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The NESTLED Project

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# NESTLED project

Presenters: Senior Lecturer Rikke Buus Larsen

Senior Lecturer Tina Hartvigsen

VIA University College, Denmark

NESTLED

It all started with a cup of coffee



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# Collaboration in growth

Since 2011 VIA UC Denmark, Metropolia University of Applied Sciences Finland and University of Huddersfield United Kingdom have shared an interest in simulation based learning in nursing Education.

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# Members with different skills and competences



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## – the Next step...

The present collaboration on the NESTLED project emerged from literature review with the purpose of defining competences needed for educators when using simulation based learning

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# What do we know about educator's competences?

Literature Review:

- Knowledge
- Skills and behaviors
- Comportment

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# And NESTLED ”was born”



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# What is NESTLED?

Nurse Educator Simulation Based Learning Development

- NESTLED project is a development and research project within the EU programme; Leonardo – Transfer of Innovation. The project started 2013 and will continue until 2015.
- The aim is to transfer and develop existing knowledge into other contexts

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# Purpose

The purpose of NESTLED is to develop educator competency to facilitate the use of simulation-based learning in nurse education and test transferability and development across providers from a number of EU countries

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# Objectives

The consortium will transfer and develop a European Model for educator education as a basis for good practice in this field

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# And it's still growing.....

- The project now includes Tallin Health Care College Estonia and Laerdal Medical Norway as associated partners
- Expert consultancy from Johns Hopkins University USA and Wollongong University Australia

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## Methodology and Phases

Presenters: Senior Lecturer Jaana-Maija Koivisto

Senior Lecturer Leena Hannula

Principal Lecturer Leena Rekola

Head of Health Technology Päivi Haho

Metropolia University of Applied Sciences

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# Design-based research approach

- Design based approach is well-suited for and used in research of learning environments.
- Design based research is a systematic and flexible method used to improve teaching practices by analyzing, designing and developing them.
- It aims to develop, test and implement innovative practices to improve teaching and learning by using design research method.

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# Design-based research

Design-based research aims to:

- 1) Solve real-world problems by designing interventions.
- 2) Explain the effectiveness or ineffectiveness of the interventions theoretically.
- 3) Support learning and professional development.

In this project design-based research model is used in the development of the training model of teachers using simulation methods.

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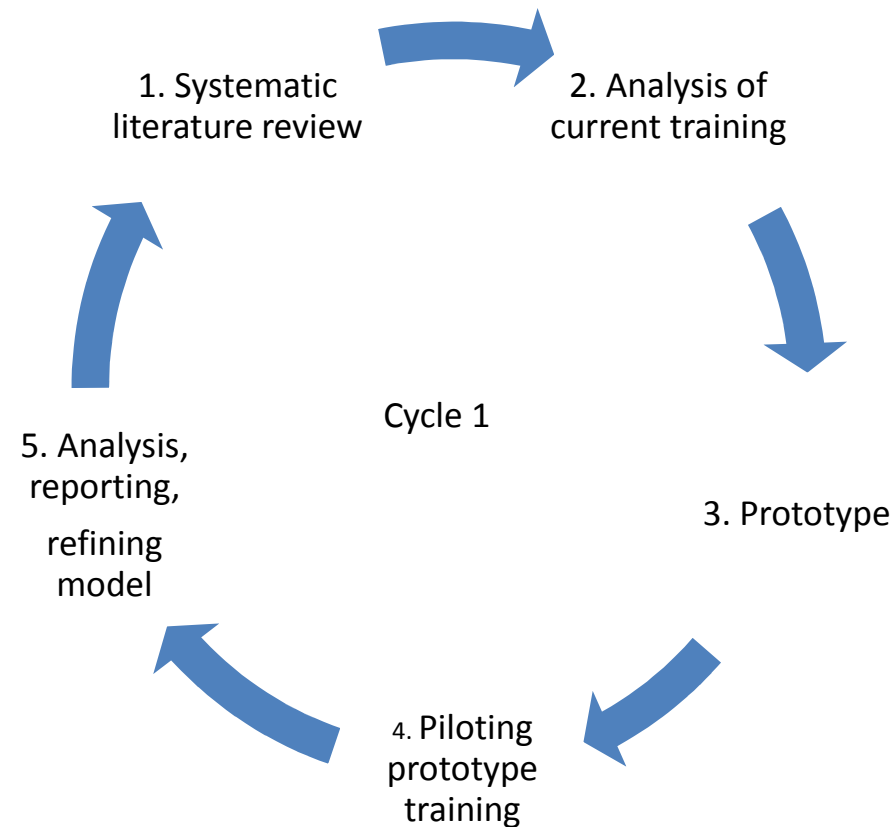


