

UNIVERSITY OF PORTLAND SCHOOL OF NURSING

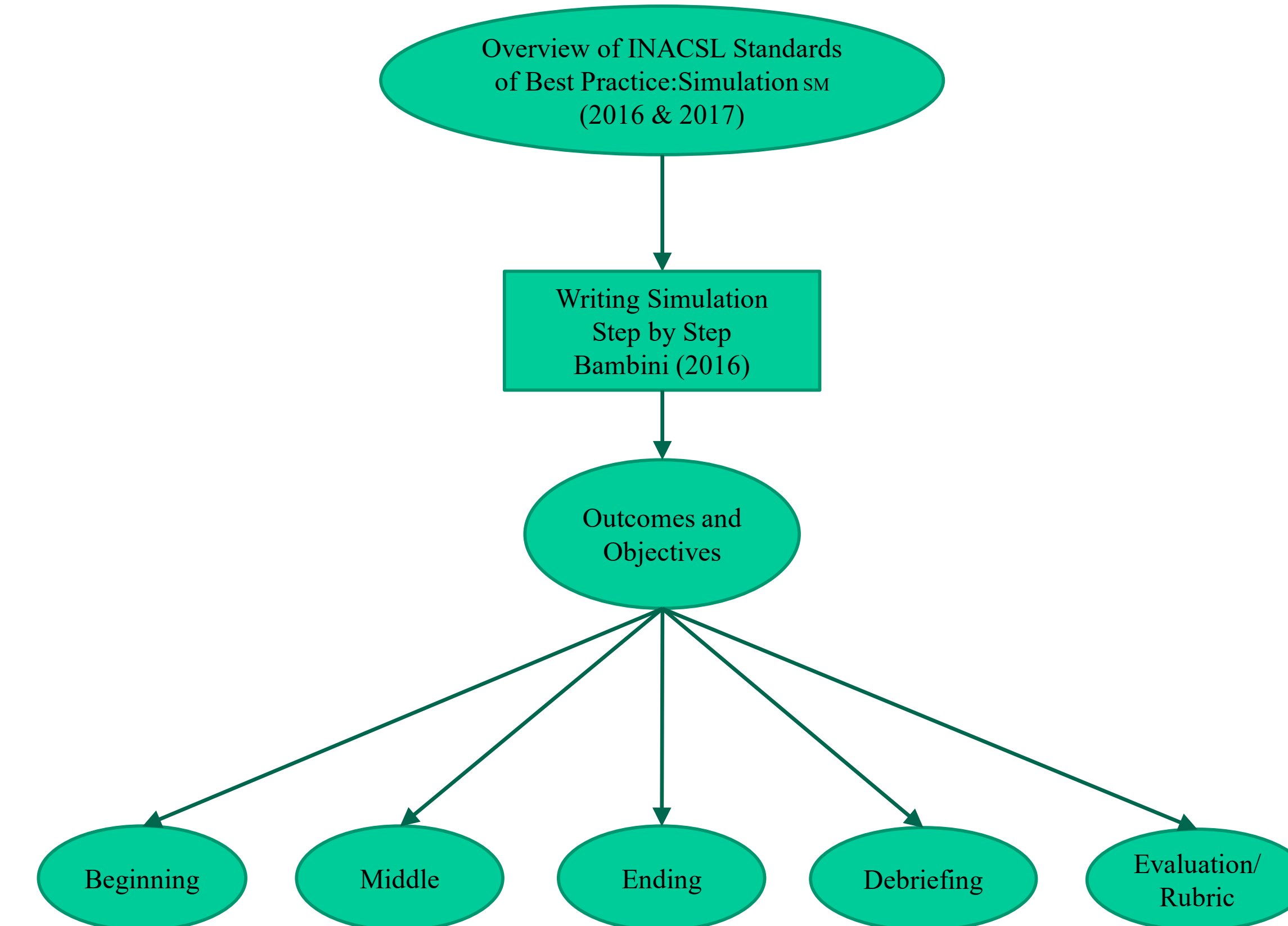


Collaboration With Chinese Nurse Educators in Developing/Implementing Simulation in Nursing Schools and Clinical Settings

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Background

- Chinese Nurse Educators desire to learn “best practice” for simulation utilization.
- Chinese schools of nursing and clinical sites have mannequins but nurse educators were not utilizing these resources.
- Reasons for lack of utilization was not clear.
- Plan was to examine the literature and gain and understanding of the Chinese Nurse Educators’ knowledge of simulation.



