

# *Getting Started Guide*

# How to Use Nursing Simulation to Get Students Excited about Clinical Judgment



# HOW TO PREPARE



## FACULTY

- Identify need for simulation within a course
- Choose measurable learning objectives aligned with course
- Develop & pilot scenario
- Develop & provide student prep

## STUDENTS

### MANDATORY:

- Access & complete prep work
- Bring "Ticket to Simulation"

### OPTIONAL:

- Simulation Orientation Video
- Simulation Behavioral Contract





# HOW TO PREBRIEF



## DO

1. Convey expectations to all learners
    - basic assumption (integrity, trust, respect)
    - safe environment
    - fiction contract
    - confidentiality
  2. Orientation to space, equipment, method, schedule, roles
    - deliver clinical story (patient report)
    - identify the student-facing learning objectives
  3. Structured, consistent, occurs just before the scenario (consider recording)
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## DON'T

1. Forget to collect "Ticket to Simulation"
2. Lecture/Teach clinical content
3. Use fidelity diminishing language
  - dummy act/actor pretend
  - silly patient or provider names
4. Allow behaviors prohibited in clinical

# HOW TO SIMULATE



## DO

- Set up the day before & arrive early
- Run exactly as piloted
- Stay on schedule
- Stick to pre-determined learning objectives
- Plan for and apply prompts consistently
- Document on standardized debrief form

## DON'T

- Change the scenario between groups
- Allow stepping out of role unless it is an emergency
- Permit “Pretend”—do everything as you would for a patient
- Allow observers to disengage—give them a specific observation task



HOW TO

# EVALUATE



## DO

- Evaluate every simulation-based activity
- Adopt a program-wide standardized form
- Focus on the learning objectives
- Inform participants ahead of time

