

Summer 2011

Ball State School of Nursing Simulation & Information Technology Center Spring 2011 Newsletter

April 12, 2011

Volume 2, Issue 1

THIS ISSUE'S THEMES:

- SIMULATIONS PROMOTE CLINICAL DECISION MAKING & PATIENT-CENTERED CARE
- TECHNOLOGY PROMOTES SAFETY & INFORMATICS
- ONLINE EDUCATION HAPPENINGS
- LIBRARY COLLABORATION PROMOTES EVIDENCE BASED PRACTICE

SIMULATIONS PROMOTE CLINICAL DECISION MAKING & PATIENT-CENTERED CARE

Clinical Simulation Space Renovation

The SITC is happy to announce that remodeling of CN216 is nearly complete. One third of CN 216 has been divided to develop an acute care hospital room with a technical control room and a one-way mirror wall for simulation observation. This will allow the Adult Health courses to have simulation space that houses acute care specialty equipment, complete with ventilator, code cart, and invasive monitoring equipment. The room set up is similar to Ball Memorial Hospital's newly remodeled Intensive Care Unit patient rooms.

simulation as well as demonstration, clinical lab practice and evaluation. As shown in the photo, 6 more computer stations with a printer have been installed in CN 216B. Each computer is on the network with all of the Nursing programs and internet capability. Having these additional stations has allowed students a place to work or print when computer labs are reserved for classes or examinations. The remodeling began December 6, 2010.

able to utilize this realistic healthcare agency space for clinical simulations. Thanks to faculty Deb Siela and Mahnaz Mahmoodi for working with the BSU architect, Susan Johnson, and SITC personnel to assure the practice realism of the final room design. A big Thank You also to the BSU physical plant crew of electricians, data engineers, painters, carpenters, and plumbers who worked several months on the project.

The remainder of CN 216 will be a multi-functional lab space for

Nursing students from across the curriculum will be



Senior Volunteer Program— Program Expanding/Satisfaction Continues

The volunteer program began in summer 2008. Thirteen community and alumni volunteers role played as patients for initial one-on-one Health History interviews in NUR 230. The volunteer program expanded the following semester to NUR 425 for the Charge Nurse Simulation with volunteers role playing as surgery patients. In the summer of 2010, the volunteer patients' participation expanded to NUR 230 Second Life Nutritional Assessment Simulation as virtual clients. Likewise during fall 2010, volunteers were added to the Second Life Genitourinary/Sexual Assessment Simulation. The program was expanded in Spring 2011 as volunteers assume the role of standardized patients for the NUR 231

final competency simulation experience. Over fifty community and alumni volunteers now actively participate to make this program a win-win experience.

The School of Nursing volunteers are very enthusiastic about their involvement and rewarding opportunity to help future nurses. They enjoy the individual interaction and personal connection with students. Some of the adjectives used to describe the nursing students include: great job, very thorough, organized, energetic, good listener, very professional, thoughtful, and considerate, kind, caring, and polite. One volunteer commented that her "confidence in nurses

continues to be sky-high." Volunteers are providing a positive service to the SON! Plans are in place to continue the program's expansion and include: scheduling a meeting with this community of interest group to elicit their suggestions for continual quality improvement and expansion of the program.

Volunteers generally donate from one to three hours during one to four times per semester. If you know of anyone who would like to become a volunteer, please contact Susette Bokelman at 765-285-5587.



Competency Reviews & Mentorship Evolving Throughout the Curriculum

A new program piloted during week two of spring semester. Faculty members and SITC staff collaborated to develop a competency and mentoring experience which crossed curriculum levels in the baccalaureate program. The NUR 425 management students mentored first semester seniors from NUR 404 and NUR 406. While final semester seniors and volunteers role played patients in one of twelve different scenarios, first semester seniors assessed, provided nursing care to the “patient,” and communicated with the “physician” (played by faculty members). First semester seniors rotated through six of twelve stations incorporating clinical decision making and QSEN competency elements into their care. Examples of scenario topics include respiratory complications, medication administration, and acute onset of chest pain.

