LCEEQ PDIG: Clinical Simulation Skills Training
Final Report
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Team Members: Sylvia Meyer, Catherine Ross, Ellen Tissenbaum

Project Description

The project, Clinical Simulation Skills Training, was undertaken to provide the opportunity to create brief skills videos for the English Health Community, related to the current standardized health care practices in Quebec. The project was based on the #8 Infection Control competency objectives, from the LPN Program of Study. The first published online video, titled Wound Care, conforming to Quebec's standardized procedures as defined by the online platform MSI (Méthodes de soins informatisés), has been launched and is available for the general public's viewing.

The planning, development and creation of the Wound Care video was a 200% success in the end. Ongoing support and collaboration amongst the team members and administration, no matter the hurdle, was relevant to the success of this project.

Challenging areas included:

- Lack of technology resources to assist in the project development (i.e., no Mac computer in the Centre resulting in extra work to be done elsewhere for video editing with iMovie, no lapel microphone available for better video sound quality, no sound boards in place for decreasing the echo in the video)
- Speed of production was hindered by lack of prior knowledge of software (iMovie and Genially). Extra time was required to learn the functionality of the software.

Synthesis of journal entries:

- Reviewed all 4 targeted elements (#3, #4, #7, #8) from the LPN 5825 Program of Study, Competency 8 (Infection Control)
- Reviewed, edited and finalized all targeted MSI procedures related to infection control
- Outlined the initial videos to be developed, materials to be used, sequencing of videos
- Created storyboards and role played with focus on element #7 - Provide Wound Care
- Formatted and included questions and answers to the Wound Care video using Genially
- Developed, reviewed and edited the project video, "Wound Care", up until its launch to the general public

Project Goals

The original goals for this project were somewhat unrealistic. Team expectations were too high from the very beginning for the time given within the grant guidelines. Allotted time for the three members included 36 hours per teacher (2 teachers) + 0 hours for support staff (lab technician). Not realizing the time involved in this entire process, the focus needed to be reprioritized. The team originally started out with 4 targeted elements from the Infection Control Objectives. In the end, the primary goal was to have

interactive and visual standardized procedures available for staff and students, therefore it was decided to focus only on element #7 -Wound Care. In reality, the actual time put into this project was 94+ hours for each of the 3 members, plus 20 hours extra for video editing done out of the Centre.

The video corresponding to Element #7, "Providing Wound Care", consists of 8 separate MSI procedures which were condensed and amalgamated into 5. While planning the sequencing of these procedural steps for Wound Care, the team off tracked and decided to create another 2 short video clips; *Pre-executory and Post-executory steps*, to be used as standard practice for existing and future skills training videos. It was also decided to *integrate questions and answers* into the video using the application Genially.

In summary, we were 200% successful in creating one multi-faceted video. In the future, the remaining videos for the elements that were not completed, will require less time in the formatting and production process. This would be considering the decreased time needed to modify the existing template of the original video, and staff availability.

Project Outcomes

The team has created several procedural videos in the past, but none as diverse and comprehensive as this one. The participating teachers thus gained proficiency and an in-depth understanding of the wound care process in accordance with the MSI standardized procedures. From past experience and after viewing several videos already out to the public, it was decided to make learning more exciting and interactive. The team incorporated questions and answers, and subtitles with minimal talking, in order to cater to the diverse learning styles of our nursing student population, and all learners in general. We also gained a new understanding of the importance of incorporating pre- and post-executory steps into standardized procedures, in order to minimize student confusion in learning and promote a global approach to care.

Reinvestment

This interactive learning tool and pertinent resource video will benefit all English Health Care teaching communities. The video is an ideal teaching tool that can be paused and discussed in class, in the lab or at home for pedagogical and andragogical learning. It facilitates the debriefing process, and it is a valuable resource for health staff and students that is readily available 24/7.

The video has been launched on the YouTube Channel, *PACC Clinical Simulation Skills Training Video Series - 1: Wound Care* and will be collaboratively shared as a valuable resource with PROCEDE. Presently, this training video is and will be posted on Google Classrooms for all existing and new LPN groups at PACC.

PACC Clinical Simulation Skills Training Video Series - 1: Wound Care

During the short timeline since publication of the video, the response from students and staff alike has been overwhelmingly positive. From our perspective, this video is a valuable pedagogical resource, and we welcome other teams to create and add to the MSI standardized resources available for staff and students within the English Health Community.