

# Beyond Traditional Scenarios: Simulation Techniques in Hospital Education

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# Beyond Traditional Scenarios: Simulation Techniques in Hospital Education

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## Abstract

This poster highlights the innovative simulation practices utilized in a hospital based adult critical care course. The course curriculum was redesigned in order to be reflective of the most cutting edge clinical techniques and to implement the most technologically advanced simulation strategies. The three scenarios utilized as part of the course have the utmost relevancy and authenticity in relation to the institution's culture. Additionally, learner satisfaction scoring and feedback is shared, and potential to measure performance and outcomes is reviewed.

## Immediate Code Blue Response

- Implemented to promote early code blue response and best practice techniques for newly licensed RNs and RNs new to progressive and critical care.
- Simulation scenario involves immediate exposure to a cardiac emergency and allows for execution of immediate Basic Life Support skills and techniques.
- Nursing interventions and care carried out include CPR and airway management, AED application and use, documentation, medication administration, team work and communication.
- Video-recording is utilized to allow the learner to immediately view their performance and techniques. Following a short debrief, the learners then complete the scenario a second and sometimes third time to allow for them to correct technique and skill, and to repetitively implement the appropriate actions.
- Emphasis on code blue skills evolved from multiple different avenues including course evaluations completed by the learner, learner survey results collected to establish self-identified areas of improvement, and anecdotal reports of increased desire for education about this topic from hospital leadership and committees.

## Escalation of Level of Care

- Both critical care and progressive staff members attend class days, allowing for execution of a two part scenario that enables the learner to perform an authentic response to an unexpected event and escalate the level of care.
- Learners working in the inpatient progressive environment complete part one of a scenario. Following response to the change in condition, the patient is transferred to a higher level of care. Learners must transport the patient to a different area of the simulation center and perform live professional exchange report.
- Transfer of care occurs as the second part of the scenario when the patient is admitted to the intensive care area and ICU learners assume care of the patient. The patient status continues to decline and learners must carry out associated nursing interventions.
- Enhancing the understanding of different levels of inpatient care and related nursing interventions is promoted through utilization of live scenario observation between the two different parts of the scenario.
- A large debrief occurs amongst the observation group and teams from both parts of the scenario to encourage collaboration amongst nurses from different levels of care and to foster a culture of positivity and professionalism.



## Assessment Performance

- Assessment performance in simulation is optimized through use of pre-trained, specialized actors referred to as standardized patients. Utilizing standardized patients as a simulation technique allows for an authentic and realistic learning experience.
- Following a didactic lecture about the National Institute for Health Stroke Scale (NIHSS), learners are paired and asked to perform the scale in its entirety on a standardized patient.
- Standardized patient participants are skilled at carrying out the correct response to assure that the learner scores within a certain range if they correctly perform each scale item. A desired range as opposed to one number is accepted to allow for margin of subjectivity.
- Examination technique, score achieved, and associated documentation is immediately reviewed between the simulation facilitator and small group. A larger group debrief occurs once all participants have performed the assessment.
- Measurable outcomes from this scenario include the ability to perform direct application of covered course content and to evaluate an accurately performed NIHSS assessment.



## Implications

Implementation of simulation scenarios as part of hospital based education requires specialty knowledge and abundant resources, but the educational experience and opportunity provided by utilizing simulation is irreplaceable. Participants of these scenarios rate their simulation experience as a 4.45/5.0 on a Likert scale. Additionally, over 98% of learners, n= 455, report that they have learned new knowledge in class, can apply concepts learned in their direct job, and that the content delivery was engaging. Simulation as a teaching strategy is a unique modality which prepares frontline nurses to implement the most pertinent skills and allows educators to assess clinical performance, skill execution, and to bridge any existing knowledge and performance gaps that may have existed prior to the learning opportunity.



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