

Simulation: So Much More Than Plastic

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Objectives

- Describe how best and emerging practices in simulation inform masters nursing education
- Consider using hi-level Socratic debriefing strategies in the classroom or clinical
- Write down 3 questions to discuss with your simulation coordinator
- Envision the use of simulation communication methodologies in at least one non-clinical course

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NMC Horizon Report > 2017 Higher Education Edition at a Glance

Key Trends Accelerating Higher Education Technology Adoption

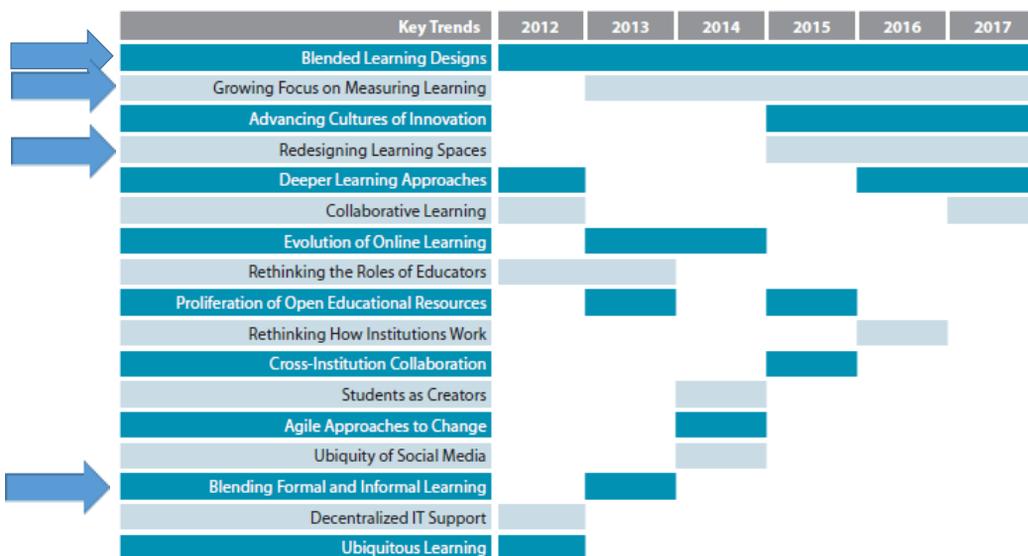


Significant Challenges Impeding Higher Education Technology Adoption



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Six Years of the NMC Horizon Report Higher Education Edition



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“Simulation is a technique—not a technology—to replace or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner...

Gaba, 2004

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Key concepts: Masters Nursing Education

- Communications skills
- Curriculum design and development
- Teaching methodologies
- Educational needs assessment
- Learner centered theories
- Systems science and organizational science
- Complex cultural/ethical issues
- Technology assessment
- Quality improvement and safety

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Simulation can be used for:

- Orientation and onboarding
- Root cause analysis simulations
- Ethical scenarios
- Competency evaluations
- C-suite communications experiences
- Civility communications
- Fit for duty analysis
- Implementing evidence based interventions/policies
- Design and architecture analysis
- Product evaluation

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How do(es) MSN education and simulation align?

Masters in Nursing Education

- Communications skills
- Curriculum design and development
- Teaching methodologies
- Educational needs assessment
- Learner centered theories
- Systems science and organizational science
- Complex cultural/ethical issues
- Technology assessment
- Quality improvement and safety

Simulation

- Starts with needs assessment
- Uses adult learning theories
- Ethical scenarios
- Competency/fir for duty evaluations
- C-suite/civility communications experiences
- Implementing evidence based interventions/policies/equipment
- Design and architecture analysis
- Product evaluation

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“the current system of education, training, and maintenance of proficiency has itself never been tested rigorously to determine whether it achieves its stated goals: the high level reviews of the performance of the health care industry suggest it does not.”

