

ACADEMIC SIMULATION CENTER AND CLINICAL SITE SIMULATION CENTER: CAN WE SHARE AND COMPARE?

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ACCORDING TO THE FIRST OF THE INACSL STANDARDS, the simulation learning environment is defined asA physical location where a simulation based learning experience takes place and where a safe atmosphere is created by the facilitator to foster sharing and discussion of participant experiences without negative consequences. . .

- OBJECTIVES**
- Participant will be able to identify the differences between academic and clinical site simulation centers.
 - Participant will be able to integrate the identified practice gaps, content overlap, and financial considerations into their partnerships.
 - Participant will be able to summarize the difference and commonalities of staffing, educational objectives, financial concerns, scheduling, inter-professional usage, space, and resources of the simulation centers.



ABSTRACT

As the science of simulation becomes one of the expected strategies for education in both the academic and clinical environments, the need to collaborate seems prudent. There are identified practice gaps, content overlap, and financial considerations. This presentation will discuss how an academic institution and a medical center are in discussion in regard to these considerations and the long-term implications. The academic institution has a longer history of using simulation and currently has more resources, including personnel. The clinical site simulation center which is just beginning the journey into simulation, provides inter-professional options as well as different simulation needs. Consequently, this relationship as it develops over time should reflect the considerations of the gaps in practice, the similarities in content with potential financial implications. This is an ongoing and evolving partnership.

- DIFFERENCES BETWEEN ACADEMIC AND CLINICAL SIMULATION CENTERS**
- Academic
- 13 high/medium fidelity mannikins
 - B-line recording/debriefing system
 - Simulation lab used daily for open lab practice, undergraduate, or graduate simulations
 - Three certified simulation team members - coordinator, facilitator, and operations specialist
- Clinical
- 3 high/medium fidelity mannikins
 - Level 3 video recording/debriefing system
 - Simulation lab use limited with small groups and currently only using for mock codes with staff
 - Two non-certified simulation team members - EMS educator and a hospital clinical educator



DISCLOSURES

The views and opinions are expressed in the presentation are presenters' own, not representative of International Nursing Association for Clinical Simulation & Learning and/or their Annual Conference. There is no conflict of interest.



- COLLABORATION**
- Medical center toured academic simulation center and learned about resources needed to begin their own simulation center
 - Ongoing discussion on financial constraints and creative ways to afford simulation
 - Shared content in which concepts overlapped from academia to practice
 - Collaborating on interprofessional simulations with nursing students, medical students, physicians, and nurses.
 - Sharing of resources and creative ideas for simulations, skills labs, and equipment