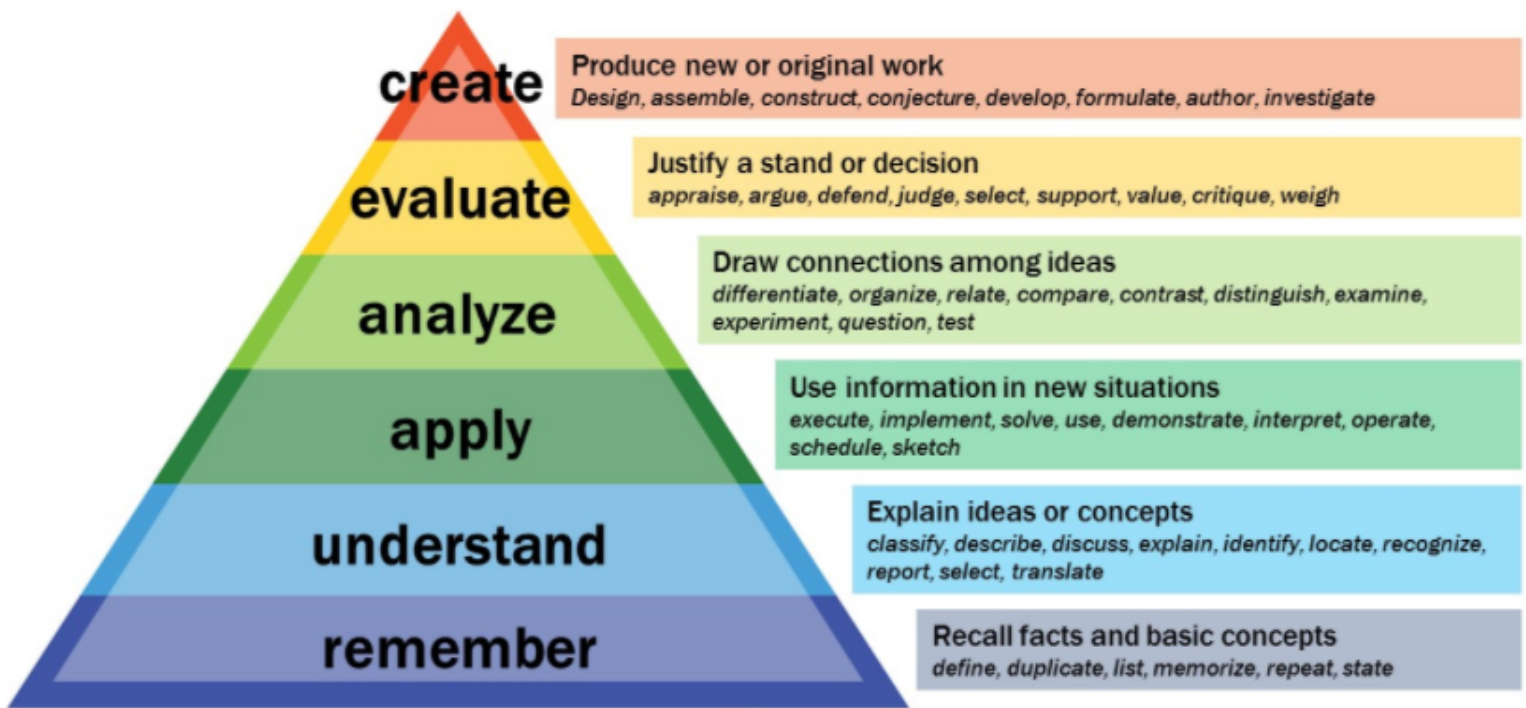
## DON'T

- Forget to evaluate immediately following debrief
- Neglect responding to student feedback

REVIEW

# LEARNING OBJECTIVES

## Bloom's Revised Taxonomy



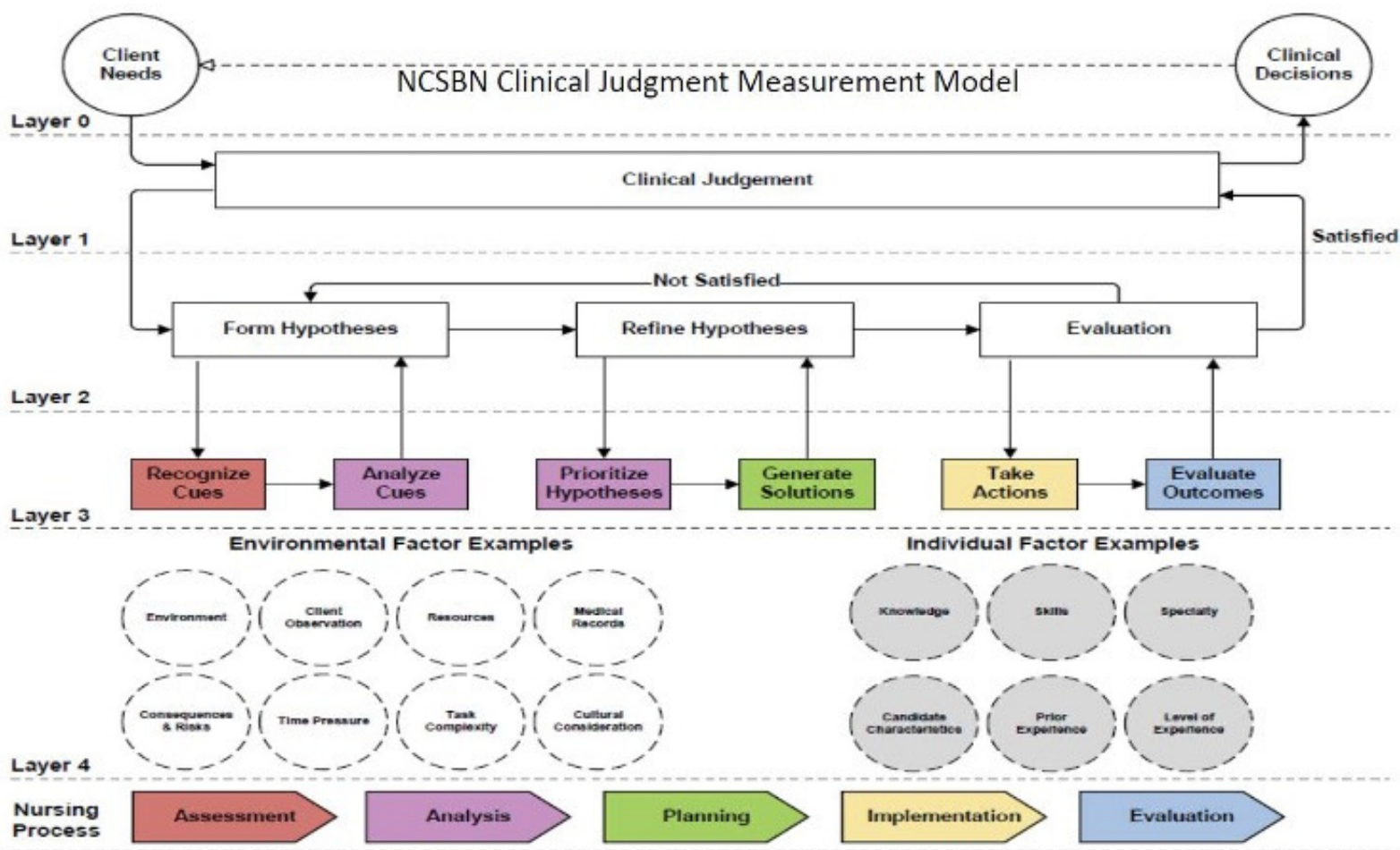
- Do NOT run a simulation without established learning objectives.
- Align simulation learning objectives with classroom and clinical objectives, building towards a course outcome.
- Simulation allows for achievement of higher level learning objectives--so use "apply" and higher!



