CLASSIFIED STAFF NEEDS ASSESSMENT APPLICATION
Fall 2015

Name of Person Submitting Request:	**Tamara Maurizi**
Program or Service Area:	**Nursing**
Division:	**Science**
Date of Last Program Efficacy:	**2011-2012**
What rating was given?	**continuation**
Current number of Classified Staff:	FT: 2 PT: 0
Position Requested	**½ time Simulator Technician Support Specialists (lab tech) – Science Division ranked this first**
Strategic Initiatives Addressed: (See Appendix A: http://tinyurl.com/l5oqoxm)	Access, Institutional Effectiveness & Resource Management, Student Success, and Technology

Replacement ☐   Growth X

If you checked replacement, when was the position vacated? _____

1. Provide a rationale for your request.

According to a recommendation from the BRN report from the accreditation visit in February 2014, is to consider hiring a simulation coordinator staff to assist faculty with the integration of simulation into their courses of instruction/curriculum. Simulation is planned to be incorporated in the curriculum, however, there is no assigned staff support for coordination of simulation activities or to assist faculty to integrate simulation into their courses of instruction/curriculum (BRN report, 2014). The Nursing Department requests one half-time classified laboratory technician – a Simulator Technician Support Specialist – for several reasons. First, hospitals and clinics demand that nurses interact with increasingly complex equipment and technology. The technician can provide a functional environment to facilitate this interaction. Second, nursing faculty must be able to focus on teaching and conveying life-saving skills. The technician will allow faculty to focus on their primary duty of teaching rather than being distracted by setting up and operating complex equipment and technology. Third, nursing faculty must be able to ensure the educational integrity and safety of the classroom. The technician will focus on the mechanical and technological operation of the simulation lab, while nursing faculty will focus on teaching nursing students, while ensuring a safe classroom environment, as well as instilling patient safety. Fourth, college-wide and nursing-specific accreditation standards demand that nursing students are equipped with the latest life-saving techniques and skills. While the technician focuses on the day-to-day operations of the skills lab, nursing faculty can focus on classroom and practical (guided practice) endeavors. Lastly, the technician will help the SBVC Nursing Department to fully (and properly) utilize existing and new equipment within the simulation lab.

For simulation to be successful it requires a Simulator Technical Support Specialist, the instructor, and students. The specialist is responsible for getting the simulator ready. This includes preparing the scenario on the computer, getting the supplies, references, and special directions and planning from the instructor. The specialist actually runs the scenario on the computer and the instructor focuses on the students, directing and guiding them. The specialist would have the responsibility of ensuring that computer programming, the video camera, audio, hand held controller, and any other equipment necessary so that scenario are operational. It is impossible for the instructor alone to run

a successful simulation scenario because the responsibility of the instructor is to guide the student through the scenario and not run the computer based simulator.

2. Indicate how the content of the latest Program Efficacy Report and current EMP data support this request. How is the request tied to program planning? *(Reference the page number(s) where the information can be found on Program Efficacy).*

A program goal is to improve the success rate of students passing NCLEX to 90% by 2014. Simulation and bed side experiences will instill the hands-on knowledge needed by the students to succeed, not only in the clinical settings, but on the state board NCLEX exam.

On page 19 on Program Efficacy 2011-2012 it states that simulation is now being utilized for teaching. The BRN permits 25% simulation time in a class, however, we are not using that amount of simulation time yet. If space becomes limited in the clinical facilities, we may spend more time on campus, using the simulators so that the students will continue to have the opportunities to learn. The nursing simulators are underutilized at this time because of lack of technical support. Nursing instructors do not have the freedom to devote all their time to simulation. It is often a hit-and-miss situation, only being able to use the simulators when the instructors have time. The future of nursing education will rely more heavily on patient simulators due to limited clinical experiences in the hospital.

3. Indicate if there is additional information you wish the committee to consider *(for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.).*

Simulation is an event or situation made to resemble clinical practice as closely as possible. Simulation can be used to teach theory, assessment, technology, pharmacology, and skills. The emphasis in simulation is often on the application and integration of knowledge, skills, and critical thinking. Simulation allows learners to function in an environment that is as close as possible to an actual clinical situation and provides them an opportunity to "think on their feet." Learning in adults is most effective when the environment is both participative and interactive and learners receive immediate feedback from a technician. Simulation allows legitimate practice without patient risk. Students are free to make errors and learn from their mistakes while causing no patient harm.

4. What are the consequences of not filling this position?

For simulation to be successful it requires a Simulator Technical Support Specialist. The specialist actually runs the simulation on the computer while the faculty member is guiding and directing the students. The specialist would have the responsibility of ensuring that computer programming, the video camera, audio, hand held controller, and any other equipment necessary to that scenario are operational. In the clinical setting, instructors do not have control over the types of experiences a learner will have or the conditions under which skills can be observed, learned, or practiced. As technology advances, our ability to simulate patients' situations will become more sophisticated. Virtual reality is a reality in many aspects of education and training. Nursing is fast paced and requires a high level of attention to details, quick assessment skills, and critical thinking. These skills are difficult to teach and are best learned through experience and practice. Simulations allow the opportunity to learn and practice nursing skills in a controlled and safe environment. Simulation incorporates the concepts of communication, caring, team work, collaboration, prioritization, and safety into the nursing courses. Without a highly trained, simulator technician specialist, the nursing students will not gain this one on one experience.