Simulation, Teaching, and Academic Research (STAR) Center

Course Catalog

SSH
Society for Simulation in Healthcare
ACCREDITATION

STAR Course Catalog

Learner Code Key

1. A- All staff throughout Allegheny Health Network
2. C-Clinical staff members- Staff performing duties in the clinical care areas.
3. L- Licensed Practical Nurses (LPN) Only
4. R- Registered Nurses (RN) Only
5. N- Nursing Assistant (NA) Only
6. AP-Advanced Practice Practitioners – Staff certified to perform advanced procedures

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Interprofessional Simulation Faciltiator Training

Welcome to The STAR Center. Our team of simulation specialist, educators, and research experts are here to mentor, guide and assist you on your journey through simulation.

Below is a comprehensive list of courses offered at The STAR Center. We can customize any of these courses to meet the unique learning needs of your interprofessional teams.

Our STAR team is dedicated to assisting you to embed simulation education into your practice to enhance patient safety and provide the highest quality of safe, efficient and timely care to our patients, families, and community.

Theoretical Framework for Development of Simulation Courses

Benner's Novice to Expert

   The framework provides structure for how clinicians acquire knowledge. Learning is an experiential process. It helps to define what is a desired level of competence for a specific skill. It supports development progression for specific skills because there are different needs required at each stage.

It helps to determine when an individual has progressed far enough to be able to teach others the same skills they learned in previous stages. This allows for standardization of simulation education throughout Allegheny Health Network ensuring the highest quality of simulation based education is delivered to our learners.

	Knowledge	Standard of work	Autonomy	Coping with complexity	Understanding complexity
EXPERT	Authoritative knowledge of discipline, and deep tacit understanding across area of practice.	Excellence achieved with relative ease.	Able to take responsibility for going beyond existing standards and creating own interpretations.	Holistic grasp of complex situations, meves between intuitive and analytical approaches with ease.	Sees overall picture and alternative approaches; vision of what may be possible.
PROFICIENT	Deep understanding in discipline and area of practice.	Fully acceptable standard achieved routinely.	Able to take full responsibility for own work, and of appropriate others.	Deals holistically, more confident decision-making.	Sees overall picture and how individual actions fit within it.
COMPETENT	Good background and working knowledge in practice.	Fit for purpose, though may lack refinement.	Able to achieve most tasks using own judgement.	Copes using deliberate analysis and planning.	Sees actions at least partially for longer goals.
BEGINNER	Working knowledge of key concepts in practice.	Straightforward tasks likely to be completed in an acceptable manner.	Can achieve some steps using own judgement, needs supervision for overall task.	Appreciates complex situations, but can only partially address.	Sees actions as a series of steps.
NOVICE	Rote knowledge not connected to practice.	Unlikely to be satisfactory unless closely supervised.	Needs close supervision, rules, and instruction.	Little or no concept, can't deal with complexity.	Tends to see actions in isolation.

INTRODUCTION to Train the Trainer:

The STAR Center uses the Train the Trainer Model as a method to introduce all educators to simulation. Train the trainer, as explained by Orfaly et al (2005), is an educational model where potential trainers are targeted for training. These potential trainers are provided with education, instructional tools, and programmatic guidelines that enable them to, in turn, provide specific training to targeted audiences.

This model allows the instructor to impact their theoretical and clinical knowledge in the field of simulation to potential trainers. The Train the Trainer Model allows STAR Team members to evaluate and deem trainers competent in simulation and they can in turn train other members of their department to assist in simulation teaching.

Malcom Knowles- Theory of Adult Learning

This course utilizes Malcolm Knowles' (1984) Theory of Adult Learning, "the art and science of helping adults learn." This theory is based on five principles:

1. Self-Concept: As a person matures, he or she moves from dependency to self-directness.
2. Experience: Adults draw upon their experiences to aid their learning.
3. Readiness: The learning readiness of adults is closely related to the assumption of new social roles.
4. Orientation: As a person learns new knowledge, he or she wants to apply it immediately in problem solving.
5. Motivation (later added): As a person assumes, he or she receives their motivation to learn from internal factors.

Best Practice Standards:
These courses follows the standards of the International Nursing Association for Clinical Simulation and Learning (INACSL)

These standards are the foundation for simulation programs as best practice and evidenced based guidelines for implementation and training

These standards are based on the following areas:

- **Simulation Design**
- **Outcomes and Objectives**
- **Facilitation**
- **Debriefing**
- **Participant Evaluation**
- **Professional Integrity**
- **Simulation-Enhanced Interprofessional Education (Sim-IPE)**
- **Simulation Operations (SimOps) -** *published 2017*

These can be accessed at *https://www.inacsl.org/inacsl-standards-of-best-practice-simulation/*

The Courses

Airway Management for Advanced Practice Practitioners   AP

Course Overview

This course is to provide advanced practice practitioners and respiratory therapists the critical skills necessary to provide effective airway management. The skills reviewed will be how to perform successful bag mask ventilation, establish an advanced airway, and manage difficult airways in the healthcare environment. Learners will have the opportunity to review airway anatomy, formulate airway management plans, and practice non-invasive/invasive airway skills. Skills to be performed include mask ventilation, video and direct laryngoscopy, laryngeal mask airway (LMA) placement, use of the bougie device, along with other airway adjuncts.

