BE WHAT YOU WANT TO BE

AWMA Perth 2010
The use of simulation for education

CQUniversity
AUSTRALIA

Dr Kerry Reid-Searl:

Senior Lecturer, Program Director, School of Nursing and Midwifery CQUniversity Rockhampton.

- Background
- Context
- Simulation–HFPLS
- Key success factors
- Preliminary evaluation findings
- Other projects
- Current Research- future directions

Context

First year course

Practical based

Internal and External students

Nil/minimal nursing experience

Fundamental skills to be covered including

- pressure ulcer risk assessment,

- falls risk assessment,

- basic wound care,

- stoma care

Budget- students/ school

HFPLS

- Simulation exists in many formats - role play, computer software, virtual labs and use of part task training manikins (Scherer et al 2003).

- Becoming increasingly popular with healthcare organisations and universities to improve requisite skills required by practitioners and students (Nagle et al 2009).

Simulation

- High fidelity
- Medium fidelity
- Low fidelity

- High fidelity simulation can be challenging because of the increasing cost of resources (such as manikins and actors) and the difficulty related to manikins being unable to produce realistic human responses and emotions (Scalese et al 2008).

HFPLS

- Life-like commercially prepared latex masks and body parts adorned over the teacher/educator as a means to mimic real human situations and responses.

- The latex enables the educator's face to be masked and in turn a personality of a patient is created along with a history.

Key Success Factors

The teacher behind HFPLS:

- Mimics reality
- Has a clear health history
- Understands the process
- Understands the challenges
- Can respond to the challenges

The character being played must be:

- High fidelity

- Safe

- Authentic- with human responses

- Spontaneous and unpredictable

- Confronting and challenging

- Humorous

The Important Elements

- Critical thinking/ deep learning
- Role modelling
- Teachable moments captured
- Mistakes in a safe setting

- The educator can:

  - <u>Interact with learners</u> in a unique way

  - <u>Communicate high expectations</u> to learners

  - Give <u>prompt and immediate feedback</u>.

Uniqueness of HFPLS

- Non rehearsed scripts – audience-specific
- Interactivity
- Immediacy, reactivity
- Meaningful and memorable
- Enhanced learner engagement
- Conditions where mistakes are effectively managed
- Clinical reasoning

Implementation

Unrehearsed role plays

Videoed role plays

The building of a DVD- 'Cyril' as central

    Easy to use and retrieve

    Australian context

    Learner involvement- learners relate

- Take a glimpse…

Preliminary Evaluation Findings

	SD	D	N	A	SA
The characters help me learn	0	0	0	9	51
The characters bring a sense of reality into the classroom	0	0	0	11	49
The characters make learning fun	0	0	0	3	57
The characters challenge me to think critically	0	0	0	17	43

Qualitative Feedback

"Thinking outside the box is encouraged by the realism of characters…"

"They allows students to interact with the character erasing disparity of power between teacher and student"

"Allows self analysis during practicals, laughter makes self feel good"

"They help me to learn things on my own and figure things out"

"They challenge me to think critically and they bring a sense of reality to the classroom"

"They allow us to apply knowledge learnt"

"They make it feel more realistic and not that we are doing an assessment on a teacher"

"They come in with their issues and it makes you think critically"

"They help me to prepare for the real life patients"

"I learn easier because I am not so nervous because they look and feel so real"

"Not only are they realistic but they are able to impart knowledge and promote nurse confidence"

" They are just like real patients however they give you a chance to get it wrong…you are corrected and then they help you understand"

Other Projects using HFPLS

- Dudley Dawes – a collaborative project with Curtin University
- UNSW and QUM

Current Research

- Teaching and Learning grant
- Faculty research grant
- Applied ALTC

Where to Now?

- Validation
- Transferability
- Resources affordable, realistic and usable
- Staff development