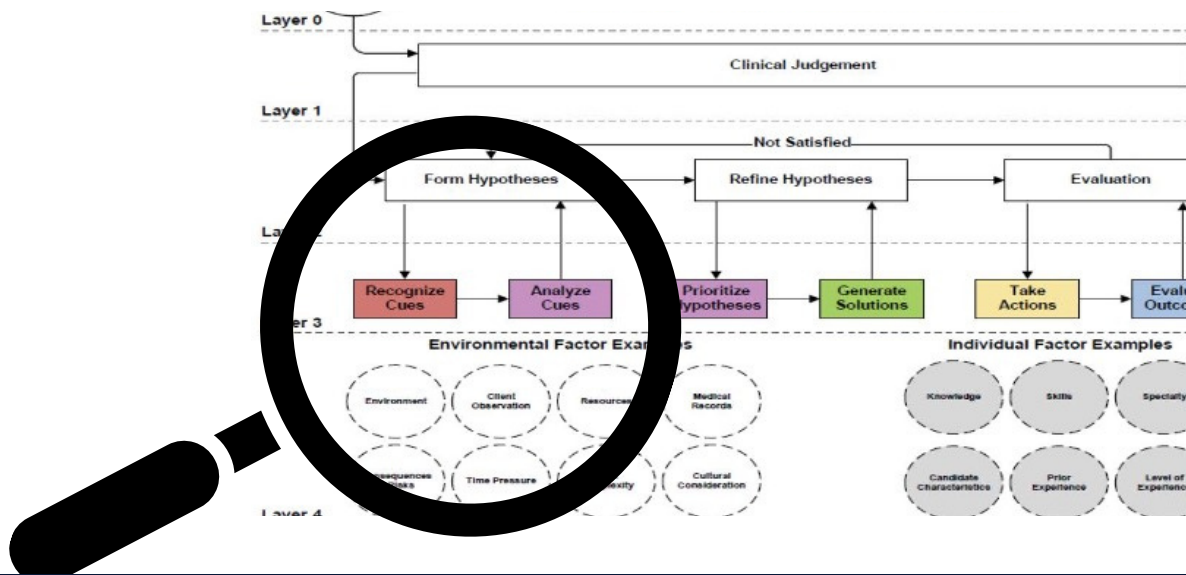
REVIEW

# MODEL FRAMEWORK

## NCSBN Clinical Judgement Measures Model



- Measurement model designed to teach and assess clinical judgement/decision making
- Supports the development of test content for the Next Generation NCLEX (NGN)



