BHCS Innovations in Learning

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BHCS VICE PRESIDENT NURSING PROFESSIONAL DEVELOPMENT
• Our goal is to have nimble experiential learning options which meet the changing learner needs in the digital, multi-focused, “just in time” world they live in.
BHCS Social Networking

Take learning, onboarding, and other talent processes to new heights with social collaboration software.
Changing the Classroom Experience

Instant Feedback
Seamless integration of content, instruction, and formative assessment.
Simulation

Speaking the Same Language
Simulation Promotes Collaboration Amongst the Perinatal Team

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Abstract: A multidisciplinary perinatal team at Baylor University Medical Center identified the need to improve communication between healthcare providers, especially in emergent situations. The team wanted to create a non-threatening environment that supported acquisition and practice of skills where no harm could be done to the patient; identify key technical and behavioral skills for optimal productivity of the perinatal team; and measure the collaborative teamwork and its contributions to safe passage of the mother and baby. Achievement of these objectives was met with the implementation of simulation. A core multidisciplinary group participated in an intensive three-day training course in order to bring simulation back to Baylor University Medical Center. This group was then responsible for the development, coordination, and implementation of the simulation-based training for the perinatal service line.

Simulation facilitates improved confidence and competence in emergent situations by focusing on technical, cognitive, and behavioral skills. The multidisciplinary perinatal team developed an assessment tool to determine the participants' baseline comfort level and competence with emergency procedures. In addition, the tool focused on the participants' comfort level in effectively communicating their needs in these emergent situations. This tool was administered prior to attending simulation and then again three months later. By combining the science of simulation and the skills of the participants, the team was able to increase the confidence and competence of the learners in emergent situations and increase the communication skills among the members of the perinatal team, thus creating a safer environment for the mother and baby.

Purpose: A multidisciplinary team consisting of OB physicians and nurses from Labor and Delivery, Antepartum, and Neonatal Family Center (postpartum/nursery) identified the need to improve communication, especially in emergent situations. Through simulation training, the team focused on technical, cognitive, and behavioral skills of the learners.

Objectives: Create a non-threatening simulation training environment that supports acquisition of practice skills where no harm can be done to the patient; identify key technical and behavioral skills for optimal productivity of the perinatal team; and measure the collaborative teamwork as it relates to safe passage for the mother and baby.

Method: An assessment tool to measure competency and comfort level in emergent situations, in addition to measuring the cognitive level of communication, was administered to the RNs prior to attending simulation and then again 3 months later.

Outcomes: With the application of a pre- and post-simulation assessment tool to the learners, we noted that simulation training increases the nurses' comfort level with communication skills, comfort level of emergent situations, and competency during urgent or emergent situations.
Lap Mentor by Simbionix

Dr. Kristina Stillsmoking, Director, Seeger Surgical Simulation Center BUMC Past board member and secretary of the Society for Simulation in Healthcare.

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