

Ventura College Sabbatical Leave Proposal
A Comprehensive Integrated Simulation Program for the Nursing Curriculum
Submitted by Sandra Melton
Nursing Department
November 2018

Instructor's Sabbatical Leave Status

Full-time hire date: August 1982 and January 2005

Part-time hire date: January 1987

Previous Sabbaticals: 0

Background of Sabbatical Project

The demand for pre-licensure Registered Nurse (RN) clinical education capacity/clinical placements is outpacing current acute care capacity for pre-licensure Associate Degree Nursing (ADN) nursing programs and students. Increasing numbers of clinical training slot requirements, resulting from both increased enrollments in existing pre-licensure RN programs in southern California coupled with simultaneous decreases in acute care training capacity is causing flow disruption and concern among academia and healthcare organizations.

The Board of Registered Nursing (BRN) requires that clinical learning experiences be designed by faculty to meet progressive clinical learning objectives/outcomes across the curriculum. The clinical experiences should be consistent with program and clinical learning outcomes and enable students to gain clinical judgment, decision-making, and clinical management skills necessary for safe competent entry into RN practice. Ventura College has experienced program challenges in securing needed clinical learning experiences in each of the five required clinical areas (Geriatrics, Medical Surgical, Obstetrics, Pediatrics, and Psych/Mental Health), and particularly in the latter three clinical areas. To offset clinical displacement and declining acute specialty unit availability, nursing programs have implemented simulation as an evidence-based alternative.

Gaba (2007) states, "Simulation is an educational strategy in which a particular set of conditions are created or replicated to resemble authentic situations that are possible in real life. Simulation can incorporate one or more modalities to promote, improve, or validate a participant's performance." Faculty development is critical for simulation to be effective, however; it is often an afterthought (Hallmark, 2015; Pamela R. Jeffries, 2008; Kardong-Edgren et al., 2012). The National League for Nursing (NLN) identifies core competencies for nurse educators, which include the use of advanced technologies to support the learning process (Halstead & Billings, 2007).

Despite its growing popularity, many educators are reluctant or unable to incorporate manikin-based simulation into their teaching (Jansen, Berry, Brenner, Johnson, & Larson, 2010). For many educators, a knowledge and skill gap exists between the demand for simulation and competence in developing and using simulation (Lane & Mitchell, 2013). Educators require the knowledge and skills to use this educational strategy in order to maximize its full potential (Decker, Sportsman, Puetz, & Billings, 2008). Pamela R. Jeffries et al. (2013) noted that faculty development methods favored active learning with hands on practice in simulation methods. Howard (2011) emphasized that as simulation expands there is a need for proper faculty training.

Faculty in the nursing program have expressed anxiety and demonstrated reluctance in facilitating simulation experiences to replace missed or lack of acute care specialty experiences. Several barriers to simulation education exist which prevent faculty from using simulation effectively and are associated with a negative impact on student learning. The following barriers have been identified: time, training, attitude, lack of space and equipment, scheduling of the laboratory, funding, staffing, and engaging students. Many faculty members possess expert clinical knowledge, but may lack knowledge and expertise related to design of educational experiences, experiential learning theories, current simulation teaching methods, debriefing methods, and use of technology. The following proposal serves to mitigate faculty reluctance in facilitating simulation thereby providing needed acute care clinical experiences for specialty nursing areas.

Purpose of Sabbatical Project

The purpose of this sabbatical project is twofold: (1) to develop a comprehensive simulation program that enables faculty to acquire competency in facilitating simulation and (2) to provide students with critical acute care experiences in hard to find clinical settings, e.g., acute pediatrics.

Components of Sabbatical Project

The plan is multifaceted and will include the following components:

1. Development of a comprehensive simulation program that meets the BRN and ACEN (Accreditation Commission for Education in Nursing) regulations and standards for simulation including a/an
 - Manual with policies and procedures
 - Orientation of faculty to simulation and the sim lab
 - Student orientation to simulation and the sim lab
 - Simulations available and identified by course
 - Simulation plan for Level 1 and 2 – competencies for each course related to curriculum organizing concepts and related content (alterations)
 - Comprehensive guidelines for simulation – confidentiality, prebriefing, observation tool, SBAR, debriefing, evaluation

- Scenario compendium
 - Process to assure faculty utilizing simulation are formally trained in simulation pedagogy
2. Production of a separate online power point and video introduction and orientation to simulation for students and faculty
 3. Scenario development – minimum of two/content area
 4. Construction of an inter professional (nursing, EMT, PM, CNA) simulation that will enable participants from different professions to engage in a simulation-based experience to achieve shared or linked objectives and outcomes.

Value of Sabbatical Project to VCCCD and Ventura College

With the recommendation that the BRN change regulation to increase simulation usage from 25% to 50% of clinical hours if needed in hard to find clinical rotations, the BRN and ACEN have developed guidelines and standards for simulation that must be met in our next accreditation visits. Continued BRN and national ACEN accreditation brings prestige and recognition to Ventura College and the School of Nursing as a premier program on campus.

Value of Sabbatical Project to Ventura College Students

Simulation allows deliberate practice in a controlled, safe environment. Students are able to practice nursing skills and procedures prior to performance on actual patients. Simulation provides active learning, collaboration, and reflection to enhance students' critical thinking skills and provides a strategy to achieve learning outcomes and evaluate the effectiveness of teaching methods and technology in meeting the needs of the students. Simulation strategies also promote affective, psychomotor, cognitive, and metacognitive skills needed to function in today's health care arena.

In addition, teamwork training with simulation offers a unique opportunity for inter professional collaboration and a chance for various members to practice together. High fidelity simulators set up in a clinical environment (either real or simulated) can provide a realistic way for healthcare providers to practice inter professional patient care management, teamwork skills, and communication, thereby enhancing patient safety and managing the risk for patient harm and error.

Lastly, pediatric nursing is an area that has shown to be associated with higher levels of fear, anxiety, and perceived challenge for the pre-licensure nursing student more than other clinical settings. Nursing students reported that practicing communication skills during a simulation

contributed to increased confidence. The Joint Commission reported in 2012 that communication errors are one of the leading causes of harm in healthcare, and other evidence supports that simulation can result in safer patient and population/system outcomes.

Value of Sabbatical Project to the Instructor

My leadership in the development and implementation of this program into the nursing curriculum will bring a strong sense of personal satisfaction and increased competency as a facilitator and resource for simulation activities in the nursing department. Completion of this project will enhance the comfort of nursing faculty in implementing a sound evidence based simulation program into the nursing curriculum.

Thank you for your time and consideration of this sabbatical proposal.

Respectfully submitted,

Sandra Melton PhD, RN, ACNS-BC, CNE
Program Director and Professor
Ventura College School of Nursing & Allied Health

References

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