

Developing a simulated clinical placement in a global pandemic

Jan Williams, Mark Murphy and Amanda Garrow

- Simulation based education grown rapidly in health care
- Evidence - develop confidence, critical thinking, clinical reasoning, technical and non-technical skills
- Increased number of nursing students
- Decreased number of clinical placements
- First in the UK to develop a recognised simulation placement that has a tariff.
- Due to Pandemic : Innovative and creative solutions developed

- All students received an effective, realistic and immersive placement experience that meets the NMC standards (2018) - mapped.
- Followed the INASCL good practice guidelines (2017)
- Novel blended methods used both remote and face to face - With less than 5% face to face.
- Theoretically underpinned by Kolbs theory
- Technical and non technical skills content that builds in complexity.

- Story telling creating a narrative to gain 'buy in'
- Developing a simulated hospital trust
- Ensuring student even remotely felt part of the team
- Real world activities to perform and react to
- Flexible model allowing easy change from face to face and remote

[Discussions](#)[Grades](#)[Zoom](#)[Panopto](#)[People](#)[Chat](#)

Simulating Practice Year 1

[Welcome](#)[eLearning Tools](#)[Emergency Support](#)[Click here to see your allocated team](#)

'They think it's all over, it is now!'

Congratulations to everyone of you who has committed to, engaged with and hopefully enjoyed your Simulating Practice Placement. You've all been 'Magic'

And the winner is.....

Mary Eliza Mahoney!!

Over the month Team Mary Eliza Mahoney have recorded the best attendance, the best engagement and have gone above and beyond expectations.

Well done to our first Simulation Champions!



Simulation Cup League Table



TEAM	POINTS
Mary Eliza Mahoney	20
James Derham	19
Elizabeth Grace Neil	19
Edith Cavell	18
Isabella Baumfree	17
Margaret Sanger	17
Clara Barton	16
Florence Nightingale	16

Timetables

Access a full course timetable by selecting your individually allocated nursing team below:

Nursing Teams:



Clara Barton

Isabella Baumfree

Edith Cavell

James Derham

Elizabeth Grace Neil

Mary Eliza Mahoney

Florence Nightingale

Margaret Sanger

[See here](#) for text based version of this page

Team Isabella Baumfree (IB)

Isabella Baumfree

[About Isabella Baumfree](#)

Timetable: Team Isabella Baumfree

Access the relevant session via the links below.

Week 1

Monday	02/11/20 - all day	Adult Simulation Study Day 1 (Introduction to Simulation)
Tuesday	03/11/20 - am 03/11/20 -pm	Clinical Skills 1 and PAD Clinical Skills 2
Wednesday	04/11/20 - am 04/11/20 - pm	Learning Disability Simulation 1 - Intro to Learning Disability Patient Safety & Error Recognition Simulation Day 1 (Infection Risks)
Thursday	05/11/20 - all day	The Patient Journey

Week 2

Monday	09/11/20 - am 09/11/20 - pm	Adult Simulation Study Day 2 (COPD - AM) Adult Simulation Study Day 2 (COPD - PM)
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Team Edith Cavell (EC)

Edith Cavell

[About Edith Cavell](#)

Timetable: Team Edith Cavell

Access the relevant session via the links below.

Week 1

Monday	02/11/20 - all day	Adult Simulation Study Day 1 (Introduction to Simulation)
Tuesday	03/11/20 - am 03/11/20 -pm	Clinical Skills 1 and PAD Deliberate Practice Clinical (Face-to-Face Clinical Skills)
Wednesday	04/11/20 - all day	Mental Health Simulation Study Day
Thursday	05/11/20 - am 05/11/20 - pm	Learning Disability Simulation 1 - Intro to Learning Disability Patient Safety & Error Recognition Simulation Day 1 (Infection Risks)

Week 2

Monday	09/11/20 - am 09/11/20 - pm	Adult Simulation Study Day 2 (COPD - AM) Adult Simulation Study Day 2 (COPD - PM)
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Adult Simulation Study Day 1 (Introduction to Simulation)



This morning's session will introduce you to simulation.

How long will this session take?

Please complete this session between 9am to 5pm only. We appreciate that completion times may vary between students as we all learn at different rates.

Task 1 - Attend Zoom Introductory Session to Simulation - Live at 9am

- Introduction to Simulated Practice
- Introduction to Simulation Base Education
- Scenario: Asthma
- Video Assisted De-Brief

Access the Zoom session by accessing [Zoom](#), then **Join** the corresponding session.

Task 2 - Pathophysiology of Asthma

When directed please watch the following video on the pathophysiology of Asthma in preparation for the following scenario and De-brief.



