

Community Health Nursing Simulation Day

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Welcome!



Regis is a Catholic university located 10 miles from Boston.



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Clinical Resource and Simulation Center at Regis



- Open 7 days a week
- All pre-licensure nursing students have simulation experiences as part of clinical courses
- Faculty are clinical experts
- Open lab daily provides additional practice opportunities for students
- Over 1,000 student visits per semester



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Why?

- Community Health Nursing requires specific knowledge, skills, and attitudes
- Limited availability of clinical sites
- Narrow focus of many community sites
- Simulation can provide students with opportunities not otherwise available



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Who?

- ❑ Twenty-four senior BSN students
- ❑ Currently enrolled in an undergraduate Community Health Nursing course
- ❑ Completed two online modules prior to attending:
 - Muslim beliefs related to Ramadan
 - Cardiac effects of chronic substance abuse



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Who Else?

- Designed cooperatively by Community Health Nursing and nursing simulation lab faculty
- Coordinated with a graduate (MSN) student for a community cultural simulation
- Involved carefully selected community volunteers as co-teachers



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What ?

- ❖ An eight-hour pilot program received IRB approval
- ❖ Addressed large issues in community health:

Self-harm

Substance Use Disorder

Interpersonal violence

Cultural care

Justice and Advocacy



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Where (and When)?

- All sessions took place within the 5-room Clinical Resource and Simulation Center (“Nursing Lab”)
- Rooms were used in rotation, changing topics throughout the day
- Students completed:
 - 5 simulations,
 - one lecture, and
 - a structured debate during the eight hour day



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Wow- Tell Me More!

Substance Use Disorder topics:

- ❖ Overdose patient treated in the community
- ❖ Patient relapses in hospital
- ❖ Faculty presentation: Cardiac valve replacement following endocarditis
- ❖ Structured debate: “Allow repeated cardiac valve replacement or not?”



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Field Response to Overdose



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Overdose Client Relapses



Anything Else?

Interpersonal violence:

- Speaker from a community non-profit led an interactive session on domestic violence
- Information about resources in the local area was presented
- Students were able to role-play methods to address possible abuse situations



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Why Culture and Community?

Cultural Simulation:

- Muslim client with diabetes chooses to fast during Ramadan at home
- Challenge for students was to respect the client's cultural beliefs and manage hypoglycemia
- Co-designed by a Muslim graduate (MSN) student who was precepted in the lab



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Cultural Simulation



Was There More?

Stop the Bleed:

- Every student was taught skills to respond to traumatic, hemorrhagic injury in the community
- Taught by community volunteers familiar to nursing lab faculty
- Equipment was provided by the volunteers
- Students received certificates upon completion



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Stop the Bleed



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What Was the Debate?

Structured debate:

- Debate addressed the issue of repeated cardiac valve replacement for individuals with endocarditis
- Students were assigned Pro/Con positions, and received coaching by faculty
- Students were able to debate the topic using statements related to concepts of justice and advocacy



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What About Results?

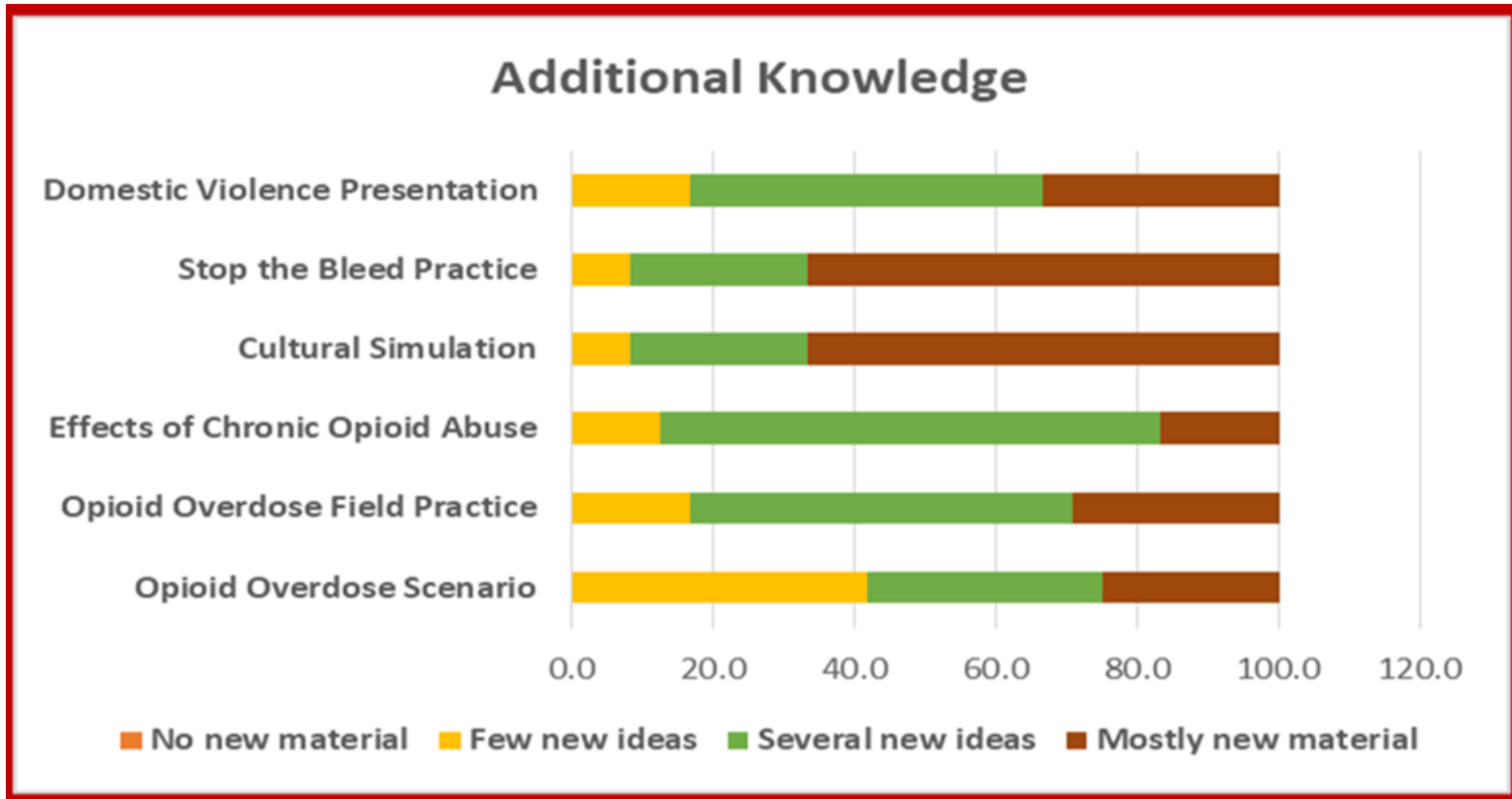
- ❑ Students completed optional, anonymous surveys at the end of the day
- ❑ 100 % of students completed the survey
- ❑ Surveys looked at students' self-reported knowledge acquisition and skills acquisition at the conclusion of the day



