

# Clinical Simulation in Undergraduate Nursing

## 1. Where does simulation occur within your programme?

	WITT	UCOL	AUT	CPIT	Northtec
Year One	✓	✓	✓	✓	✓
Year Two	✓	✓	✓	✓	✓
Year Three	✓	✓	✓	✓	✓

## 2. Does Simulation Occur :

	WITT	UCOL	AUT	CPIT	Northtec
Prior to Clinical placement	✓	✓	✓	✓	✓
During Clinical Placement		✓			
After Clinical Placement		✓		✓	✓

## 3. Do you focus on task based training or simulation 'scenarios'? (Please specify)

	WITT	UCOL	AUT	CPIT	Northtec
Scenario Based Simulation	✓	✓ Year 2&3	✓	✓	✓
Task Based Training	✓	✓ Year 1	✓	✓	

#### 4. How do you incorporate simulation into teaching?

AUT	<ul style="list-style-type: none"> <li>• Attach simulation to various pathophysiological conditions</li> <li>• Use podcasts on CD/website</li> </ul>
WITT	<ul style="list-style-type: none"> <li>• Follow simulation strategy</li> <li>• Use coaching techniques</li> </ul>
CPIT	<ul style="list-style-type: none"> <li>• Link simulations to current learning</li> <li>• Follow curriculum threads</li> </ul>
UCOL	<ul style="list-style-type: none"> <li>• Specifically write simulation into session plans</li> </ul>
Northtec	<ul style="list-style-type: none"> <li>• Attach simulations to various pathophysiological conditions</li> </ul>

#### ○ How do you increase the complexity of simulation through the programme?

AUT	<ul style="list-style-type: none"> <li>• Currently rewriting the curriculum to include these concepts</li> </ul>
WITT	<ul style="list-style-type: none"> <li>• Follow the Radical Transformation Methodology of Benner Act – ‘think be a nurse’ in simulation</li> </ul>
CPIT	<ul style="list-style-type: none"> <li>• Complexity increases each year matching objectives of paper</li> </ul>
UCOL	<ul style="list-style-type: none"> <li>• More complex scenarios</li> <li>• Greater patient acuity and/or number of patients</li> </ul>
Northtec	<ul style="list-style-type: none"> <li>• Formed a simulation group, shared documents and stored scenarios</li> <li>• Group has monthly meetings</li> <li>• Plan to develop a Northtec ‘family’ and write scenarios as a group</li> </ul>

## 5. What are your top 3 tips in regard to running a simulation session effectively?

AUT	<ul style="list-style-type: none"> <li>• Rotate the students through simulation as part of a 'pre-clinical preparation day' in which simulation, skills training and CPR are all used as different 'stations'</li> <li>• Try to keep student numbers to 4 participants</li> <li>• Pre-simulation orientation is important and improves simulation performance</li> </ul>
WITT	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Time – don't over pack the session</li> <li>• Debrief</li> </ul>
CPIT	<ul style="list-style-type: none"> <li>• Link simulations objectives and current study</li> <li>• Make the simulation as realistic as possible</li> <li>• Involve all students in the debriefing session</li> <li>• Link the debrief to session objectives</li> <li>• Involve all students in simulation as early as possible</li> <li>• Be reassuring and try to limit the anxiety – coach the students through the simulation. Be sure that they know you are there to 'help' them not assess them.</li> </ul>
UCOL	<ul style="list-style-type: none"> <li>• Preparation time/set up the day before</li> <li>• Have boxes of props for each scenario</li> <li>• Allow enough time for debrief</li> <li>• Small groups of students and repeat often</li> </ul>
Northtec	<ul style="list-style-type: none"> <li>• Ensure you are well prepared and have support (technician and technology)</li> <li>• Ensure the students know the ground rules and feel safe (privacy, confidentiality, safety)</li> <li>• Ensure sim scenarios are appropriate and achievable for the level of the student (not too complex or making students perform roles they could not know about eg senior RN/Dr).</li> <li>• Time outs are good</li> </ul>

## 6. Is there anything that hinders your ability to run a simulation scenario?

AUT	<ul style="list-style-type: none"> <li>• Equipment age and funding availability</li> <li>• Simulation is labour intensive</li> <li>• Staffing availability</li> </ul>
WITT	<ul style="list-style-type: none"> <li>• Staff want to teach, not coach</li> </ul>
CPIT	<ul style="list-style-type: none"> <li>• Engaging the students in the scenario</li> <li>• Student anxiety</li> <li>• Equipment failure</li> </ul>
UCOL	<ul style="list-style-type: none"> <li>• Staffing to adequately resource the simulation</li> </ul>
Northtec	<ul style="list-style-type: none"> <li>• Not enough time</li> <li>• Engaging students and staff (need to be adaptable to change of teaching style/engagement and motivation of the student to contribute)</li> </ul>

## 7. Do you refer to any literature on simulation when preparing your sessions? If so, what do you use?

Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). *Educating Nurses: A Call for Radical Transformation*. San Francisco: Jossey-Bass.

Dreifuerst, K.T. (2012). Using debriefing for meaningful learning to foster development of clinical reasoning in simulation. *Journal of Nursing Education*, 51 (6), 326-333.

Jeffries, P. (2007). *Simulation in nursing education: From conceptualisation to evaluation*. New York, USA: National League for Nursing.

Nehring, W. M., & R.Lashley, F. (Eds.). (2010). *High-Fidelity Patient Simulation in Nursing Education*. Boston: Jones and Bartlett Publishers.

Nehring, W. M., & Lashley, F. R. (2009). Nursing simulation: A review of the past 40 years. *Simulation & Gaming*, 40(4), 528-551. doi:10.1177/1046878109332282

Schlairet, M. C. (2011). Educating Nurses: A Call for Radical Transformation, by Patricia Benner, Molly Sutphen, Victoria Leonard, and Lisa Day. Stanford, CA: Jossey-Bass, 2010. *Cambridge Quarterly of Healthcare Ethics*, 20(04), 617-619. doi:doi:10.1017/S0963180111000375

Hale, T. J., & Ahlschlager, P. M. (2011). *Simulation Scenarios for Nursing Education*. Clifton Park, NY: Delmar, Cengage Learning.

**8. Do you use simulation for formative or summative assessment? (Please describe)**

	WITT	UCOL	AUT	CPIT	Northtec
Formative	✓	Year 1 OSCE's	✓	✓	Nil
Summative	✓	Year 1 OSCE's		OSCE's	Nil

**9. What aspects of simulation (in undergraduate nursing education) do you believe would benefit from further research**

WITT	
UCOL	Use of simulation in assessment
AUT	Resources – a bank of simulation scenarios we could all draw on Evaluation rubrics that might all use to add some reliability across schools Staff trained to evaluate and facilitate simulated sessions
CPIT	Debriefing Direction & delegation – BN & DipEN students
Northtec	Effectiveness on student learning  Impact on students confidence and competence in clinical practice

**10. Would you like to be involved in further collaborative research?**

WITT	✓	Foundation skills
UCOL	✓	Any areas
AUT		
CPIT	✓	As above
Northtec	✓	Effectiveness of student learning Impact on students confidence and competence in clinical practice