Gaba, 2004

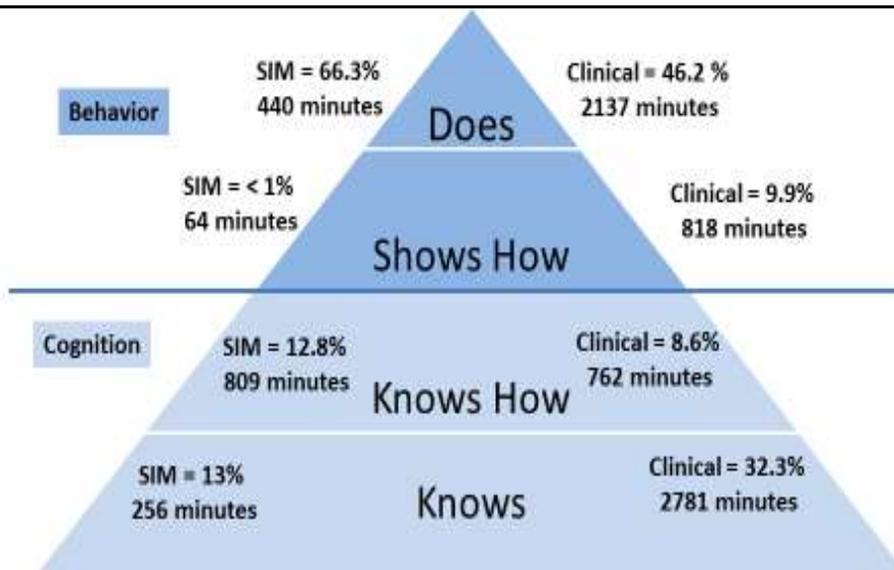


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“ the adoption of any technology will be influenced by how it disrupts existing practices, it is important to understand how technology changes teaching roles and practices in order to ensure that we make wise use of technology”

Price and Oliver, 2007

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“simulation has its own reality”
participants have more time to think, can
slow down physiological reactions...can be
repeated. Students get to do things they
would never get to do in real life. (p. 58)...
simulation is better for learning, “not
despite but because of the differences
from clinical reality.” (p. 58)

Dieckman, P. (2010)

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Science developing simulation standards

- [Simulation Design](#)
- [Outcomes and Objectives](#)
- [Facilitation](#)
- [Debriefing](#)
- [Participant Evaluation](#)
- [Professional Integrity](#)
- [Simulation-Enhanced Interprofessional Education \(Sim-IPE\)](#)
- [Simulation Operations \(SimOps\)](#) - *published 2017*
- [Simulation Glossary](#)

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Neuroscience supports simulation

- Simulation is gaming
- Simulation presents knowledge
- Learner tries to predict what will happen
- Operator increases complexity
- ↑ dopamine and adrenaline
- Learner wants more...
- Triggered internal exploratory reward...
- Learner is hooked!

Cardoza et al. (2011). Neuroscience and simulation: An evolving theory of brain based education...Clinical Simulation in Nursing

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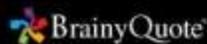


Jane McGonigal in the TED Series of videos online and EPIC WINS

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**The difficulty lies not so much in
developing new ideas as in
escaping from old ones.**

John Maynard Keynes



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Simulation for Teaching Empathy



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Changes in Dispositional Empathy in American College Students Over Time: A Meta-Analysis

Personality and Social Psychology Review
15(2) 180-198
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DOI: 10.1177/1088868310377395
<http://pspr.sagepub.com>
SAGE

Sara H. Konrath^{1,2}, Edward H. O'Brien¹, and Courtney Hsing¹

Abstract

The current study examines changes over time in a commonly used measure of dispositional empathy. A cross-temporal meta-analysis was conducted on 72 samples of American college students who completed at least one of the four subscales (Empathic Concern, Perspective Taking, Fantasy, and Personal Distress) of the Interpersonal Reactivity Index (IRI) between 1979 and 2009 (total $N = 13,737$). Overall, the authors found changes in the most prototypically empathic subscales of the IRI: Empathic Concern was most sharply dropping, followed by Perspective Taking. The IRI Fantasy and Personal Distress subscales exhibited no changes over time. Additional analyses found that the declines in Perspective Taking and Empathic Concern are relatively recent phenomena and are most pronounced in samples from after 2000.

Keywords

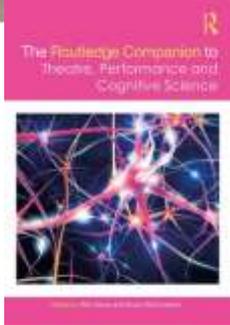
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Teaching listening, communication, and empathy using Standardized Patients



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“The Performance of Caring” ... Rachel DeSoto Jackson



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Using Simulation for Large Groups



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Tag Team Simulation- large group sim



- T = Theatrical**, embracing the dramatic contribution of acting to education
- A = Applied** and directly relevant to clinical practice
- G = Guided** by a 'director' who facilitates the learning experience

- T = Tactical** and strategically designed to achieve pre-defined learning outcomes
- E = Engaging** through immersion of participants and observers in authentic learning experiences
- A = Active** involvement in dynamic and unfolding simulation experiences
- M = Meaningful, memorable** and designed to empower learners to become agents of social change



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TTPSS roles: Protagonist (patient) and family member/s



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Tagging



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Antagonist Cards



MEDICATION SAFETY

ACTION:
The Registered Nurse advises the nursing student that they do not need to supervise the administration of medications and then leaves the room.

