

## CLASSIFIED STAFF NEEDS ASSESSMENT APPLICATION

**Fall 2019**

Name of Person Submitting Request:	<b>Yolanda Simental/Maria Valdez</b>		
Program or Service Area:	<b>Nursing/Psych Tech and future allied health programs</b>		
Division:	<b>Science</b>		
Date of Last Program Efficacy:			
What rating was given?	<b>Nursing: Conditional Psych Tech Continuance</b>		
Current Number of Classified Staff:	FT:	0	PT:
Position Requested:	Half-time Simulation Technician Support Specialist		
Strategic Initiatives Addressed:	<b>1-Increase Access:</b> <ul style="list-style-type: none"> <li>improve access to technology</li> </ul> <b>2. Promote Student Success</b> <ul style="list-style-type: none"> <li>maintain up to date curriculum that is relevant to community needs</li> <li>encourage greater full time enrollment</li> </ul>		
Needs Assessment Resources (includes Strategic Initiatives):	<a href="https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/needs-assessment.php">https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/needs-assessment.php</a>		

Replacement ☐

Growth ☒

If you checked replacement, when was the position vacated? This position has never been filled

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

The request for a Simulation Technician Support Specialist is required to set up, operate, and manipulate the patient care simulators/manikins, multimedia, computer and related equipment needed for simulating patient care conditions and responses used in nursing and other allied health courses. Each semester the nursing and other allied health programs bring in approximately 80 new students that require extensive practice in the Simulation and Skills lab. Setting up and operating the computerized simulators requires an individual with computer knowledge and AV experience. With the anticipation of a new surgical tech, phlebotomy, surgical processing and a Psych Tech to RN transition program, simulation will be further required. A Simulation Technician Support Specialist would be an integral part of the Health Science programs.

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 request for a Simulation Technician Support Specialist is supported by the Nursing EMP 2018-2019, "Increase the use of the new simulation lab and simulation manikins by implementing two simulation scenarios into each nursing course by 2020-2021" and as well as Psych Tech EMP "Secure funding and resources for activities for students that support a quality program such as increase the number of funded field trips and maintain laboratories with equipment and supplies needed for quality education".

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

Nursing and other allied health education are mandated by their governing boards to involve a practice-oriented curriculum in which emphasis is placed on both theoretical knowledge and

psychomotor skills. In skill-based education, where learning through practice occupies a central role, it is important to ensure the integration of theoretical knowledge into practice. The implementation of simulation and simulation scenarios represent an innovative teaching method that stimulates a number of senses at the same time among learners. Simulation is a method which can be designed to reflect real-life conditions, and which provides the opportunity to work in contexts that are closer and more representative of real settings. Depending on the clinical situation or scenario; the simulation method should involve a Simulation technician, faculty member and a group of students (7-8), performing a number of patient care activities on a Simulator/manikin. The simulation method is intended to allow students to repeatedly practice their clinical skills until they develop a sense of proficiency; to learn at their own pace; and to freely make mistakes. Simulation is an educational process that can replicate clinical practices in a safe environment. Research has shown that students who take part in education programs involving simulations perform fewer medical mistakes in clinical settings, and are able to better develop their critical thinking and clinical decision-making skills. Human patient simulators (HPS) are among the most recent technologic advances in instructional methodologies for allied health education. These interactive mannequins are capable of realistic physiologic responses, including respiration, pulses, heart sounds, breath sounds, urinary output, and pupil reaction. Additionally, the more advanced models can communicate with the student, responding to questions posed by the learner in real time during the simulation exercise. Each variety of portable simulators representing different patient ages to meet the educational needs of the learners at all levels. These simulators require computer and technology competence, most specifically a Simulation Technician Support Specialist. These unique integrated models imitate the human response in a multilayered, real-time manner, providing a realistic clinical presentation. The HPS has a data recorder that records the learner's actions, allowing precise accounts for review and debriefing, this would be done by the Simulation Technician Support Specialist. Additionally, the HPS interfaces with a patient monitor like those used in most hospitals. Adjustments to the patient scenario can be made "on the fly" as the educator and simulation technician deems necessary. Nursing and Psych Tech have purchased *Laerdal's SimMan*, *Gaumard's* adult manikin Susie, Noelle a pregnant female who can give birth, a toddler and infant which all operate using personal computer (PC) software. The software includes a video Web camera that can record video and audio that is synchronized with the event log, providing a valuable tool for debriefing. Faculty cannot operating this system alone and a computer savvy simulation technician is very much needed. What really makes a simulation scenario come "alive" for the students is someone who can manipulate the computer settings to make the manikin respond and video recording experience for debriefing after the simulation, where the learning takes place for the students.

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

HS has a new simulation lab since Fall 2018 with the newest technology for simulation and expensive simulators. Sadly, it is rarely used by nursing and the psych tech programs due to no simulation technician support specialist. As previously mentioned, an instructor alone cannot successfully run a simulation. A team consisting of an instructor, simulation technician and students are required. The governing bodies for both nursing and psych programs encourage the use of simulation and have the expectation that a certain percentage of clinical time will be dedicated to simulation. The consequences of not filling this position will deny students the opportunity to have an environment where they can practice skills, think critically and perform patient centered care in a safe environment.