This program developed in response to students’ comments that they had not had a chance to perform in the clinical setting some of the skill competencies they learned in their sophomore year. NUR 404 and 406 students began the day with a skills fair of hands-on psychomotor skill practice during the morning, and ended with the two-hour competency scenario review in the afternoon. The SITC nursing staff as well as faculty members from 404, 406, and 425 supervised this venture. Thirty 425 students served in a mentoring role to twenty 404 and 406 students each day. The pilot was run for three days.

The pilot project was an over-

whelming success. Plans are in place to continue this program for summer 2011. It will take place with Management students mentoring students in the newly developed NUR 402 class.

The Spring term also witnessed the design, development, and implementation of a final competency review for the newly deployed NUR 231 class. The NUR 231 Final Competency Simulation Day will include three components. Students will rotate between the following three activities: (1) simulation scenarios; (2) electronic documentation and concept mapping; and (3) introduction of two new psychomotor skills.

The sophomore courses have traditionally not included any simulation experiences. Faculty and SITC staff have collaborated to provide the experience of simulation for these students as a climax to the 231 course. The experience will involve students performing several randomized skills they acquired during the semester. The scenarios also involve critical thinking components as well as elements of Tanner’s Model and QSEN competencies. These include the noticing, interpreting, and responding of the Tanner’s Model; QSEN components of patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics. Prioritization will also be incorporated into the care students will give at the bedside to manikins and volunteer

clients. These standardized patients will interact with students to increase the fidelity of this experience. As part of this clinical experience, students will also practice hand-off reporting as well as documenting the care they gave.

The electronic documentation portion of the day will include three experiences. All components will be based on a scenario. Students will be entering information into the Nurse Squared Electronic Medical Record (EMR) program, which the School of Nursing is currently piloting. “Patient” information such as physician’s orders, assessments, and medication administration will be charted by students. They will also be able to withdraw a medication out of the Pyxis as part of this experience. Finally, they will use the Inspiration 9 software on SITC lab computers to create a concept map for the scenario “patient.”

The third and final experience students will gain will be two new psychomotor skills. These include central line dressing changes as well as Alaris pump programming for IV infusion. Students will use these skills in clinical beginning in Adult Health I. Instructors will facilitate a final debriefing at the end of the entire clinical experience to maximize student learning. This program will be piloted during week 15 of Spring semester.



Pyxis Use Continues in SITC



Pyxis MedStation has been part of the SITC equipment since 2009. It was developed by the CareFusion Company to increase medication safety and security through decentralization of medications by fingerprint access of authorized personnel only in the acute care setting. Other features and benefits include narcotics management, clinician warnings about dosage times and contraindications, and consequent reduction in medication errors.

Pyxis had previously been integrated into the oral medication competencies in NUR 232. With the curriculum change from NUR 232 to 231, Pyxis is now being used as part of the Final Competency Simulation Day. Students must go to the Pyxis to sign out a Schedule II medication while they are working on an electronic documentation scenario. SITC staff and/or faculty will be facilitating this experience for the sophomore students.

Pyxis will also be introduced to simulations in NUR 330 in the spring semester. Students will need to leave the bedside during the simulation to sign drugs out of Pyxis if the simulated "patient" requires a dose of a narcotic or other Schedule II medication. The long range plan is to add the use of Pyxis to simulations in NUR 340 in fall 2011 and possibly NUR 402 in the future.

New Bladder Scanning Equipment in the SITC

Seventy percent of all catheterizations are unnecessary. With nosocomial infections on the rise and insurance companies increasingly refusing reimbursement for these hospital-acquired infections, the Verathon BladderScan BVI9400 is a useful tool. No physician's order is needed to use this piece of equipment.

The bladder scanner is a quick, accurate, portable, non-invasive bladder volume measurement system. Primary functions include diagnosing/monitoring urinary retention, obtaining post-void residual measurements, determination of need for catheterization, verification of proper Foley catheter drainage, verification of an empty bladder, and checking for bladder over-distention. Reasons for implementing the bladder scanner are to prevent unnecessary urethral catheterization, to reduce the rate of nosocomial urinary tract infections,

to reduce the risk of hydro-nephrosis, to eliminate unnecessary patient trauma and discomfort, to preserve patient dignity, and to save staff time.

