

UPDATE ON EFFORTS TO ESTABLISH A COLORADO CENTER FOR VIRTUAL HEALTH CARE EDUCATION

May 17, 2013 11:00 - 12:30 PM MT

Sponsored by the Rueckert-Hartman College for Health Professions, Regis University, with support from The Colorado Health Foundation

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TODAY'S EVENT

Update on activity

- Results of Phase I of the Feasibility Study
 - Website
- Overview of Phase II activities in progress
 - Introduce Marge Zielke

Your input

- Priorities for content
- Criteria for organizing the Center

Next steps

- Continued stakeholder input and engagement
- Formulating initial Center participation, pilots
- Preparing for full implementation (funding request September 2013)

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RECAP FOCUS OF THE FEASIBILITY STUDY, PHASE 1

Started out to test key assumptions

- Simulation (in particular, screen-based and web-based methodologies) has the potential to expand and enhance the clinical education of Colorado health care students (nursing, physical therapy, pharmacy).
- Effective development and use of immersive learning environments requires a commitment by a range of local users and input from subject matter experts.
- A dedicated Colorado resource (aka “Center”) can play a cost-effective role to leverage nationwide efforts, lead local collaborative development and make shared resources available to participants.
- Pursuing the effective and efficient use of simulation is timely, and a Center’s efforts will be valuable for Colorado’s programs.

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PHASE 1 ACTIVITIES AND RESULTS

- **Background research**
 - The national context
 - Colorado experience with simulation
- **Conversations**
 - National experts
 - Convened Colorado simulation faculty and institutional leaders (webinar, in person stakeholder meeting)
- **Findings**
 - Feasibility of virtual simulation as a clinical tool
 - Collaboration and a Center
 - The value proposition for virtual simulation and a Center
- **Report**
 - Presented and discussed with the Colorado Health Foundation

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PHASE 1 AFFIRMATIONS

Content Expertise

- Individuals from 8 programs representing 3 disciplines are supportive of the idea

Regulatory support

- The accrediting bodies for nursing, pharmacy and physical therapy are open to virtual simulation
- Nurse practitioner accreditation may allow for simulation as clinical

Faculty acceptance

- There is faculty interest in using virtual simulation as a portion of clinical hours

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FOSTERING YOUR INPUT AND ENGAGEMENT – THE “VIRTUAL” CENTER

A Web site has been launched as a place for updates, resources, and hopefully, sharing among simulation and clinical education colleagues.

www.regis.edu/virtualclinic

or

<http://www.regis.edu/About-Regis-University/Centers-and-Institutes/Center-for-Virtual-Simulation.aspx#.UYOPOUpkh8E>

Available on the Web site

- Phase One Feasibility Study Consultant Report
- Stakeholder meeting notes

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FEEDBACK FROM NATIONAL EXPERTS: COLORADO'S LEADERSHIP - A POSITIVE APPROACH

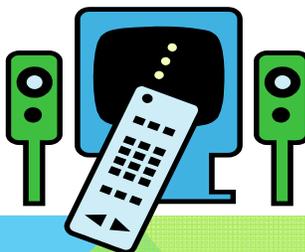
- Identify the educational needs for Colorado
- Identify the limiting and facilitating factors
- Identify existing assets and best practices
- Create a Center to provide easy access to existing assets and best practices
- Facilitate regional collaborative efforts to meet Colorado's needs
- Assist in the development of materials needed to fill existing gaps

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TOWARD A VISION AND MISSION

*Colorado's health professional students
are well-prepared to meet the demands of
clinical practice in a changing health care
landscape*

"The Center's mission is to foster innovation in clinical education by revising the approach to clinical hours and placements via the development and use of virtual gaming technology."



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PHASE 2 GOALS

Partner Support	<ul style="list-style-type: none"> Organizations agree to partner in the development of the center
Technology	<ul style="list-style-type: none"> We identify the type of virtual simulations that need to be built These simulations can be developed
Cost	<ul style="list-style-type: none"> We identify the cost to build simulations We propose a model where these simulations will be cost effective for partners
Business	<ul style="list-style-type: none"> We propose a sustainable business model for the center

