

Quality Enhancement Grant Scheme

Progress Report
Project No. : 08/QEGS/2011

 Reporting Period : From 1st Sept 2011 (month/year) to 29th Feb 2012 (month/year)

Part A

 Project Title : Simulation Nursing Laboratory

 Name of Grantee : Tung Wah College

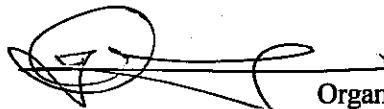
 Project Period : From Sept 2011 (month/year) to Nov 2012 (month/year)

Part B

Please use separate A4-size sheets to report the progress with regard to the following aspects:

1. Types and brief descriptions of Project activities held/completed during the reporting period (*the information may be presented in the form of a table*).
2. The dates, time, venues and number of participants / beneficiaries of Project activities held, and resources (e.g. equipment, manpower) used for the implementation of Project activities.
3. Project milestone(s) and deliverables attained at the end of the reporting period and evidence showing the attainment of milestones and deliverables.
4. The percentage, in terms of key tasks, of the Project completed at the end of each reporting period.
5. Project variation*, if any, during the reporting period, together with details and justifications

Signature:



Organisation Chop:


 Name of Authorised Person: WONG Kwok Shing, Thomas

Name of Grantee:

 Organisation: Tung Wah College

Position of Authorised

 Person: President

Date:

- 1 JUN 2012

* A separate written application should be submitted to the Grantor for prior written approval.

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This report gives an update on the progress of the Project, Simulation Nursing Laboratory for AD and HD students, over the six-month period from September 2011 to February 2012, that is, from Phase I to part of Phase III of the project. The focuses of these phrases are to re-construct some of the existing physical facilities into two simulation laboratories. In addition, the purchasing and installation of the stimulators, recruitment of laboratory technician and conducting of on-site training for academic staff are completed.

1. Project activities held/completed during the reporting period

Dates, time and venues	Brief descriptions of activities and resources used for implementing the Project *	Number and types of participants (if applicable)
1 st Sept. 2011	Project commenced.	
5 th Sept. 2011 to Oct. 2011	<p><u>Simulators purchasing</u> (please see Appendix I) A purchase order was issued and the quotations were received with prices for the simulators and services.</p>	
3 rd Oct. 2011	<p><u>Recruitment</u> (please see Appendix II) A scientific officer was appointed.</p>	
Sept. 2011 to Oct. 2011	<p><u>Nursing Laboratory Reconstruction</u> (please see Appendix III) In order to provide a more realistic environment for students to practice, we have converted a nursing laboratory and a hotel room into a ward setting and a home like simulation laboratories. Thus, students could practice their nursing skills on simulated patients by using different scenarios (from general to specific; from simple to complex) and in different care settings. Through repeatedly practice, students could refine their nursing skills before they did it on real patients in hospitals. Moreover, we could also develop students' skills in critical thinking and decision making through the simulation training which they might encounter and need to handle in clinical. In addition, the home like setting simulation laboratory could provide a training venue for infant and pediatric care and home care services to all age groups of clients.</p>	

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	<p>i. <i>In the <u>ward setting simulation laboratory</u>, we decorated the physical environment as a patient unit in a general ward in hospital (including curtain, hospital bed and bedside locker). An adult simulator was installed on a bed and a control panel was setup for teachers to remote control the patient simulator's clinical parameters in accordance to the case scenario.</i></p> <p>ii. <i>In the <u>home setting simulation laboratory</u>, we converted a hotel room into a home like bedroom, and installed one baby simulator and one adult simulator in this simulation laboratory. We converted the bathroom into a control panel room by removing the wall in between the bathroom and bedroom, and replaced with a one-way mirror instead; so that, the teacher could observe the students' response from time to time.</i></p>	
17 th Oct. 2011	<p><u>Completion of installation of stimulators</u>(please see Appendix III)</p> <p><i>A. Installation of simulators.</i></p> <p>An adult METIman stimulator was installed in the ward setting simulation laboratory at 15th floor. Another adult simulator and an infant simulator were installed in the home setting simulation laboratory at 14th floor.</p>	
20 th Oct. 2011 to Dec. 2011	<p><i>B. Function tests done</i></p> <p>After the installation, several function tests have been done to test the effectiveness of input and output functions of all simulators and have satisfactory results.</p>	
Jan. 2012	<p><u>Introduce the simulators to Higher Diploma in Nursing students</u> (please see Appendix IV)</p> <p>The patient simulators were introduced to the students of Higher Diploma in nursing. They were allowed to practice on the simulators under teachers' supervision. The teachers showed to the students on how to operate the human patient simulators and give command to make it talk, cry and breathe. And they were encouraged to practice the basic nursing skills on the simulators (eg. taking blood pressure, obtaining peripheral pulse rate and performing cardiopulmonary resuscitation CPR). The responses from the students were very positive. Some of the quotes were:</p>	