IU Ball Memorial Hospital is just one of the agencies who has increased the acquisition and use of this diagnostic tool in the last few years. According to the SON vendor in-service presentation by Mike Oppy on February 7, 2011, the following units now have this tool: CTU, 9 North (Medical), 4 South (Medical), Mother/Baby, Ortho/Uro/Neuro, and 7 North (Surgical). One of the graduate students in our online master's program, Michelle Friedman, indicated, bladder scanners are extremely accessible on every unit at her workplace, Johns Hopkins Hospital. Michelle recently wrote, "In the PACU, it is

imperative to ensure adequate urine output for patients prior to transferring out to another unit or being discharged home. After 8 hours post-operatively a patient is required to have voided, if not they will be encouraged to void and if they are unable to, a bladder scan will be performed. Based upon the amount of urine in the bladder scanner, will determine if the nurse needs to notify the physician for a straight catheterization or foley catheterization order; this generally will occur with a volume greater than 300mL. Some of the patients, intraoperatively, receive spinal blocks, which inhibit their sensation to determine if they have to void; therefore a bladder scan may be necessary if they have not voided within four hours of arriving in the recovery room."

Our recently acquired SON BladderScan BVI9400 is housed conveniently on a rolling cart. The only equipment needed to

The BladderScan BVI 9400:

- Measures bladder volume noninvasively on a wide range of patients
- Helps diagnose urinary retention and post-operative urinary retention (POUR)
- Helps evaluate many common urological concerns
- Helps prevent unnecessary catheterization which eliminates unnecessary trauma to patients
- Helps reduce rates of catheter-associated urinary tract infection (caUTIs)
- Helps differentiate between types of incontinence to determine appropriate care
- Improves efficiency of health care professionals by reducing costs and saving staff time

New Bladder Scanning Equipment in the SITC Continued...

perform a bladder scan includes the scanner, ultrasound gel, tissue, alcohol preps, and, of course, a patient. Bladder volume measurements can be obtained in minutes at the bedside. A bladder volume measurement is given in milliliters of urine. Following the procedure, the probe can easily be wiped clean of gel and sanitized with an isopropyl alcohol pad.

The SITC's new bladder scanner was used in NUR230 beginning spring 2011 and will be available for integration into subsequent courses. For exam-

ple, the tool might be included in one or more of the clinical simulations to simulate urinary retention. For more information or for a brief demonstration video, please visit <http://verathon.com/language/en-us/products/bladderscan.aspx> and click on "learn more." Check with Allison or Becky if you would like an individualized demo of the unit.



Telehealth

Telehealth involves the use of electronic information and telecommunications technologies to support long-distance clinical health care, patient and professional health related education, and public health. This trend is a valuable tool for gathering and electronically transmitting interactive interdisciplinary consultation.

An example of telehealth communication was incorporated in a home care simulation during the fall of 2010 in the Community Health "clinical setting". During a simulated

home care scenario, an image of a "patient's" infected surgical wound was transmitted using a webcam via Skype. A "physician" viewed the transmitted "patient" image from another computer in a remote location and gave orders for treatment to the nursing students. This was achieved with the collaboration of the SITC staff and nursing faculty to demonstrate the use technology in current nursing practice.

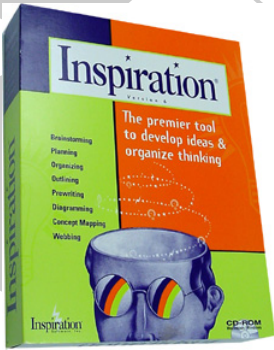
telehealth technology throughout the curriculum. Let us know if you are interested in being a part of this evolving venture.