Learning Outcomes

1. Identify the challenging patient airway.
2. Demonstrate the algorithmic approach to airway management.
3. Display simulation proficiency with multiple airway management techniques.
4. Describe effective communication with Interprofessional team during emergent airway management.

Instructional Methods: Oral Presentation, Simulation

Learners: AP- Advanced Practice Practitioners

SB 2/16/2021

JV 2/17/2021

Blood Administration Training   R

Course Overview

This is course is to provide hands on training for the proper technique, method and documentation for blood administration according to policy. Learners will be provided education to identify and properly manage a transfusion reaction.

Learning Outcomes

1. Demonstrate the correct steps in the blood administration procedure.
2. Recognize and properly manage a blood transfusion reaction.

Instructional Methods: Oral Presentation, Simulation/Return Demonstration

Learners: R- Registered Nurses (RN) Only

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Central Line Dressing and Maintenance Course   C

Course Overview

This course provides basic conceptual and operational knowledge to healthcare clinicians responsible for the care of patients with central venous access devices. Clinicians will expand their knowledge while receiving hands on practice for the maintenance and care of central venous access devices according to evidence based practices.

Learning Outcomes

1. Describe protective measures to guard against central line acquired bacteremia.
2. List reasons for use and care of central lines.
3. Identify the various types of central lines.
4. Describe assessment criteria and documentation required for patients with central venous catheters.

Instructional Methods: Oral Presentation, Simulation/Return Demonstration, with or without exam

Learners: C-Clinical staff members- Staff performing duties in the clinical care areas

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Change in Patient Condition Simulation   C

Course Overview

This course provides education for clinicians to manage a patient with a change in condition. Included are three simulated scenarios representing a rapid response, cardiac arrest, and stroke alert protocol. Clinicians will have the opportunity to actively participate in at least one scenario while observing and evaluating the other two scenarios.

Learning Outcomes

1. Differentiate the essential components of a patient assessment and reassessment.
2. Compare and contrast changes in a patient's condition.
3. Demonstrate the use of critical thinking and clinical reasoning to establish and implement treatment priorities, and evaluate using appropriate institutional resources.
4. Describe the role of the nurse within the interprofessional team in response to a change in the patient's condition.
5. Analyze the importance of interprofessional communication and the impact of team functioning on patient outcomes.

Instructional Methods: Oral presentation, Simulation/Return Demonstration

Learners: C-Clinical staff members- Staff performing duties in the clinical care areas.

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Chronic Condition Assessment Course   C

Course Overview

Learners will review general head to toe assessment skills and specific considerations for clients with the following conditions: Chronic Obstructive Pulmonary Disease (COPD), Congestive Heart Failure (CHF), Pneumonia, Dehydration, Urinary Tract Infections (UTI) and Cellulitis/Skin Infections. Learners will engage in high fidelity simulated scenarios that will allow them to assess and manage the care of these patients with these specific health conditions.

Learning Outcomes

1. Demonstrate management of specific chronic conditions by conducting a thorough assessment.
2. Identifying a proper treatment plan and appropriate referrals to providers and services when necessary.
3. Review the potential treatment plans with providers and family/primary care givers.

Instructional Methods: Oral Presentation, Simulation/Return Demonstration, with or without Exam

Learners: C-Clinical staff members- Staff performing duties in the clinical care areas

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Chest Tube Training   R

Course Overview

This course is designed to provide education for the set-up, connection and maintenance of a chest drainage system. The learner will understand how to successfully assist with insertion of a chest tube, apply appropriate dressing and demonstrate troubleshooting techniques for common chest tube issues.

Learning Outcomes

1. Demonstrate the proper procedure for chest tube drainage system set up and connection to suction.
2. Apply and change a chest tube dressing.
3. Recognize and discuss the solutions for three common problems that may arise with a chest drainage system.
4. Review the daily necessary interventions needed to maintain a chest tube and chest drainage system.

Instructional Methods: Oral Presentation, Simulation/Return Demonstration

Learners: R- Registered Nurses (RN) Only

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Clinical Communication Course   C

Course Overview

Learners will be immersed in interactive simulated scenarios that will allow them to translate their knowledge of specific client populations into effective treatment plans. The focus of this course will be on the utilizing effective communication skills to convey important details about their patient to families and providers needed to manage their care.

