Educating tomorrow's professionals
University of Huddersfield

Educating tomorrow's professionals
“From the cot in the corner”

Jackie Vasey
Flexible Learning Space -
a case of mistaken identity
What is a Flexible Learning Space?

- An extra large classroom with space for chairs and tables, and a mini children’s ward area.
- Not a classroom with a few models/manikins
- Neither is it a Skills laboratory with a few chairs
- Can be used for either/or, but the idea is to use this for combined sessions
Benefits of simulation

• The body of evidence highlighting the benefits of simulation is growing (Starkweather & Kardong-Edgren 2008)
• The NMC Simulation Project has added to this (NMC 2007)
• Scenario based simulation is becoming increasingly popular (Alinier et al 2006)
• Equipment is becoming more advanced/high tec/higher fidelity (Burgess 2007)
Neptune Ward
So how does it work?

• Class room set up for theory section- eg head injuries
• Always use a systematic approach- ABCDE, or in the case of head injury/trauma AcBCDE
• Will have covered and simulated scenarios for A, B, and C.
• Now move onto D
• On same day or a day- Cover anatomy and physiology
• Incidence of head injury
• Analyse why children more susceptible to head injury/mechanisms of injury/types of head injury/ assessment and why- timetable example
• So what else can we do in this room- DVD’s for students to practice skills
• Assess students- link to video (re handover scenario)
### Pro’s
- A not so problematic compromise
- Can stop at any time to practice skills
- Links theory being taught to how this relates to practice
- More student involvement - not sat down for whole day
- Element of surprise can be introduced
- Role play
- More enjoyable for lecturers
- Child team have priority access
- Can undertake assessment in the room that students are familiar with

### Con’s
- Requires time to organise room/equipment
- Time taken to adjust the room
- Neptune side can be distracting - although curtains can be pulled across
- Everyone wants one!
- Can be threatening for some lecturers
- Cost
- No evaluation/research to support flexible learning space - YET!
# Neurovascular Assessment Chart

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
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**Pain**
- Unaffected by opiates
- Increases with extension
- Sleeping

**Sensation**
- Normal
- Numbness/Pins + Needles
- Sleeping

**Capillary Refill**
- Normal
- Above 2 seconds

**Movement**
- Flexion/extension
- Active
- Passive

**Pulse on affected side**
- Same as unaffected
- Reduced
- Absent
- No access

**Temperature**
- Warm
- Cool
- Cold

**Swelling**
- None
- Slight
- Excessive

**Signature**

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**University of Huddersfield**

*Educating tomorrow's professionals*
University of Huddersfield  
Department of Adult and Child Nursing  
Department of Health and Social Studies  
Dip HE and BSc (Hons)  
Pre-registration Nursing Programmes  
Consent form for photographing and videoing students  
(For the duration of the course)

<table>
<thead>
<tr>
<th>I give my permission for photographs and/or video images to be taken of myself in simulation exercises which may be used for teaching purposes and assessment in the University of Huddersfield</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>I agree that the photographs/images may be used outside the University for publication and that my name will not be disclosed.</td>
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<tr>
<td>I understand that I am able to decline or withdraw from the above without any repercussions and that it is my responsibility to make relevant individuals aware that I have refused permission to be photographed or videoed before the simulation exercise takes place</td>
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Name of student  
Signature  
Date  
Course

**Consent form for photographing and videoing students**  
**of Huddersfield** I agree that the photographs/images may be used outside the University for publication and that my name will not be disclosed.  
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Wish List- this was our wish list 1 year ago

- Need more space X
- Videoed OSCE’s to improve reliability of assessment
- DVD/Electronic skills demonstrations for students to refer to whenever they require- with access to equipment as necessary
- Community focus simulation area  X
- Students wearing uniforms in skills laboratories
- Need to undertake formal evaluation/ empirical study to determine effectiveness  X
- Real Sinks!!!!!!!!!!!!
Simulation

- Whatever you think about simulation and its value, it can be argued that
- the more realistic the environment,
- the more realistic the simulation.
Not quite there yet!
References


• Nursing and Midwifery Council (2007) Supporting direct care through simulated practice learning in the pre-registration nursing programme. NMC Circular. NMC : London
