Ball State School of Nursing Simulation & Information Technology Center

SIMULATIONS PROMOTE CLINICAL DECISION MAKING & PATIENT-CENTERED CARE

Quality Improvement Continues

THIS ISSUE'S THEMES:

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- EHR & CLINICAL DOCUMENTATION

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- SITC INVOLVEMENT IN MARKETING AND STUDENT-FOCUSED EVENTS

- NEW SITC STAFF AND STUDENT HELP

The effectiveness for student learning in the simulation program continues to be evaluated through processes designed to promote continuous improvement. Student evaluation responses are reviewed for each simulation. Feedback is used to enrich programs and continue quality improvement. Following are some examples of success in this process during 2011-2012.

Based on student feedback, the SITC personnel, in collaboration with the Fundamental Nursing Skills faculty, increased simulation days from 1 to 3, containing a total of 6 simulation experiences for these entry level students. For one of the new simulations, Mini Simulation #2, 100% of students responded that the experience helped them be more aware of the importance of patient safety as they begin caring for patients in the clinical setting. One student commented, "I liked having multiple tasks to accomplish. It felt more like having a real patient who had many different needs. Also, the simulation showed me how much I need to practice my skills so I can smoothly perform them on an actual client."

Further feedback, from former Adult Health I students, has led to redesign of simulations in Adult Health I. Students had repeatedly asked for simulations to be done "with the unit of study" and "before our hospital rotations." The Diabetic simulation is now done in conjunction with the Diabetic unit of study; the new Chronic Obstructive Pulmonary Disease/Heart Failure (COPD/HF) simulation now takes place during the cardiac unit, rather than at the end of the semester. Following the new Diabetic Ketoacidosis simulation, initiated in spring 2012, 87% of students responded that peer observation during the simulation was beneficial in improving their clinical judgment; 93% said that the virtual clinical experience helped them relate a concept learned in the classroom to clinical practice. Out of 73 COPD/HF evaluation responders, 95% felt the simulation provided realistic practice to implement nursing interventions necessary to stabilize the condition of the patient. Students also shared positive comments regarding the value of debriefing sessions. One student shared the importance of faculty facilitation of the discussion. She stated, "on the deeper meaning behind the nursing actions we take. For me this is critical

> "*The simulation showed me how much I need to practice my skills so I can smoothly perform them on an actual client.*"

The Cooper Science Complex on Riverside Ave.

Quality Improvement Continues

> **"For** me this is critical because if I understand why & how something works, I remember it!!"

because if I understand why & how something works, I remember it!! :-) Great learning experience."

In NUR 406, Nursing of Childbearing Families, students have repeatedly asked for a simulation on gestational diabetes on their simulation evaluations. NUR 406 faculty developed a new simulation, in collaboration with SITC personnel, entitled Infant Hypoglycemia. It involves recognition, care, and treatment of infant hypoglycemia following birth by a gestational diabetic mother. With the first use of the new simulation during spring semester 2012, students responded at 91% that they felt more confident in their ability to assess an infant with hypoglycemia

and implement appropriate nursing interventions. Individual student comments are each considered, such as by one

> **"I** was able to put the assessments into practice so that I could relate everything to what was happening and why."

student who wrote, "I was able to put the assessments into practice so that I could relate everything to what was happening and why."

A goal of the School is to continue to offer quality simulations that are realistic to current clinical practice. Faculty and SITC personnel take seriously the feedback of students and faculty to modify processes, update programs, and develop new experiences for enriched student learning at the undergraduate and graduate levels. If you have quality improvement suggestions, please see any member of the SITC team (on campus in CN353; CN355; or CN214 or CN355; by e-mail at nursing-sitc@bsu.edu; by phone at 765-285-5584, 5583, 5587 or 5585).

