

- With increased emphasis on patient safety it is imperative that we modify our ways of educating students to practice within a culture of safety as well as changing the ways in which we assess staff competencies. This presentation will include information on modifying laboratory structure and experiences such that students and nurses approach their nursing practice with safety as a primary principle of practice. Specifically, laboratory design issues, incorporating learning scenarios as ways of emphasizing safety, and laboratory learning scenarios related to safety principles will be presented. Suggestions for integrating a culture of safety within academic and staff education curricula will be discussed.
- Address structural laboratory changes to better facilitate inclusion of culture of safety. (Wollaber)
 - PowerPoint slides with state-of-the art laboratory equipment
 - Discuss creating a vision for laboratory learning
- Identify ways in which academic faculty and staff nurse educators can infuse a culture of safety into learning paradigms. (Wollaber and Hallmark)
 - PowerPoint to discuss use of problem-based learning to change competency assessments
 - Mediasite example of scenarios used in nursing education

Clinical Nursing Education: Structural considerations

- Inman Center initial vision: Simulate work environments as closely as possible
- Source documents:
 - *Health Professions Education: A Bridge to Quality* [National Academy of Sciences (NAS) 2003]
 - *Keeping Patients Safe: Transforming the Work Environment of Nurses* (NAS, 2004)
 - JCAHO: National Patient Safety Goals
http://www.jointcommission.org/PatientSafety/NationalPatientSafetyGoals/08_hap_npsgs.htm
 - *The Essentials of Baccalaureate Education for Professional Nursing Practice*



Inman Center

- 77,000 square feet
- Designed to house Nursing, Occupational Therapy, and Social Work
- Conference Center on 4th floor
- Planning for building began Spring 2004
- Groundbreaking October 2004, moved in May 18, 2006



Laboratory Structural Planning

- **Lab space needs**
 - Maximum 16 students with 2 instructors
 - Each lab ~ 1200 sq. feet with additional storage
 - Student tables as “nurses station”
- **Lab equipment**
 - Spreadsheet – cost control
 - Equipment quotes
 - Plans: No more than one generation from use

Thanks to Debra Spunt for her assistance

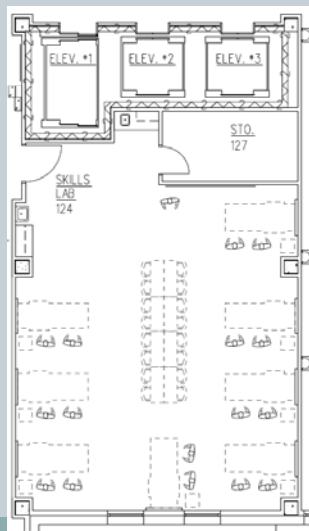


Structural Considerations, cont'd.

- **Labs (continued)**
 - Faculty input
 - Fixed vs. mobile (walls, pull curtains, IV poles, etc.)
 - Keep “cut sheets” for all electrical equipment
- **Electrical systems**
 - Planning for laptop use
 - “Built in vs. mobile” equipment
 - Wiring – future planning



Adult Health Nursing Lab



- Functioning headwalls (medical gas for oxygen)
- Lift equipment installed in each lab
- “Storage” converted to “clean utility room” – materials management



Simulation at Belmont



What Drives Nursing Education Today?

- Technology Age
- Faculty Shortage
- Nursing Shortage
- Clinical site scarcity
- Research
- Patient safety (IOM: A Bridge to Quality 2003, To Err is Human, Joint Commission)
- Students!

Simulation at Belmont



- Student Population
 - Millennials
 - Accelerated (second degree)
 - Learning styles of students

Simulation at Belmont



- Goal is to prepare the novice nurse for clinical practice
- Link Concepts & Critical Thinking to Practice
- Progressive Complexity
- Theoretical Support
 - Evidence Based Practice
 - Experiential Learning
 - Student Centered Learning
 - Novice to Expert
 - Systems Theory

Principles for the Design of Safe Systems

- **Principle 1: The commitment of senior level managers and leaders of health care institutions is essential to moving a quality and safety agenda forward in care settings.**
- Nursing educators and administrators have a role in ensuring that patient safety is a priority corporate objective, a responsibility shared by everyone, and that expectations for safety oversight are clearly articulated and assigned

Principles for the Design of Safe Systems

- **Principle 2: Human limits in care processes need to be explicitly identified and strategies put in place to minimize the likelihood that these limitations are expressed in the work environment.**
- Nurses should be attuned to determining and addressing sources of potential error.
- Protocols and checklists
- Determining ways to simplify processes
- SBAR

Principles for the Design of Safe Systems

- **Principle 3: Effective team functioning, promoted and fostered by the institution, is an essential component of health care systems that are quality and patient safety driven.**
- Team training approaches as well as involving patients in safety design and care processes

Principles for the Design of Safe Systems

- **Principle 4: The redesign of systems for safe care involves anticipating the unexpected and adopting proactive approaches to ensuring safe care**
- rapid response teams in health care environments

Principles for the Design of Safe Systems

- **Principle 5: Creating a learning environment addresses the extremely complex work of changing organizational and academic cultures so that error is viewed as an opportunity to learn.**
- A learning environment does not seek to fix blame, but ensures that reporting systems have well-developed approaches for communicating how identified problems will be addressed.

Health Professions Education: A Bridge to Quality

- “Education for the health professions is in need of a major overhaul”
- “All health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics”

New Competencies for Health Professionals

- **Competency 1—Provide patient-centered care**
- **Competency 2—Work in interdisciplinary teams**
- **Competency 3—Employ evidence-based practices**
- **Competency 4—Apply quality improvement**
- **Competency 5—Utilize informatics**

Nursing Education

- How do we address these Principles and Competencies?

References

- Access executive summaries at: <http://www.nap.edu>
 - Kohn, L.T., Corrigan, J. M., Donaldson, M. S. (Eds.). *To err is human: Building a safer health system*. (2000).
 - *Crossing the quality chasm: A new health system for the 21st century*. (2001).
 - *Health professions education: A bridge to quality*. (2003).
 - *Keeping patients safe: Transforming the work environment of nurses*. (2004).
 - *Preventing medication errors*. (2007)



References, continued

- JCAHO: National Patient Safety Goals:
http://www.jointcommission.org/PatientSafety/NationalPatientSafetyGoals/08_hap_npsgs.htm
- AACN Essentials Document:
<http://www.aacn.nche.edu>