China Medical University School of Nursing
Shenyang, China

Conclusion

- Chinese Nurse Educators Understand the Theory of Simulation Education
- Need Multi-Day Workshop to Design Scenarios
- Role Play to Develop Skills as a Simulation Facilitator
- Follow-Up Consultation to Evaluate Scenario Development and Implementation
 - 2nd Research to Evaluate Faculty and Student Perceptions of Simulation Implementation (Summer 2019-pending)
 - 3rd Research to Evaluate Clinical Nurse Educators and Practicing Nurses Perceptions of Simulation Implementation (Fall 2019)
- Use of Simulation in Chinese Nursing Education has the Potential to Enhance the Confidence of the Chinese Nurse and Client Healthcare Outcomes

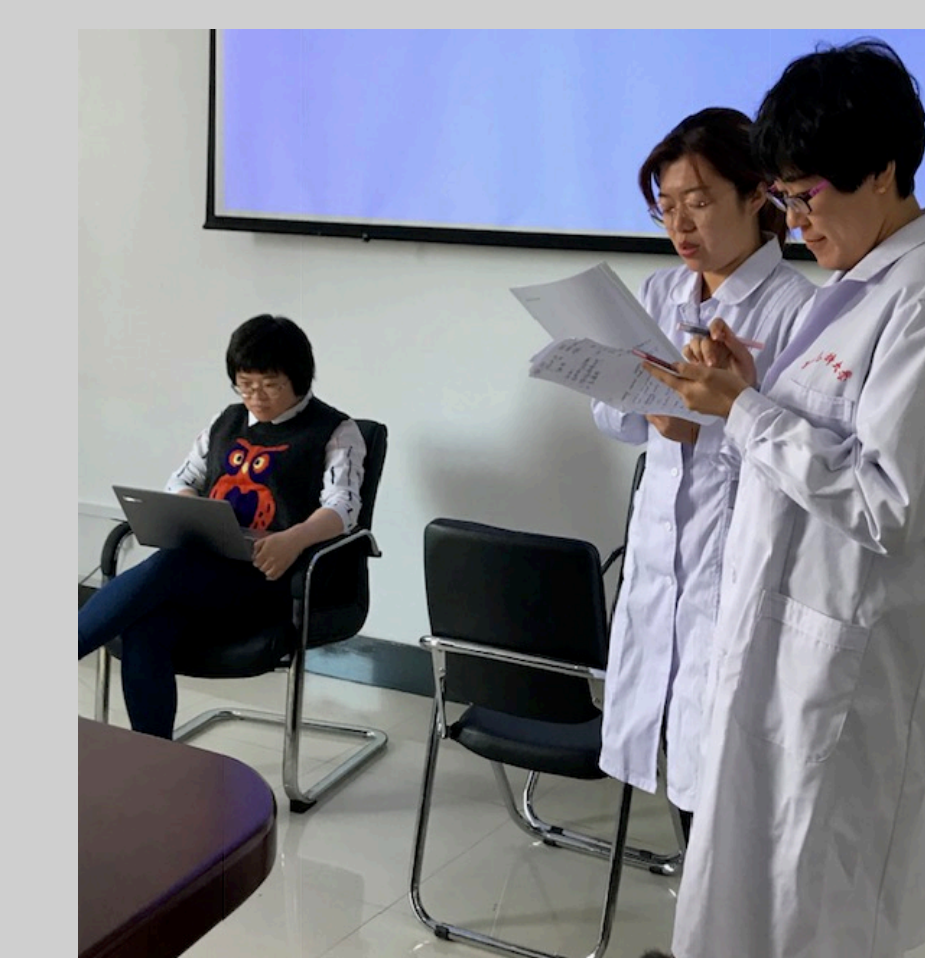
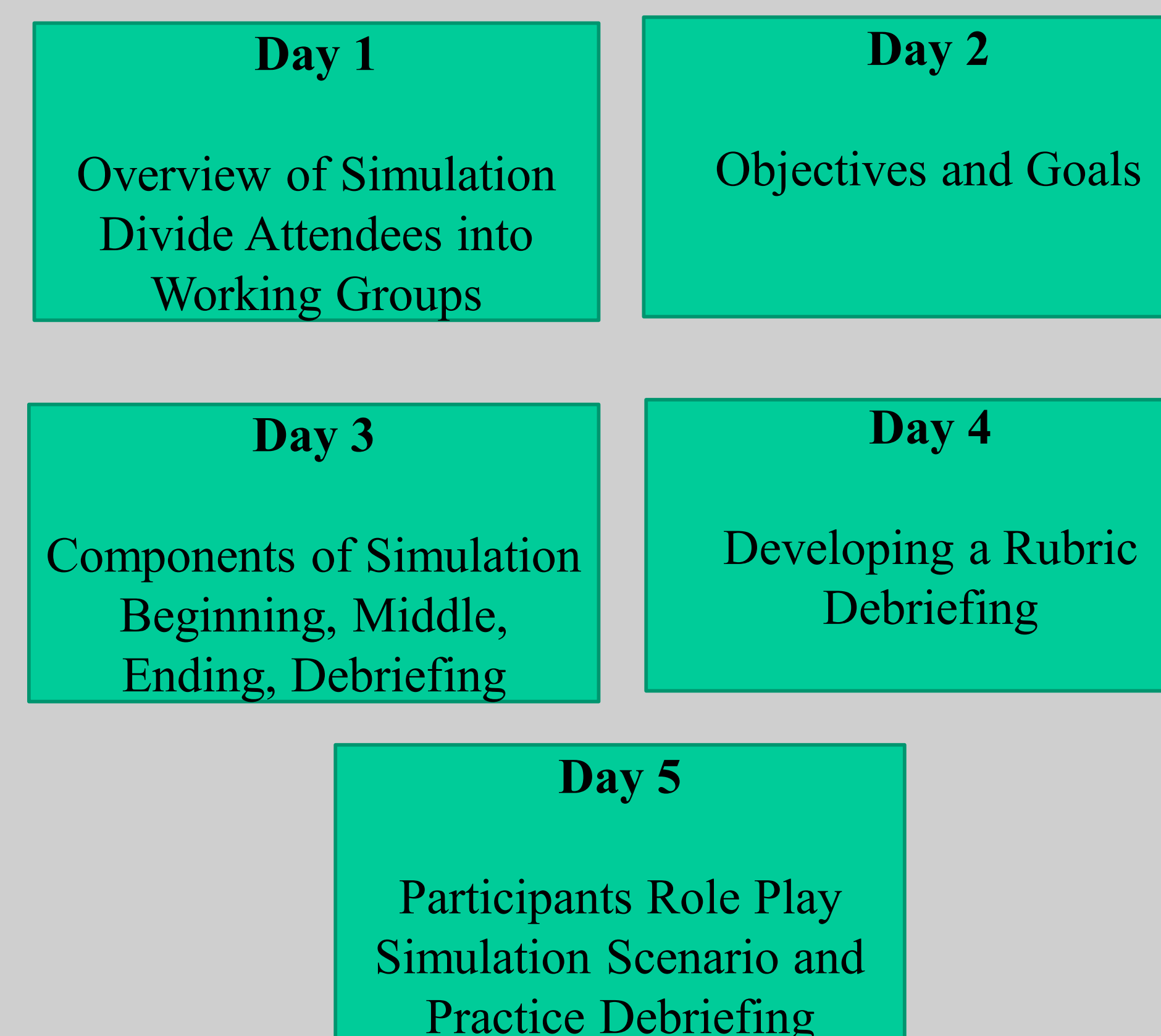
Literature Review

