S I M : U L A T E

Simulation in the International Masters:

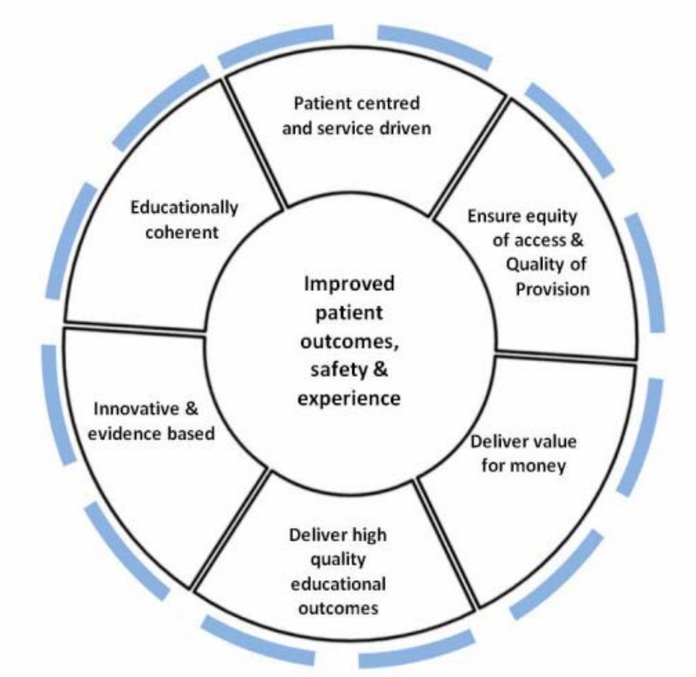
Underpinning Learning, Assessment & Technology Enhancements

Background

Northumbria University has delivered an International Masters programme for nurses and health care professionals. One module utilises simulation enabling students to apply theory from seminars and lectures using simulated practice. Simulation sessions incorporate tools such as SBAR and NEWS to develop effective communication and refine complex decision making skills. The module is principally concerned with developing practitioner knowledge and promoting patient safety.

Technology Enhanced Learning (TEL) and Simulation Based Education (SBE) have been advocated as effective educational approaches to develop health professionals competence with the aim of improved patient outcomes, safety and experience (Department of Health 2011). They are therefore increasingly important and prevalent features of health professionals curricula (Gates, Parr and Hughen 2012).

A Framework for Technology Enhanced Learning



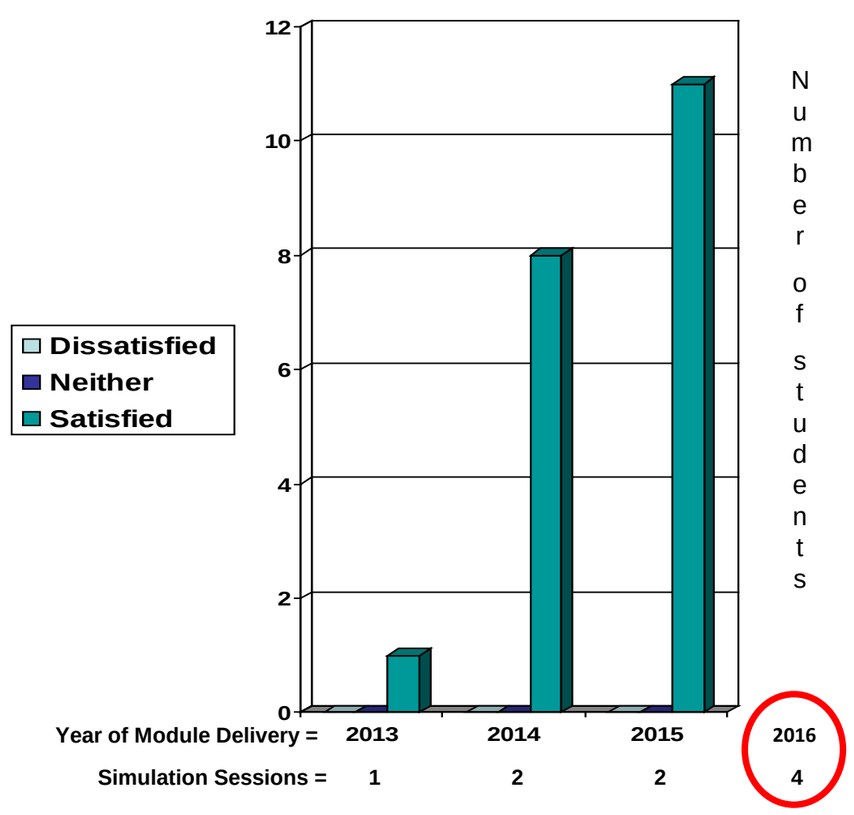
Method

Module Evaluation per annum (n=20):