Students confer with one another during the DKA Sim for Adult Health I

New Simulator Equipment: New Teaching & Learning Possibilities

SimMan 3G is one of the newest patient simulators in the series from Laerdal Medical. SimMan 3G is a simulator which is controlled wirelessly by a tablet PC. This completely wireless solution is entirely self-contained, allowing for 4 hours of continuous operation on battery power. The simulator also has interchangeable, rechargeable batteries as well as options for hardwired power and network connections. A new part of this all wireless solution is the wireless monitor which allows the patient simulator's vital signs to be monitored while faculty and/or tech support personnel are freely moving around the simulation environment. The SimMan 3G is able to simulate convulsions from a slight tremor to a full blown seizure, all of which can be easily controlled by the instructor. The design of the SimMan 3G allows for CPR and drug administration to be performed directly on the simulator as demonstrated in the NUR 231 Nursing Fundamental Skills class. These information logs allow the faculty to review the

quality of drug and CPR administration and provide helpful feedback to the students. The simulator is able to simulate countless other aspects of breathing simulation such as, controllable open/closed airway, various forms of intubation, tongue edema, pharyngeal swelling, trismus, cyanosis, and even CO_2 exhalation. SimMan 3G provides the same type of functionality for cardiac complications like having carotid, femoral, brachial, radial, dorsalis pedis, popliteal and posterior tibialis pulses synchronized with ECG. Students in the Health Appraisal Across the Lifespan class, NUR 230, utilize this functionality by assessing heart and lung sounds each semester. Another added feature are the eyes of the Sim-

Man 3G. The normal blinking functions of the eyes remain but new features include partially opened states and reactivity to light. All of these added features will help nursing students advance their clinical judgment skills by reacting to the more specific physiological cues given by the manikin. The newer simulator controls now allow multiple SimMen to be run from one interface. The SimMan 3G can be controlled from anywhere on the network and allows for multiple users to control or observe the simulation simultaneously. The SimMan 3G is one of the most mobile and functional simulator, making it a great solution for use in simulations across the curriculum.

NUR 230 students listen to heart and lung sounds on SimMan3G

Clinical Simulation Space Renovation

WellCome Home Room after renovations
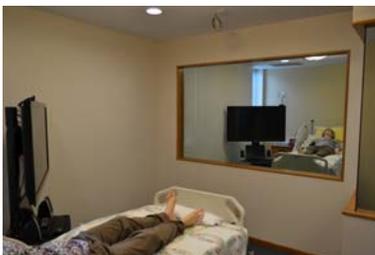
The School of Nursing now has another fully functional simulation suite area. Last Fall and Spring 2011-12, CN 264 (a.k.a. The Wellcome Home Area) underwent exciting renovations. Ceiling-mounted cameras and microphones were added in various spots to provide ample recording opportunities for review and feedback from instructors. An observation window was added to the bedroom so that students can watch their peers during a simulation. The

closet in the living room has been expanded and outfitted with the necessary equipment to create another control room for SITC staff. There is also an observation window in the control room so that SITC personnel can follow along with the simulations. This renovation opened the door for new community health care simulations this Fall semester, 2012. The renovated area was also available for a tour for representatives from IndyOrtho and over

20 Admissions Office personnel during Summer 2012.

The remodeling of CN216 is also complete. One third of CN 216 has been divided to develop an acute care hospital room, complete with a camera and microphone for simulation recording, as well as a technical control room and a one-way mirror wall for simulation observation. This allows the Adult Health courses to have simulation space that houses acute care specialty equipment, com-

Clinical Simulation Space Renovation (cont.)

plete with ventilator, code cart, and invasive monitoring equipment. The room set up is similar to IU Health Ball Memorial Hospital's remodeled Intensive Care Unit patient rooms. The mirror wall has been used for class participation through the use of iClicker technology. The students viewing the simulation can be actively engaged in clinical decision making related to the simulated experience.

The remainder of CN 216 is a multi-functional lab space for simulation as well as demonstration, clinical lab practice and evaluation. Eight computer stations have been installed, all on the BSU Nursing Network with Internet capability. Nursing students from across the curriculum are able to use this realistic healthcare agency space for clinical simulations. Thanks to faculty

Deb Siela and Mahnaz Mahmoodi for working with the BSU architect, Susan Johnson, and SITC personnel to assure the practice realism of the final room design. A big Thank You also to the BSU physical plant crew of electricians, data engineers, painters, carpenters, and plumbers who worked several months on the projects.

(Above) 216B renovations completed with 2 way mirror. (Left) iStan gets excellent care in the Critical Care Unit, 216A.

Multidimensional Simulation Expansion to NUR 350

The Spring 2012 semester brought some new simulations to the Psychiatric-Mental Health Nursing, NUR 350, roster that students have continued to participate in this Fall. First, students are immersed in the Second Life world once again to interview a virtual patient exhibiting effects of a certain mental illness. Each "patient" will show signs of various psychiatric problems and the students interview these patients. Students are familiar with this virtual format as they have already experienced the Second Life world in NUR 230, but this simulation comes as a challenge to students as they now inter-

NUR 350 students using Second Life to obtain a mental health history

view patients they first met in the earlier sophomore class.