- Stayt, et al. (2015)---RTC**
Students educated with simulation more satisfied $p \leq 0.001$
Clinical Performance and Self -efficacy
- Khalaola, R. (2014)—Quasi-Experimental**
Student Self Confidence $p \leq 0.001$
Student Caring Ability $p \leq 0.001$
↓ Student Anxiety
↑ Student Satisfaction
- Park, A & Kang, S (2015)—Descriptive**
↑ Clinical Performance
↑ Topic Knowledge
- Piscotty, et al. (2011)—Quasi Pre/Post**
↑ Student QSEN Knowledge, Self Knowledge and Satisfaction
- Wang, et al (2013)-Comparative Quasi**
Chinese Students More Satisfied with Moderate Fidelity than High Fidelity Simulation $p \leq 0.05$
- Zhang (2017)—Qualitative Descriptive**
3 Themes—Students Enjoy Simulation,
Desire the Process to be Organized
Faculty Must Be Strong in Simulation

Implementation

- Overview of INACSL Standards Presented (1500 Attendees)
- Pre/Post Test---Nursing Knowledge of Simulation
- Barriers to Implement of Simulation
- Nurses Pre-test N=594 Post-test=453 (Attrition N=141)
- | Education | Years in Nursing | Nurse Educators=270 Clinical and Academic |
|---------------|------------------|---|
| Associate 12 | Mean=12 SD =7.8 | Mean=9 SD=7.9 |
| BSN 241 | Median=11 | Median=10 |
| Master 86 | Min = 1 | Min = .5 |
| No Answer -99 | Max=34 | Max=31 |
- Pre/Post Test - Independent t-test = -5.502 ; $p < .001$ - 10 Items
- Evaluation of Each Question
 - Mann Whitney U Wilcoxon
 - No Significance Questions 4, 8, 7 & 10
- | Question | Debriefing process |
|-------------|---|
| Question 4 | Debriefing method |
| Question 8 | Strategies to incorporate simulation into the curriculum |
| Question 7 | Which of the following are reasons why faculty use simulation as a teaching strategy. |
| Question 10 | |
- Perceived Barriers
 - Time 66 %
 - Resources 65%
 - Simulation Experience 70%
 - Equipment 59%

Multi-day Workshop on Scenario Development



Recommendations

- Continued Support of Chinese Nurse Educators Utilization of Simulation Through Provision of Multi-day Scenario Development Workshops
- Exploration of U.S. & Chinese Schools of Nursing Collaboration to Enhance Learning for All
- Facilitate Chinese Faculty as Visiting Scholars to the University of Portland
- Assist Chinese Faculty in Attaining a Humphrey’s Fellowship
- Identification & Attainment of Grant Funding to Support Collaboration
- Further Discussion with Chinese Colleagues Regarding Next Steps for Future Research.

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