- numerical satisfaction scale
- qualitative comments

Kreber and Cranton (2000 p.478) contend that demonstration of teaching knowledge through 'reflection on practice and research on teaching' are of critical importance when developing and evaluating teaching with regards to the scholarship of teaching. Module evaluation was therefore used to ascertain the success of the SBE approach. High Fidelity Simulation was delivered to students in 3 module deliveries (n=20). All students provided written feedback using a numerical satisfaction likert scale grading system, with the additional option to include qualitative comments.

Student satisfaction with SBE in the module



Results

100% of students were satisfied with SBE

100% of students wanted more simulation

The students reported value in the link to professional practises and appreciated opportunity to 'practice' skills that were critically discussed during the theoretical module components.

Students successfully demonstrated the Learning Outcomes from the module and programme pertaining to collaborative engagement with peers and critical thinking

"can we have more simulation please?"

"I learn lots from simulation"

"give us more opportunity to practice with simulation"

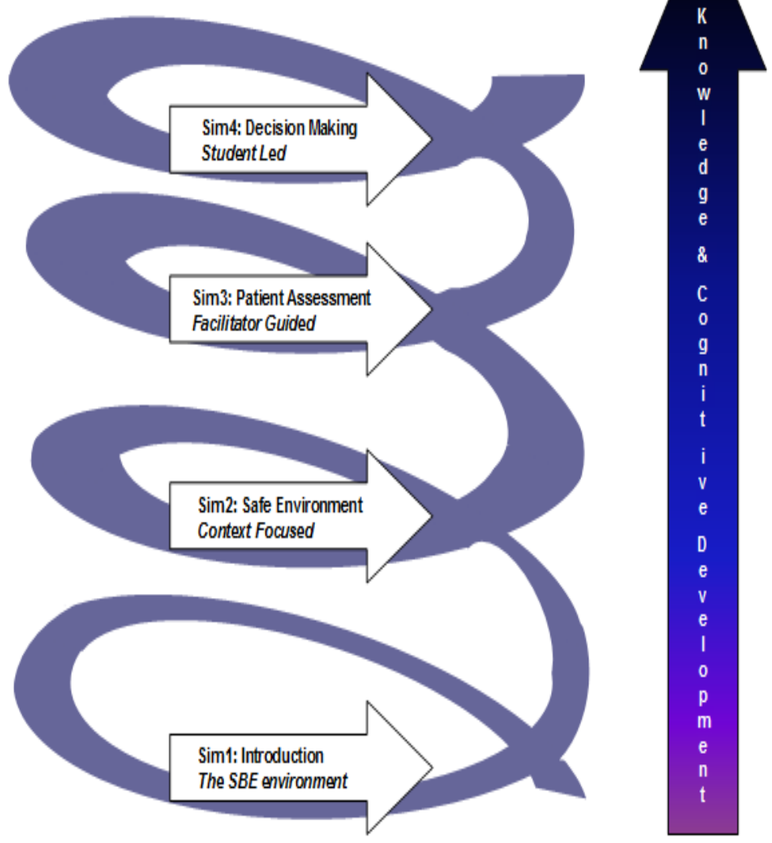
References

- Department of Health (2011) 'Framework for Technology Enhanced Learning' HMSO
- Gates, M.G.; Parr, M.B. and Hughen, J.E. (2012) 'Enhancing Nursing Knowledge Using High-Fidelity Simulation' *Journal of Nursing Education* 51 (1) pp. 9-15
- Kreber, C. and Cranton, P.A. (2000) 'Exploring the Scholarship of Teaching' *The Journal of Higher Education,*71 (4) pp. 476-495 (July/August 2000) Copyright of The Ohio State University
- Schunk,D.H. (2009) *Learning Theories: An Educational Perspective* 5th edition USA: Pearson International Edition

Conclusion

International students appear to value SBE as a valid and effective teaching methodology and requested increased opportunities to engage in this activity. In response to this demand, subsequent students will be introduced gradually and comprehensively to simulation. This structured teaching approach, influenced by Bruner's constructivist theory regarding the spiral curriculum, means student's knowledge will be built upon and module content has been revised to 'prompt' their corresponding cognitive development (Schunk 2009).

Presently, it is unclear how much simulation students would like and the prospect of having discrete modules dedicated to SBE and TEL is therefore worthy of further exploration.



IM0724 simulation model based upon Bruner's constructivist theory

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