Subsequent simulation experiences include interviews that students conduct with a volunteer from the Muncie community. The first interview is a basic psychosocial assessment. The second interview features a volunteer displaying symptoms of a psychiatric case, similar to the Second Life interview. Students once again use interviewing and assessment skills for this psychiatric focused case.

A telehealth simulation of a crisis intervention has also been added in this simulation experience. Look for further exciting developments

in teaching and learning strategies for Fall 2012 as Marsha Burden, NUR 350 faculty, participates in the new University Interactive Learning Space Initiative. More information about this initiative can be found at http://cms.bsu.edu/About/AdministrativeOffices/EducationalExcellence/Services/LearningSpacesInitiative.aspx

After Second Life comes the volunteer patient

Community and Alumni Volunteers Enhancing Simulation Fidelity and Quality across Curriculum

Since the success of a 2008 pilot program that paired Retired Senior Volunteer Program (RSVP) volunteers with Ball State University nursing students for a health history interview, RSVP, alumni, and other community partners have moved forward and expanded this volunteer client program to enhance simulation fidelity and quality across the curriculum. The volunteer program expanded in 2009-2010 to the senior level leadership/ management course for a Charge Nurse Management Simulation where volunteers role play as surgery patients in an out-patient surgery unit. During 2011, volunteers were added to the fundamental skills with patient role playing for an end-of-the-term competency simulation. Other clinical courses in the pre-licensure program now include volunteer clients to enhance simulations include the adult health and psychiatric nursing courses.

The volunteer client program now requires over 600 volunteer hours each fiscal year. Outcomes from the Volunteer Client Program have been positive. Both student nurses and volunteer "patients" report very high satisfaction with the experience. Out of the over 400 students surveyed since 2008, 87% reported they are "better prepared to take an actual health history in the clinical setting." Additionally, over 97% of the student nurses recommended the continued use of volunteer patients in their education.

Volunteers are also very enthusiastic about their involvement and rewarding opportunity to help future nurses improve health care in our community. Adjectives used to describe the nursing students include: great job, very thorough, organized, energetic, good listener, very professional, thoughtful, considerate, kind, and caring. One volunteer commented that her "confidence in nurses continues to be sky-high." Our featured volunteer for the year was Alan Hokenson, a retired nurse who has volunteered 127 hours during the 2011-12 year—and was honored for his contributions at the annual School of Nursing Banquet. In addition, Alan volunteered 36 hours in 2010 when he first began participating in our program.

Volunteer of the Year, Alan Hokenson, interacts with a 231 student during one of the "mini" simulation experiences

INTERPROFESSIONAL COLLABORATION: A SUCCESS STORY

End of Life Simulation Brings Collaborative Efforts and the Simulation into the Classroom

The Nursing Program here at Ball State University greatly relies on simulation as an educational tool. Through the years, we have incorporated a wide range of simulation experiences, and have reached the point where they are used in every level of the undergraduate nursing experience. With every year that passes, we find ourselves further refining these simulations in order to provide the safest and most realistic experience for students.

This past summer semester of 2011, we have included a new simulation for NUR402 simulating the care of a patient who is near death, and, in the course of the simulation, dies. A few select students engage in the scenario located in the Cooper Nursing main Simulation Laboratory, while the lecture class views from a remote location. This allows the instructor to offer teaching to the class as a whole while allowing everyone to observe the scene.

The Clinical Laboratory Specialists, Allison Ottinger and Rebecca Fights, act as the family member who sits anxiously at the bedside as the condition of the patient worsens through the phases. This allows the student to focus on educating and comforting the family without removing focus on patient comfort. After each of the three phases of the simulation, the faculty, Mona Powell, facilitates the debriefing session with the students. In the final phase, the interprofessional partners join the students and

Jeff Bowman, and other morticians from Parson's Mortuary, volunteer their time to add realism to the End of Life simulation.

End of Life Simulation Brings Collaborative Efforts and the Simulation into the Classroom

faculty for the debriefing of the simulation experience.

Students rated the simulation positively, stating that they "... felt like this simulation experience did a great job of preparing [them] to deal with end of life care." Even the observing students stated that they "...liked the opportunity to watch the other student perform the simulation and be able to provide feedback." The experience proves to be a beneficial experience for the students, and adds a new perspective to patient and family care.