Learning Outcomes

1. Utilize effective communication skills to discuss treatment plans with providers and family/primary care givers.
2. Explain the importance of communication in the clinical role.
3. Identify the challenges facing patients and families and the role of communication in resolving those challenges.

Instructional Methods: Oral Presentation, Simulation/Return Demonstration, with or without exam

Learners: C-Clinical staff members- Staff performing duties in the clinical care areas

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Code "O" Obstetrics Simulation   C

Course Overview

This course reviews the interdepartmental response to a severe and potentially life threatening obstetrical event (such as hemorrhage, amniotic fluid embolism, shoulder dystocia, eclampsia). Learners will participate in interactive high fidelity simulations of life threatening obstetrical events and have the opportunity to practice the skills necessary to respond to various emergencies.

Learning Outcomes

1. Describe evidence-based protocols for common obstetric emergencies.
2. Explain the correct technique and key responsibilities of clinicians during obstetric emergencies.
3. Demonstrate effective communication skills during obstetric emergencies.

Instructional Methods: Oral presentation, Simulation/Return Demonstration

Learners: C- Clinical staff members- Staff performing duties in the clinical care areas

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American Heart Association-Cardiopulmonary Resuscitation (CPR)/Basic Life Support (BLS) A

Course Overview

The Basic Life Support (BLS) course teaches learners to recognize several life-threatening emergencies and to respond appropriately. Training includes instructions for cardiopulmonary resuscitation (CPR) and the use of automated external defibrillators (AEDs). The course also covers relief of choking; including interventions such as the Heimlich maneuver and back blows/chest thrusts. The BLS course curriculum includes rescue guidelines for infants, children, and adults endorsed by the American Heart Association.

Learning Outcomes

1. Perform high-quality CPR for adults, children, and infants.
2. Initiate the chain of survival as soon as a possible problem is identified.
3. Initiate immediate high-quality chest compressions for any victim.
4. Provide early defibrillation with an automated external defibrillator (AED) when one is available.
5. Initiate rescue breathing when respiration is inadequate.
6. Perform BLS as an effective team member during multi-rescuer CPR.
7. Relieve a choking episode in adults and infants.

Instructional Methods: Oral presentation, Simulation/Return Demonstration, with exam

Learners: A- All staff throughout Allegheny Health Network

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Crash Cart Review   C

Course Overview

This course provides a detailed overview of each component of the crash cart. Learners will be a given a hands-on review of the standard supplies, medications and equipment located on and within the crash cart. Additionally, a review of the basic operation of the monitor/defibrillator and standard replacement process will be included in this education.

Learning Outcomes

1. Identify the essential supplies, medications and equipment needed on the crash cart to use for the first five minutes of a resuscitation or rapid response.
2. Demonstrate basic operation of the monitor/defibrillator using the multifunction pads.
3. Explain the standard process for crash cart replacement.

Instructional Methods: Oral presentation, Simulation/Return Demonstration

Learners: C- Clinical staff members- Staff performing duties in the clinical care areas

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Electrocardiogram (ECG) Course   C

Course Overview

This course is designed to teach the proper technique of performing an electrocardiogram (ECG). The learner will demonstrate the correct procedure and the equipment needed to perform an accurate ECG. The course content includes how to prepare the patient for the procedure, proper lead placement and management of artifact.

Learning Outcomes

1. Understand why an electrocardiogram (ECG) is performed.
2. Describe the importance of correct placement of ECG leads.
3. Explain the cause of artifact and how to resolve it.
4. Demonstrate how to prepare a patient and perform an electrocardiogram (ECG).

Instructional Methods: Oral presentation, Simulation/Return Demonstration, with or without exam

Learners: C- Clinical staff members- staff performing duties in the clinical care areas

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Extravasation and Infiltration Intravenous (IV) Course   R

Course Overview

Intravenous therapy is one of the most common nursing processes. One of these risks of IV therapy is an IV extravasation; the inadvertent infusion of a vesicant into tissue rather than into the intended venous system. This complication can result in catastrophic injury with devastating effects. This course includes content regarding appropriate IV sites, identification of drugs and solutions that are vesicants, and the appropriate actions needed for an extravasation using evidence based practice.

Learning Outcomes

1. Distinguish the difference between an infiltration and an extravasation.
2. Demonstrate the appropriate actions necessary in the event of an extravasation.
3. Discuss appropriate measures needed to prevent an IV extravasation.

Instructional Methods: Oral presentation, Simulation/Return Demonstration, with or without exam

Learners: R- Registered Nurses (RN) Only

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Fire in the Operating Room (OR)   C

Course Overview

This course is designed to teach employees proper response to fires that erupt in the operating room. Staff members will learn how to appropriately react to four types of OR fires: 1.) airway, 2.) surgical drape, 3.) trash can, and 4.) a fire in an adjacent operating room. Learners will take a pretest, navigate through a PowerPoint presentation, watch simulation scenario and then take a posttest. In addition to these course materials, an optional video lecture on proper team responses to OR fires are also available for viewing.

