

BEST PRACTICES IN SIMULATION: THE CENTER FOR NURSING EDUCATION, SIMULATION AND INNOVATION

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SIMULATION



The provision of care for a patient who is represented by a manikin, an actor, a standardized patient or an inanimate object (Jeffries, 2012)

CENTER FOR NURSING EDUCATION SIMULATION AND INNOVATION

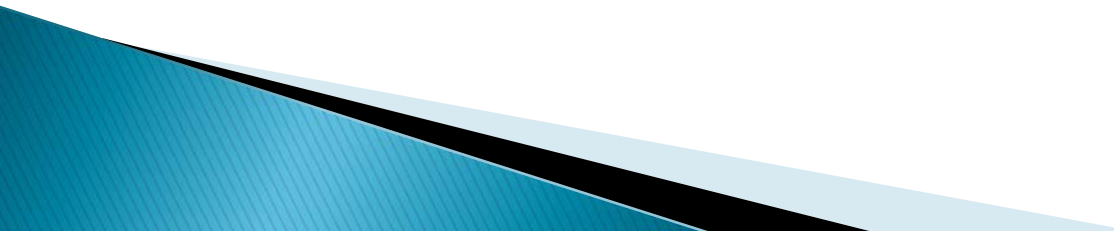
▶ VISION:

- Develop and activate the CESI to become the nucleus, of innovative education in the Frances Payne Bolton School of Nursing, and expand CESI's circle of influence beyond its walls into the Profession of Nursing locally, nationally, and globally.

▶ MISSION

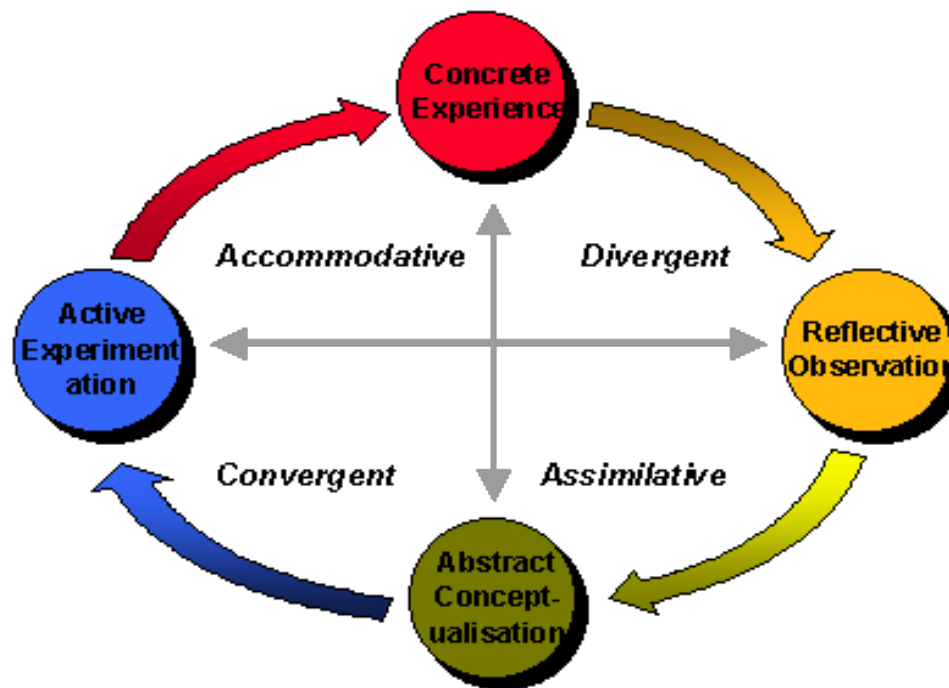
- Educate and empower nursing students to become safe, caring, and effective nursing professionals through experiential learning opportunities

