Objectives

1. Identify three teaching strategies useful in a simulation environment
2. Create a simulation environment area preparing SNs for Home Environment Safety Assessment
3. Prepare the Home Room Environment with needed equipment for SNs to assess safety
Relevant Literature

- Integration of QSEN competencies when designing simulation scenarios (Jarzemsky, Mc Carthy, Ellis, 2010).

- Little room of errors (Arends, 2010).

- The development of evidence-based clinical simulation scenarios: Guidelines for nurse educators (Waxman, 2010).
Simulation in nursing education: A review of the research (Sanford, 2010).

Using simulation technology for undergraduate nursing education (Medley & Horne, 2005).
Simulation techniques to bridge the gap between novice and competent healthcare professionals (Galloway, 2009).

Creating a home care simulation laboratory (Simones, 2008).
Curriculum and program evaluation (Keating, 2006).

The evaluation process: An overview (Bourke, & Ihrke, 2009).
Introduction

- Development of the Home Environment safety Simulation

- Creating a clinical simulation at Colorado Mesa University (CMU)

- Critical thinking skills used during simulation
Background

- Raise awareness in the home setting to identify potential injury.
- Teach assessment skills for injury prevention.
Teaching Goals

- Sharpen student nurses (SN) observational skills
- Increasing educational opportunity of SNs
The project goal is to Identify potential hazards; Understand risk of identified hazards; Educates clients about hazards.

1. Know what hazards to look for
2. Learning the importance of hazard identification
3. How to talk with client about those hazards
Purpose

- Increase SNs awareness of the importance of identifying safety hazards
- Increase SNs observational abilities of how to identify hazards
Help SNs practice and learn skills allowing for errors and growth

Teaching SNs before going out on first home visit
Rationale

- Enhance clinical reasoning and self-confidence
- Opportunity to engage in a safe clinical experience
- A beneficial learning experience prior to an actual home visit
Rationale (Cont.)

- QSEN Competency---Safety

- Identify hazards and then communicate concerns related to hazards to faculty.

- Demonstrate strategies to reduce risk of harm to the client.
Method

- Three Strategies:
  1. Pre-test
  2. 30-minute lecture
  3. Post-test
Method (Cont.)

- Content

1. Lecture on home safety
2. Simulation application
3. Hazard identification
Lessons learned

1. Case study role-playing scenarios added
2. Debriefing with the Nurse Family Partnership (NFP) RNs
3. Evaluation Questionnaire
Colorado Mesa University enrolls 36 students a semester.

90 hours of clinical for community health each semester.

Total of 3,240 clinical hours needed to have SNs obtain different experiences.
The First Home Environment Lab

- Created for SNs to access household hazards
The 2\textsuperscript{nd} Home Environment Lab

- Updated to a house
- Giving SNs more opportunity
The 2nd Home Environment Lab
 Cost effective teaching strategy

 Supplies were donated
Evaluation

❖ Formative

1. On-going assessment of project from start to finish

2. On-going feedback from faculty throughout the development of the project
Evaluation (Cont.)

- Summative

  1. Pre-test
  2. Post-test
  3. Debriefing
  4. Evaluation questionnaire
109 students have gone through the simulation since spring of 2011.

1. Pre-test score 85% - 95%
2. Post-test 98% - 100%
3. Evaluation questionnaire
85% of the students had positive attitudes towards simulation in the community setting.

95% of the students had a stimulated learning experience.
Outcomes (Cont.)

- 100% of the students felt that role-playing increased their educational strategies to teach families.

- Debriefing – 100% of the students felt that this was helpful.

  1. Safe environment for critical learning experience
Conclusion

- SNs relied on the information taught in the pre-simulation.
- The residential home versus the homeroom on campus
Conclusion (Cont.)

- Important to build resources for project

- Lessons learned
  1. Increase difficulty of pre & post-test
  2. Increase challenge of simulation environment
  3. Smaller groups preferred, but limited resources
Summary

- The Home Environment Safety Simulation will continue to be utilized at CMU each semester.
- Level IV senior SNs will use the simulation lab before going out on their first home visits.
- Will continue to improve and grow the Home Environment Safety Simulation.
Questions
References


References (Cont.)


References (Cont.)