# More about the design based method

- Wang F. and Hannafin M.J. 2005
- Bared S. 2006
- Barab S. and Squire K. 2004
- Walker R. 2011
- Reimann P. 2011

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# Phases of development of the simulation educator model using design-based research



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# Phases of the prototype of training educators using simulation-based learning

## (First cycle, project)

- Phase 1: Conducting systematic literature review (Topping et al. 2014, under review)
- Phase 2: Analysing and comparing of the current training for educating the educators using simulation-based learning at University of Huddersfield, Metropolia and Via.
- Phase 3: Developing prototype module based on a systematic review and synthesis of current training of teachers using simulation education in United Kingdom, Finland and Denmark
- Phase 4: Piloting prototype training in Denmark, Finland and Estonia
- Phase 5: Analyzing of pilots and refining the NESTLED education model and reporting of results to be disseminated and developed further

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# To be continued.....

- In the future, there can be more cycles using the same design.
- Methodological triangulation is used to collect data at each phase (questionnaires, focus group interviews, video-recording and analyses).
- The prototype will be refined after the results of the piloting and presented as the European NESTLED education model for teachers to be disseminated and developed further.

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# NESTLED Evaluation

Andrew Bland, Stephen Prescott & Andrew Sutton

Senior Lecturers (Adult Nursing)

University of Huddersfield, UK

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This project has been funded with support from the European Commission.

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# Evaluation

- The Kirkpatrick model.
- First created by Donald Kirkpatrick in 1954 as the subject of his PhD dissertation (Kirkpatrick Partners, 2014).
- Published in 1959 in US Training and Development Journal.
- Updated in 1975 and 1994.
- Four levels.

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# The Kirkpatrick model

Adapted from  
Kirkpatrick Partners  
(2014)

<b>LEVEL 4 – RESULTS</b>	To what degree targeted outcomes occur as a result of the training event and subsequent reinforcement
<b>LEVEL 3 – BEHAVIOUR</b>	To what degree participants apply what they learned during training when they are back on the job
<b>LEVEL 2 - LEARNING</b>	To what degree participants acquire the intended knowledge, skills, attitudes, confidence, and commitment based on their participation in a training event
<b>LEVEL 1 – REACTION</b>	To what degree participants react favourably to the training

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- **Level 1 (Reaction)**
  - Post course questionnaire (Student).
- **Level 2 (Learning)**
  - Pre and post course questionnaire (Student).
  - Focus group (Student).
- **Level 3 (Behaviour)**
  - Post course questionnaire (Student).
  - Post course questionnaire (Organisation).
- **Level 4 (Results)**
  - Post course questionnaire (Student).
  - Post course questionnaire (Organisation).

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# Questionnaires

- Likert Scale with some free text responses.
- Completed in English or native language (free text sections).
- Pre Course Questionnaire:
  - Emailed out to all participants along with PIS two to three days before the course. Opportunity is given at the start of the course for those who have not completed the questionnaire to do so.
- Post Course Questionnaire:
  - Emailed out four weeks post course.
  - May be 'aspirational' rather than 'actual'.
- Pre and Post Questionnaires 'paired':
  - Unique ID.
- Organisation Questionnaire..
- Questionnaires returned to Evaluation lead.

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# Focus Group

- Final session of the course.
- Native language if required and translated locally.
- Video recorded.
- Sent to Evaluation Lead for transcription.
- Thematic analysis.

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# Ethics and Consent

- Application for ethical approval for the evaluation has been obtained in line with the institutional requirements of each partner.
- The evaluation is led by the University of Huddersfield, and the detailed study protocol and data collection instruments have been approved by the School of Human and Health Sciences 'School Research and Ethics Panel' at the University.
- Study governance, data management and storage will be in line with partner institutional protocols related to data protection and integrity.
- All “student” participants in the pilot and testing of the NESTLED product will be invited to participate in the evaluation.

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# Pilot sites

- Denmark (August 2014)
  - Four day course spread over four consecutive days.
- Finland (September - October 2014)
  - Four day course spread over several weeks.
- Review of Pilots (Helsinki, December 2014)

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# Testing the Product: Spring 2015

- Denmark.
- Finland.
- Estonia.

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# Please check out our website (www.nestled.eu)

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http://www.viauc.com/projects/nurse-educator-simulated-learning/Pages/nurse-educator-simulated-learning.aspx

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*"NESTLED is an international development project with the purpose of developing a European model for nurse educator training in the use of simulation based learning"*

NESTLED project group

These months VIA University College, DK is recruiting faculty for the Pilot testing of the NESTLED module. The pilot will take place in August 2014.

The NESTLED group will meet in Copenhagen in May 2014 to further develop the pilot module.


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http://www.viauc.com/projects/nurse-educator-simulated-learning/contact/Pages/contact.aspx

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# Thank you for listening



## Who has got the first question?

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