NESTLED
(Nurse Educator Simulation Based Learning) Project

Leonardo Transfer of Innovation Fund

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The Project Team

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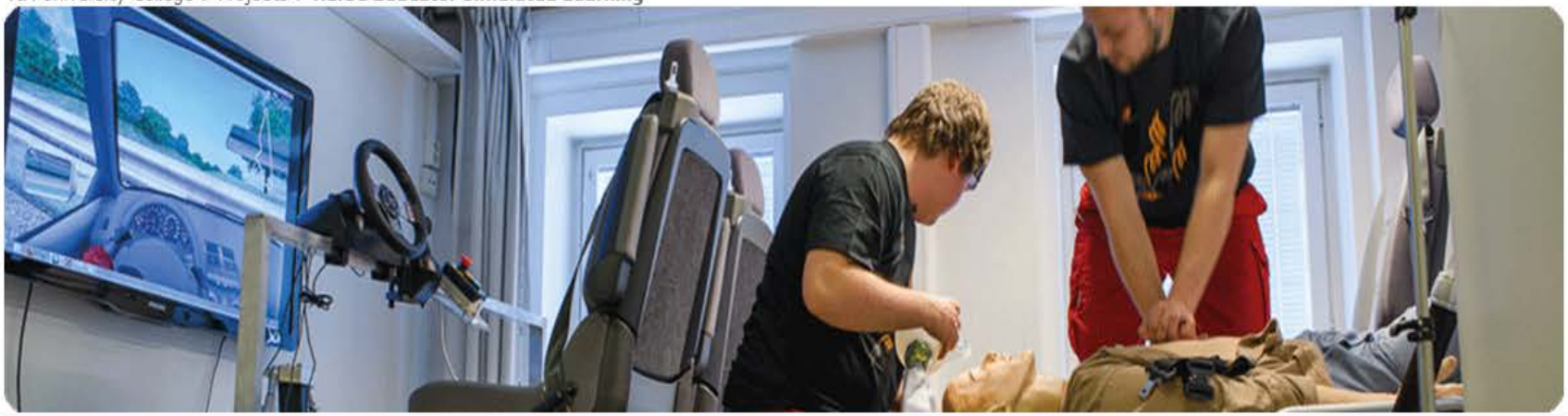
N E S T L E D

Nurse Educator Simulation based learning



"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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- Identifying Nurse Educator Competences Required for Simulation Based Learning

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Competency and Learning Outcomes mapping

KNOWLEDGE OUTCOMES	
K1	Theoretical underpinnings of relevant pedagogy including simulation-based, experiential (including techniques such as role play, etc.,) and group dynamics
K2	Range of methods used in simulation-based learning and positioning within curriculum
K3	Technologies used in simulation-based learning and their applications
K4	Interprofessional working and learning
K5	Nursing knowledge and clinical evidence-base (clinical realism)

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SKILLS AND BEHAVIOURAL OUTCOMES	
S1	Planning, design and operation of simulation based learning including creation and operationalising of scenarios (cases)
S2	Technologies, equipment and resources used in simulation-based learning
S3	Supporting students to engage in and learn through simulation-based learning including briefing (preparation), facilitating and guiding (individual and group learning) and debriefing (provide feedback [individual and groups], facilitating critical reflection and 'deep' dialogue).
S4	Assessment of summative and formative student learning
	ADDITIONAL OUTCOMES INCLUDING VALUES AND MORAL COMPORTMENT
A1	Creating positive, safe, comfortable learning climate
A2	Integration of theory and practice through real world role modelling
A3	Expressing enthusiasm for learning, nursing and practice
A4	Responding to students by demonstration of flexibility and consideration for individual and group needs and adopting a student-centred approach
A5	Legal, ethical and moral values of nursing authentically presented to students in the simulation context.

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Knowledge competencies

1.	Knowledge of learning theories and strategies
2.	Curriculum development and integration
3.	Practical/expert knowledge of subject (clinical realism)
4.	Repertoire of real-world examples
5.	Theory of group dynamics

Skills and behavioral competencies

6.	Create and program realistic scenarios
7.	Mastery of equipment operation (simulators, computers, simulation equipment)
8.	Mastery of interprofessional co-operation

Skills to support students

9.	Skills to prepare students to simulation (theory, roles)
10.	Team facilitation/small and large group dynamics
11.	Didactic skills (facilitate/guide students' learning)

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Debriefing and/ or assessment competencies

12.	To provide critical (positive and negative) feedback
13.	Use video and critical reflection, deep dialogue
14.	Timing quality feedback, face to face
15.	Guide learning through debriefing
16.	Ability to assess learning outcomes

Values/moral/compartment/attitudes (personal abilities of facilitator)

17.	Able to create positive, comfortable, trusting atmosphere and learning climate (emotional safety)
18.	Able to bring theory and practice together
19.	Able to pose as a real world role model
20.	Passion for teaching and learning
21.	Flexibility or adaptability to what the content/kit can offer
22.	Student centered approach

The ‘prototype’

Course Plan – 300 hour programme

Session 1 – Background to Simulation Based Learning

- **Pre-reading (0 hours contact; 20 hours directed reading)**

Definition used on the course

‘A dynamic process involving the creation of a hypothetical opportunity that incorporates an authentic representation of reality, facilitates active student engagement and integrates the complexities of practical and theoretical learning with opportunity for repetition, feedback, evaluation and reflection’.

