Welcome to the Louisville SUN!

Optimizing The Total Learning Experience

SUN Simulation User Network™
Welcome!

• Paul Collins
  • Manager of The Simulation Center at Fairbanks Hall

• Michelle Howard
  • Director of the Allied Health Simulation Center
    Ozarks Technical Community College

• John Gillespie
  • Educational Solutions Account Executive
What keeps you up at night?
Louisville SUN: Barriers to Adoption
N=166

Multiple Answers Valid

- Simulator Technology: 10%
- Lack of Space: 30%
- Funding: 45%
- Faculty Buy-In: 21%
- Faculty Development: 43%
- Staff and Time to Develop Sims: 47%

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What keeps your boss up at night?
Helping Save Lives #LAERDALSUN
Session Goals

• Challenge you to Think Differently about your Program

• Discuss a Framework for Success

• Encourage you to Learn from Each Other
Everett Rogers’s Diffusion of Innovation Model

Innovators: 2.5%
Early Adopters: 13.5%
Early Majority: 34%
Late Majority: 34%
Laggards: 16%
Adoption within Programs
N=166

- Discovery: 11%
- Developing: 31%
- Teaching: 57%
- Integrated: ?
Qualifiers

These results were achieved using:

- INACSL Standards of Best Practice
- High quality simulations
- Debriefing method grounded in educational theory
- Trained and dedicated simulation faculty
Key Initiatives & Goals

**S**pecific
**M**easurable
**A**ttainable
**R**ealistic
**T**ime-bound

S*M*A*R*T GOALS
Framework for Success

Key Initiatives & Goals

Executive Support and Guidance

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Framework for Success

Who are your stakeholders?

Executive Support and Guidance
Framework for Success

Key Initiatives & Goals

Team Roles & Faculty Preparedness

Executive Support and Guidance
<table>
<thead>
<tr>
<th>Simulation Role/Task</th>
<th>Job Title</th>
<th>FTEs</th>
<th>Desired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Schedule Rooms, simulators, training materials</td>
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<tr>
<td>Clinical Content Expert</td>
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<tr>
<td>Design Education / Lesson Plans</td>
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<tr>
<td>Develop Simulation Learning Objectives</td>
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<tr>
<td>Find, build or buy Scenario to match Learning Objectives and review with Faculty</td>
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<tr>
<td>Develop Learning Material</td>
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<tr>
<td>Write/Select blended learning materials (pre requisite and post simulation materials, evaluations, video vignettes, quiz, etc.)</td>
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<tr>
<td>Schedule Rooms, simulators, training materials</td>
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<tr>
<td>Schedule Student Training</td>
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</tr>
<tr>
<td>Maintain and Prepare Simulators / Lab</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Prepare / Brief the Learners</td>
<td></td>
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<tr>
<td>Run the Simulators</td>
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<tr>
<td>Facilitate the Debriefing</td>
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<tr>
<td>Assess Staff &amp; Evaluate the Session</td>
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<tr>
<td>Evaluate: The Course and Report Outcomes</td>
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<tr>
<td>Evaluate: The Staff &amp; Instructors (Standardization)</td>
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</tbody>
</table>
Framework for Success

Key Initiatives & Goals

Curriculum Plan

Team Roles & Faculty Preparedness

Executive Support and Guidance

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Integration of Simulation into Curriculum

- Path to integration
- Does your curriculum drive what you are doing in simulation?
- How do you gather this information from Subject Matter Experts?
National Council State Boards of Nursing (NCSBN)

- 8 Core courses based on survey of 1000 schools
  - Fundamentals
  - Med/Surg I & II
  - Geriatrics
  - Pediatrics
  - Labor and Delivery
  - Community Health
  - Mental Health

- Top Key Concepts & Learning Objectives Identified
- Scenarios Mapped to Learning Objectives
### Chest Pain Curriculum Map

**Ogden Regional Medical Center (ORMC)**

<table>
<thead>
<tr>
<th>Area / Learner</th>
<th>Key Concepts</th>
<th>Learning Objectives</th>
<th>Self Study</th>
<th>Class / Huddle</th>
<th>Sim in Skill Group</th>
<th>Sim in Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>….</td>
<td>….</td>
<td>Content?</td>
<td>….</td>
<td>Content?</td>
<td>Content?</td>
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<tr>
<td>Group 2</td>
<td>….</td>
<td>….</td>
<td>….</td>
<td>….</td>
<td>….</td>
<td>….</td>
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<tr>
<td>Group 3</td>
<td>….</td>
<td>….</td>
<td>….</td>
<td>….</td>
<td>….</td>
<td>….</td>
</tr>
</tbody>
</table>

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How are you running simulations?