ACHIEVING THE MISSION

- ▶ Integrate simulation throughout the curriculum
 - ▶ Integrate theoretical frameworks
 - ▶ Use evidence-based practices
 - ▶ Create interprofessional simulation opportunities
 - ▶ Support the development of Certified Healthcare Simulation Educators
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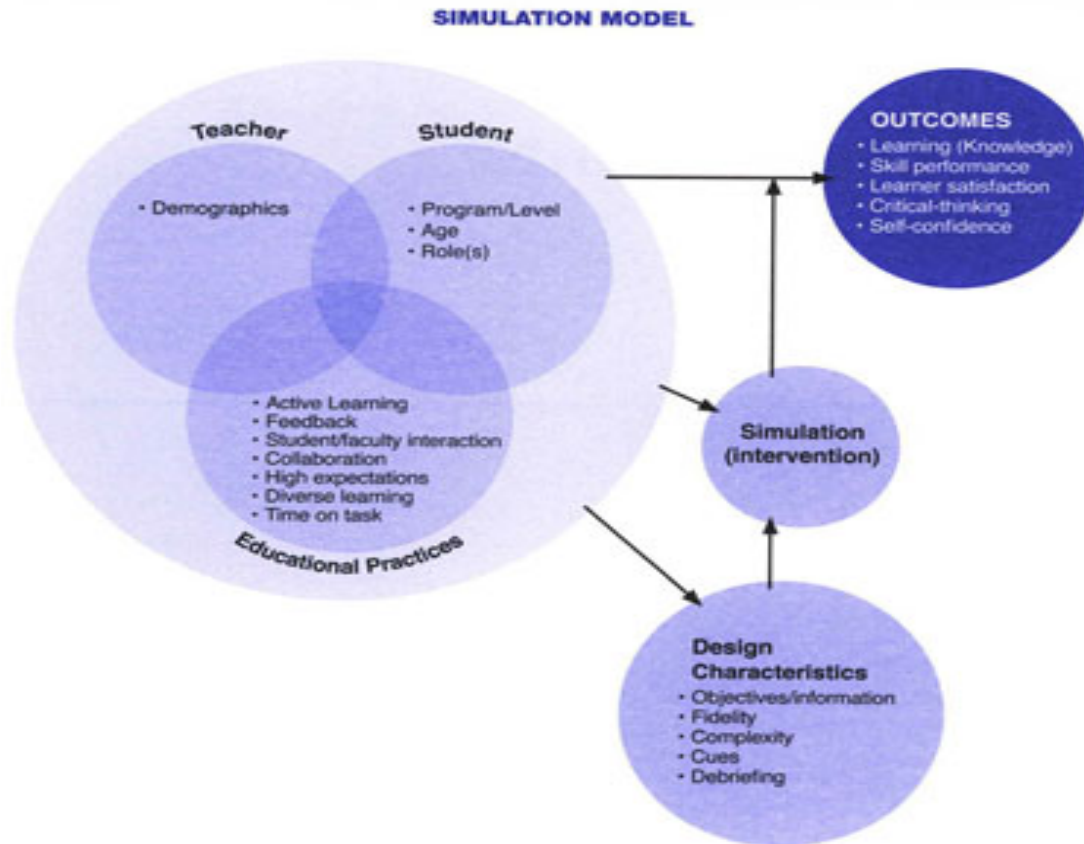
Kolb's EXPERIENTIAL LEARNING

Leads to four kinds of knowledge:



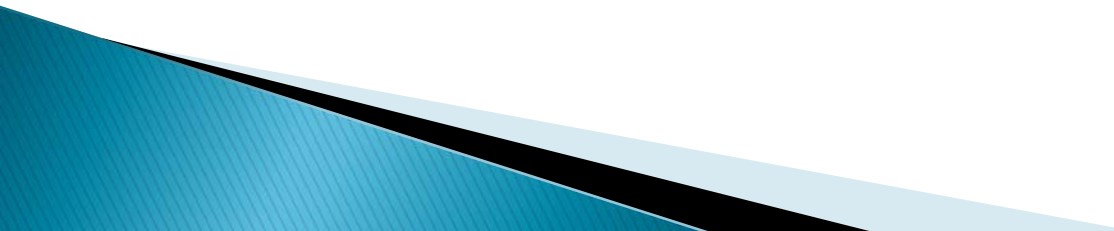
NLN/JEFFRIES SIMULATION THEORY

Figure: Jeffries' Nursing Education Simulation Framework

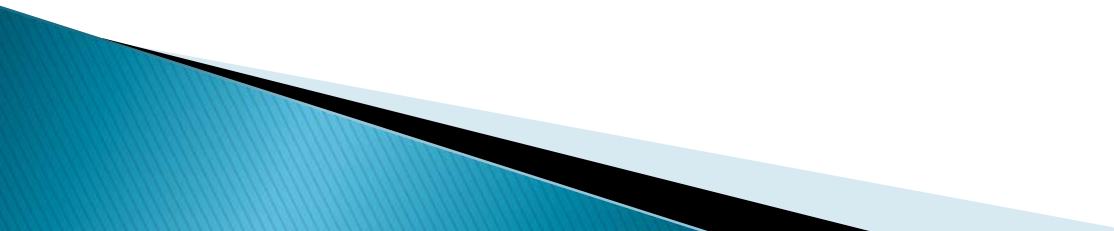


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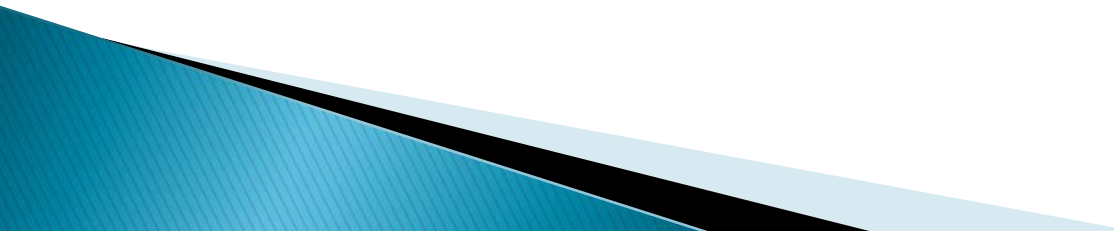
INACSL Standards of Best Practice: SimulationSM

- ▶ Simulation Glossary
 - ▶ Professional Integrity
 - ▶ Outcomes and Objectives
 - ▶ Facilitation
 - ▶ Participant Evaluation
 - ▶ Debriefing
 - ▶ Simulation–Enhanced Interprofessional Education
 - ▶ Simulation Design
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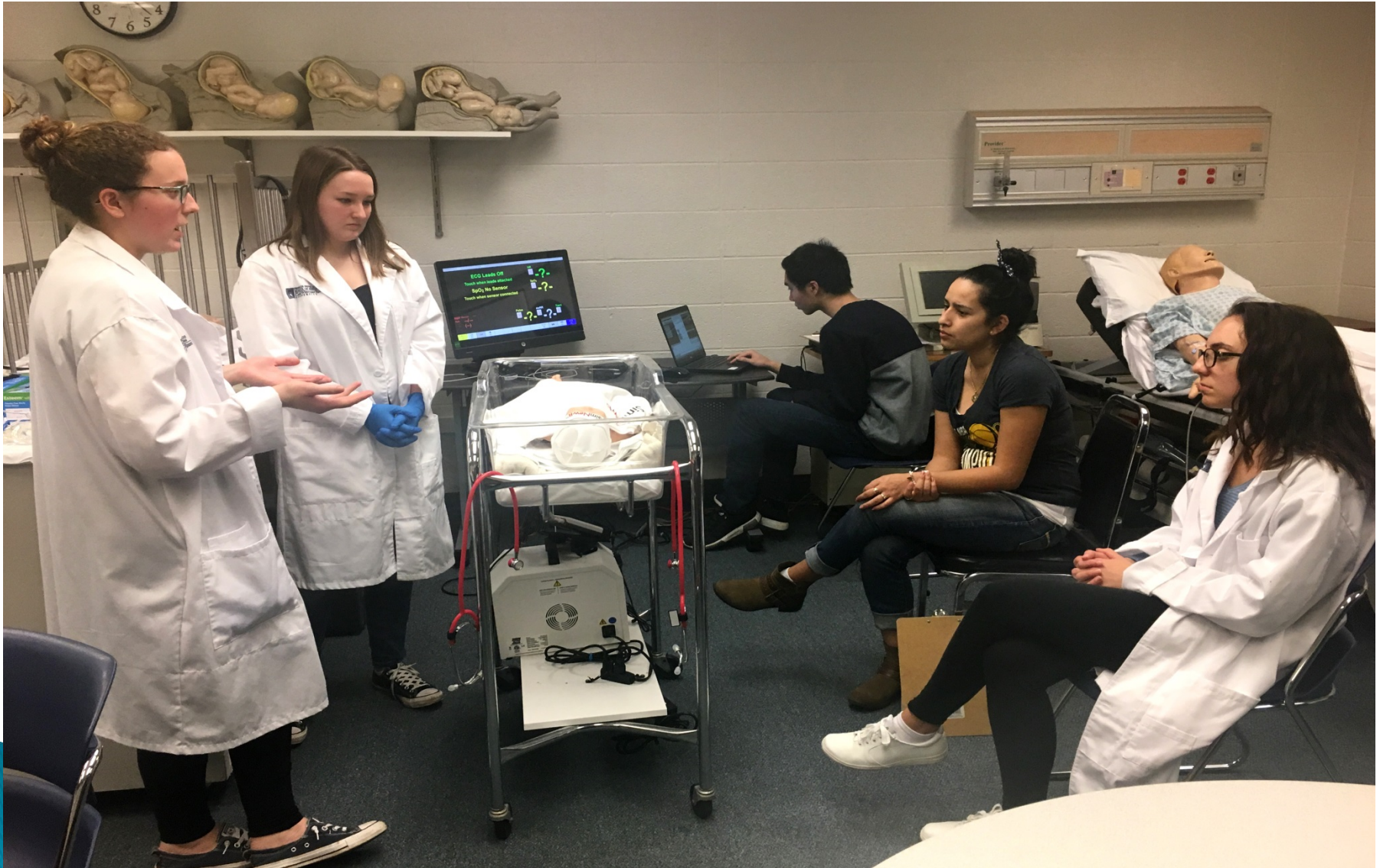
BEST PRACTICES: Curriculum Development