ANTAGONIST CARD

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Using Simulation for Executive Coaching Conversations



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Executive Leadership Training using SPs and TeamSTEPPS

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SSH Preconference

26 Jan 2019



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For our first customers...Koppers Execs...



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	<i>Case/ Character 1: Mark Meinert, 40 yo male, hired 3 months ago</i>
1.	You are counseling an underperforming new employee. His communication style is too casual and too familiar with clients. The employee lacks boundaries and shares many inappropriate things from home with you, and jumps into conversations with you and fellow coworkers
2.	You are going to give directions to a strong-willed employee who insists on doing things his own way and who often argues with you.
3.	You are counseling a worker who is obnoxious and picks apart everything from meetings to office team-building exercises

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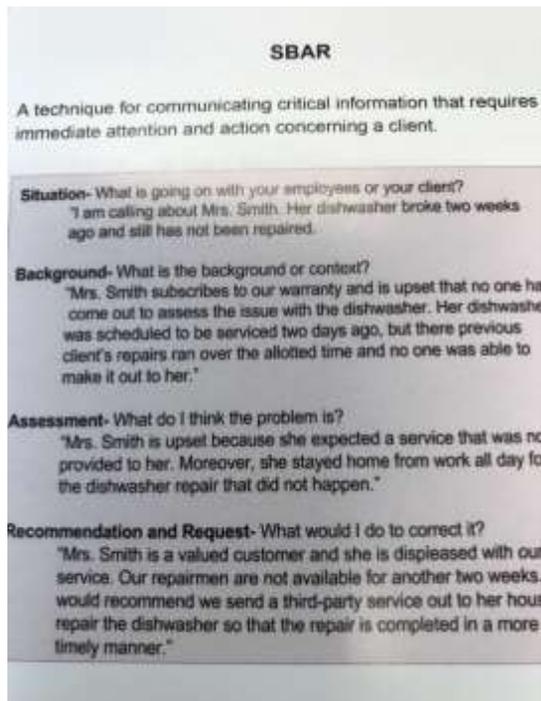
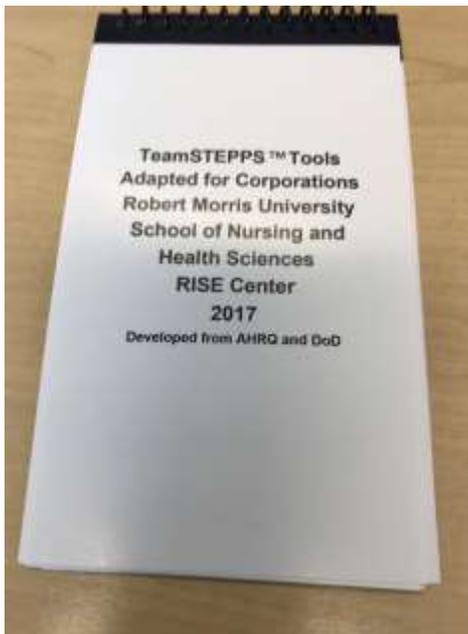
58 year old man, Paul Radovich, who has worked for the company for 19 years as an accountant. You are married and have 2 grown sons. You have been a good, reliable employee. Always receive good reviews with occasional suggestions for growth and improvement. You have been having a health problem but have not disclosed this to anyone at work...

Scenario 1
Recently you have been turning work in late, arriving late, and forgetting to return phone calls.

Scenario 2:
You go to your supervisors office to confess an accounting error which may cost the company millions of dollars.

Scenario 3:
You need to inform your boss that you think he/she is making an error.

