

University of Huddersfield Repository

Vasey, Jackie and Sharp, Aileen

From the cot in the corner

Original Citation

Vasey, Jackie and Sharp, Aileen (2010) From the cot in the corner. In: 2010 UK Simulation in Nursing Education Conference, Jun 9, 2010 - Jun 10, 2010, University of Huddersfield, UK. (Unpublished)

This version is available at https://eprints.hud.ac.uk/id/eprint/8092/

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

http://eprints.hud.ac.uk/



University of Huddersfield





"From the cot in the corner"

Jackie Vasey



Flexible Learning Spacea 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 Secondary survey
- 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)



Neptune Ward

Pro's	Con'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 	 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

Name...... D.O.B..... NHS Number...... Ward.....

Unaffected by opiates						
Sleeping						
Numbness/Pins +						
Needles						
Sleeping						
Above 2 seconds						
Flexion/ extension						
Active						
unaffected						
Reduced						
Absent						
No access						
Warm						
Cool						
Cold						
None						
Slight						
Excessive						
	opiatesIncreases with extensionSleepingNormalNumbness/Pins + NeedlesSleepingNormalAbove 2 secondsFlexion/ extensionActivePassiveSame as unaffectedReducedAbsentNo accessWarmCoolColdNoneSlight	opiatesIncreases withextensionSleepingNormalNumbness/Pins +NeedlesSleepingSleepingNormalAbove 2 secondsFlexion/ extensionActivePassiveSame asunaffectedReducedAbsentNo accessWarmCoolColdNoneSlight	opiatesIncreases with extensionSleepingNormalNumbness/Pins + NeedlesSleepingSleepingNormalAbove 2 secondsFlexion/ extensionActivePassiveSame as unaffectedNo accessWarmCoolColdNoneSlight	opiatesIncreases with extensionSleepingNormalNumbness/Pins + NeedlesSleepingNormalNormalAbove 2 secondsFlexion/ extensionActivePassiveSame as unaffectedNo accessWarmCoolCoolCoolNoneSlight	opiatesImage: SelepingImage: SelepingImage: SelepingNormalImage: SelepingImage: SelepingImage: SelepingAbove 2 secondsImage: SelepingImage: SelepingImage: SelepingActiveImage: SelepingImage: SelepingImage: SelepingPassiveImage: SelepingImage: SelepingImage: SelepingSame asImage: SelepingImage: SelepingImage: SelepingImage: SelepingImage: SelepingImage: SelepingImage: SelepingSame asImage: SelepingImage: SelepingImage: SelepingImage: SelepingImage: SelepingImage: SelepingImage: SelepingNo accessImage: SelepingImage: SelepingImage: SelepingSilghtImage: SelepingI	opiatesImage: section of the section of t





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)

	Signature
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	
I agree that the photographs/images may be used outside the University for publication and that my name will not be disclosed.	
I understand that the photographs/ images will be kept in secure conditions at the University of Huddersfield	
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	

Name of student



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!



HUDDERSFIELD

References

- Alinier,G. Hunt, B. Gordon, R. Harwood, C. (2006) Effectiveness of intermediate-fidelity simulation training technology in undergraduate nursing education. Journal of Advanced Nursing. 54, 3, 359-369.
- Burgess, C.C. (2007) Developing a collaborative regional nursing simulation hospital. Teaching and Learning in Nursing. 2, 53-57.
- Nursing and Midwifery Council (2007) Supporting direct care through simulated practice learning in the pre-registration nursing programme. NMC Circular. NMC : London
- Starkweather, A. & Kardong-Edgren, S. (2008) Diffusion of Innovation: Embedding Simulation into Nursing Curricula. International Journal of Nursing Education Scholarship. 5, 1, 1