Scenarios

Or

On-The-Fly

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Training Environment & Fidelity

- Environment fidelity
- Equipment fidelity
- Psychological fidelity

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Training Environment & Fidelity

• Safe Container
  – Psychological Fidelity
    • Psychological Safety
      – Mistakes ok
      – Feelings acknowledged
    • Confidentiality
  • Faculty prepared
    – Feedback immediate

• Learning Environment
  – Environmental Fidelity
  – Equipment & Technology

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Educational Practices

- Experiential Learning
  - Engagement
  - Student/Faculty interaction
    - formative assessment
    - adjusting, cueing

- Reflective learning through debriefing
More on debriefing

Models of Debriefing:
- Debriefing for Meaningful Learning
- Debriefing with Good Judgment
- Gather...Analyze...Summarize
- Plus / Delta
- 3 D (Diffusing, Discovering, Deepening)

Assessment of Debriefee Competence:
- Debriefing Assessment of Simulation in Healthcare
  - Rater version
  - Student version
- Debriefing Experience Scale
- Objective Structured Assessment of Debriefing

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Where does A/V fit?
Where does A/V fit?

- Debriefing
- Remote Live View
- Video Assisted Self Debriefing
- Peer Review
- Debrief the Debriefee
Operational Support

• Staffing
  – What makes up a Sim Team?
  – Who plays which role?
  – What skills are required?
  – What training is needed?

• Equipment
  – Do the Learning Objectives justify the equipment?
  – Is the equipment maintained regularly?
  – Do the students/faculty get the best value out of the equipment?

• Funding
  – Capital Investment
  – Operational funding for maintenance and staff development
  – Sustainment plan
How do we manage all of this?
Putting it All Together

Objective-Driven Simulation Request

#1 Management System

#2 Curriculum

#3 Collaborate with Faculty

#4 Internal Needs

#5 Scenario

#6 Debrief

#7 Event Evaluation

#8 5 R’s
#1 Management System
- Must HAVE and a manager to manage!
- What are you using?
- Faculty training
  - Simulation, debrief, schedule, etc.
- Scheduling Simulation
  - Who does this?
    - Faculty, sim staff
  - Caution

#2 Curriculum
- Who develops
  - Self-Authored
    - Objectives clear?
  - SimStore
  - Other resource (SLS, NLN)
  - Create New
#3 Collaborate

- Faculty-Director
  - Face to face meeting
- Discuss request
  - Objectives
  - Time frame for event
  - # of students
  - Amount of time per scenario/debrief
  - Debrief model
- Pre-Sim work
  - V-Sim, SLS, case studies

#4 Internal Needs

- Operational Support
  - Staffing
    - Operators
    - Lab assistants
    - Actors/SP’s
  - Resources
    - Equipment
      - Manikins
      - beds
    - Rooms
    - Supplies

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Putting it All Together

#4 Internal Needs

- Getting organized
  - Pre-Sim Checklist
    - Scenario overview with chart, namebands, etc
  - Post-Sim Checklist
  - Operator sheets
  - Faculty, student, peer evaluations
  - Rotational schedule
  - GAME sheet
  - Debrief model

- Meet with faculty again 1 week prior

- Day before:
  - Set the stage
    - Fidelity of the environment
      - Location
      - Moulage
      - AV
  - Run Scenario

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### #5 Scenario
- Maintain fidelity
  - No pretend
  - Practice as perform

### #6 Debrief
- Away from scenario
- Maintain suspension
- Student Centered
- Debrief Model
- Video-assisted

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## #7 Event Evaluation

- Student evaluation
- Faculty evaluation/discussion
- Reporting/assessment
  - Data collection
    - Supplies
  - SimManager
    - Staff utilization
    - Equipment
    - Student

## #8 Five R’s

- Regroup
- Recycle
- Report
- Revise
- Rejoice
Key Elements to a sustainable program....

- Evaluate Data Collection
  - ROI (Return on Investment)
  - ROE (Return on Expectation)
  - Utilization Data Collection
    - Where go from here?

