

**Clinical Learning: Learning through Simulation****Week 11 Lesson Objectives**

1. To gain knowledge of NCSBN National Simulation Research study.
2. To gain knowledge of future implications of implementing simulated learning versus traditional clinical learning.
3. To apply knowledge and synthesize a standard curriculum scenario.
4. To demonstrate an understanding of how to increase fidelity of the simulated clinical scenario.
5. To analyze important aspects of clinical learning by creating debriefing questions.

**Week 11 Reading**

- Billings & Halstead
  - Chapter 20 – Clinical Simulations: An Experiential, Student-Centered Pedagogical Approach
- Bradshaw & Lowenstein
  - Chapter 14 – High-Fidelity Patient Simulation
  - Chapter 16 – Innovation in Facilitating Learning Using Simulation

**Week 11 Mini-Lecture topics**

- Breaking Down This Week (You Tube Clip) [http://youtu.be/sbc\\_4VT97n4](http://youtu.be/sbc_4VT97n4)
  - The clip cuts off early, but I was just saying that while the “assignment” seems like a lot at first glance, it should come together in the seven steps listed in Bradshaw.

**Week 11 Discussion –NCSBN National Simulation Study**

Last week’s discussion on clinical skills and simulation laboratories has proven to be a great segway into this week’s discussion on learning through simulation. The National Council of State Boards of Nursing (NCSBN) has engaged in a landmark, national, multi-site, longitudinal simulation study that will change the way we as educators provide nursing education to our students. After being approached by several nursing programs across the states about the appropriateness and ratio of substituting simulation for clinical learning, the NCSBN National Simulation Study was born and its results will yield the standard for clinical simulation in nursing education.

1. Prior to navigating through the NCSBN website dedicated to the National Simulation Study, jot down some initial thoughts and concerns about a national study in simulation and its implications for nursing education. What would you like to see measured? What

outcomes would prove most valuable? What study limitations would you expect to be addressed?

2. Navigate the NCSBN website <https://www.ncsbn.org/2094.htm> . Read each Phase of the research project. After reading through Phases I-III, navigate to the Phase II Results at the bottom of the page and watch the video of the initial study findings <https://www.ncsbn.org/3309.htm#3898> . As you watch the video, imagine you are at the conference in the audience listening to the preliminary findings. Jot down items you would discuss with your colleague sitting next to you.
3. On the DB:
  - a. Discuss the differences in your pre- and post- thoughts, and any new questions, comments, and concerns you captured during the presentation. During this part of the discussion, feel free to respond and talk amongst each other as you would to your colleagues at the conference. What stuck out? What seemed most useful? What parts of the study are you most interested in the results? Unless you would cite research articles during normal dialogue, avoid them for this discussion.
  - b. At the end of the web video, the presenter highlights some recommendations for institutions looking to implement a larger component of SIM. Do you agree with these recommendations? Would you add any to the list? She also briefly mentions Accreditation of the SIM Lab Experience. What do you think this means for faculty, students, and the learning institution?
  - c. Please post your discussion by Friday April 12, 2013 by 2359. By Sunday April 14, 2013 at 2359 please respond to at least two of your classmates' post.

### **Week 11 Assignment—Creating the Standard Curriculum Scenario**

- Description & Expectations –

In the web video, the presenter identifies that the NCSBN created several research based “standard” curriculum scenarios for the learning institutions to implement in the SIM setting. These included standard scenarios for the clinical components of Foundations, Med/Surg, Adv Med/Surg, OB, Peds, Mental Health/Psych, and Community/Public Health.

1. Chapter 14, pgs 218-219 in the Bradshaw book lists a systematic seven-step process for developing a new simulation scenario. Using this process, choose a clinical component course (*try to avoid Med/Surg or Adv Med/Surg*) and develop a clinical scenario to be presented and reviewed by the NCSBN to be used as a “standard” curriculum scenario.

Pages 221-223 give an applied example of what your scenario may look like. Detail is not required for step 4; a brief summary is suffice.

2. One commonality that has arisen from last week's discussion was the "making it real" portion of clinical learning and bringing in the "holistic" patient in the simulation setting. On pgs 246-249 in Chapter 16, Bradshaw discusses strategies to improve the fidelity of the clinical experience. Based on the scenario you create, review Table 16-1 and identify strategies to improve the physical fidelity of your scenario. In addition, choose one of the aspects of Holistic care listed in Table 16-2 and identify how you address this aspect of care in the scenario. Finally, based on your scenario you have a group of 6-8 students. Define the roles of each. Feel free to designate students as roles outside of the standard nursing roles. Table 16-3, pg 252 describes some roles of students.
3. Preliminary results from the NCSBN study also revealed clinical faculty taking the structured debriefing seen in the simulated clinical environment back to the traditional clinical setting. Identify 5 debriefing questions to discuss with your students based on your scenario. You can include this in step 6 of your "standard" curriculum scenario.
4. Please post your discussion by Friday April 12, 2013 by 2359. By Sunday April 14, 2013 at 2359 please respond to at least two of your classmates' post.