Learning Outcomes

1. Demonstrate the necessary actions to take when responding to various types of OR fires.
2. Understand team members' roles in responding to OR fires.
3. Display the ability to respond to following: airway fire, surgical drape fire, trash can fire and fire in the adjacent operating room.

Instructional Methods: Oral presentation, online, Simulation/Return Demonstration, with exam

Learners: C- Clinical staff members- Staff performing duties in the clinical care areas

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Handoff Communication Course   A

Course Overview

This online course is designed for all hospital staff to improve communication skills between clinicians working within the interprofessional healthcare team. The course incorporates the use of proper communication skills from the TeamSTEPPS program developed by the Department of Defense's Patient Safety Program in collaboration with the Agency for Healthcare Research and Quality (AHRQ).

Learning Outcomes

1. Recognize the importance of communication and teamwork in preventing errors.
2. Recall teamwork and communication strategies.
3. Distinguish improper communication between healthcare staff.
4. Identify techniques to improve communication skills.
5. Implement techniques to enhance communication skills in the workplace.

Instructional Methods: Oral presentation, Online, Self-learning

Learners – A- All staff throughout Allegheny Health Network

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Hourly Rounding Video Training   C

Course Overview

This course is designed to provide the education to successfully facilitate purposeful hourly rounding. Learners will focus on the 4 P's of hourly rounding: pain, personal hygiene, position, and personal possessions while learning how to cluster care to improve the overall patient experience.

Learning Outcomes

1. Describe the benefits of hourly rounding.
2. Demonstrate the practice of hourly rounding and patient interactions.
3. Discuss key behaviors and responsibilities associated with hourly rounding.
4. Recognize the importance of validating rounding behaviors.

Instructional Methods: Online, Self-learning Module

Learners: C- Clinical staff members- Staff performing duties in the clinical care areas

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Intravenous (IV) Pump Training   R

Course Overview

This is course is to designed to provide hands on training for the how to operate and troubleshoot the current infusion pumps for intravenous (IV) infusions according to the clinician's scope of practice.

Learning Outcomes

1. Demonstrate the ability to operate an IV infusion pump by priming and loading/unloading the solution set
2. Program maintenance primary and secondary infusions.
3. Verbalize troubleshooting techniques for system errors.

Instructional Methods: Oral Presentation, Simulation/Return Demonstration, with or without exam

Learners: R- Registered Nurses (RN) Only

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Implanted Port Accessing and De-accessing Course   R

Course Overview

This course is designed for nurses caring for the patient with an implanted venous port. This education focuses on the safe and effective use of the implanted venous port, accessing and de-accessing an implanted port and obtaining a blood specimen from the device. Learners will review how to troubleshoot the most common problems associated with implanted ports.

Learning Outcomes

1. Identify an implanted venous port from other types of central venous access devices.
2. Define the proper procedure for accessing and de-accessing an implanted port.
3. Describe the procedure for drawing a blood specimen from a port.
4. Verbalize at least 3 potential port complications and solutions that may remedy the problem.

Instructional Methods: Oral Presentation, Simulation/Return Demonstration, with or without exam

Learners: R- Registered Nurses (RN) Only

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Independent Double Check Video Training   C

Video Overview

This video is designed to provide clinicians the training needed to perform an independent double check according to Allegheny Health Network - High Alert Medication Policy for safe medication use. Learners will understand the importance of this process and view three common medication passes of high alert medications. Clinicians will learn the standard documentation of a dual sign off required for an independent double check.

Learning Outcomes

1. Understand the critical components of an independent double check.
2. Perform and independent double check for high alert medications.
3. Document an independent double check dual sign off in a patient's electronic health record.
4. Explain how an independent double check of a high alert medication produces a valuable defense to prevent harmful errors from reaching patients.

Instructional Methods: Online, Self- Learning Module.

Learners: C- Clinical staff members- Staff performing duties in the clinical care areas.

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Leadership Rounding   C

Course Overview

This course immerses learners in experiential simulated leadership rounding scenarios in a clinical setting. Learners will gain an understanding of how purposeful leadership rounding can positively impact patient care by enhancing safety, quality and customer service. This interactive course will provide a series of realistic patient-centered scenarios that will validate the learners' ability to effectively communicate and deal with complex healthcare issues.

Learning Outcomes

1. Identify the positive impact leadership rounding has on the patient experience and organization.
2. Effectively conduct a leadership rounding session for both patients and staff.
3. Facilitate an effective leadership rounding experience.

Instructional Methods: Simulation/Repeat Performance, Oral Presentation

Learners: C- Clinical staff members- staff performing duties in the clinical care areas

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Medication Safety Virtual Escape Room   C

Course Overview

This virtual medication safety education program is aimed to reduce the harm caused to patients by medication errors, specifically errors related to those of high-alert medications. Participant need to successfully navigate through five separate medication safety missions in order to escape. Learners complete pre and post confidence surveys to assess their knowledge of best practices for medication safety.