Task 3 - Asthma scenario and De-brief

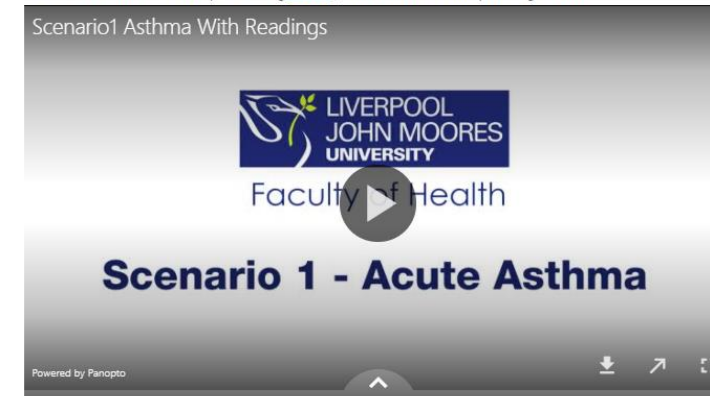
When directed please rejoin the Zoom session to access the Asthma scenario which will be followed by a facilitated interactive de-brief.

- Scenario: Asthma
- Video Assisted De-Brief

Please note some may find the following scenario upsetting.

If you have any concerns please message the session hosts via private Zoom comment box prior to comment.

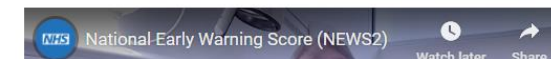
Access the Zoom session by accessing [Zoom](#), then **Join** the corresponding session.



Task 4 - National Early Warning Score (NEWS2)

The National Early Warning Score (NEWS2) ensures staff across the NHS operate using the same language to provide patients with the right care at the right time.

Watch this video on how National Early Warning Score was developed; how it can be used to identify acute deterioration, including sepsis and the benefits of a standardised early warning system.



ClinicalSkills.net

ADInstruments

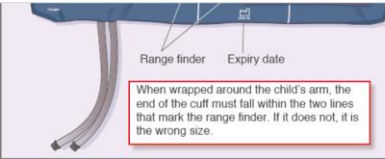
NEWS2

Indication	Limb circumference/cuff size
Neonate	3–6 cm, 4–8 cm, 6–11 cm, 7–13 cm, 8–15 cm
Child	12–19 cm
Adolescent	17–25 cm

It is important to use a cuff of the appropriate size, according to the limb circumference (ALSG, 2016). Where reusable cuffs are used, it is important that they are cleaned between patients following local infection control policy. Cuffs for single-patient use are available and should be considered for infectious or immunocompromised patients. They are also used routinely in some wards and departments.

Measuring blood pressure in the lower leg (a)





Range finder Expiry date

When wrapped around the child's arm, the end of the cuff must fall within the two lines that mark the range finder. If it does not, it is the wrong size.

Check the cuff for signs of wear and tear (such as fruffing of the Velcro fastening). A loose cuff will not grip properly when inflated. Most cuffs have an expiry date; check that the cuff you are using has not gone past this date. The average life expectancy for a cuff is 18 months. Assess the quality of the tubing for cracks or any signs of perishing.

(b) Document the limb used



Code of conduct

ADInstruments extends sincere thanks to Carol Campbell, her relatives and health care providers for agreeing to share their stories.

Carol Campbell has given written, informed consent for you to view her film and medical information, provided it is used solely in LT and for educational purposes.

Carol Campbell has given this permission on the understanding that you apply the ethics and laws of confidentiality, respect, and professionalism that are expected of your future profession.



Checklist

Complete the checklist to ensure you maintain the confidentiality of the patients you are about to meet. Act on these as required.

Checklist	Action Items
Are you viewing this lesson in a public place, or in a public part of your accommodation?	Check that no-one can see your screen. Make sure you have headphones.
Are you viewing this lesson alone?	Ensure only other health professional students who have permission to view this lesson can view it.

Uses of NEWS2

Overview Measure 1 Record 2 Calculate 3 Identify 4 Summary Case studies

There are two main ways in which NEWS2 should be used:

Track

To provide a continuous record of a patient's physiological status throughout the patient journey.

Trigger

To provide a standardised platform for the initial assessment of acute illness severity wherever assessment occurs.

Click on the button below.

More ways NEWS2 can be used

Resources Exit Previous Next



Wide range of technologies employed

- Articulate
- Audio recordings
- Discussion boards
- Video guided practical's
- Rawshorts
- SCORM packages
- News2
- Quizzes
- Teams calls
- ADinstruments
- Phone calls
- Panopto recordings
- Zoom
- Speedgrader
- email
- Office 365
- Sway
- Chat
- Rubrics
- Clinicalskills.net

eLearning Tools



Click on the links below to access further information and support for the specialist learning technologies we use on this course.

[Lt on Kuracloud](#)

Lt on Kuracloud by ADInstruments contains powerful live patient stories and sophisticated online interactions.

[ClinicalSkills.net](#)

Clinicalskills.net is an online learning tool that provides access to more than 370 fully illustrated step-by-step guidelines on clinical procedures

[News2](#)

The National Early Warning Score (NEWS2) is a system for scoring the physiological measurements that are routinely recorded at the patient's bedside. Its purpose is to identify acutely ill patients, including those with sepsis, in hospitals in England.

