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Simulation realism on a realistic budget: creativity in creating simulation

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Active Learning Connection

We will work through a specific case scenario based in our team's experience developing simulations on the Monmouth campus.

We will offer hands-on exploration of the simulation equipment and explanation of techniques used to develop a realistic obstetric hemorrhage scenario.

We will engage in real-time groupthink to develop budget respectful innovations applicable to individual participant schools.

Learning Objectives

1. Describe process elements employed in assessing curricular needs and creating simulation cases addressing those needs
2. Engage in close inspection of OHSU Monmouth Campus's™ supplies, manikins, and equipment supporting a maternal hemorrhage/bleeding simulation with limited funds
3. Engage in real-time groupthink to develop budget respectful innovations applicable to individual participant schools of nursing

Abstract

Simulation in nursing education is valued by faculty (Haddeland, et al, 2021) and students, and is an important tool in meeting recommendations for the future of nursing education (Sumpter, et al, 2022). Simulation experiences can be crafted in order to expose students to specific clinical situations that they may not encounter in traditional clinical settings, and help students to learn about issues of health equity (Reibel, et al, 2019). Simulation also allows students to tackle potentially emotionally heavy topics in an environment of safety.

Every nursing program has unique needs and unique faculty expertise. Resources for simulations can also be a limitation. Creating simulation experiences that meet the needs of students within the program can be intimidating for faculty.

Faculty on the Monmouth campus identified a need for more robust obstetric simulation to support student learning and readiness to practice. A group of faculty and staff with different areas of expertise worked together to create a rich and realistic series of simulations considering both student needs and campus resources. The team will detail our process, including creative use of expertise and resources along the way to provide learners with inspiration and a road map to developing simulations tailored to unique campus requirements. Students will work through outlining simulations and identifying collaborative relationships to develop their simulations. We will have hands-on experiences with developing realistic and budget-friendly elements of simulations.

References

- Haddeland, K., SlettebÃ, Ã..., & Fossum, M. (2021). Enablers of the successful implementation of simulation exercises: A qualitative study among nurse teachers in undergraduate nursing education. *BMC Nursing*, 20(1), 234. <https://doi.org/10.1186/s12912-021-00756-3>
- Reibel, M. D., Cason, M., & Screws, S. (2019). Creating a simulation experience to promote clinical judgment. *Teaching and Learning in Nursing*, 14(4), 298-302. <https://doi.org/10.1016/j.teln.2019.07.001>
- Sumpter, D., Blodgett, N., Beard, K., & Howard, V. (2022). Transforming nursing education in response to the Future of Nursing 2020-2030 report. *Nursing Outlook*, 70(6), S20-S31. <https://doi.org/10.1016/j.outlook.2022.02.007>