USING A SIMULATED EHR TO FLIP THE LAB

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DISCLOSURES

Conflict of Interest

• Nicole Smith (INACSL Conference presenter) reports no conflict of interest
• Mary Pat Ulicny (INACSL Conference presenter) reports no conflict of interest
• Julia Greenawalt (INACSL Conference Administrator & Nurse Planner) reports no conflict of interest
• Leann Horsley (INACSL Lead Nurse Planner) reports no conflict of interest

Successful Completion

• Attend 90% of session
• Complete online evaluation
OBJECTIVES

Upon completion of this presentation, participants will be able to:

1. Describe a Flipped lab teaching approach.
2. Identify one way a simulated EHR can be used to Flip the Lab.
3. Develop a plan to incorporate Flipped teaching approaches into the laboratory setting.
FLIPPED PEDAGOGY

• Use of technology to move lecture outside the classroom
• Moves homework and practice inside the classroom
• In-person class time used for active learning
LAB PHILOSOPHY

Simulation Lab at University of Maryland School of Nursing
Shady Grove Campus

- Students: Undergraduate Nursing Students
- One hour and 50 minutes scheduled lab sessions
- Active learning (Simulation)
- Self-directed learning
- Hands-on Psychomotor practice
TRANSFORMATION NEEDED

• Reframe how nursing students are taught
• Use technology in creative and innovative ways

IOM Recommendations
• Wider use of information technology and use of Electronic Health Records

NLN call for transformation (2008)
• “Are nurse educators preparing technology-savvy nurses who can use informatics tools to provide safe, patient-centered, quality care based on evidence?
  • The simple answer is no”
TEACHING MILLENIALS

Millennials
• Born: 1980-1995

Generation Z
• Born 1996-2010

"JUST THINK OF IT AS IF YOU'RE READING A LONG TEXT MESSAGE."
PRE-LAB ACTIVITIES
PRE-LAB ACTIVITY
EXPECTATIONS

• Students complete before coming to lab

• Complete independently

• Use textbook, skills videos, lecture content
FEEDBACK

- Quick Feedback
- Just-in time
PRE-LAB ACTIVITY LOGISTICS

Questions within simulated EHR link to content objectives

Assist with navigating EHR and preparing for psychomotor skills practice

Answers reviewed during first 3 minutes of lab.

5-10 minute demonstrations given if needed
  • Immediately followed by psychomotor skills practice
  • Facilitated by instructor
SAMPLE QUESTIONS

Diabetes/Subcutaneous Injections/Capillary Blood Glucose Checks

• What important laboratory data must be noted before administering insulin?

• Based on Ms. Fondas last fingerstick glucose, how much insulin should you administer? Refer to the sliding scale dosing in the MAR.

• What angle should you insert a subcutaneous injection?

Answers found either within the textbook, required skills videos or simulated EHR

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STUDENT FEEDBACK

“Prelab questions were incredibly valuable”

“Prelab questions weren’t too difficult but they ensured I came into lab with an adequate and preliminary understanding.”

“Forced me to learn and read about the lesson before coming to class”

“Helped me to get familiar with [EHR]”
PSYCHOMOTOR SUCCESS
QUESTIONS
REFERENCES


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