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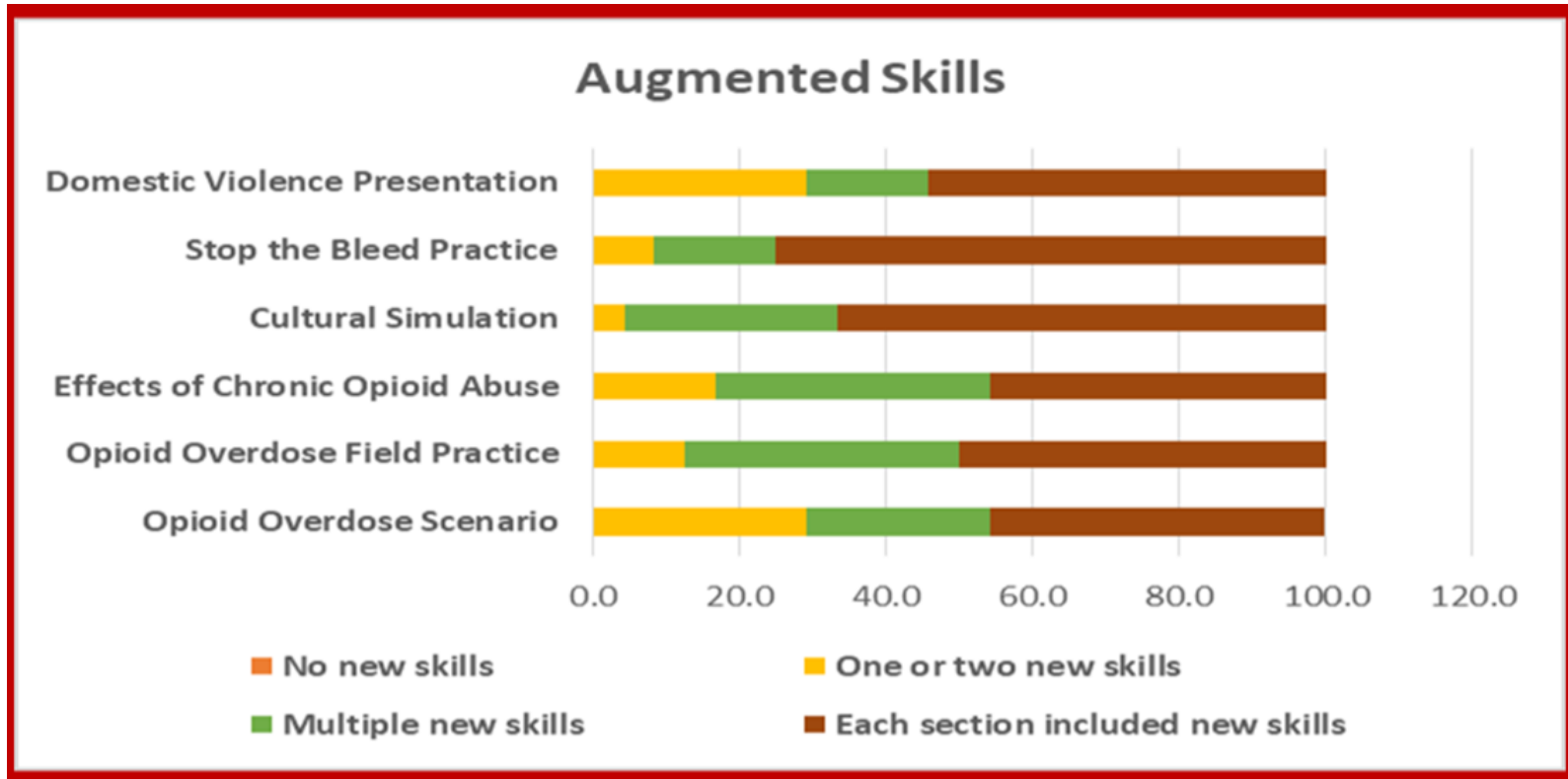
Knowledge Acquisition



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Skills Acquisition



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What Did This Project Show?

Conclusions:

- ❖ Results support the use of simulation
- ❖ Simulates experiences students that students may lack otherwise
- ❖ Developed for very little cost, using existing equipment
- ❖ Community volunteers were added value for students
- ❖ Easily replicated by other schools



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Just One Last Thing...

Thank you !!

We are grateful for the opportunity to share our project. Please feel free to contact us if you have any other questions:

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