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Using learning objects to provide context in simulation

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Using learning objects to provide context in simulation

Abstract

Incorporating simulation in curricula is a strategy that provides innovative opportunities to address the challenges of preparing learners for the complexities of clinical practice (Jefferies, 2007). However, where students have had limited exposure to clinical practice their understanding of the context of this may impact on the quality of the learning experience. This is especially so when students are expected to engage in simulation activities that include role play. Using learning objects as a teaching tool and embedding these within the structure of simulation can enhance the quality of the learning experience through facilitating an understanding of the practice context, including how patients present (Windle, McCormick, Dandrea & Wharrad 2011). This presentation outlines the development and use of a DVD that depicted a series of scenarios related to the assessment and care of a patient with delirium, and how this was incorporated within the structure of simulation in the Challenges of Ageing subject in the Bachelor of Nursing at The University of Wollongong. The results of an initial evaluation of the usefulness of using the DVD as a learning object in simulation, including student and staff perspectives will be presented. Incorporating learning objects in simulation has transferability to other health professions and will be of interest to academics and practitioners interested in teaching methods that prepare students for simulation and enhance the quality of the learning experience.

Keywords

learning, objects, simulation, context, provide

Disciplines

Medicine and Health Sciences | Social and Behavioral Sciences

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Using learning objects to provide context in simulation

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Aim:

- ✧ This presentation describes the benefits of using a learning object in conjunction with simulation activities in the 'Challenges of Ageing' subject within the undergraduate nursing degree at the University of Wollongong.

Background:

- ✧ Incorporating simulation in curricula is a strategy that provides innovative ways to address the challenges of preparing learners for the complexities of clinical practice (Jeffries 2007).
- ✧ Where students have limited exposure to clinical practice their understanding of the context may impact on the quality and effectiveness of the simulation learning experiences.
- ✧ Using learning objects as teaching tools and embedding these within the structure of simulation can enhance the quality of the learning experience through facilitating an understanding of the practice context. This includes the clinical presentation of patients (Dwindle, McCormick, Dandrea & Wharrad 2011).

'Challenges of Ageing' learning object:

- ✧ A DVD was created as a learning object to address contextual issues in practice and assist students understand the significance of nursing actions when undertaking nursing assessment and caring for patients with delirium.
- ✧ The DVD provided examples of behaviors exhibited by patients in variety of different clinical scenarios, and was the catalyst for discussion, interaction, reflection and subsequent development of student practice.
- ✧ By highlighting the practice context and factors influencing patient behavior, students gained valuable insights that assisted them to successfully undertake various roles in the simulation and make connections between theory and practice.
- ✧ In conjunction with a suite of learning activities the use of the learning object has become an important pedagogical feature enhancing student success in the subject.

Benefits of using a learning object In the 'Challenges of Ageing' subject:

- ✧ Provided opportunities for students to contextualise delirium care and implement their learning within a simulated learning activity.
- ✧ Flexible tool with a diverse range of application. Has been incorporated in subject delivery as a: stand alone resource, support for remedial intervention, resource for blended and face to face delivery, catalyst for reflection and class discussion in consolidation, and a driver of student learning.
- ✧ The learning object is a re-usable resource which can also be used flexibly in classroom, online or simulation environments.
- ✧ Supports staff facilitate subject content by providing a context for learning.

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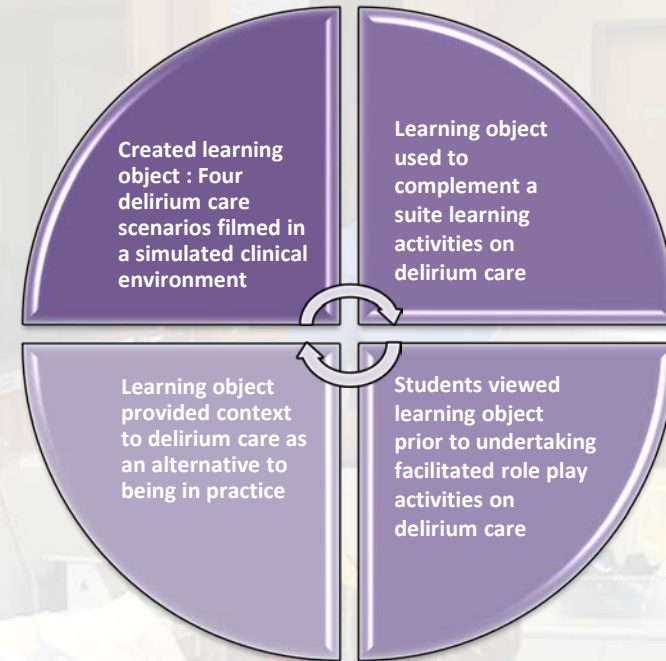


Figure 1: Use of a learning object to provide context in simulation