

FRANCES PAYNE BOLTON
SCHOOL OF NURSING

CASE WESTERN RESERVE
UNIVERSITY

UCITE, NORD Grant 2011
Allen 101 LC 7025

May 16, 2011

This grant would promote the development and advancement of simulation as a learning strategy for all students and faculty in The Frances Payne Bolton School of Nursing. Funding would provide the tuition needed to enroll our Learning Resource Director, Celeste Alfes, in The Leadership Development Program for Simulation Educators sponsored by The National League for Nursing which begins Fall, 2011.

Simulations in nursing education are experiences created to resemble a clinical experience. A major advantage to using simulation in nursing education is it can provide a clinical experience that represents reality without the constraints of a real-life clinical situation (Oermann & Gaberson, 2006). With high-fidelity human patient simulators, students can practice skills, conduct assessments, analyze physiological data, give medications, and observe the outcomes of interventions they select in a safe, non-threatening environment (Oermann & Gaberson, 2006). The "patient" is "brought to life" achieving tremendous realism because of sophisticated physiological and pharmacological mechanics that automatically control the majority of its realistic features (Good, 2003). To be authentic, a simulation must attempt to reproduce reality and incorporate as many realistic environmental factors as possible (Jeffries, 2005). Students must feel as though they are immersed in an environment where the clinical experience could actually take place. The skills lab has the potential to bridge the gap between the classroom and clinical setting, and with the help of high-fidelity simulation experiences, it may facilitate the transfer of nursing skills to the clinical setting (Bradley, 2006).

Across the country, nurse educators are using simulation as an effective teaching strategy to enhance the educational environment for their students. Simulation promotes active learning and helps students develop the skills, knowledge, and attitudes needed to be effective nurses. At the Frances Payne Bolton School of Nursing, we are at the developmental stage of incorporating basic simulation experiences into our undergraduate and graduate curriculum. We are committed to encouraging all faculties to move toward the learning paradigm and to encourage active student participation in the classroom skills laboratory. We currently have an undergraduate program of almost 400 students, a Master of Nursing program of almost 50 students, and a Master of Science in Nursing program of approximately 200 students.

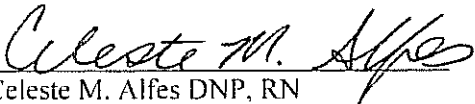
One way we feel we can encourage the development of simulation activities for all students and faculty is to enroll our Learning Resource Director in the NLN's one year Simulation Educators Program. An outline of this program can be viewed at: http://www.nln.org/facultydevelopment/SIRC/sim_leadership.htm. The goals for this program are to:

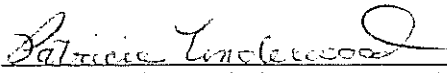
- *Examine key issues in the design, development, use, and integration of simulation in nursing education.
- *Synthesize research that has advanced the art and science of simulation as a teaching/learning tool.
- *Identify gaps in simulation research that are impeding future development and use.
- *Discuss current simulation initiatives of major national and international organizations.
- *Implement an individual plan for leadership development.
- *Create a five-year, focused career development plan.

The \$2,500 Tuition for this program includes:

- *Attending a face-to-face meeting immediately prior to the NLN Educational Summit in Orlando, September 2011.
- *Completing all 11 courses on Simulation Innovation Resource Center, an online e-learning site where nursing faculty can learn how to develop and integrate simulation into their curriculum, and engage in dialogue with experts and peers, to ensure baseline information on best practices in simulation. Topics include: Designing and Developing Simulations, Debriefing and Guided Reflection, Guidelines for Simulation Research, Teaching and Learning Strategies, Integrating Concepts into Simulations, Evaluating Simulations, Curriculum Integration, Programming a High-Fidelity Simulator, Designing a Simulation Center, Maximizing Realism, and Developing Faculty.
- *Reading seminal articles on simulation and discuss readings in a private forum.
- *Participating in webinars focused on integrating simulation into the nursing curriculum, developing simulation research, and leadership and career development
- *Attending at least one of the Laerdal Simulation User Network meetings during the 2011-2012 academic year.
- *Participating in field trip assignments to a large simulation center, where the focus will be on funding, operations, and potential revenue sources; and a small simulation center, where the focus will be on challenges related to faculty development, space, and resources.
- *Submitting an abstract about the program experience for the NLN Summit or NLN conference.

By completing the Leadership Development Program for Simulation Educators, Celeste Alfes will gain the knowledge, experience, and skills needed to promote, develop, and evaluate simulation experiences for all undergraduate and graduate nursing students. This training will also provide the background needed to work with CWRU Instructional Design staff in the development of Second Life learning experiences to provide simulations in communication, relationship building, and problem solving. These simulation experiences will enhance the educational environment for student learning, practice, and ultimately effective patient care. Further, this grant will support all nursing faculty in their teaching and research efforts by providing a simulation resource person to assist in the development and evaluation of future simulation experiences and the transfer of these methods for generations to come.


 Celeste M. Alfes DNP, RN
 Assistant Professor of Nursing
 Director, Learning Resource Center


 Patricia Underwood PhD, RN, FAAN
 Associate Professor of Nursing
 Executive Associate Dean for Academics

References

- Bradley, P. (2006). The history of simulation in medical education and possible future directions. *Medical Education*, 40 (3), 254-262.
- Good, M. L. (2003). Patient simulation for training basic and advanced clinical skills. *Medical Education*, 37(1), 14-21.
- Jeffries, P. (2005). A framework for designing, implementing, and evaluating simulations in nursing. *Nursing Education Perspectives*, 26 (2), 28-35.
- Oermann, M. H., & Gaberson, K. B. (2006). *Evaluation and Testing in Nursing Education*. (2nd ed.). New York: Springer.

Proposed Budget for NORD Grant

\$2,500 Tuition for a year -long Leadership Development Program for Simulation Educators

*Sponsored by the National League for Nursing

* Directed by Dr. Pamela Jeffries, DNS, RN, FAAN, ANEF

*For program overview go to:

www.nln.org/facultydevelopment/SIRC.sim_leadership.htm

*This program will not require faculty to take a leave from present position

Total: \$2,500

Patricia Underwood