The SITC personnel and faculty are continuing to explore further application of



Concept Mapping: Integration Across the Curriculum



The use of concept mapping continues across the curriculum in classroom lectures, clinical focused activities, and simulation. Nursing faculty are introducing concept mapping software in NUR 228 as a way of using visual learning to show relationships between the components of data.

This spring semester NUR 340 faculty, Beth Johnson, has been bringing the class to the

SITC labs for individual and/or small group use of the Inspiration 9 concept mapping software available in the SITC. The Inspiration 9 software will also be used in the NUR231 final competency review to create a concept map based on a scenario provided which includes a medical issue. The students will work in pairs to utilize this program and create a map unique to each group. The

SITC staff and/or faculty will be present to facilitate this activity.

Let the SITC personnel know if others would like to explore the use of this software for individual or small group work. A digital copy of the book, The Thinking Classroom: Using Inspiration to Meet Curriculum Standards is available for those interested in the SITC-3 lab.

ONLINE EDUCATION HAPPENINGS

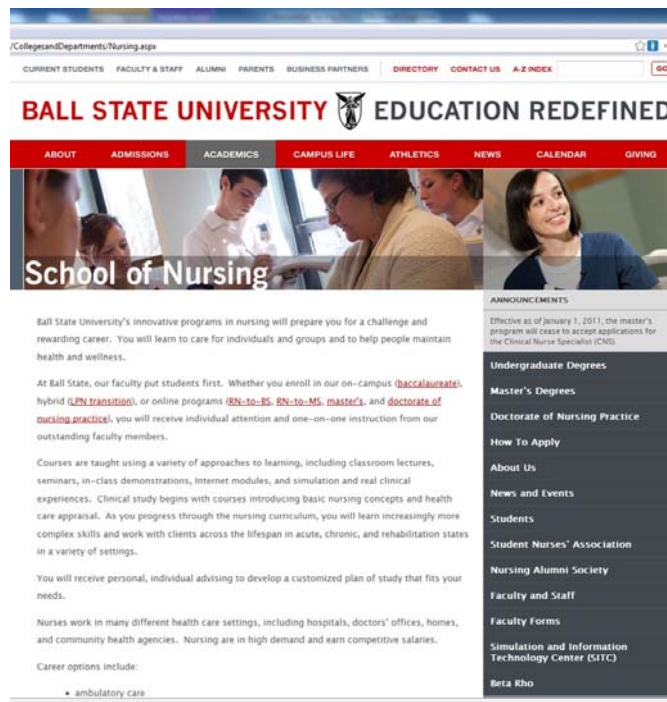
SON Website Updated with New Software

As you may have noticed, the School of Nursing website (<http://www.bsu.edu/nursing>) has a new look and feel to it. The website was updated in late Fall 2010 to a new CMS (content management system), Sitecore. This new CMS brings the School of Nursing website in line with the looks and feel of

the Ball State University homepage.

In addition to the new looks and layout, the new CMS software allows for better behind the scenes management and faster updating of content. We have also added a photo gallery to

highlight the SITC area. Take a look: <http://www.flickr.com/photos/48486536@N03/>.



Blackboard Updated to Version 9.1

Blackboard was updated for the spring semester in an effort to address past issues and to add new features.

New features include a gradable wiki tool for both courses and groups. The new Blackboard wiki tool allows students to contribute, edit, and collaborate on document content within the Blackboard site. Grading options allow the instructor to see and grade individual student contributions. In addition, instructors are able to grade student blogs and journals in Blackboard.

With Blackboard 9.1 you are also able to create “mashups” which allow you to easily add outside content (i.e. YouTube videos) to the course content within Blackboard. You can add material by clicking on the “Build Content” tab which will

list various media sources such as Flickr Photo, SlideShare Presentation, and YouTube Video. Once you select a media source then you can do a search for content and preview it from within Blackboard and then set parameters for the content’s usage by the students.

