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## **Enhancement of Faculty and Student Support in Integrating the Human Patient Simulator as a Teaching-Learning Tool**

### **Activity Overview**

The Human Patient Simulation laboratories were established in the College of Nursing to enhance student learning, facilitate transfer of theoretical content to clinical practice and provide real-time practice using critical thinking to make decisions in health care situations. Simulated learning experiences were designed to increase the clinical competency of graduates and promote patient safety in the health care environment.

### **Activity Outcomes**

A plan for integration of simulated learning experience was developed during the 2003 and 2004 academic year. That plan has served as the foundation for our use of simulations as a teaching-learning tool to date. Simulated learning experiences have been integrated throughout the undergraduate and graduate nursing curriculum. The Human Patient Simulator has enabled faculty to use cutting edge technology to enhance and support student learning.

Title III funding was instrumental to the establishment of four learning laboratories equipped to provide simulated learning; the Human Patient Simulation Lab, Intensive Care Lab, Developing Family Lab, and the Child Health Lab. The Director of the HPS laboratory and the HPS technician in collaboration with a team of faculty, plans, organizes, and coordinates clinical experiences in the lab. The Director guides the learning experiences of students in the lab with the course faculty as facilitators.

The HPS staff and six faculty members completed training which enabled them to implement simulated learning experiences through out the curriculum. Use of the HPS lab has progressed from one to two days a week in 2003-2004 to presently being used five days a week. The number of students who participated in one or more simulated learning experiences over the past five years has ranged from 92% to 100%. Since the inception of simulated learning, the number of student visits per academic year has increased from 215 to 772.

### **Activity Impact**

Impact of the implementation of simulated learning as a teaching-learning tool includes the following:

- Faculty reported that students' performance in the clinical setting have improved.
- Student evaluations indicated that practice in the simulation laboratory has improved their confidence when working with clients in the health care setting.
- Students have demonstrated an increase of 20% in posttest scores at the completion of simulated learning experiences.
- As the number of semesters that students participated in simulated learning experiences increased so have the pass rates on the licensure examinations. The passages rates have improved from 88% in 2002 to the present rate of 97 to 100%.
- Faculty and staff from across the country have visited the laboratories to determine how the model used at Prairie View can be adapted to their academic setting.
- Accreditation visitors from the National League for Nurses and the American Association of Colleges identified the simulated learning experiences provided to students in the HPS lab as one of the major contributors to the education of College of Nursing.