Thanks, too, to our University technology partners, Larry Cannon, Jerry Cole, and Jung-

Un Moon in facilitating the remote tech links.

Students make use of videoconferencing tools to observe the simulation as it happens, without leaving the classroom

I8500 Mobile Telemedicine Station

Did You Know?

InMedica, the medical electronics market research group, reports that the practice of telehealth is growing so rapidly the market is set to exceed $6 billion by 2020.

Telehealth Continues to Expand

Telehealth involves the use of electronic information and telecommunications technologies to support long-distance clinical health care, patient and professional health related education, and public health. This trend is a valuable tool for gathering and electronically transmitting interactive interdisciplinary consultation.

In addition to the telehealth communication that was incorporated into a home care simulation during the fall of 2010 in the Community Health "clinical setting", Psychiatric Mental

Health Nursing used telepsychiatry to simulate a crisis intervention with a suicidal patient. During a simulated telehealth scenario, the "patient" was situated in our critical care unit while the faculty and students were in a classroom elsewhere on campus observing the interaction between the nurse and the patient via video teleconferencing. This was achieved with the collaboration of the SITC staff, nursing faculty, and University Computing Staff to demonstrate the use of tech-

nology in current nursing practice.

The SITC personnel and faculty are continuing to explore further application of telehealth technology throughout the curriculum, including the possibility of telemedicine carts which enables nurses to perform assessments and stream the results live to a third-party observer. Let us know if you are interested in being a part of this evolving venture.

TANDBERG | TANDBERG is now part of Cisco. **CISCO**

Angela Cox and 404 Community Health students use videoconference software to link to the remote site physician office for a patient skin assessment during a simulation

EHR & CLINICAL DOCUMENTATION

New EHR Management Software Implemented

In the ever continuing effort to improve how our nursing students are prepared for clinical work, Neehr Perfect EHR, an Electronic Health Records System is being implemented in the curriculum. With the 2014 Federal Healthcare Reform recommending that health institutions move to an electronic health records management system to maintain all patient information, it is essential that our students are familiar with EHR systems.

Neehr Perfect EHR will not only allow students to become familiar with EHR systems through orientation of the program, but immersing students into the EHR through classwork and simulated clinical experiences will allow a more realistic and full understanding of documentation and capabilities for increasing patient safety and quality of care. Existing assignments such as care plans, competency evaluations, and charting in simulations are being integrated into the EHR system and was pilot tested during the summer, 2012.

These assessment charts will supplement the hands-on activities, providing a more realistic and authentic clinical experience. For instance, instead of students simply taking vital signs of a patient, they will chart those vital signs into the patient's electronic chart. They will then be able to see trend changes in vital signs over time. These skills will not only allow our students to excel in nursing and become highly competitive in the nursing field, but it will increase the quality of patient care.

The augmenting of clinical work, competencies, and simulations with Neehr Perfect will provide a more complete and realistic learning approach. It will also give the students necessary experience in real-world EHRs to prepare them for practice.

Typhon Expanded into Undergraduate Curriculum

Designed for any kind of nursing programs, Typhon Group's Healthcare Solutions function as a complete electronic student tracking system; including comprehensive collection of each student's patient encounter logs, clinical procedures and skills achieved that need to be tracked during their clinical rotations.

Program directors, faculty members, clinical site coordinators, and students can have instant online access to enter data and view tallies and charts of cumulative clinical experiences. Custom searches also provide faculty with further case details based on filters and subsets.

Students can quickly and easily enter all patient encounter information from one page, including demographics, clinical information, diagnosis and procedure codes, skills, medications, and clinical notes.

Since the pilot test of this product in the summer sophomore courses, faculty have customized various areas, including course lists and procedures and skills. Used for a number of years by the graduate faculty, baccalaureate faculty can now run reports by date, course or semester in aggregate for an entire class

Information from Typhon's system not only allows students to develop a portfolio of their work that can be used when seeking employment, but also allows faculty and program directors to follow the progress of each student. Faculty can track whether or not students are satisfactorily progressing in their clinical experiences, thereby meeting the objectives of the course. Demographic information will indicate what types of procedures students are asked to perform. Overall, faculty can

Typhon Expanded into Undergraduate Curriculum

compare what students are being taught and how that compares to actual performance in the clinical arena. As a result, the program will facilitate faculty assessing what areas need to be changed so that students continue to meet nationally established clinical competencies.