- ▶ Identify general needs
 - ▶ Identify needs of the targeted learners
 - ▶ Develop the goals and objectives
 - ▶ Identify and develop educational strategies
 - ▶ Implementation
 - ▶ Evaluation and feedback
 - ▶ (Kern, Thomas, & Hughes, 2009)
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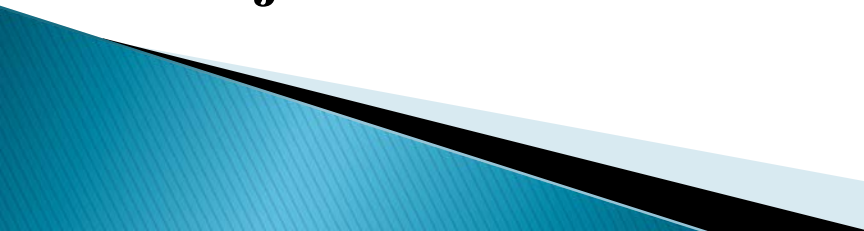
BEST PRACTICES: DEBRIEFING

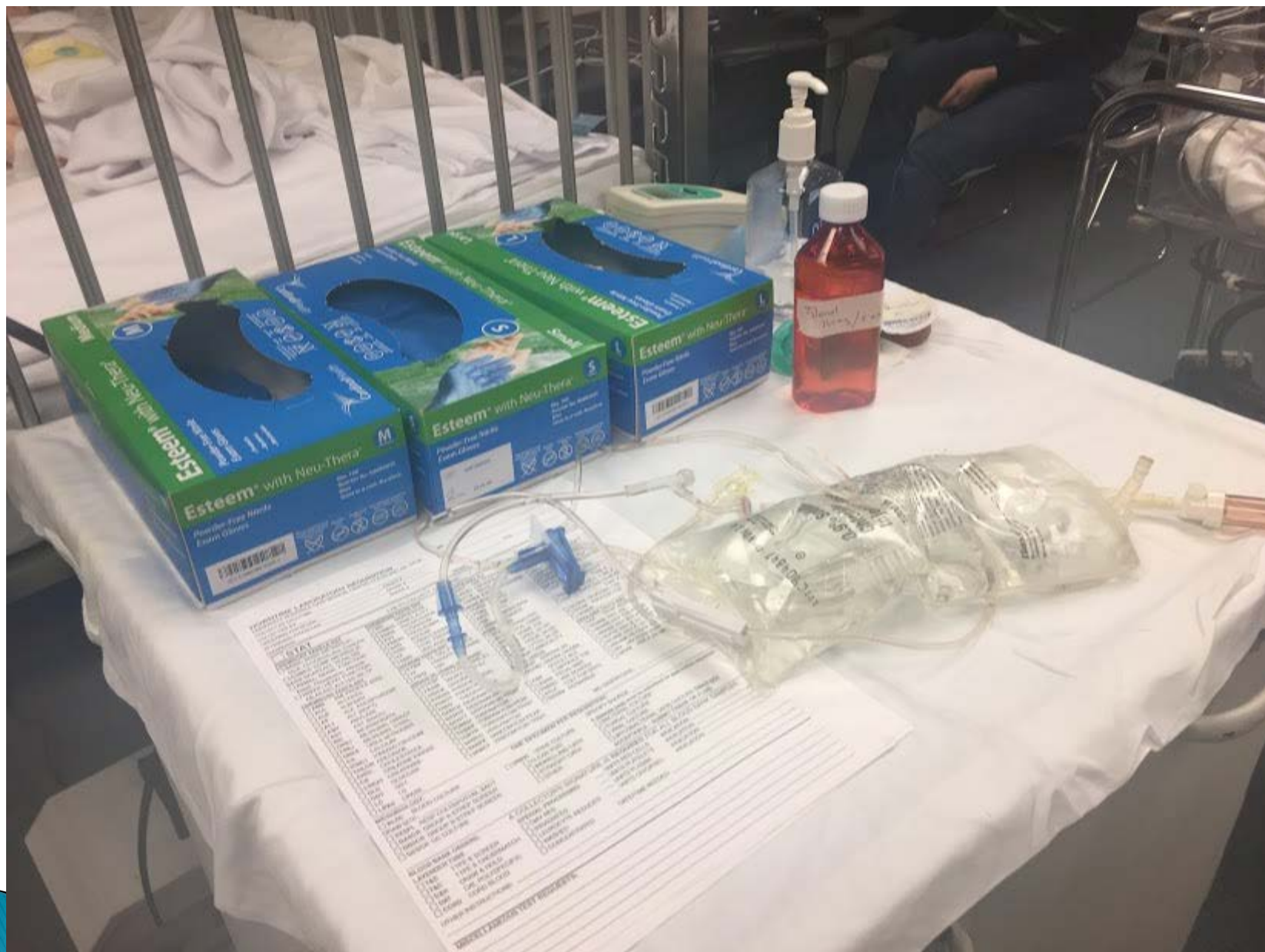
- ▶ Ed-chats: 7 components of nursing debriefing
 - ▶ Debriefing for Meaningful Learning
 - ▶ 5-step feedback and debriefing tool
 - ▶ 3-D model: defusing, discovering, deepening
 - ▶ Debriefing with Good Judgment
 - ▶ PEARLS: Promoting excellence and reflective learning in simulation
 - ▶ Plus/Delta
- 

