Assess faculty prior to implementation of HPS into nursing curriculum

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Implications & Recommendations

- Training geared to specific faculty needs
 - Provide education with hands-on training for faculty unfamiliar with the HPS/SCENE
 - Provide periodic hands-on training to maximize the use of HPS by experienced faculty
- Develop a system of designated times for faculty to share examples of incorporation of simulation into their pedagogy