- Policy and Procedures that are specific to your organization

- Care about what keeps your organizational leaders up at night
  - Insure that the stakeholder gets a regularly scheduled report
### Allied Health Simulation Center Student Hours of Usage and Learners Served

<table>
<thead>
<tr>
<th>OTC Allied Health Programs</th>
<th>Summer 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Per program Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAS</td>
<td>0</td>
<td>8</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>DHY</td>
<td>5</td>
<td>29</td>
<td>24</td>
<td>36</td>
</tr>
<tr>
<td>EMS</td>
<td>0</td>
<td>6</td>
<td>28</td>
<td>100</td>
</tr>
<tr>
<td>HIT** UA Screen</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>HIS</td>
<td>111</td>
<td>144</td>
<td>0</td>
<td>54</td>
</tr>
<tr>
<td>MLT</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>OTA</td>
<td>0</td>
<td>1</td>
<td>44</td>
<td>40</td>
</tr>
<tr>
<td>PTA</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>48</td>
</tr>
<tr>
<td>PN-Lebanon</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>PN-Springfield</td>
<td>72</td>
<td>94</td>
<td>68</td>
<td>80</td>
</tr>
<tr>
<td>PN-Hollister</td>
<td>32</td>
<td>18</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>ASN</td>
<td>0</td>
<td>85</td>
<td>48</td>
<td>51</td>
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<tr>
<td>RT</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>20</td>
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<tr>
<td>ST</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>241</td>
<td>394</td>
<td>236</td>
<td>586</td>
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</table>

<table>
<thead>
<tr>
<th>FY15 Hours of Usage</th>
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</thead>
<tbody>
<tr>
<td><strong>Total Hours</strong></td>
<td>871</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Other Programs</th>
<th>Summer 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Per Program Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cox</td>
<td>52</td>
<td>135</td>
<td>129</td>
<td>200</td>
</tr>
<tr>
<td>National Guard</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td>Army</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>Willard Nursing</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Republic Nursing</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Springfield Fire Department</td>
<td>0</td>
<td>0</td>
<td>96</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>69</td>
<td>139</td>
<td>237</td>
<td>514</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FY15 Hours of Usage</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td>1315</td>
<td></td>
<td>1100</td>
<td>Total Learners Served</td>
</tr>
</tbody>
</table>
Please rate the following statements by checking the box representing your response. Mark NA if the statement does not apply.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel more confident after the simulation experiences.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Why or why not?</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>I feel I used critical thinking skills in all of the scenarios.</td>
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<tr>
<td></td>
<td>Why or why not?</td>
<td></td>
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<tr>
<td>3</td>
<td>I feel I worked as a team-player during the simulation experiences.</td>
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<td></td>
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<tr>
<td></td>
<td>Why or why not?</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>I feel I communicated effectively with all participants in the simulation experiences.</td>
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<td></td>
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<tr>
<td></td>
<td>Why or why not?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>I feel I communicated well with the simulated patient; meeting the client’s psychosocial needs.</td>
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<tr>
<td></td>
<td>Why or why not?</td>
<td></td>
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<tr>
<td>6</td>
<td>I feel I am able to learn from my mistakes made during the simulation experiences.</td>
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<td></td>
<td>Why or why not?</td>
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<tr>
<td>7</td>
<td>I feel my overall assessment skills improved after the simulation experiences.</td>
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<td></td>
<td>Why or why not?</td>
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<tr>
<td>8</td>
<td>The simulations were useful in helping me better understand a client with similar health concerns.</td>
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<tr>
<td></td>
<td>Why or why not?</td>
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<tr>
<td>9</td>
<td>The simulations clarified priority actions needed for a client with similar health concerns.</td>
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<tr>
<td></td>
<td>Why or why not?</td>
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<tr>
<td>10</td>
<td>Simulation events help me understand more about the nursing process</td>
<td></td>
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<tr>
<td></td>
<td>Why or why not?</td>
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<tr>
<td>11</td>
<td>Giving the report on my patients all at the same time was helpful.</td>
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<td></td>
<td>If helpful- please explain how so</td>
<td></td>
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<tr>
<td>12</td>
<td>I feel debriefing time is student-centered and is safe for me to learn.</td>
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<tr>
<td>13</td>
<td>How can the simulation center improve to make the experience better?</td>
<td></td>
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</tr>
</tbody>
</table>

General Comments:____________________________________________________________________________________________________
Employee Hours/Dedicated

Dedicated Hours per Week

- Curriculum Development
- Prepping
- Operating
- Evaluating
- Maintenance
- Cleaning/Restocking
- Training
- Community
- Office/Admin
- IT/AV Trouble shooting
- Work Study
- Simulation enhancement/Acting
Framework for Success

Key Initiatives & Goals

- Curriculum Map & Content
- Training Environment Fidelity
- Equipment (Sims, AV, etc)
- Debriefing Model
- Management System

Team Roles & Development Plan

Steering Committee

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What does your plan look like?

Assess  Implement  Pulse Check

Sustain

Success Management (Commitment to Goals, Schedule, Communications)
Session Survey

Give us your feedback on this session!

Help us make SUN better for you!
Welcome

Share your experience with

#LAERDALSFUN
Thank you

Paul, Michelle
John & Rich