University of Huddersfield Repository

Bland, Andrew, Prescott, Stephen and Sutton, Andrew

NESTLED (Nurse Educator Simulation Based Learning) Project

Original Citation


This version is available at http://eprints.hud.ac.uk/id/eprint/20897/

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

• The authors, title and full bibliographic details is credited in any copy;
• A hyperlink and/or URL is included for the original metadata page; and
• The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

http://eprints.hud.ac.uk/
NESTLED
(Nurse Educator Simulation Based Learning)
Project

Leonardo Transfer of Innovation Fund

Andrew Bland, Stephen Prescott & Andrew Sutton
University of Huddersfield, UK
The Project Team
"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.
• Identifying Nurse Educator Competences Required for Simulation Based Learning
## Competency and Learning Outcomes mapping

### KNOWLEDGE OUTCOMES

<table>
<thead>
<tr>
<th>K1</th>
<th>Theoretical underpinnings of relevant pedagogy including simulation-based, experiential (including techniques such as role play, etc.,) and group dynamics</th>
</tr>
</thead>
<tbody>
<tr>
<td>K2</td>
<td>Range of methods used in simulation-based learning and positioning within curriculum</td>
</tr>
<tr>
<td>K3</td>
<td>Technologies used in simulation-based learning and their applications</td>
</tr>
<tr>
<td>K4</td>
<td>Interprofessional working and learning</td>
</tr>
<tr>
<td>K5</td>
<td>Nursing knowledge and clinical evidence-base (clinical realism)</td>
</tr>
<tr>
<td>SKILLS AND BEHAVIOURAL OUTCOMES</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>S1</strong> Planning, design and operation of simulation based learning including creation and operationalising of scenarios (cases)</td>
<td></td>
</tr>
<tr>
<td><strong>S2</strong> Technologies, equipment and resources used in simulation-based learning</td>
<td></td>
</tr>
<tr>
<td><strong>S3</strong> 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).</td>
<td></td>
</tr>
<tr>
<td><strong>S4</strong> Assessment of summative and formative student learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADDITIONAL OUTCOMES INCLUDING VALUES AND MORAL COMPORTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong> Creating positive, safe, comfortable learning climate</td>
</tr>
<tr>
<td><strong>A2</strong> Integration of theory and practice through real world role modelling</td>
</tr>
<tr>
<td><strong>A3</strong> Expressing enthusiasm for learning, nursing and practice</td>
</tr>
<tr>
<td><strong>A4</strong> Responding to students by demonstration of flexibility and consideration for individual and group needs and adopting a student-centred approach</td>
</tr>
<tr>
<td><strong>A5</strong> Legal, ethical and moral values of nursing authentically presented to students in the simulation context.</td>
</tr>
</tbody>
</table>
### 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)
### Debriefing and/or assessment competencies

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>To provide critical (positive and negative) feedback</td>
</tr>
<tr>
<td>13.</td>
<td>Use video and critical reflection, deep dialogue</td>
</tr>
<tr>
<td>14.</td>
<td>Timing quality feedback, face to face</td>
</tr>
<tr>
<td>15.</td>
<td>Guide learning through debriefing</td>
</tr>
<tr>
<td>16.</td>
<td>Ability to assess learning outcomes</td>
</tr>
</tbody>
</table>

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

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

---

**Project NEStLeD**

[Image of logos: Helsinki Metropolia University of Applied Sciences, Move Forward VIA University College, Tallinna Tervishoiu Kõrckool, University of Huddersfield, Laerdal]
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)
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 hour 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
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
Session 9 – Developing Simulation Based Learning as Part of the Educator Tool-Kit

- 1 hour facilitated discussion
- 85 hours preparation for summative assessment
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)
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.
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.
Thank you for listening

It's QUESTION TIME!!