(Bland, Topping and Wood, 2011, p.668)

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Session 2 – Pre-Planning

- 2 hours contact (1 hour lecture/presentation and 1 hour discussion)
- 10 hours directed reading

Session 3 – Hypothetical Case Development

- 3 hours contact time (1 hours lecture and 2 hour group work)
- 25 hours reading/designing a hypothetical case (formative assessment)

Session 4 – Briefing

- 2 hours contact time (facilitated discussion)
- 20 hours directed reading

Session 5 – Delivery (‘Running the Sim’)

- 5 hours contact time (1 hour lecture, 1 hour facilitated discussion, 1 hour video deconstruction, 2 hours facilitated practice)
- 10 hours directed reading

Session 6 – Debriefing

- 3 hours contact time (1 hour lecture, 2 hours video deconstruction)
- 10 hours directed reading

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Session 7 – Evaluation of Student Learning

- 3 hours contact time (1 hour lecture, 2 hours facilitated discussion/group work) overview of assessment strategies that can be applied to simulation

- 25 hours reading/designing an assessment strategy using SBL

- **Session 8 – Evaluation of the Simulation Based Learning Event (the 'Learning Experience)**
- 1 hour contact time (Facilitated discussion)
- 15 hours directed study

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Session 9 – Developing Simulation Based Learning as Part of the Educator Tool-Kit

- 1 hour facilitated discussion
- 85 hours preparation for summative assessment

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Pilot, Testing and Evaluation

- Pilot (Denmark, August 2014)
- Review of Pilot (Finland, December 2014)
- Testing the product (Denmark, Estonia & Finland, Spring 2015)
- Evaluation (Huddersfield, Summer 2015)

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Evaluation

Data collection:

- All “student” participants in the pilot and testing of the NESTLED product will be invited to participate in the evaluation
  - Pre questionnaire
  - Post questionnaire
  - Focus group
- Video recording of will aid analysis
- A thematic analysis will be undertaken
- Application for ethical approval for the evaluation will be obtained in line with the institutional requirements of each partner. The development of instruments, detailed study protocol, training for data collection and analysis will be led by UK (Huddersfield). Study governance, data management and storage will be in line with partner institutional protocols related to data protection and integrity.

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Dissemination

- The aim of the NESTLED project is to produce a competency based framework for educators who use simulation to help guide their practice
- The framework, the pedagogical and didactic philosophy on which it is based will be disseminated through the project website, publications and presentation at conferences

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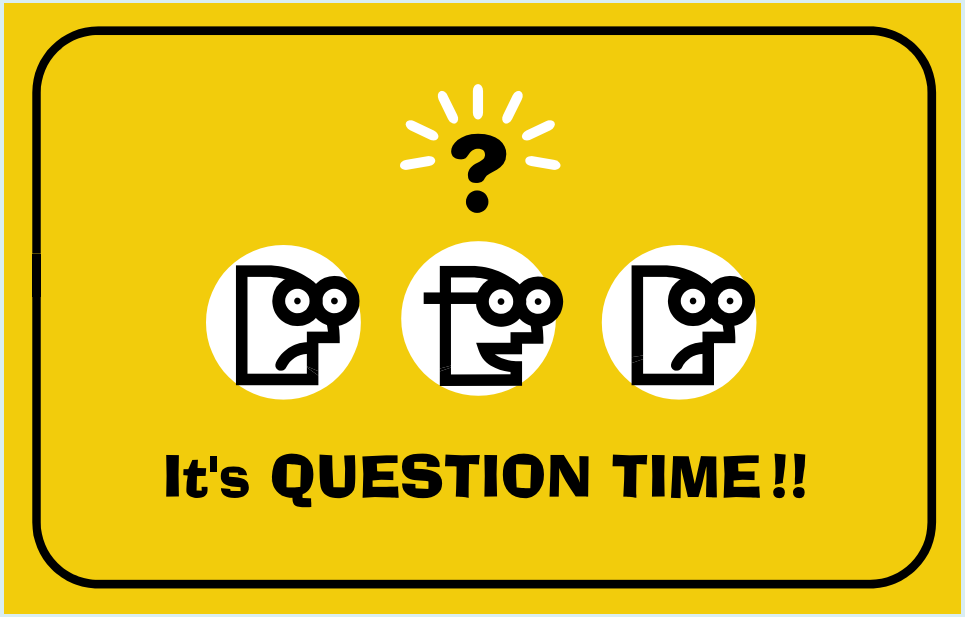
Thank you for listening



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