Learning Outcomes

1. Explain Allegheny Health Network (AHN) best practices in medication safety.
2. Demonstrate the 5 rights of medication safety to prevent medication errors.
3. Report medication errors and adverse reactions using the occurrence system.
4. Discuss the importance of bar code scanning when administering medications.
5. Utilize AHN policies and procedures used to prevent medication errors

Instructional Methods: Online, Self-learning Module

Learners: C- Clinical staff members- Staff performing duties in the clinical care areas

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Mock Code / Rapid Response Team Training   C

Course Overview

This course will provide the learners with the critical skills necessary to respond and manage a Code Blue/Rapid Response situation in a clinical setting. The learners will demonstrate effective basic life support (BLS) skills, ACLS Advanced Cardiac Life support) and PALS (Pediatric Advanced Life Support) according to the American Heart Association guidelines. Through interactive simulated scenarios, interprofessional team members will use effective communication in the decision making process while demonstrating proper skills needed to effectively resuscitate a patient.

Learning Outcomes

1. Demonstrate immediate recognition of a cardiac arrest or change in patient condition requiring a rapid response team.
2. Activate the emergency response system.
3. Demonstrate effective life support skills i.e.: CPR, BVM and AED application.
4. Identify roles of each team member in the clinical setting.
5. Integrate effective communication skills and team dynamics during the rapid response or resuscitation.

Instructional Methods: Simulation/Return Demonstration, with or without Oral Presentation, with or without Exam.

Learners: C- Clinical staff members- Staff performing duties in the clinical care areas

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Mock Code Escape Room   C

Course Overview

The purpose of The STAR Center escape room is to sharpen critical thinking skills needed to manage a mock code while using effective communication and teamwork. Participants are expected to properly use the crash cart equipment, apply and use the defibrillator/AED, and demonstrate effective CPR. Team members must exercise leadership skills throughout the activity to engage in group critical decision making in order to successful resuscitate the patient and gain access out of the room.

Learning Outcomes

1. Demonstrate critical thinking skills to successfully resuscitate the patient.
2. Communicate effectively among team members.
3. Process and prioritize crucial information.
4. Identify individual strengths in problem solving.
5. Communicate effectively among team members.
6. Perform proficient clinical skills.
7. Manage time effectively.

Instructional Methods: Simulation/Return Demonstration, with or without Oral Presentation, with or without Exam.

Learners: C- Clinical staff members- Staff performing duties in the clinical care areas

JV 1/5/2021

SB 1/5/2021

MSA N100 Mask Video Training   C

Video Overview

The video is to demonstrate the proper donning and doffing of the N100 respirator. This course also reviews the proper procedure to perform a positive and negative seal check prior to utilization of the N100 respirator.

Learning Outcomes

1. Demonstrate proper donning and doffing of the N100 respirator.
2. Explain the procedure to perform a positive and negative seal check.

Instructional Methods: Online, Self-Learning Module

Learners: C- Clinical staff members- Staff performing duties in the clinical care areas

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MSA PAPR (Powered air-purifying respirator) Video Training   A

Video Overview

This video is designed to provide clinicians the training needed for the proper care and use of the MSA PAPR (Power air-purifying respirator) for employees who are exposed to airborne particulate contaminants. The video covers the inspection, donning, use, cleaning and maintenance of the PAPR mask.

1. Determine the proper usage of the MSA PAPR mask.
2. Demonstrate the correct procedure for donning and doffing a MSA PAPR Mask.
3. Explain the proper care and maintenance of the MSA PAPR mask.

Instructional Methods: Online, Self- Learning module.

Learners: A-All staff throughout Allegheny Health Network

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Nasopharyngeal Swab Procedure Video   R

Video Overview

This video provides the basic instructions on how to accurately perform a nasopharyngeal swab collection. The training includes understanding of the correct specimen collection equipment, personal protective equipment and identifies the correct anatomical landmarks to obtain an acceptable nasopharyngeal specimen.

1. Verbalize the supplies needed for a nasopharyngeal swab collection including personal protective equipment.
2. Describe the procedure steps for properly collecting a nasopharyngeal swab collection.

Instructional Methods: Online, Self- Learning module.

Learners: R- Registered Nurses (RN) Only

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Patient Safety- One Room at a Time   A

Course Overview

This course allows learners to enter a virtual clinical environment with multiple patient safety hazards. Learners will understand the importance of assessing a clinical environment and are required to implement appropriate interventions to ensure clinicians and patients remain safe.

Learning Outcomes

1. Identify patient safety hazards in the clinical environment.
2. Recognize the importance of assessing the environment for potential and existing safety hazards.
3. Implement appropriate interventions to ensure a safe clinical environment.

Instructional Methods: Online, Self-Learning, with or without Exam

Learners: A- All staff throughout Allegheny Health Network

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Patient Safety-Room of Errors Escape Room   A

Course Overview

This realistic escape room is designed to validate the learners' ability to identify unsafe issues within the patient environment that impact patient care. Each safety hazard identified are upheld from policies and procedures from various healthcare governing agencies such as the Department of Health (DOH), The Joint Commission (TJC), Occupational Safety Health Administration (OSHA), Centers for Disease Control (CDC) and Infection Control. This escape room is designed to foster team dynamics amongst learners while maintaining a safe environment of care.

Learning Outcomes

1. Recognize issues related to safety and hazards in the environment for the patient.
2. Locate safety hazards that are patient related, healthcare provider related, or system related that may cause harm or potentially lead to harm.
3. Identify the regulatory standards of the patient care environment from the Department of Health (DOH), OSHA, Infection control, The Joint Commission (TJC) and Centers for Disease Control (CDC).
4. Understand the steps taken when a citation is issued or not following the quality and safety regulations.

Instructional Methods: Simulation/Return Demonstration, with or without Exam.

Learners: Learners – A- All staff throughout Allegheny Health Network

SB 1/4/2021

JV 1/5/2021

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Peripheral Intravenous (IV) Therapy Course   R & L

Course Overview

This course is designed to provide the learner with the knowledge and clinical skills needed to deliver safe and efficient IV care according to policy. Instruction includes a review of the peripheral IV insertion procedure and post IV care and assessment. Hands on practice of IV insertion using a variety of the IV task trainers in included in this training.

Learning Outcomes

1. Define the standards of care for peripheral IV catheter insertion.
2. Demonstrate simulation proficiency inserting a peripheral IV catheter.
3. Establish simulation proficiency in care and maintenance of peripheral IV catheters.

Instructional Methods: Oral Presentation, Simulation/Return Demonstration, with or without Exam.

Learners: R- Registered Nurses (RN), L-Licensed Practical Nurses (LPN)

JV 1/5/2021

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Phlebotomy Course   C

Course Overview

This course is designed to teach the learner the skills and techniques to perform phlebotomy. The curriculum includes a review of specific collection tubes and the proper procedure to preserve a collected sample. A video demonstration is utilized as a resource on the proper technique of blood collection from an adult patient. The opportunity for hands-on phlebotomy practice using state of the art task trainers is provided.

Learning Outcomes

1. Demonstrate the correct phlebotomy procedure.
2. Describe methodologies for collection of blood samples using appropriate collection tubes.
3. Practice phlebotomy on adult manikins.
4. Discuss the responsibilities of the practitioner during a phlebotomy procedure.

Instructional Methods: Oral Presentation, Simulation/Return Demonstration, with or without exam.

Learners: C-Clinical staff members- Staff performing duties in the clinical care areas.

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Physical Assessment for Acute Care Nurses   R

Course Overview

The purpose of this course is to review the process of performing a head to toe physical exam for the adult patient in the acute care setting. Registered nurses will perform a complete assessment identifying any abnormal findings while using their critical thinking skills to determine the appropriate plan of action. Along with a detailed physical assessment, obtaining vital signs, management of gastric tubes, dressing changes and ostomy assessments will be addressed.

Learning Outcomes

1. Perform a complete head to toe physical assessment on the acute care patient.
2. Identify abnormal findings while performing a physical assessment.
3. Develop an appropriate plan of care based on the physical assessment.

Instructional Methods: Simulation

Learners: R – Registered Nurses

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JV 2/17/2021

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Poverty Simulation   A

Course Overview

What is a Poverty Simulation? A Poverty Simulation workshop is a facilitated two-hour to three hour immersive experience designed to give participants a glimpse into the structural barriers facing individuals living on low-income. The simulation allows participants to take on roles of members of up to 26 real-life families, all facing a variety, but typical challenging circumstances of those who live at the poverty line. Following the simulation a guided debriefing is facilitated for participants to share their observations and insights from the activity.

Learning Outcomes

1. Determine the impact of participating in a poverty simulation related to participant's attitudes toward poverty.
2. Discover the challenges that millions of low income individuals must face each and every day.
3. Recognize what participants learned about poverty from taking part in a poverty simulation.
4. Identify areas of change that can directly impact the effects of poverty on individuals, families and communities.

Instructional Methods: Oral Presentation, Simulation

Learners: A- All staff throughout Allegheny Health Network

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Prebriefing and Debriefing Essentials Course   C

Course Overview

The purpose of this course is to introduce facilitators to the essentials of conducting effective prebriefing and debriefing sessions. This education emphasizes the importance of these components as well as providing opportunities for course facilitators to practice and perfect these essentials skills. Through live interactive sessions, learners will learn how to effectively conduct a comprehensive simulation experience. The elements of the Plus/Delta/Gamma debrief model to yield successful prebriefing and debriefing sessions and to positively impact learning will be stressed.