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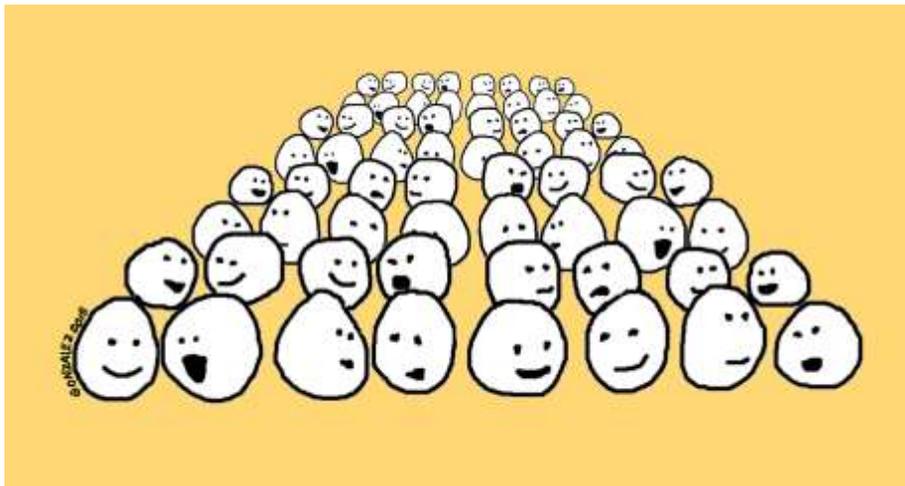
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Learning through better questioning

- Debriefing for Meaningful Learning- Dreifuerst
- Advocacy-Inquiry- Rudolph and Simon
- Promoting Excellence and Reflective Learning in Simulation (PEARLS)
- Socratic questioning
https://www.youtube.com/watch?v=_JdczdsYBNA

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Think Pair Share



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New Gaming and Technology Innovations for Education



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Marge Verkuyl's FREE computer based games for nursing education

- Trailer Mental Health
<https://www.youtube.com/watch?v=oMk7Fyqqm3o>
- Mental Health
<https://de.ryerson.ca/games/nursing/mental-health/>
- Pediatric
<https://de.ryerson.ca/games/nursing/post-op/>
- Prenatal
<https://de.ryerson.ca/games/nursing/maternity/prenatal/game/#/>
- L&D
<https://de.ryerson.ca/games/nursing/maternity/labour-and-delivery/game/#/>
- Post Partum
<https://de.ryerson.ca/games/nursing/maternity/postpartum/game/#/>

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GAMES FOR LEARNING

- Friday Night in the ER-
<https://www.youtube.com/watch?v=t9d4JAaTeCY>
- Poverty Simulation <http://www.povertysimulation.net/about/>
- Pandemic – multiple additions to the main game
<https://www.youtube.com/watch?v=ojkScPkdgsk>
- But do games help learning?
https://www.cochrane.org/CD006411/EPOC_educational-games-to-improve-health-care-professional-practice-and-care-for-patients

