CLASSIFIED STAFF NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:	**Rochelle Fender**			
Program or Service Area:	**Nursing**			
Division:	**Science**			
Date of Last Program Efficacy:	**2016-2017**			
What rating was given?	**Continuation**			
Current Number of Classified Staff:	FT:	2	PT:	
Position Requested:	**½ time Simulator Technician Support Specialists (lab tech) – Science Division ranked this first 2016**			
Strategic Initiatives Addressed: Strategic Directions + Goals	Access, Student Success, Communication, Culture, & Climate, Facilities			

Replacement ☐ Growth X

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

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

The Board of Registered Nursing (BRN) conducted an Accreditation visit in February 2014. The site-visit report recommended that the Nursing Program consider hiring a simulation coordinator/personnel to assist faculty with the integration of simulation into their courses. Simulation is a valuable experience for the students when incorporated into the curriculum; however, there is not support staff assigned for coordination/implementation of simulation activities. Faculty need assistance integrating simulation into instruction/curriculum (BRN report, 2014). Several reasons exist for this request. 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 fully (and properly) utilize existing and new equipment within the simulation lab.

Successful simulation requires a Simulator Technical Support Specialist, the instructor, and the 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.

The Nursing Department has requested one half-time classified laboratory technician, specifically a Simulator Technician Support Specialist through the Strong Workforce Initiative (SWI). Initial funding for this position has been granted through SWI, but moving forward, ongoing funding will be required to maintain this position.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. *(Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.)*

The Accreditation Commissions for Education in Nursing (ACEN) has established an 80% pass rate foal of 80% on the National Council Licensure Examination (NLCEX), although the Nursing Program has a goal to improve the success rate of students passing the NCLEX to 90%. Simulation and bed side experiences will instill the hands-on knowledge needed by the students to succeed, not only in the clinical settings, but also on the NCLEX.

As for the clinical component of nursing courses, the BRN permits up to 25% simulation time for each class. Although some simulation is now being utilized, we are unable to expand and fully take advantage of simulation capabilities. As limitations with hospital settings continue to grow, faculty will need to utilize on-campus labs and simulation even more. Opportunities for learning can be maximized if the simulators were not so underutilized. The lack of technical support is a huge contributing factor to the underutilization. Nursing instructors do not have the freedom to devote extensive 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, and the drive to mirror more human-like (real-life) experiences.

3. Indicate any additional information you want 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 practice without the potential patient risk(s). Students are free to make errors and learn from their mistakes while avoiding direct 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. Although, the Nursing Department has been awarded initial funding for this position through the Strong Workforce Initiative (SWI), ongoing funding will be required to maintain this position.