Learning Outcomes

1. Explain how to lead prebriefing and debriefing sessions.
2. Articulate the importance of prebriefing and debriefing.
3. Review the Plus/Delta/Gamma debrief model.
4. Conduct effective prebriefing and debriefing sessions.

Instructional Methods: Oral presentation, Simulation/Repeat Demonstration, Online Self-Learning Module, with or without Exam

Learners: C- Clinical staff members- staff performing duties in the clinical care areas

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Pressure Injury Prevention Course   C

Course Overview

Participants of this course will learn how to perform an accurate and thorough skin assessment for patients at risk for skin breakdown. Content includes education on prevention, risk assessment, and treatment strategies for pressure injuries. The learner will have the opportunity to accurately perform and document a comprehensive skin assessment including the staging of pressure injuries identified.

Learning Outcomes

1. Describe ideal pressure injury prevention practices.
2. Perform and document a comprehensive skin assessment.
3. Identify pressure injury risk factors.

Instructional Methods: Oral presentation, Simulation/Return Demonstration, with or without Exam.

Learners: C- Clinical staff members- staff performing duties in the clinical care areas

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Rapid Patient Assessment Course   R

Course Overview

This course provides clinicians the knowledge and the skills needed to complete a thorough assessment to manage and prioritize patient care. Learners will practice rapid assessment techniques to make a quick and initial determination regarding the level of care needed for the patient. Emphasis is placed on early recognition of decompensation exhibited by the patient that would require the activation of the emergency response team.

Learning Outcomes

1. Perform an accurate rapid patient assessment.
2. Apply the rapid assessment technique to determine the urgency of the patient's condition.
3. Describe the steps to complete a three step rapid patient assessment.
4. Verbalize an appropriate plan of care based on that assessment.

Instructional Methods: Oral Presentation, Simulation/Return Demonstration, with or without Exam.

Learners: R- Registered Nurses (RN)

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Reducing Falls Risk Training Video   A

Video Overview

Preventing falls is an ongoing challenge to the entire interdisciplinary care team. This online training video is aimed to provide the interdisciplinary team the education regarding who is at risk for falls and what interventions can be implemented to prevent them.

Learning Outcomes

1. Understand risk factors for patient falls.
2. Recognize specific patients that are at high risk of falling.
3. Identify interventions that can prevent falls.
4. Understand how each member of the interprofessional team can work together to prevent falls.

Instructional Methods: Online, Self- Learning module.

Learners: A= All staff throughout Allegheny Health Network

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Simulation Prior to Opening a New Clinical Area   A

Course Overview

This course uses simulation to test workflows, system processes and detect latent safety threats prior to opening a new clinical workspace. Staff working in the new environment and/or subject matter experts participate in simulated scenarios designed to test the physical layout/systems in a particular unit or facility. Debriefing sessions are facilitated to address latent safety errors and needs for redesign. The data from the scenarios is analyzed and reported to key stakeholders to enhance the design, improve patient outcomes, safety and efficiency of care.

Learning Outcomes

1.   Identify key areas of concern in a clinical area that would impact patient care.
2.   Recognize latent safety errors / need for redesign that impact patient outcomes.
3.   Utilize analyzed data to make changes to improve patient safety and clinical efficiency.

Instructional Methods: Simulation/Repeat Demonstration, Oral Presentation

Learners: A- All staff throughout Allegheny Health Network

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Skills Review Course - Basic Nursing   R

Course Overview

The purpose of this course is to provide a hands-on review of vital clinical skills using high fidelity manikins and task trainers to become more confident in clinical practice. Learners will be immersed in simulation scenarios that will require critical thinking and problem solving skills to provide the appropriate patient care using basic clinical skills. This course includes: 1) Insertion of indwelling urinary catheter and nasogastric tubes, 2) Peripheral Intravenous (IV) insertion and injection review, 3) Cardiopulmonary resuscitation review and 4) Tools to improve safety and the patient experience.

Learning Outcomes:

1. Demonstrate the sterile procedure for indwelling urinary catheter insertion.
2. Perform the skill of inserting a nasogastric tube (NG) and confirm placement.
3. Execute a successful peripheral intravenous (IV) catheter insertion.
4. Administer injections using 3 techniques-intramuscular (IM), subcutaneous (SQ) and intradermal.
5. Demonstrate Basic Life Support (BLS) skills to manage a patient in arrest.
6. Utilize the AHN main page to identify important nursing resources needed for clinical care.

Instructional Methods: Oral Presentation, Simulation/Return Demonstration, with or without Exam.