Because the application is hosted at Typhon Group's offices, users can login from anywhere and receive the latest upgrades and features automatically, without installing any software. The Typhon Group web applications work with any web browser without any additional software (including the iPhone).

New Developments in the SITC

Faculty Drive Changes in Stethoscope & Sphygmomanometer

Beginning in summer 2012, incoming nursing students were required to purchase a Littmann Classic II SE stethoscope instead of the former Sprague type. This change was based on a faculty member's observation that the Sprague Rappaport stethoscope was not sufficient for necessary assessments in the senior level clinical courses with higher acuity patients. The Littmann Classic II SE is an investment that can carry students not only through their undergraduate clinicals, but also through many years of their career. Inbound students are required to purchase the Littmann stethoscopes through Redding Medical and will receive group discount pricing that has been arranged specifically for Ball State students. Stethoscopes sales will take place prior to fall and spring semesters each year with stethoscopes being distributed to

the NUR 230 students their first day of class. Littmann stethoscopes were optionally made available to upperclassmen prior to fall semester 2012.

The sphygmomanometer requirement for incoming nursing students will change beginning in spring 2013 when students will begin purchasing a latex free two-tubing vinyl blood pressure cuff rather than the previous 1-tubing aneroid style. This modification also came about through faculty requests. Students entering NUR 230/231 may purchase blood pressure cuffs through the TIS or Ball State Bookstore through fall 2012. In spring 2013, the new latex-free sphygmomanometers will be available through a School of

Nursing sale with Redding Medical along with the stethoscopes.

Technology Assessment

The SITC is finalizing a technology needs assessment that will focus on giving the faculty the opportunity to learn more about a given technology regarding social media platforms, mobile devices and video conference software, educational technologies/resources, and information literacy skills. A document will be distributed to all faculty that will ask their familiarity with each technology and then ask them to rank the priority with which they'd like to learn more about.

Once we have the results, the SITC personnel will use this information to design workshops that will allow small groups of faculty and staff to come together and immerse themselves in a hands-on learning experience with the technologies and/or schedule one-on-one tech update sessions. Be sure to look for this technology update needs assessment in the near future!

ONLINE EDUCATION HAPPENINGS

DNP New Student Orientation

In the fall of 2011, incoming Doctorate of Nursing Practice (DNP) students arrived from all over the country to attend the SITC's first orientation specifically designed for the DNP Program. During this four hour orientation, students were given a tour of the School of Nursing, and then introduced to and/or updated on many of the programs that are prominent in the School of Nursing, such as Blackboard, inQsit, Typhon, and many more.

Plans are in place to offer the second DNP student orientation on November 10th, 2012 and includes updates from the previous year. Included in this year's orientation are some of the newer E-Tools used by students and faculty. Examples include the new Blackboard Collaboration tool which allows students to communicate with one another and with faculty in several ways using Blackboard as the medium. Another is the use of Skype as a communication tool with their advisor to receive face-to-face guidance.

During the orientation there will also be time to include second year students. The second year students will join newcomers in the orientation to the various technologies which have been developed and implemented since their orientation.

The technology orientation is done collaboratively with the faculty who teach in the DNP program, SITC personnel, and other content and instructional support service personnel from the university.

Helpdesk Support

With an ever-increasing number of students enrolled in online courses, the School of Nursing and University has continued to step up their level of technology support. In-house policies and software has helped increase our response time to technology related emails and phone calls tremendously. A new phone system helped to centralize our support calls to a single phone number that students and faculty can easily remember.

Technical support is available for students, faculty, and staff by phone, email or by coming to CN355 from 8:00 A.M. until 5:00 P.M. EST Monday through Friday during Spring and Fall terms. In the Summer technical support is available for students, faculty, and staff from 7:30 A.M. until 4:00 P.M. EST Monday through Friday.

Hundreds of calls and emails are fielded in the SITC each semester due to the School of Nursing having roughly 450 students on campus each semester, and just as many (if not more!) online in the RN-to-BS, Masters, or DNP program. In addition to the students, the SITC provides support to over 60 nursing faculty, staff, and administrative personnel.

To help expand our helpdesk support for our large population of distance students, the SITC has set up a videoconferencing station to assist students via Skype. Not only will this allow students to speak with a SITC technician face-to-face, but it also enables them to share their screen with the person on the other end which will increase our success rate in troubleshooting greatly.