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PROCEEDING WITH PHASE II

<p>Center Collaboration (Dierker)</p> <ul style="list-style-type: none"> Stakeholder support Other center models and collaborations Participation criteria 	<p>Content Pilot (Scherer)</p> <ul style="list-style-type: none"> Design features for pilot to use simulations as clinical hours Proof of concept activities, timeline Baseline data
<div style="background-color: #00AEEF; color: white; padding: 10px; font-weight: bold; font-size: 1.2em;">Feasibility</div>	
<p>Center Design (Team, Legal)</p> <ul style="list-style-type: none"> Administrative support from partners Inputs to business model Organization as consortium or other structure Data sharing 	<p>Technology (Zielke)</p> <ul style="list-style-type: none"> Draft criteria to evaluate tech needs Evaluate current products Identify preliminary content needs and costs Describe technology infrastructure for center

Project Team
 Susan Scherer, Associate Dean, RHCHP
 Regis Faculty Advisory Committee
 Lynn Dierker, RN (HMA), Marge Zielke, PhD

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ANSWERING QUESTIONS ABOUT FEASIBILITY- CONTENT AND PILOTS FOR VIRTUAL SIMULATION CLINICAL EXPERIENCES

ASSUMPTIONS

We assume that the Center will focus on developing at least one or more pilots as a proof of concept for using virtual simulation and gaming for clinical experience.

We are exploring other initiatives and seeking to benefit from existing scenarios that may be appropriate (e.g. NLN, other simulations).

Colorado stakeholder input is key to targeting priority content areas for pilot development.

PREVIOUS INPUT

Earlier "top of mind"

- Medical-surgical areas
- Obstetrics
- Pediatrics
- Home care

Other priorities

- Cases tied to NCLEX test categories
- Prioritization and organizational skills
- High stakes testing of clinical judgment
- Managing multiple patients
- Help students define their role in the health care setting i.e. inter-professional, team-based scenarios
- Develop characters like "the Neighborhood" that go across specialties
- Scenarios focused on safety and quality, preparing students before going into clinical sites (e.g. high risk, low volume – scenarios of high risk to patients but not frequently encountered in practice)
- Demonstrate mastery in virtual settings, then allow students to go into clinical sites

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YOUR INPUT - CONTENT

Identify the top 3 content priorities for which you would use virtual simulations

Question 1: What information are you using to make your decision?

- Clinical - The scarcest clinical placements
- Clinical - the areas where content is essential, but students don't get to practice
- Curriculum – low scores on objective tests (Kaplan scores)
- My hunch

Question 2: Can you make that decision today? If yes, please give us your first thoughts

Question 3: Will you be available to offer additional input e.g. participate in a survey to help target the content priorities?

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YOUR INPUT- CENTER

Which are the essential criteria for a center?

- The mission is to address clinical experience – revising the approach to clinical hours and placements - via the development and use of virtual gaming technology.
- The center will commission the development of some games and will therefore own the products as well as other resources that may be generated by the Center.
- Center partners will contribute some subject matter expertise (either as contract or part of workload)
- Members will benefit from products developed in the center (no cost or low cost sharing)
- Members will agree to conditions of participation i.e. developing, using these simulations as part of clinical hours, making data available for research and evaluation.
- Partners will share information and work with the center to foster standardization and development of clinical experience using virtual simulation.

Are these and other proposed Center activities compelling as part of the value proposition for the Center?

- Development of a clinical oversight framework, faculty roles, procedures
- Formulation of assessment methodology and approaches to benchmarking.
- Faculty training and ongoing supports for technology adoption, evolving pedagogy
- Fostering a research agenda and opportunities for effectiveness research, program evaluation
- Support for ongoing research, pilots, and curriculum development

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PREPARING TO MOVE FORWARD TO DEVELOP AND IMPLEMENT - ANSWERING QUESTIONS ABOUT FEASIBILITY

Collaboration and organization

- How do we benefit from lessons learned to achieve a successful, sustainable collaboration to benefit statewide?
- Are the proposed Center criteria valid as a starting place for organization?
- What criteria should apply for participation in the Center? How should participation be structured? What should be expected of members?

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NEXT STEPS

Ongoing research other simulation initiatives

Key informant contacts and information gathering

Modeling – estimates for start up costs, participation criteria and targets, scope of technology development and resources, cost-benefit model and evaluation criteria

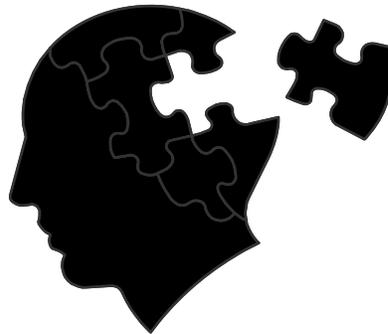
Timeline – Grant application fall 2013

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MAKING CHANGE HAPPEN.....

The challenge isn't
getting new ideas into
our heads....

It's getting the
old ideas out.



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