Learners: R- Registered Nurses (RN)

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Simulation, Teaching, and Academic Research Training Session (STARTS) Course   A

Course Overview

This two-part course is designed as an introduction to simulation based education. The course begins with an online component where instructors are introduced to simulation education theoretical framework and best practice standards. This will include a knowledge based pre-assessment. Once they are deemed competent online, instructors receive hands-on practice operating the various simulators, task trainers, software and equipment at the STAR Center with our simulation experts.

1. Demonstrate the ability to integrate simulation into clinical education.
2. Incorporate best practices in the design of simulation scenarios.
3. Demonstrate the ability to operate the STAR simulators, task trainers, software and other pertinent equipment including pre-programmed simulation scenarios.

Instructional Methods: Online, Self- Learning module, Simulation/Return Demonstration

Learners: A= All staff throughout Allegheny Health Network

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Urinary Catheter Insertion and Maintenance Course   C

Course Overview

This course is designed to instruct learners how to insert a straight and indwelling urinary catheter for both male and female patients using sterile technique. Learners will have the opportunity to demonstrate the ability to insert a urinary catheter, obtain a urine specimen from the indwelling catheter and provide routine catheter care using high and low fidelity manikins.

Learning Outcomes

1. Demonstrate proficient sterile technique for indwelling urinary catheter insertion.
2. Explain the proper procedure for urine specimen collection.
3. Describe the daily maintenance of a patient with a urinary catheter to prevent complications.

Instructional Methods: Oral presentation, online, Simulation/Return Demonstration, with Exam

Learners: C- Clinical staff members- Staff performing duties in the clinical care areas

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Ventilated Patient Proning Video Training   R

Video Overview

Prone positioning is a technique of turning a patient from the supine to the prone position to improve oxygenation. This maneuver has been successful in the management of patients with acute lung injury or acute respiratory distress syndrome (ARDS). This video is designed to train the interprofessional team of clinicians caring for intubated patients with acute respiratory distress syndrome (ARDS) how to properly manually prone a ventilated patient.

1. Review the proper procedure to manually place an intubated patient in the prone position.
2. Describe ongoing clinical assessments necessary while an intubated patient is in the prone position.

Instructional Methods: Online, Self- Learning Module.

Learners: C= Clinical staff members- Staff performing duties in the clinical care areas

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Video Visits Training Video   A

Video Overview

Video visits allow patients to interact with their provider through live video and audio on their own devices. Learners will be trained on the best practice to facilitate a successful virtual visit. This training includes a brief instructional video to prepare clinicians on how to utilize telehealth accurately and efficiently.

1. Understand the best workflow procedures for completing a video visit.
2. Demonstrate proper effective communication techniques used in a video visit.
3. Review the benefits and goals of virtual care.

Instructional Methods: Online, Self- Learning Module.

Learners: A= All staff throughout Allegheny Health Network

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Vital Signs Course   C

Course Overview

This course is designed to teach the learner techniques of measuring and recording accurate vital signs. The curriculum content includes a discussion of the following vital signs: temperature, pulse, respirations, blood pressure, pulse oximetry, and pain. The learner will learn the proper procedure and equipment needed to accurately measure and assess these vital signs through simulation.

Learning Outcomes

1. Demonstrate the correct procedure of measuring accurate vital signs including:

    a. Temperature
    b. Pulse
    c. Respiration
    d. Blood pressure
    e. Pulse oximetry
    f. Pain Assessment

2. Measure and record vital signs on an adult, child, and infant.
3. Describe factors that can influence changes in vital signs.
4. Recognize abnormal/normal vital sign values associated with various age groups.

Instructional Methods: Oral presentation, Simulation/Return Demonstration, with or without Exam.

Learners: C- Clinical staff members- staff performing duties in the clinical care areas

SB 1/5/2021

JV 1/5/2021

ZOLL Monitor/Defibrillator Course   C

Course Overview

This course is to provide the learner with the skills needed to maintain and operate the ZOLL monitor defibrillator. The learner will able to demonstrate how to monitor, defibrillate, cardiovert and transcutaneous pace a patient using the multifunction ZOLL monitor pads in their proper placement.

Learning Outcomes

1. Perform device maintenance checks to keep device in code ready state.
2. Demonstrate the basic steps to operate the ZOLL monitor /defibrillator.
3. Utilize the ZOLL device to monitor a patient's heart rate, rhythm, respiratory rate, blood pressure, pulse oximetry and end tidal CO_2.
4. Determine the correct and alternate placement of multifunction ZOLL pads.
5. Manage the steps to facilitate a synchronized cardioversion.
6. Analyze and defibrillate a shockable rhythm in both hands free AED and manual mode.
7. Operate the transcutaneous pacing functions to generate a paced rhythm.

Instructional Methods: Online, Self-Learning Module, Oral Presentation, Simulation/Return Demonstration, with or without Exam

Learners: C-Clinical staff members- Staff performing duties in the clinical care areas

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