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<p>15th - 17th May 2012</p>	<p><i>'It made me feel more comfortable and confident after repeatedly practice the basic nursing skills on these simulators.'</i> <i>'I feel good to having the opportunity to do it twice...'</i> <i>'It is good to running more than one time to further my learning.'</i> <i>'It really can allow me to learn from error and mistakes.'</i> <i>'We were given the opportunity to redo the nursing procedures on the simulator after a first attempt to enhance our learning.'</i> <i>'I can go over the same situation for a few times to learn.'</i></p> <p><u>A two-and a half days on-site training</u> (please see Appendix V)</p> <p>A two-and a half days on-site training for using of simulators was conducted by the supplier (METIman company) to the teaching staff. These on-site training provided a training from basic to advance level. The learning objectives of the workshop were as following:</p> <ul style="list-style-type: none"> -To provide an introduction on system and concepts, from essential aspects of operating, maintenance to troubleshooting of the simulators. -To introduce how to work on extensive editing, authoring and controlling of patient simulators ad scenarios. -To provide suggestions for successful integration of METIman and available learning modules into compatible curricula. -To instruct on the use of the optional equipment with METIman eg. Casualty kit. 	<p>Total:18 participants -13 teachers, -3 technical staff -2guests(clinical nurses)</p>
<p>15th May 2012</p>	<p><i>1. The learning objectives for day one training:</i></p> <ul style="list-style-type: none"> -To overview the usage of different equipment- -To exercise power On and Off procedure. -To provide concepts and process of developing a scenario. <ul style="list-style-type: none"> ◇ - creating an overview : synopsis ◇ - background : patient history , handoff report and orders ◇ -preparation: Learning objectives <ul style="list-style-type: none"> Learning performance measures Questions, Equipment and supplies. -To show how to editing and saving changes to a new scenario. 	

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<p>16th May 2012</p>	<p>2. The learning objectives for day two training:</p> <ul style="list-style-type: none"> -To run scenarios in small groups (divided the participants into small teams). -To discuss how to facilitate an experiential learning process. <ul style="list-style-type: none"> ◇ -From setup to debriefing. - To share the art of debriefing. - To discuss the curriculum integration strategies.. 	
<p>17th May 2012</p>	<p>3. The learning objectives for day three training:</p> <ul style="list-style-type: none"> -To consolidate what have been covered in the workshop. -To share the art of moulage: how to create a realistic simulation environment. <p>In this workshop, we have 13 teaching staff, 3 laboratory technical staff and 2 invited guests from clinical to attend the workshop. All participants involved actively in this two-and a half days training and were highly satisfied with the content and quality of the training.</p> <p>(please see Appendix VI)</p> <p>Reasons for postpone the on-site training from Feb. of 2012 to May of 2012::</p> <p>Because of we still have a few teaching staff were appointed in May; thus, the project team decided to postpone the on-site training till May; so as to maximize the number of participants in the workshop.</p>	
<p>* Evidence showing the attainment of milestones scheduled for completion during the reporting period should be attached (e.g. photos, learning materials, webpage screens, promotion leaflets / posters, relevant reports, etc.).</p> <p>Appendix I – Copies of invoice of the purchased items.</p> <p>Appendix II- Contract of a laboratory technician and a scientific officer.</p> <p>Appendix III- Photos of installation of the simulators and re-constructed simulation laboratories.</p> <p>Result of the function tests.</p> <p>Appendix IV- Photos of students’ training on simulators.</p> <p>Appendix V- Rundown and participants list of the on-site training workshop.</p> <p>Appendix VI- Photos of the on-site training workshop.</p> <p>Appendix VII- Clarification on the use of the budget.</p>		

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2. The percentage, in terms of key tasks, of the project completed at the end of the reporting period

Milestones scheduled for completion during the reporting period **	% attained	Remarks
<p>Milestones scheduled before and on 29/2/2012</p> <p>-Design of a creative simulation laboratory and the settings of the teacher and student workstations.</p> <p>-Purchase and installation of equipment, software and hardware.</p> <p>- Conduct of on-site training for teacher and students.</p> <p>Reasons for excluded the students in this training workshop: Because of this was a tailor-made train-the-trainer workshop for teaching staff; therefore, the overseas instructor mainly focused on developing teachers' skills in writing scenarios and measuring students' performance. Furthermore, we have no scheduled regular classes at TWC and the clinical placement was-commenced in May; thus, the students were not invited to attend this training workshop instead of the simulators were introduced to the students through conducting a small pilot test in Jan of 2012 as a trial by a teacher who had related teaching experience. Although we have already conducted a pilot test, the students still have the opportunity to practice the nursing skills from basic to advance in the coming scheduled laboratory sessions after May of 2012.</p>	<p>100%</p> <p>100%</p> <p>100%</p>	
Overall Project	50%	
<p>** Please seek prior approval from the QEGS Secretariat if the project milestones cannot be completed at the end of the reporting period.</p>		

3. Project variation (a separate written application should be submitted to the QEGS Secretariat for prior written approval.)

Descriptions of variations (e.g. change of the project scope or duration, deferral of completion date, relocation of an amount exceeding 10% between items of expenditure in the budget)	Date of approval sought from QEGS Secretariat
There was no project variation in this period but a clarification on the use of the budget was made in this report. (please refer to Appendix VII)	

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3. Financial position as at the end date of the reporting period

Expenditure items	Approved budget (a)	Committed or actual expenditure (b)	Balance [(a)-(b)]
a. Manpower	450,000	185,692	264,308
b. Equipment / facilities	1,112,000	1,112,000	0
c. Services	111,200	111,200	0
d. General expenses	-	-	-
e. Others	21,800	-	21,800
Total	1,695,000	1,408,892	286,108
<i>Project Income (if any)</i>			
Remarks: All in HK dollars		<i>Total Balance</i>	286,108