DEVELOPING A SIMULATION PROGRAM IN A CONCEPT-BASED CURRICULUM

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DISCLOSURES

Conflict of Interest

• Nicole Harder (INACSL Board of Directors, Editor-in-Chief, Clinical Simulation in Nursing)
• 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. Identify collaborative strategies between regulatory bodies and nursing education institutions as a means to integrate simulation.

2. Design an integrated simulation program in a concept based curriculum

3. Compare mannequin-based and non-mannequin based simulation experiences in a concept based curriculum
FIRST STEPS OF OUR SIMULATION PROGRAM

• Initially could not replace clinical practice hours with simulation
• Plan to integrate simulation into the curriculum
• Relationship building
• Developing a plan for a concept-based curriculum
BEFORE WE COULD START PLANNING FOR SIMULATION

• A concept based curriculum needs…. Concepts!
• If simulation was to be linked to clinical, needed to pay particular attention to clinical concepts.
• Also looked at concepts from other theory courses in the same term
• Less focus on areas (e.g. gerontology, med/surg) and less focus on disease (e.g. heart failure, diabetes)
NEW PLANNING MEANT NEW APPROACH

• Previously, would look at creating SBE’s for geriatric patient with heart failure
• Now, look at concepts in theory courses and clinical courses in the term
• High-frequency, low-acuity early in the term
• Progress to higher-acuity as the students progress
REFLECTION IN SIMULATION

• Key concept in our simulation program
• Need to teach students what we mean by “reflect”
• Re-inforce throughout simulation program
• First SBE is on…. Reflection!
HOW WE MAPPED ONE YEAR OF CONCEPTS

Table 1
PLANNING TO DELIVER THE SIMULATION BASED EXPERIENCES

• The logistics of integrating simulation into the new curriculum
• Mannequin or non-mannequin based?
• INACSL Standards of Best Practice: SimulationSM Simulation Design
RESOURCES AND SPACE AVAILABLE

Identifying the best means and simulation strategy for each simulation experience
ONGOING EVALUATION

- Student capacity
- Aligned curriculum
- Effective instruction
- Authentic assessment
- Skilled and effective faculty
- Organizational coherence
REFERENCES


CONTACTS

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