Other new features include grading rubrics which list evaluation criteria for tests or assignments. This tool can help instructors assign grades consistently and offer feedback to students. Instructors will be able to edit the rubric columns and rows, define the rubric criteria, set options, and then associate the rubric with a test or assignment. Rubric rows correspond to criteria (i.e. formatting, organization, grammar) and the columns correspond to the level of achievement for each criterion (i.e.

proficient, competent, and novice). Points and point ranges can be added to the rubric and then the rubric can be associated with a particular student and assignment within Blackboard’s grade center page.

Blackboard 9.1 training videos are accessible through the Ball State website:

<http://cms.bsu.edu/About/AdministrativeOffices/HelpDesk/BlackboardVersionTesting/TrainingVideos.aspx>



Faculty Development Website Launched

A new Faculty Development community has been developed to help provide new and existing faculty with the tools and information they need to be a successful faculty member. Our community introduces the faculty member to our school, gives them information about who we are, and what they need to know to get started. The faculty member can also find infor-

mation on how to properly setup a course, department and university policies, clinical information, professional development, and the various resources that are available to the faculty member.

The SITC provides new faculty orientations at the beginning of every Fall and Spring semester. From Fall 2009 to Spring 2011, we have oriented

12 faculty members in our department. The main goal of our community is to provide faculty with easy access to information, set a standard for course setups, and provide them with all of the tools and resources they need to be successful.

Help Desk Support at the School of Nursing

With increased numbers of students in online courses, the SITC has stepped up their level of technology support – enhancing tech support at the University level. With the addition of the Tech Help Line a few years ago and the addition of a third tech specialist position, the SITC unit has been able to provide better support coverage for distance students.

Technical support was available for students, faculty, and staff from 7:30 A.M. eastern standard time until 10:00 P.M. eastern standard time Monday through Friday during Spring term. In the



Summer technical support will be available for students, faculty, and staff from 7:30 A.M. eastern standard time until 8:00 P.M. Monday through Friday.

Since the SITC began tracking call statistics, there have been nearly 1600 calls from students in all of the nursing programs. Forty percent of all calls have been distance education related from students in the Master's and Doctorate of Nursing Practice (DNP) programs.

Support calls have generally been related to the Blackboard courseware system, inQsit

online quizzing system, or mobile device and mobile software application support. Additionally, the welcome letter for incoming students has also been updated to include more options for technical assistance. For example, beginning Summer 2011 the SITC will allow students to contact the SITC through desktop video conferencing.

It is anticipated our support will be strengthened further in the future with the addition of night and weekend support being added by University Technology Support (UTS). More details will be forthcoming as they

Beta Rho Website Updated

The new Beta Rho Chapter website is now available via our SON webpage. The Fall Newsletter is on the Website. Please take time to look at the website. Also please consider posting a Blackboard Announcement in your courses suggesting that your students might want to check out the website to learn more about Beta Rho and Sigma Theta Tau. We hope to have a photo gallery like BSNA has in the near future.

[Home](#) > [Academics](#) > [Colleges and Departments](#) > [Nursing](#) > [Beta Rho](#)

Beta Rho Chapter of Sigma Theta Tau International Honor Society of Nursing

Sigma Theta Tau International Honor Society of Nursing (STTI) was founded in 1922 by six nursing students at Indiana University. The founders chose the name Sigma Theta Tau from the Greek words, "Strogá, Tharos, and Time" meaning "Love, Courage, and Honor". Today there are over 130,000 active members in 90 countries and territories and 463 chapters across the globe.

The **mission** of STTI is to support the learning, knowledge, and professional development of nurses committed to making a difference in health worldwide.

The **vision** of STTI is to create a global community of nurses who lead in using knowledge, scholarship, service and learning to improve the health of the world's people.

The **purposes** of STTI are to:

1. Recognize superior achievement
2. Recognize the development of leadership qualities
3. Foster high professional standards
4. Encourage creative work
5. Strengthen the commitment to the ideals and purpose of the profession.

Beta Rho Chapter of STTI was formed and approved in October 1973 and the first induction of members was held in April 1974. Today the chapter has 274 active members.

Membership in STTI and Beta Rho Chapter is by invitation.

Student candidates are those who have demonstrated superior academic achievement, academic integrity, and professional leadership potential.