[Canvas](#)

Canvas is a web-based learning management system, or LMS. It is used by learning institutions, educators, and students to access and manage online course learning materials and communicate about skill development and learning achievement. Canvas includes a variety of customizable course creation and management tools, course and user analytics and statistics, and internal communication tools.

Introduction to LT by ADInstruments

What is LT?

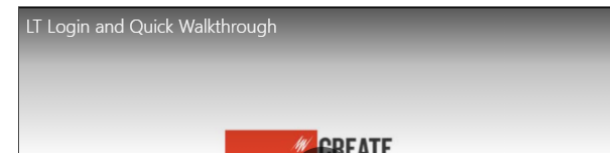
LT is an online learning platform, which will support our Blended Learning approach for Nursing this academic year. LT has a highly interactive layout and is easy to navigate/use.



Content and Videos

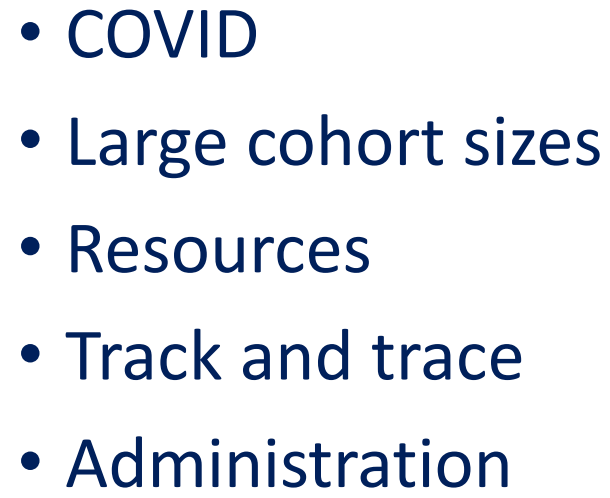
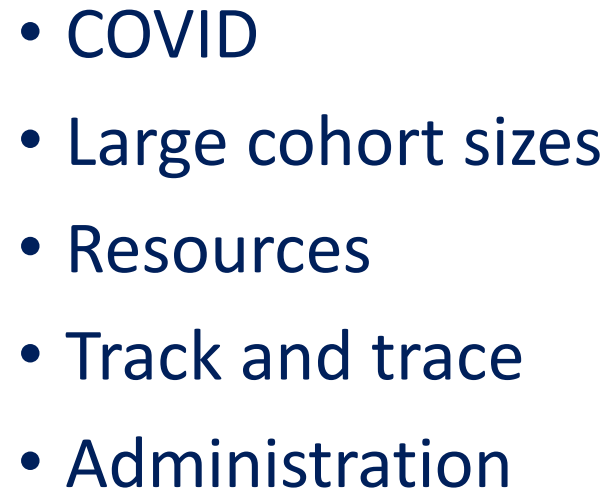
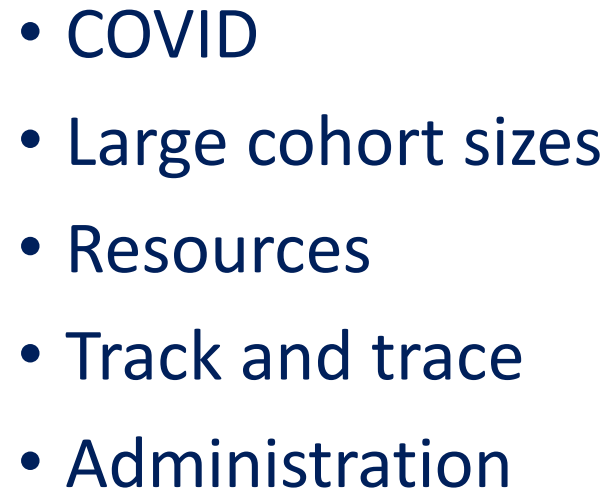
LT include videos of lab protocols and procedures, as well as video interviews that track a real-life patient throughout their treatment. It'll provides a range of content for you including video, audio, images, quizzes and text.

LT Login Guide and Quick Guide



- Students were comparably satisfied with the simulation placement when compared to real practice placements
- **92%** students were satisfied with their simulated placement experience and **92%** felt prepared for practice

- A majority of students feeling their learning needs have been met, enabling large numbers of students to achieve NMC proficiencies and exposures in a creative and inter-active way
- Whilst the blended approach of remote and face-to-face learning had to adapt to COVID-19 restrictions, it has resulted in a robust, versatile and flexible model of delivery which can be adapted in future delivery
- The fundamental concept and design developed could be transferred to a variety of health care professions programmes. Totally transferrable to other specialties



- Continue with blended approach – with more face to face delivery
- Staged approach for 2nd and 3rd years building in complexity
- More interprofessional learning
- Integrating further diversity and inclusivity into simulated narratives
- Use of peer review
- More service user involvement
- Further research on change in behavior and impact in practice

