

Title:

Preparing Nurse Educators for Simulation Education: An International Development Model

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Session Title:

Global Nursing Collaborations to Improve Patient Safety: Practice, Education, and Research

Slot:

D 16: Sunday, 29 October 2017: 2:45 PM-4:00 PM

Scheduled Time:

3:25 PM

Keywords:

Global Health, Simulation and Transition to Practice

References:

Gates, M.G., Parr, M.B, Huguen, J.E. (2012). Enhancing nursing knowledge using high fidelity simulation. *Journal of Nursing Education* 51(1): 9-15

Hayden, J. K., Smiley, R. A., Alexander, M., Kardong-Edgren, S., & Jeffries, P. R. (2014). Supplement: The NCSBN National Simulation Study: A longitudinal, randomized, controlled study replacing clinical hours with simulation in prelicensure nursing education. *Journal of Nursing Regulation*, 5(2), C1-S64

National League for Nursing. (2015a). Teaching with Simulation. [NLN Visions Series]. Retrieved from: <http://www.nln.org/docs/default-source/about/nln-vision-series-%28positionstatements%29/vision-statement-a-vision-for-teaching-with-simulation.pdf?sfvrsn=2>

National League for Nursing. (2015b). Debriefing across the Curriculum. [NLN Visions Series]. Retrieved from: [http://www.nln.org/docs/default-source/about/nln-vision-series-\(position-statements\)/nln-vision-debriefing-across-the-curriculum.pdf?sfvrsn=0](http://www.nln.org/docs/default-source/about/nln-vision-series-(position-statements)/nln-vision-debriefing-across-the-curriculum.pdf?sfvrsn=0)

Abstract Summary:

Nurse educators across the globe are discussing effective faculty development initiatives to better transition students into professional practice. The purpose of this presentation is to discuss an innovative practice and education collaboration between US, Asia and India to enhance faculty development to improve student learning for safe patient care.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
1. Discuss research informed best practice in the use of simulation and debriefing across the curriculum.	Content is designed to lay the foundation for structuring conversations that move from “let me show you how to do or think” to “tell me how you understand this patient experience”.
2. Discuss collaborations in nursing education and practice on faculty development	-discussion of collaborative initiative with China to support the progression of nursing education and the development of nursing

initiatives in the use of simulation technology in the US, Asia and India.	practice to support a safe and effective nursing workforce. -collaborative 6-month process to assess the challenges in nursing education in China and India. -nurse educator training in the use of best practice standards in nursing education to include simulation
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Abstract Text:

Clinical experience is an important element in the training of nurses; facilitating the development of nursing students' clinical and non-clinical skills and competence (Levett-Jones, Gersbach, Arthur, & Roche 2011). Clinical experience/opportunities may have a detrimental effect on the overall competence of nursing students and subsequent graduate if they are limiting and unfocused. The lack of opportunities for clinical experience among student nurses presents a significant challenge for nurse educators (Gates, Parr, & Hughen, 2012; NLN, 2015a; NLN, 2015b). High student enrolment and long-standing shortage of nurse educators are issues affecting the quality of nursing education programmes internationally (Gates, Parr, & Hughen, 2012; National League for Nursing, 2009). Wang, Whitehead and Bayes (2016) note a rise in undergraduate nursing programs globally resulting in inconsistencies in learning objectives and curricula. Additionally, clinical placement has become more beneficial to the health care system to absorb the high work load rather an emphasis on teaching and learning. Much of the course content that students learn in their nursing course is not applied in clinical settings and faculty globally report that students come with content knowledge but are unable to demonstrate how to use the knowledge. These and factors such as patient safety in the education and training of nursing students necessitates the implementation of active learning principles, student engagement and thoughtful curriculum development.

Nurse educators across the globe are discussing effective faculty development initiatives to better develop clinical reasoning skills, competence and confidence in nursing students across the health care continuum. Simulation and debriefing as an effective strategy is transforming the faculty role. Nursing organizations are situated to collaborate to advance teaching and learning excellence in the design and use of simulation and debriefing resources to support the changing educator role. The purpose of this presentation is to discuss innovative practice and education collaborations in the US, Asia and India to design and deliver practice and education resources in the use of simulation and debriefing to improve student learning and ultimately the delivery of safe patient care.