SIMULATION DEVELOPMENT



Modeling the NLN Template

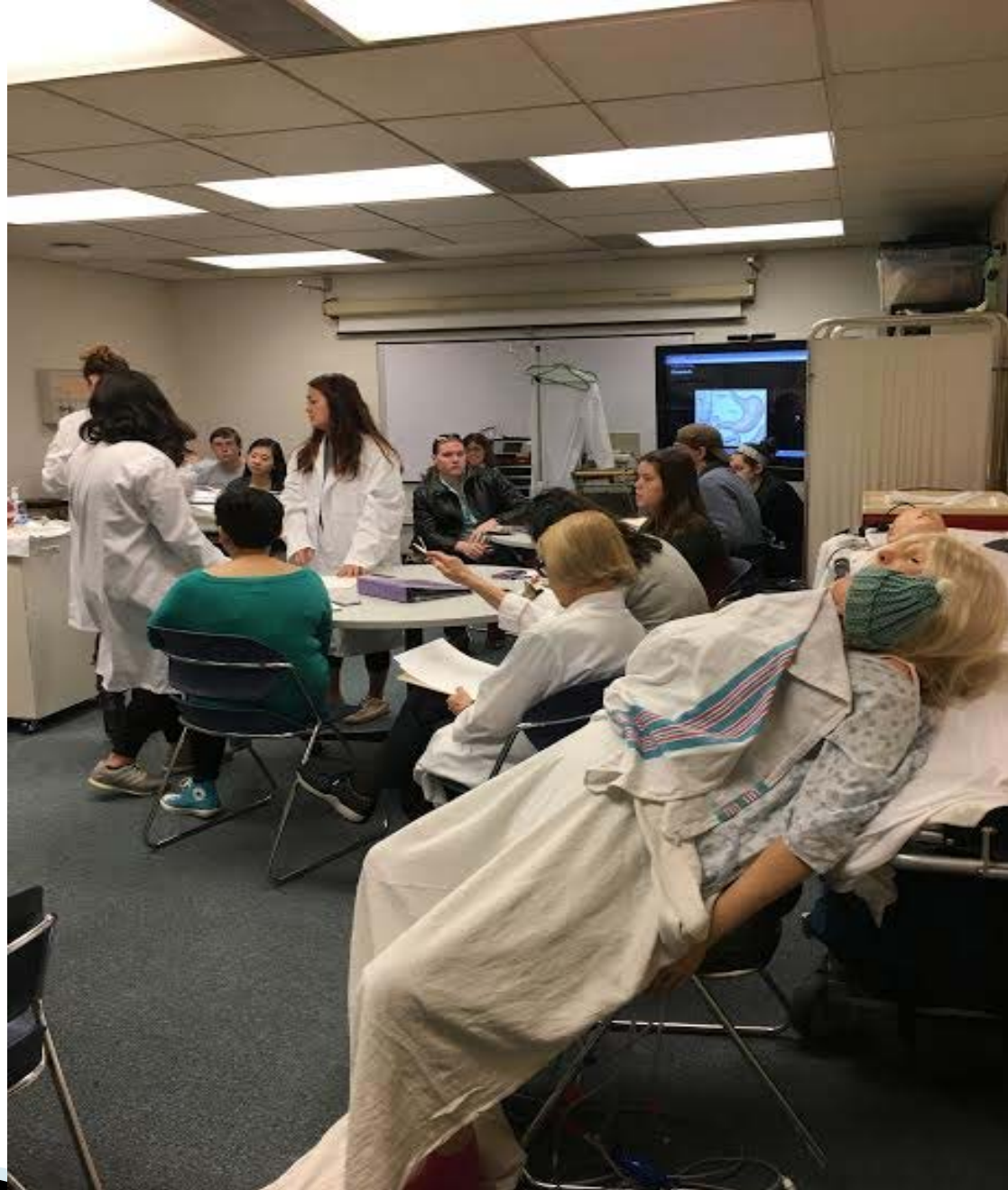
- ▶ **Goals:**
 - ▶ **NCLEX Categories:**
 - ▶ **QSEN Categories:**
 - ▶ **Reading Materials, (pre-assigned):**
 - ▶ **Skills Required:**
 - ▶ **Participants (Roles):**
 - ▶ **Technology:**
 - ▶ **Supplies:**
 - ▶ **Objectives:**
- 



