CHAMPIONING CHANGE IN SIMULATION THROUGH STUDENT ENGAGEMENT

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Continuing Nursing Education

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DISCLOSURES

Conflict of Interest

• Sheri Wright reports no conflict of interest
• Marie Laenen reports no conflict of interest
• Shannon Still reports no conflict of interest
• Julia Greenawalt (INACSL Conference Administrator & Nurse Planner) reports no conflict of interest
• Leann Horsley (INACSL Lead Nurse Planner) reports no conflict of interest

Successful Completion

• Attend 100% of session
• Complete online evaluation
LEARNING OUTCOMES

Upon completion of this educational activity, participants will be able to:

1. Understand the importance of student empowerment, collaboration, and leadership.

2. Student engagement as a tool for knowledge translation in simulated learning.

3. Develop a student engagement group or module.
UNIQUENESS OF OUR SIMULATION AREA

• **SPHERE:**
  • Simulated Patient Health Environment for Research and Education
  • Lo, moderate, and hi-fidelity spaces
Consent has been obtained for all personal photography used in this presentation.
Academic Challenge

Interactions with Faculty

Active & Collaborative Learning

Supportive Campus Environment

Enriched Educational Experiences

STUDENT ENGAGEMENT

(Popkess, 2011)
STUDENT ENGAGEMENT

• Student hub in SPHERE.
• Schaffer & Hargate (2015) indicate that engagement enhances:

  - Active Learning
  - Collaboration
  - Mentorship
  - Community Partnerships

• Meaningful student engagement can advance the students’ sense of belonging, encourage meaningful involvement, give students a voice, and advance relationships (Beck & Reilly, 2017).
THE BEGINNING

Application/Job Description → Applicants

Applicants → Interviews/Selection Process

Interviews/Selection Process → Incentives

Incentives → Application/Job Description
Anticipated Outcomes

Clean Labs
Organized Lab Office
Set-up Supplies
Fresh ideas & Fun
Learning
Stepping outside of comfort zones
MADISYN CHAMBERS

• 2nd year Practical Nursing Student at Lethbridge College.
• Finishing her final practicum which will be done by the end of June 2017.
• Student volunteer since September 2016.
• Student funding to attend INACSL provided by:
  • Lethbridge College Student Association
  • Lethbridge College Student Services, Student Engagement Initiative
  • Lethbridge College Practical Nursing Program
  • Lethbridge College, Dean for the Centre for Health & Wellness.
SURPRISES

- Behind the Scenes
- Working with Other Students
- Role Playing
- Confidence
- Leadership
- Ambassador
- Mentoring
- Networking
- Collaboration
COLLABORATION

- Collaboration in practice not just theory (Schaffer & Hargate, 2015).
- Students play an active role in building collaborative partnerships (Jokelainen, Tossavainen, Jamookeeah & Turunen, 2012; Rossler, 2013).
KNOWLEDGE TRANSLATION

Interactive

Engaging

Championed

Persuasive

Targeted & Tailored

Endorsed

Action Oriented
STUDENT EMPOWERMENT

- Stress & Psychological Resiliency
- Psychological Empowerment
- Confidence & Self-Efficacy
- Conflict Management
- Emotional Intelligence
- Modeling of Healthy Behaviors

(Beauvais, et al., 2014; Pines et al., 2012; Woodworth, 2016; Yardley, 2014).
STUDENT RESILIENCY

• “Empowered academic environments are organizations that create opportunities for choice, independence and stabilization leading to progress and realization of capabilities for the members” (Fazel, Harandi & Farahani, 2016, p. 83).

• Horizontal violence in nursing can lower a person’s resiliency and leave them feeling powerlessness (Pines et al., 2012).
SUMMARY

Student Engagement

Student Resiliency

Student Volunteers

Collaboration

Student Empowerment

Knowledge Translation

SPHERE
REFERENCES


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Russel, N. (2016) Student satisfaction and institutional priorities surveys: student and employee summary report. Ruffalo Noel Levitz Student Satisfaction Survey SSI (Students) and the Institutional Priorities Survey IPS (Staff): Lethbridge College.


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QUESTIONS OR COMMENTS