Mary E. Tracy, PhD, RN
Associate Professor, College of Nursing
Objectives

• Summarize recent empirical evidence on the use and impact of simulation as teaching, learning, and assessment strategies.

• Discuss best practices in incorporating simulation in health professions education.

• Provide examples of Creighton’s use of simulation to prepare students to function in today’s technology-rich health care environments.
Background
Background
Concept Analysis

• **Critical attributes** (Bland, Topping, & Wood, 2010)
  – Creating a hypothetical opportunity
  – Authentic representation
  – Active participation
  – Integration
  – Repetition, evaluation, reflection
Use and Impact

• Psychomotor skill acquisition (Ross, 2012; Bin Yuan, H., Williams, B.A., Fang, J.B. & Hong Ye, Q., 2012)
  – Limited research evidence to support simulation for teaching psychomotor skills in nursing
  – Limited in scope and generalizability
  – More research needed
Use and Impact

• Integrative review (Weaver, 2011)
  – Confidence
  – Knowledge (Bin Yuan, H., Williams, B.A., Bo Fang, J., & Hong Ye, Q., 2012)
  – Knowledge transfer
  – Value
  – Realism
  – Stress
Use and Impact

• **Debriefing** (Neill & Wotton, 2011)
  - Enhances student learning
  - Critical to simulation
  - Lack of research on best framework
Best Practices

Standard 1: Terminology
Standard II: Professional Integrity of Participants
  - Confidentiality
  - Professional and ethical behavior
  - Constructive feedback

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Best Practices

• Standard III: Participant Objectives
  – Address the domains of learning
  – Correspond to knowledge and experience level
  – Congruent with program outcomes
  – Incorporate EBP
  – View client holistically
  – Achievable
Best Practices

• Standard IV: Facilitation
  – Congruent with objectives and outcomes

• Standard V: Facilitator
Best Practices

• Standard VI: The Debriefing Process
  – Competent debriefing
  – Environment
  – Structured framework
  – Congruent
Best Practices

• Standard VII: Participant Assessment and Evaluation
  – Formative assessment
  – Summative assessment
  – High-stakes assessment
Examples

• Graduate Program
  – Intradisciplinary
  – Interdisciplinary

• Undergraduate Program
  – Preparation for NCLEX
  – Skills Olympics
Lessons Learned

• Technology use needs to be well planned and designed
• Effective learning tool
• It is one strategy
• Key question to ask: Will it improve/enhance learning?
Summary

• “There are so many things you can learn about.
• But...you’ll miss the best things if you keep your eyes shut.”
• “If you read with your eyes shut you’re likely to find that the place where you’re going is far, far behind.”
“SO... that’s why I tell you to keep your eyes wide. Keep them open... at least on one side.”
References


References