Pre-briefing: (questions/discussion points)

(Page-Cutrara, 2014)

Setting the Scene:

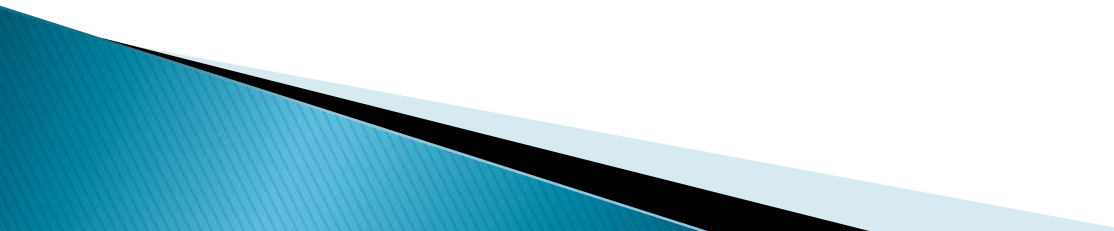






DEBRIEFING

PEARLS

- ▶ **Reactions: the emotions**
 - ▶ **Description: nursing diagnosis**
 - ▶ **Analysis: review of objectives**
 - **Identify good/needs improvement**
 - ▶ **Summary**
- 



Summary: application to practice

“Take away message”



STRENGTHENING SIMULATION

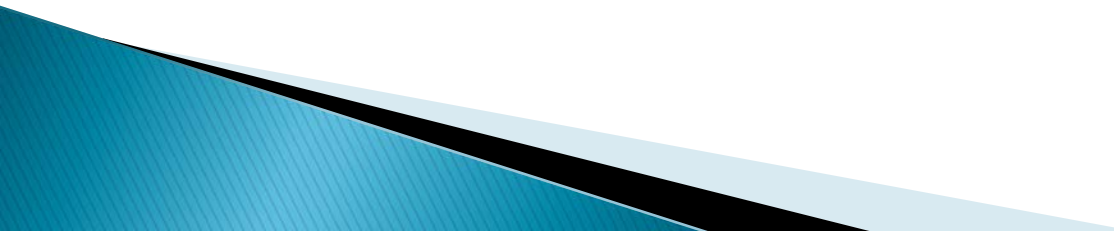
Strengthen Pedagogy
CHSE

Support Faculty TAs
Boot Camp

Develop Research
NLN Grant
(effect on
clinical
behaviors)

- ▶ Interprofessional Education
- ▶ Transition to HEC
- ▶ Website
 - References

QUESTIONS?

- ▶ Dr. Celeste Alfes, DNP, MSN, RN
 - ▶ Dr. Colin Drummond, PhD, MBA
 - ▶ Ms. Jackie Robinson, PhD(c), MBA, MSN, ACNS–BC, CCRN
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BEST PRACTICES IN SIMULATION

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