# Patient Cues and *WHY* They Are Important

Recognize  
Cues

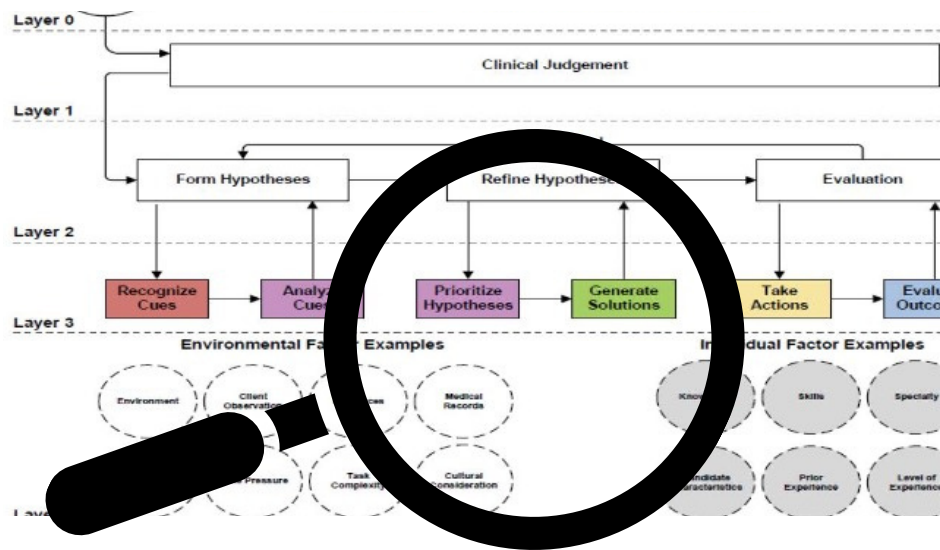


Analyze  
Cues

- What information is relevant/irrelevant?
- What information is most important?
- What is of immediate concern?

- What client conditions are consistent with the cues?
- Are there cues that support or contraindicate a particular condition?
- Why is a particular cue or subset of cues of concern?
- What other information would help establish the significance of a cue or set of cues?





# Prioritization *and* Planning

Prioritize Hypotheses

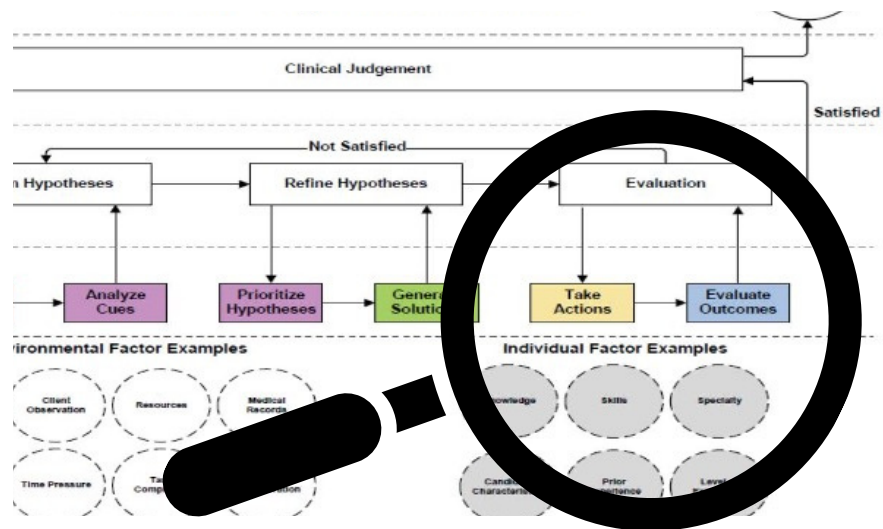


Generate Solutions

- Which explanations are most/least likely?
- Which possible explanations are the most serious?

- What are the desirable outcomes?
- What interventions can achieve those outcomes?
- What should be avoided?





# Acting *and* Evaluating

Take Actions



Evaluate outcomes

- Which intervention or combination of interventions is most appropriate?
- How should the intervention(s) be accomplished (performed, requested, administered, communicated, taught, documented, etc.)?



- What signs point to improving/declining/unchanged status?
- Were the interventions effective?
- Would other interventions have been more effective?



*Simulation:*

# What do students and faculty say?

Nursing simulation as part of an undergraduate nursing education was perceived by students as contributing significantly to the development of clinical judgment.



Students and faculty describe simulation as helpful in both specific ways (i.e. recalling a specific scenario) and in general ways (i.e. helping them learn to process multiple considerations).

Specific aspects of simulation were recalled as helpful in developing skills such as the ability to notice patient issues, respond appropriately, and reflect on patient care experiences