Nurse leader candidates are registered nurses with a minimum of a baccalaureate degree in any field who have demonstrated achievement in nursing.

Specific eligibility requirements for baccalaureate and graduate nursing students and for registered nurses are available on this website under **Membership**.

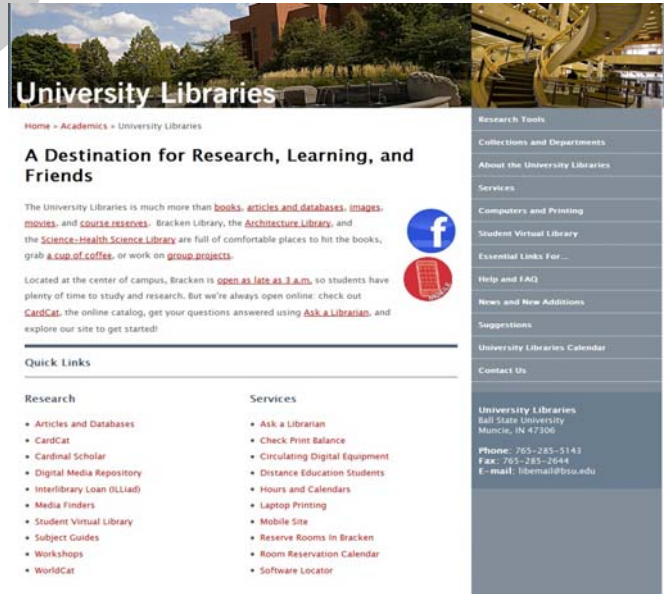
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Nursing Alumni Society
Faculty and Staff
Faculty Forms
Simulation and Information Technology Center (SITC)
Beta Rho
» Membership
» Officers and Committee Members
» Calendar of Events
» Recognition Awards
» Research Grants
» Beta Rho Newsletter 2011 (PDF)
» Getting Involved (PDF)

Ball State School of Nursing
Simulation & Information
Technology Center

New Library Website

The libraries website has moved SiteCore, the web content management system purchased by Ball State University. The new site more closely matches the look and feel of the university website. Webpages include breadcrumbs to help you navigate the site. Important links to the Articles and Databases page, CardCat, and Ask a Librarian are found in both the explanatory text as you open the page and under Quick Links as you scroll down the page. You will also notice a link to our Facebook page on the homepage.

<http://cms.bsu.edu/Academics/Libraries.aspx>



Do you know about the Science-Health Library?

The Science-Health Science Library (SHSL) resides in the lower level of Cooper Science Complex (room CNI6) and offers a host of services, resources, and space to study for up to 40 people. A collection of about 3,000 discipline-specific reference and circulating books, the most recent 3 years of over 77 scholarly journals, and 11 public computer stations.

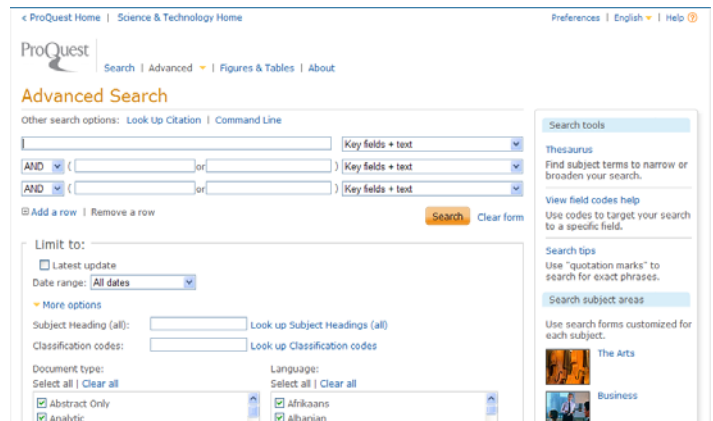
The full-service circulation point means that library users

can also renew or return materials from any University Libraries location as well as place and pick up recalls and holds. Faculty may place materials on course reserve in the SHSL including videos, periodicals, articles, books, and anatomical models. Materials may also be placed on electronic reserve accessible via a link in CardCat. This link can be embedded in a course's BlackBoard page for easier access.

