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Garside, Joanne, Hope, Angela and Prescott, Stephen

Rethinking theory and practice – The acquisition of skills and competence for clinical practice: Assessment strategies used. Part 2

### **Original Citation**

Garside, Joanne, Hope, Angela and Prescott, Stephen (2010) Rethinking theory and practice – The acquisition of skills and competence for clinical practice: Assessment strategies used. Part 2. In: Human and Health Sciences Research Open Day, 17 March 2010, University of Huddersfield. (Unpublished)

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# Simulation Assessment: How successful is it?



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Joanne Garside

Angela Hope

Stephen Prescott

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# Debate the use of simulation in the assessment of practice



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# NHS



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# Simulation is:



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‘ A near representation of an actual life event; may be presented by using computer software, role play, case studies or games that represent reality and actively involve learners in applying the content of the lesson’.

Billings and Halstead (2005)

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# Assessment

- ‘..the facilitation of collection, review, monitoring and ultimately judgement of student learning.’ (Lambert and Lines, 2000)
- A measure of the quality of education received and in nurse education signal that the student has acquired the necessary skills and knowledge for registration and professional practice. (Wellard et al, 2007)
- No single assessment can hope to assess a students learning or practice development needs fully

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# Different Assessment Strategy



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- Simulated assessment strategies embedded throughout the curriculum
- Assessment of theory or practice
- Clinical Competence

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# Competence

In 2002, the NMC simply defined competence as  
*'..the skills and ability to practise safely and effectively  
without the need for direct supervision'*  
(NMC, 2002 p38)

*'A bringing together of general attributes – knowledge, skills  
and attitudes. Skill without knowledge, understanding and the  
appropriate attitude does not equate with competent practice.  
Thus, competence is the skills and ability to practise safely  
and effectively without the need for direct supervision (NMC,  
2008 p3).*

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# Year 1 - Simulation strategies



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# Year 2 – Adult Branch



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# Year 3 – Adult Branch



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# Other Examples



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# **Can Simulated Assessment replace practice Assessment?**

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# Manikins v Patients



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# Classroom v Clinical Setting



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# Nurse v Academic



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# Resources



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# Evidence Base



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- Case study - Doctoral Research
- Semi structured Interviews
- Ethical approval
- Consent
- Data Analysis
  - Thematic technique

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# Evaluation



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- Yes....its important in .. getting them (the students) to make the right decisions and please ensure they don't compromise any bit in the management and things needed to look after patients'.  
Manager
- 'The simulation assessment was nerve racking.....absolutely nerve racking although it was good as I surprised myself what I had picked up .....But that was good; it was a change from the usual essay. Student

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'...although it is a false situation, it does make you think I can do this and it's a step by step logical thing that you can transfer direct to your patients that you are looking after so I liked that.'

'Its just so nerve racking....but we are going to be doing these things in real life so it's important that we can do it and do it right.'

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it was a really good way of doing it and like it just makes you think about it, so you break things down and look at them individually, you are less likely to forget things if you do it like that....

...it gives you a bit more confidence showing that you do actually know, and do it rather than just writing it down and you see things that prompt you rather you have just got a piece of paper that says you know what to do in this situation.' Student

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# Discussion



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- Can be stressful
- Good practice
- Safe environment
- Resource Intensive
- Replace practice
- Patient Outcomes

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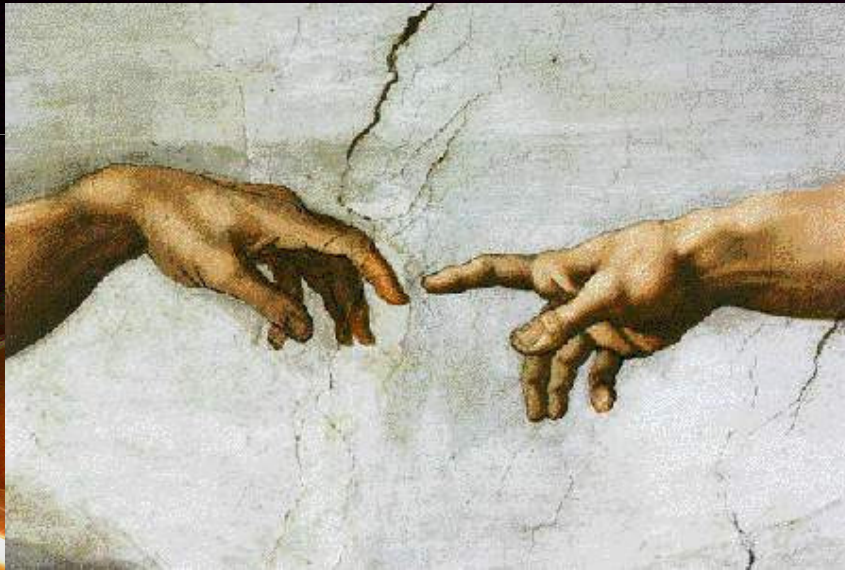


# Linking Theory Practice



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Thank you for listening

Any Questions

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