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

[Chart showing academic staff experience in delivering simulation]

Highest Learning needs: ranked by academic staff

[Chart showing highest learning needs ranked by academic staff]

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.

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: