USE OF SIMULATION IN A CONCEPT-BASED CURRICULUM

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Introduction

Programs
~BSN
~RN to BSN
~MSN
~DNP

~BSN program has approx. 425 students
Why we needed to change

- NCLEX success rates for our undergraduate program have been well above state and national averages.
- Dissatisfaction among our graduates and current student body.
- New standards were added (AACN, QSEN, IOM, etc…) without deleting content.
- Faculty and students recognized the content saturation that is so common in other programs (Giddens and Brady, 2007) was unavoidable.
Change

- Took 2 years to plan our new curriculum.
- Led by a curriculum consultant.
- Planning team consisted of all full time faculty, simulation specialists & community advisors.
Including simulation

- Mutual agreement that simulation would be an integral learning method in the new program.
- Benefits of simulation: increasing students’ clinical reasoning and decision making in a safe environment (Jeffries, 2007).
State of the art building

13 bed practice lab

16 bed main lab

45 seat Amphitheater

Adult ICU
Revised curriculum

- 5 semesters + required Spring/Summer externship.
- Based on AACN’s Essentials for Baccalaureate Nursing Practice.
- Each semester has four core courses, 3 of which focus on the roles of the baccalaureate nurse generalist.
  - Nurse Provider: Pharmacology & Pathophysiology
  - Nurse Designer, Coordinator & Manager: Clinicals & Health Assessment
- The fourth course is the simulation course: Professional Integration.
- Each semester also has particular concepts and threads for which they are responsible.
Level 1: Concepts and threads

Concepts: Organizing principle (Giddens, 2013)
- Advocacy
- Collaboration
- Comfort
- Conflict
- Teaching/Learning
- Technology

Threads: Sub-concepts which weave through all concepts & all levels of curriculum
- Communication
- CT/Reasoning
- Health Promotion
- Safety
- Prof Identify/Ethics
- Pt Centered Care
Professional integration

- Taught by two full time nursing faculty, who also teach other courses at this level, two simulation specialists, 8 adjunct faculty who are clinical instructors and two VANA faculty.
- Course objective: Integration of content from four primary courses and concepts & threads.
- Primary learning objective: Students will be able to understand and apply the concepts and threads in a basic nursing role.
- Most of our simulations are Veteran focused as we are a Joining Forces committed university & VANA partnership site. Goal of partnership to have 50% of our simulations Veteran focused.
Simulation topics

- Maintaining safe environment
- Therapeutic communication
- Collection of health history in pt with dementia
- Pain and neurological assessment
- Respiratory
- CV
- Mobility
- ADLs
- Conflict Resolution
Example Simulation

- 4 hour course
- Pre simulation activity, prep of standardized pt actors, simulation, debriefing.
- Simulation template adapted from Jeffries (2007).
Evaluative Methods

- **Self reflective journaling**
  - Following debriefing 4 reflective questions which ask students to evaluate their nurse’s performance in relationship to simulation objectives.

- **Concept maps**
  - Cause and effect diagramming of patient simulation.
    - (Decker et al, 2010)

- **Concept scholarly paper**
  - Define the concept, use nursing knowledge to explain it, describe how the concept works (physiology), specific case example & nursing interventions
References


