

Major finding from last year and related change, if any:

Nursing Program Outcomes Supporting Data

The purpose of utilizing simulation in Nursing V is to help faculty understand the student's performance of utilizing critical elements taught throughout the nursing program, and apply these elements to basic scenarios within the clinical setting, these basic elements fall into the curriculum under safe and effective care. This simulation experience is beneficial to the faculty and students to evaluate many aspects of faculty teaching and to reinforce student learning in the clinical setting. Nursing faculty are able to review and evaluate students on successfully understanding critical elements (safe and effective care) taught within the nursing curriculum, and then reinforce these areas throughout the clinical experience. Students are able to identify self evaluate areas of weakness in the area of safe and effective care and begin to understand and evaluate their performance, and apply this to their weekly practice in the clinical setting.

We have been utilizing simulation within the Nursing V curriculum beginning in Summer 2010. In the initial phase of implementation of simulation within the course curriculum, we first looked at having the students complete their required simulation experience at the end of the course, prior to going on to Nursing VI which is their Nursing Practicum. Faculty found that there were several areas of weakness, but students had no time for faculty remediation and reinforcement within the clinical setting prior to moving into Nursing VI which is the program's capstone course.

Therefore, the Nursing V faculty reviewed the data looking at the critical elements, and thought that it would be better to move simulation to the beginning of the course. With this change the nursing faculty would be able to review the results, and work with each student in the clinical setting to reinforce these critical elements. This change went into effect for Fall of 2011.

The critical elements within each simulation vary, depending on the scenario, but all are taught and reinforced within the curriculum. The critical elements all reflect safe and effective care within the clinical setting and include; correct patient identification, appropriate focused physical assessments, performance of vital signs, critical thinking related to patient condition. (see charts for data).

Students were asked to complete a survey after their simulation experience to express their thoughts and views regarding their experience. When reviewing the survey, students were had positive comments regarding their learning experience:

- *Gained confidence*

- *Independent thinking*
- *Helped with focusing on weakness in the clinical area especially with assessments*
- *Autonomy*
- *New outlook on clinical role, and importance of good assessments and safe care*
- *Helped with independent decision making*
- *More confident with skills and assessments*

Survey Responses 2012

<i>Identify strengths and weaknesses in the clinical practice</i>	<i>Summer 2011</i>	<i>82/84</i>	<i>98%</i>
	<i>Fall 2011</i>	<i>75/77</i>	<i>98%</i>
	<i>Spring 2012</i>	<i>56/57</i>	<i>98%</i>
	<i>Summer 2012</i>	<i>62/63</i>	<i>98%</i>
<i>Valuable learning experience</i>	<i>Summer 2011</i>	<i>84/84</i>	<i>100%</i>
	<i>Fall 2011</i>	<i>74/77</i>	<i>98%</i>
	<i>Spring 2012</i>	<i>56/57</i>	<i>98%</i>
	<i>Summer 2012</i>	<i>64/64</i>	<i>100%</i>

The students who were unsuccessful had the opportunity to review areas of weakness in a debriefing exercise directly following their simulation to identify areas to remediate within the clinical setting. These students then had several weeks to remediate with their clinical faculty within clinical setting and repeat the simulation. All students were successful of meeting the competencies outlined on either their first or second attempt.

Summer 2011: 84 students participated in Nursing V Simulation. Of the 84 students 22 were unsuccessful on the first attempt missing one or more of the critical elements.

Fall 2011: 80 students participated in the Nursing V Simulation. Of the 80 students 12 were unsuccessful on the first attempt missing one or more of the critical elements.

Spring 2012: 69 students participated in Nursing V Simulation. Of the 69 students 16 were unsuccessful on the first attempt missing one or more of the critical elements.

Summer 2012: 76 students participated in Nursing V simulation. Of the 76 students 14 were unsuccessful the first time missing one or more of the critical elements.

Fall 2012 we had 59 students who participated in Nursing V simulation.

Critical Elements Missed

Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012
84 students 100% met critical elements either first or second simulation attempt	80 students 100% met critical elements either first or second simulation attempt	69 students 100% met critical elements either first or second simulation attempt	76 students 100% met critical elements either first or second simulation attempt	59 students
ID armbands	ID armbands	ID armbands	ID armbands	ID armbands
Incorrect prioritization	Incorrect prioritization	Incorrect prioritization	Incorrect prioritization	Incorrect prioritization
Physical assessment (missed areas in assessing bowel sounds or lungs)	Physical assessment (missed areas in assessing bowel sounds or lungs)	Physical assessment (missed areas in assessing bowel sounds or lungs)	Physical assessment (missed areas in assessing bowel sounds or lungs)	Physical assessment (missed areas in assessing bowel sounds or lungs)
	Did not know signs of symptoms of blood	Did not know signs of symptoms of blood transfusion (normal or abnormal)	Did not know signs of symptoms of blood transfusion (normal or abnormal)	Did not perform a full set of vital signs (temperature, pulse, respirations, Blood pressure)

Analysis:

Based on the above information, the Nursing V faculty has shared this information with the entire nursing faculty to help reinforce these important concepts throughout the curriculum.

Nursing IV reinforced the Blood component to emphasized blood products, signs and symptoms of a transfusion reaction, normal patient assessment, blood types, nursing preparation for blood administration, and the legal documents that accompany the administration of blood products.