The SITC unit also continues to be linked to the University Helpdesk. This fall, Britain Bryant attended a workshop with UTS personnel to learn the use of a new ticketing system that is to be used by SITC personnel when contacting the University's Helpdesk.

Tech support is now available on Skype! Add us to your contact list as nursingsitc and contact us during work hours if you need immediate help.

**Ball State School of Nursing
Simulation & Information
Technology Center**

SITC Involvement in Marketing and Student-Focused Events
## Indiana Association of Nursing Students (IANS) Convention

Ball State University was the host to the annual Indiana Association of Nursing Students (IANS) convention on March 24, 2012. Members of IANS planned many great activities for the 200 visiting nursing students, including roundtable discussion with specialty nurses, resume reviewers, and other helpful workshops. Anne Ryder, for TV journalist, was the keynote speaker. She told of how her nurses helped her deal with the loss of her son and her own near-death experience. It was a truly inspirational story!

In addition to the guest speakers and workshops, the SITC, working collaboratively with Angela Cox, BSNA faculty advisor, set up a variety of simulations in the lab areas that visitors could observe or even be a part of. In CN 216, our state-of-the-art Critical Care Unit, two nursing students ran through a heart failure scenario six different times with visitors observing through the window, and

even taking part in the simulation with the help of iClicker.

In 215 A & B, twelve additional stations were set up for visiting students to practice the skills they had learned in their clinicals. Scenarios in these simulations suites varied from respiratory distress to diabetes, and even a newborn assessment on BabyHal and SimBaby.

Thanks to all the BSNA student members and faculty advisors who facilitated this successful event!
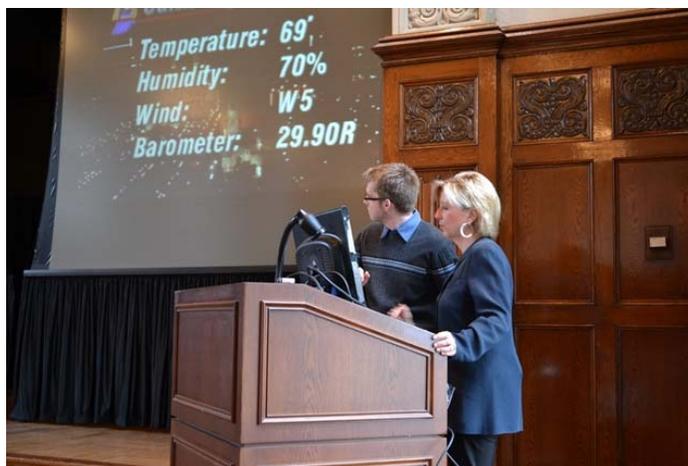
Scott Brooks, technical services specialist, assists Ann Ryder with technology support during her presentation in the Fine Arts Building.

IANS
Indiana Association of Nursing Students

Nursing students from all over Indiana experience simulation stations.

Ball State School of Nursing Simulation & Information Technology Center

Use of Simulation Suites for Video Shoots

Due to the realism found in the simulation labs, the School of Nursing was host to numerous video productions during 2011-2012. Ball State students of various majors seeking a hospital setting have requested use of the labs for filming purposes.

Most recently the SITC was used as part of the setting for the updated BSU Fight Song video featuring Charlie Cardinal. Two nursing students were kind enough to donate their time for the video shoot, in which they taught Charlie how to take a

Alberto Pimienta, Joe Sailer, and Andres Monroy filming their documentary in 215B.

patient's blood pressure and complete assessments.

The SITC's main simulation room, 215B, was also used by Alberto Pimienta and his team (including the SITC's new graduate assistant, Joe Sailer) to obtain some hospital episodes for their Sports Link documentary on Andres Monroy, a Ball State tennis player.

Nursing students pose with Charlie Cardinal after the video shoot in 216

New SITC Staff and Student Help

My name is Danielle, but most people call me Dani! I am in my junior year of nursing and loving every moment of it. I am from the small, but wonderful town of Greenville, Ohio. I have one brother, Eric, who I am very close to, and he is a senior this year in high school! I love to paint, draw, take photos, read, exercise, volunteer, play sports, be outside, and hang out with my family and friends! I really love my life, and I am so thankful to be apart of the BSU Nursing Program!