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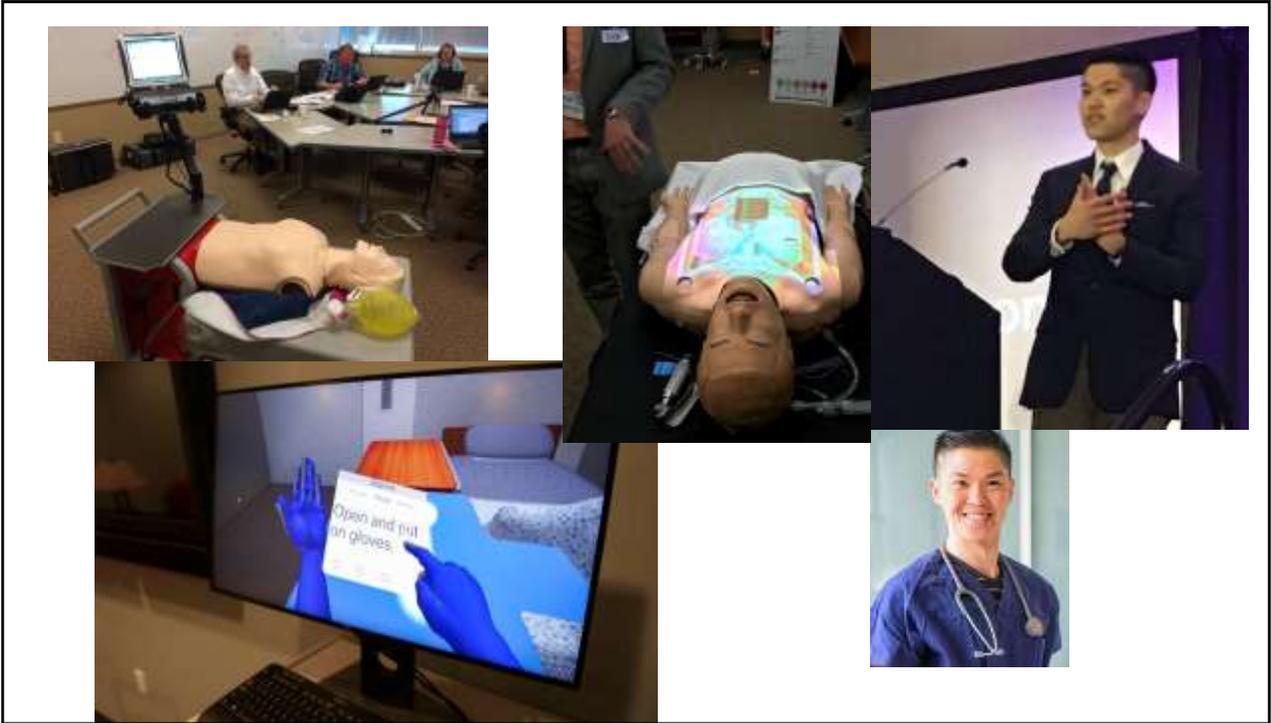
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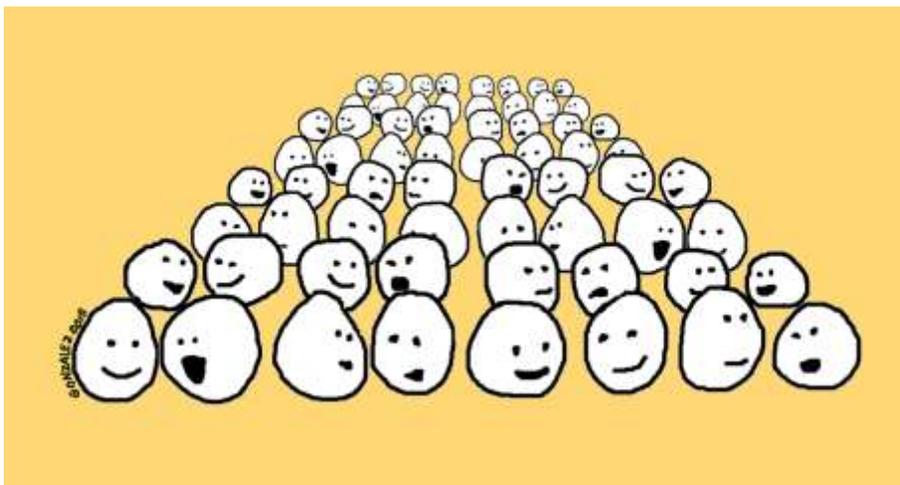


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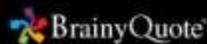
What innovations are you working on?



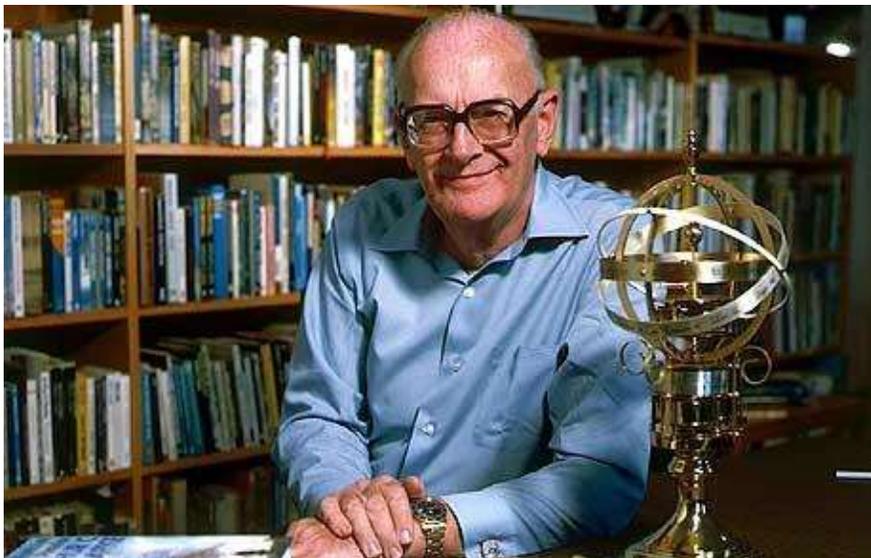
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**The difficulty lies not so much in
developing new ideas as in
escaping from old ones.**

John Maynard Keynes



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For more information about Tag
Team ...

TTPSS website - <https://www.cqu.edu.au/>



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