Faculty can arrange information literacy instruction and research consultation tailored to individual or course needs. Finally, the SHSL has physical resources including a laser printer, photocopier, flatbed scanner, and quiet study area. *For more information visit the SHSL's website at <http://cms.bsu.edu/Academics/Libraries/CollectionsAndDept/SHSL.aspx>.*

New ProQuest Interface

ProQuest Nursing & Allied Health Source began the spring semester with a new look. The new search interface has several new features which make searching easier. One nice feature is a new default sort order. Results lists are sorted by relevance rather than date. The new interface also has a clean attractive appearance.



Recent Student Assistant Additions at the SITC

**Ball State University
School of Nursing**

Cooper Science
CN 355 - Computer Lab
CN 214 - Computer Lab
CN216B—Computer Lab

SITC Tech Line: 765-716-9391
E-Mail: nursingsitc@bsu.edu

**SITC Summer
2011
Semester Hours**

SITC3, CN 355:
7:30AM-4PM
Monday-Friday

SITC2, CN 214:
8AM-8PM
Monday-Friday

Any changes to lab hours will be posted

**Dates to Know:
Summer 2011**

May 16th—Summer Semester Begins

May 30th—Memorial Day No Classes

July 4th—Independence Day No Classes

July 22nd—Summer Semester Ends



Hi my name is Katrina Ayers. I am a junior here at Ball state currently in the 330 nursing course. I grew up with my eight brothers and sisters in Anderson. I have been able to get involved in other ways on campus besides nursing. While at school I have been involved with a Christian group on Campus called Intervarsity Christian fellowship as well as the swing dancing club. I enjoy playing piano, painting, and interacting with people. As of right now I am unsure of what I will do when I graduate.



My name is Brooke Hazel. I'm finishing my freshman year at Ball State. I graduated from Brownsburg High School. I enjoy running and biking to keep in shape! I did Cross Country for 4 years in high school. I love to listen to music, and I am laughing almost constantly. I'm majoring in nursing and can't wait! I'm definitely a people person!



Hi, I'm Keegan Louks. I'm currently enrolled in Nursing 330 and I really enjoy the nursing program so far. I am from Noblesville, IN. I have one younger brother who is currently a senior at Noblesville High School. I love spending time with my family and boyfriend, Jon, who will be graduating from Ball State in May. I also love spending time with my friends and being outdoors. Camping is one of my favorite things to do. Fall is my favorite time of year because of all the pretty leaves.



My name is Emilee Beer (Lind). I decided to go into nursing after going on a church mission trip to Honduras that was partnered with a healthcare team. I am currently working in the Emergency Room at St. John's in Anderson and loving it! So with all of that, I don't really have time for hobbies at the moment, but I love swimming and anything else that relates to water and water sports (especially jet-skiing!). I will graduate in May of 2011.



My name is Max Wright and I am a third year Undergraduate studying Computer Technology. I am quite enthusiastic about computers and thoroughly enjoy working with them, so I am very excited to be part of the Nursing SITC team. When I am not working or involved with school I enjoy listening to and performing music from a wide variety of genres, kicking back with friends, snowboarding, and playing any kind of game whether it be board, card, or video. I am always happy to help with any problems you may encounter so don't be afraid to ask!

SITC Staff—Summer 2011

Associate Director & SITC Director

Kay Hodson-Carlton

Lead Technology Services Specialist

Brandon Campbell

Technology Services Specialist

Britain Bryant

Jason Ziarko

SITC Outreach Specialist

Susette Bokelman

Clinical Lab Specialist

Allison Ottinger
Becky Fights

Clinical Lab Assistant

Katrina Ayers
Karina Edwards
Cassandra Greeson
Emilee Beer
Keegan Louks

Simulation & Technology Assistant

Scott Brooks
Max Wright

Graduate Assistants

Joshua Fortriede
Mark Richardson
Matt Dodge
Marc Chatot