My name is Piper (and yes that is my real name). I am a student at the Ball State School of Nursing and am about to complete my third semester in the program. I have also completed a minor in biology. Before starting in the nursing program, I was fortunate enough to have been able to study abroad in Australia (which was an AMAZING experience). Originally I am from Milwaukee, Wisconsin and in 2008 I made the long journey down here to Indiana for school. When I'm not in class or at clinical, I work in the nursery at High Street United Methodist Church and also help out here at the School of Nursing. Outside of school and work I love working out, spending time with friends and family, and enjoying the outdoors.

My name is Nicole and I graduated from Bishop Dwenger High School in Fort Wayne. I have five younger brothers and sisters, and I go to visit my family often on the weekends. Every year for the past five years, I have been a counselor for Muscular Dystrophy Association summer camp for children with muscular dystrophy, and I'm also involved in fundraising for MDA. I am a junior in the nursing program, currently in Pediatrics and Adult Health. I hope to one day be a pediatric nurse and possibly work at Riley Hospital.

My name is Thomas. I am a computer technology student and I am in my third year of school. Before starting as a technology major I was heavily involved in vocal music. I'm from a small town in northern Indiana called Nappanee and in 2009 I started classes here in Muncie. When I'm not in class or at work, I help out with various sound and power point projects at the Revolution and the Navigators. I equally enjoy playing computer games and playing games outside. I also have a great love of reading.

**Ball State University
School of Nursing**
Cooper Science
CN 355 - Multimedia Lab
CN 214 - Multimedia Lab
CN216B - Multimedia Lab

SITC Tech Lines:
765-285-5584
E-mail: nursingsitc@bsu.edu

**SITC
Fall 2012
Semester Hours**

SITC3, CN 355:

8:00AM-5PM

Monday-Friday

SITC2, CN 214:

8:00AM—5PM

Monday-Friday

Any changes to lab hours will be posted as needed

**Dates to Know:
Fall 2012**

August 20th—Fall Semester Begins

Sept. 3rd—Labor Day No Classes

October 22-23—Fall Break No Classes

November 21-23—Thanksgiving Break No Classes

December 14th-Last Day of Fall Semester

New SITC Staff and Student Help

Joseph (Joe) was born in Paoli, IN but grew up in Madison, IN where he gained a love for filmmaking and photography. After high school, Joe attended Ball State University where he graduated May 2012 with a Telecommunications Degree with an interest in Production. One notable production Joe worked on was full-length documentary shot in Romania and Ukraine in the Summer of 2011. Joe most recently spent his summer at an internship in Indianapolis at Hammer Lighting and Grip, where he gained a more thorough knowledge of professional television productions. While at his internship, he was able to work on many commercial sets for Nascar, WWE, ESPN, Indianapolis Zoo and Western Governors University campaign to name a few. Joe aspires to one day be a Cinematographer and Professional Photographer.

Nathaniel (Nate) is a recent graduate of Alma College, where he studied Communication and New Media Studies. While attending Alma College, he worked for 4 years with the college's in house Information Technology department maintaining student, faculty, and staff computers of all makes and models. In addition to working with the Alma College Information Technology department, he worked with the Student Life department as a Resident Assistant, the Marketing Department as a Digital Media intern, and with the Alma College Theatre program as a lighting designer and electrician, a role that culminated with him designing lights for three full length productions in three years. Outside of school, he enjoys relaxing (when he has time), training for triathlons, and playing Ultimate Frisbee and Frisbee golf, and working on various video/audio production projects.

Keegan graduated from Anderson University this past May ('12) with a Bachelors in Management and Information Systems. Keegan likes to interact with people, keep up with the latest technology and play sports. He has worked as an Assistant Resident Director, Resident Assistant, and Crocs retail lead over the past few years and is excited to be pursuing his Masters in the CICS department at Ball State. Keegan is always welcoming to conversation so feel free to ask him any questions.

Associate Director & SITC Director

    Kay Hodson-Carlton

Senior Technology Specialist/Analyst

    Britain Bryant

Technology Services Specialists

    Ben Batten

    Scott Brooks

    SITC Outreach Specialist

    Susette Bokelman

Clinical Lab Specialists

    Allison Ottinger

    Becky Fights

Clinical Lab Assistants

    Piper

    Nicole

    Brooke

    Danielle

Simulation & Technology Assistant

    Thomas

Graduate Assistants

    Keegan

    Nate

    Joe

    Max

    Jeff