

Simulation Development and Delivery: Towards teaching excellence in Simulation at WINTEC.

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Significance:

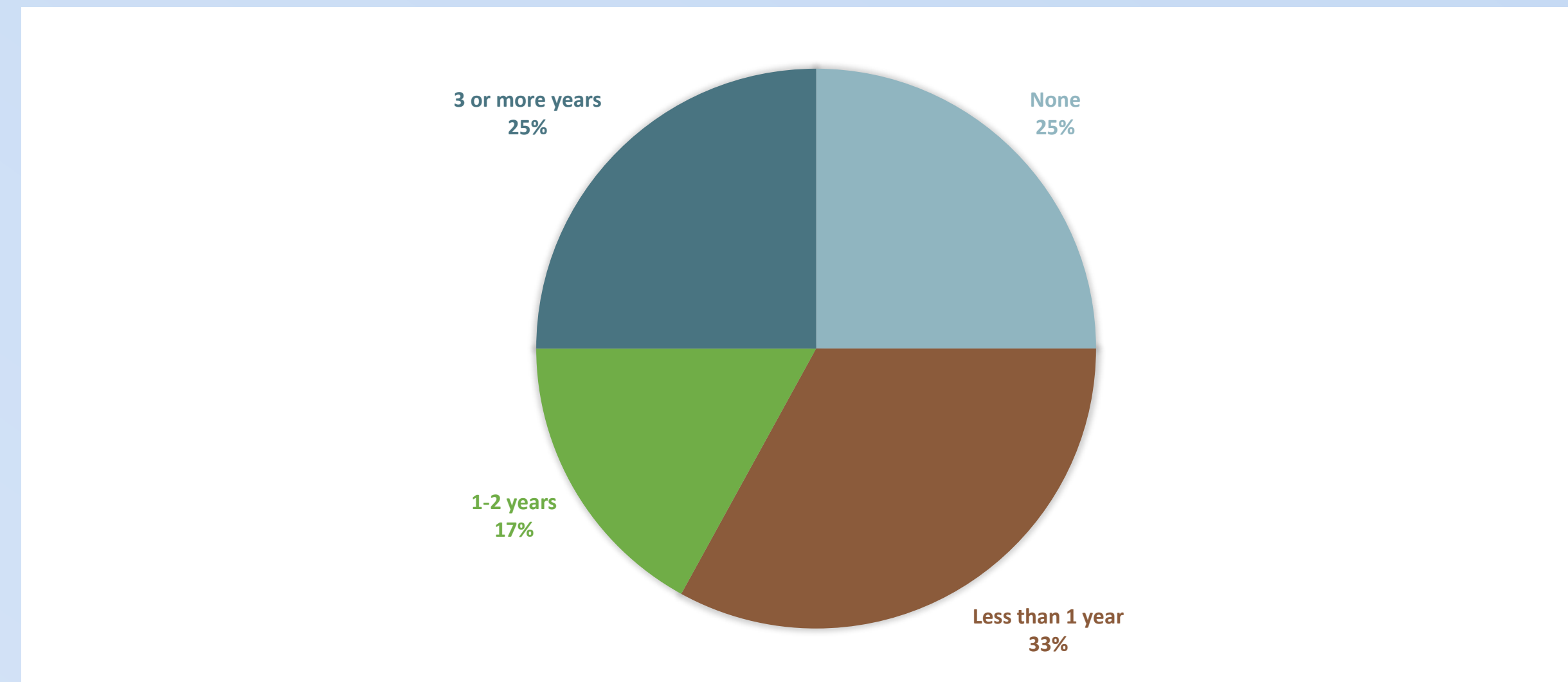
- Nurse educators are expected to keep up to date and adjust their teaching strategies to the challenging needs of the learners
- Edgecombe (cited in O'Connor, 2014) anecdotally noted that nursing faculties in New Zealand are out their comfort zones and are not familiar with what is needed in simulation delivery

Aim:

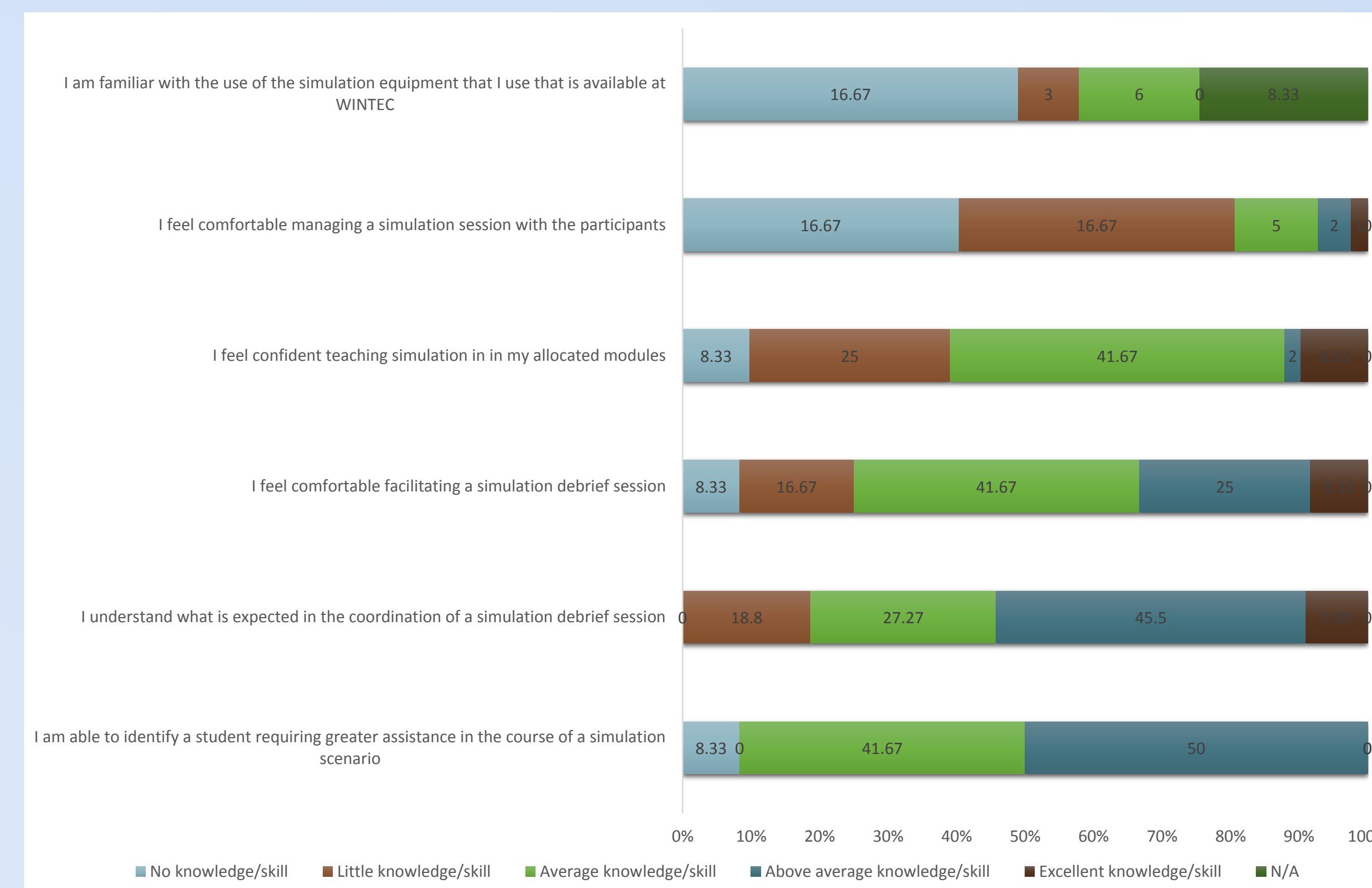
- To investigate and identify strategies to support nurse educators in preparedness and provision of simulation in an undergraduate nursing programme

Results From Learning needs survey:

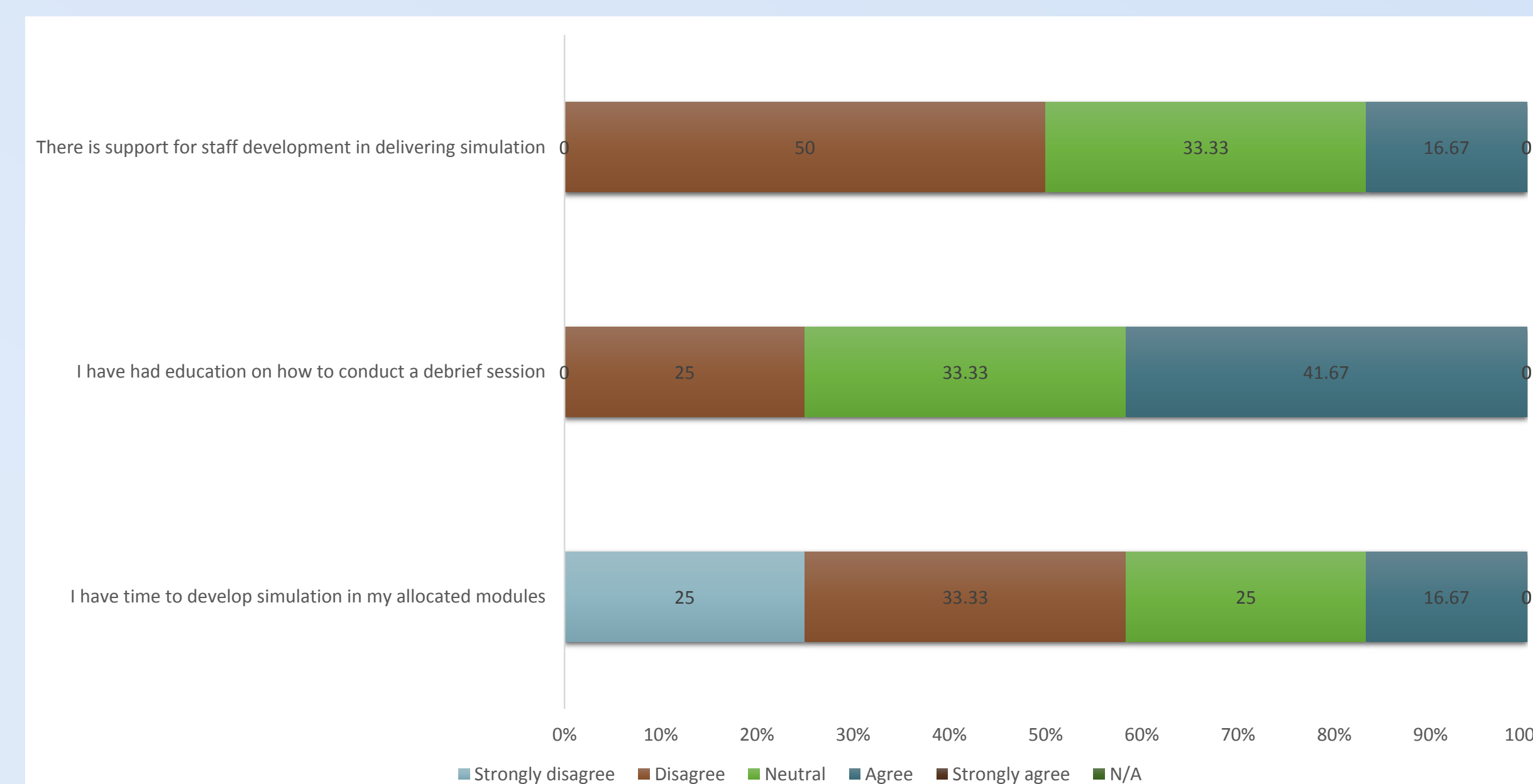
Academic staff experience in delivering Simulation



Highest Learning needs: ranked by academic staff



Support needs for Preparedness



Conclusion:

- Highest learning needs focused on delivery of the simulation experience, including
 - Technology use
 - The lesson plan
 - Managing a simulation experience
- Although overall staff were confident in facilitating a debrief session, a quarter of the respondents ranked themselves as less than confident.



Teaching Package:

Aim

- For the academic nurse educator to develop their role in
 - simulation delivery
 - within the context of tertiary education, and
 - contribute to the attainment of a competent educational practice

Descriptor

- Synthesise their professional practice within an organizational context and
- Contribute to the attainment of teaching competence in an undergraduate programme.
- Learn to deliver a simulation session to undergraduate students.
- Using problem-based experiential learning, evidenced-based theory and reflective practice perspectives.

Setting:

- The learning needs analysis was conducted with academic staff members of an undergraduate nursing programme at a tertiary institute in New Zealand
- 14 Descriptive self report surveys were distributed. Response rate was 85%

Reference:

O'Connor, T. (2014). The role of simulation in nurse education. *Kai Tiaki Nursing New Zealand*. 20, 1,11-12.