The Simulation Highway:
Getting Faculty "on the Road"
to Student Engagement

NONPF 40th Annual Meeting

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Denver, Colorado
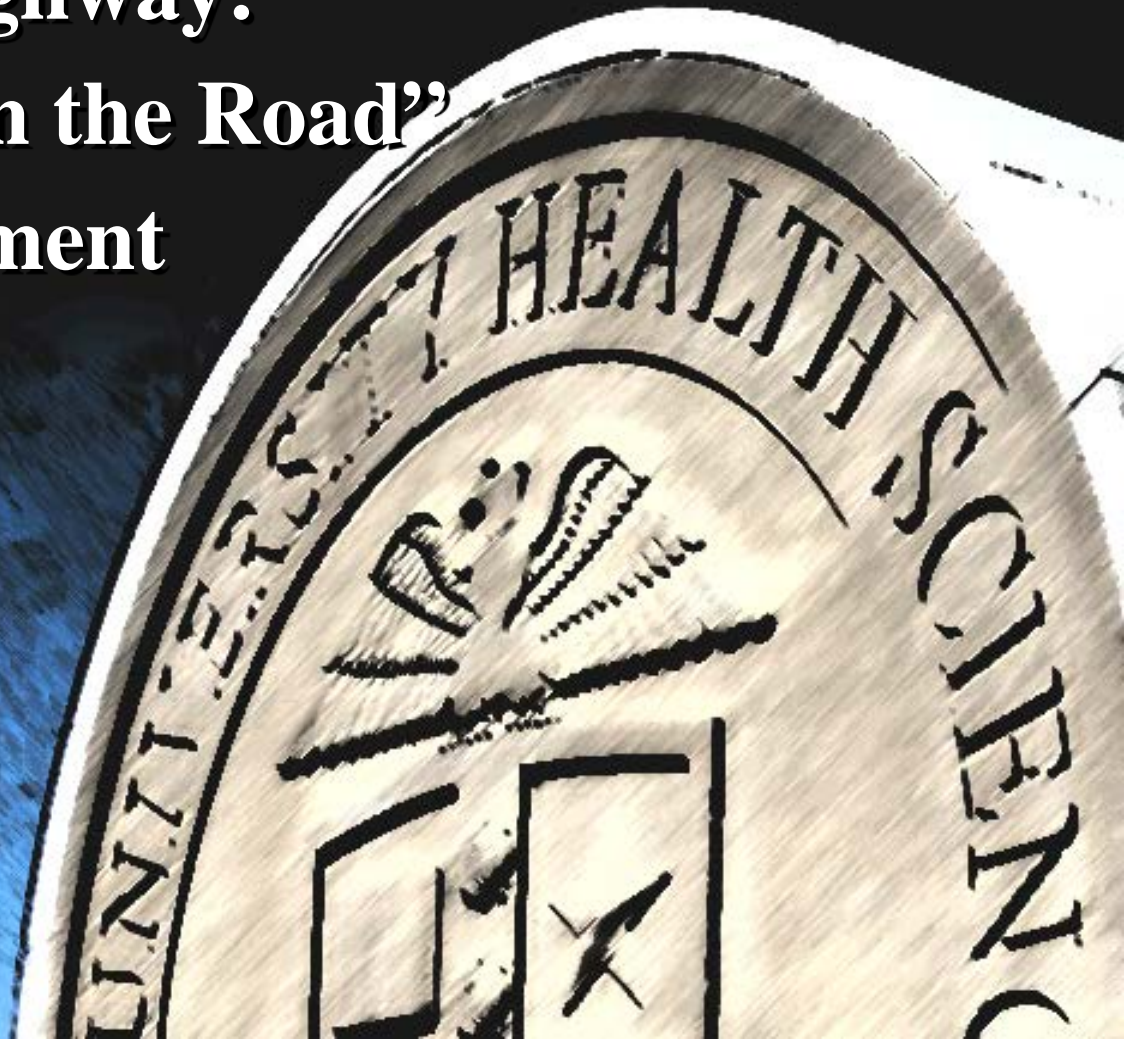
Presenters

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Conflicts of Interest

The presenters have no conflicts of interest to disclose.

Objectives

Participants will be able to:

- Identify strategies, successes, and challenges of using simulation to promote active engagement of advanced practice RN (APRN) students in an advanced health assessment course taught in an online distance education format.

Simulation in Graduate APRN Education-Why It's Working...

- Enhance student clinical reasoning processes (Beckham, 2013)

- Promote standardized competency measures (Beckham, 2013)

- Develop APRN educators' "Sim" skills (Shellenbarger & Edwards, 2012)

- Seek alternative clinical learning experiences (Smith et. al, 2012)

- Broaden interprofessional clinical perspectives (Watts, 2011)

- Increase student and faculty engagement (Axelson & Flick, 2011)

The Learning Environment

Advanced Health Assessment for APRNs:

- Fall and Spring course offering

- Team teaching format (2 facilitators; 8-10 clinical faculty)

- Online distance education delivery

- Clinical hours with preceptors

- "Learning" OSCE on-campus

- Clinical entry for all APRN/Education tracks

"Learning" OSCE Preparation

Students

- Online learning modules

- OSCE criteria and expectations

- Individual case scenario

- Faculty-guided simulation

- Orientation to simulation!

Faculty

- Adopted simulation into curriculum

- Developed case scenarios with standardized patients

- Experiential group learning

- Student engagement (Watts, 2011)

- Orientation to simulation!

Student Evaluation/Debriefing

Student Reflection

Initial Observations 2011-2012

- "Learning" OSCE met SLO's and course objectives

- Oriented program faculty/students to simulation (Mompoint et.al, 2010)

- Faculty feedback

- Students feedback

- Simulation center feedback

Are faculty promoting active engagement in simulation with APRN learners in the "Learning" OSCE experience?
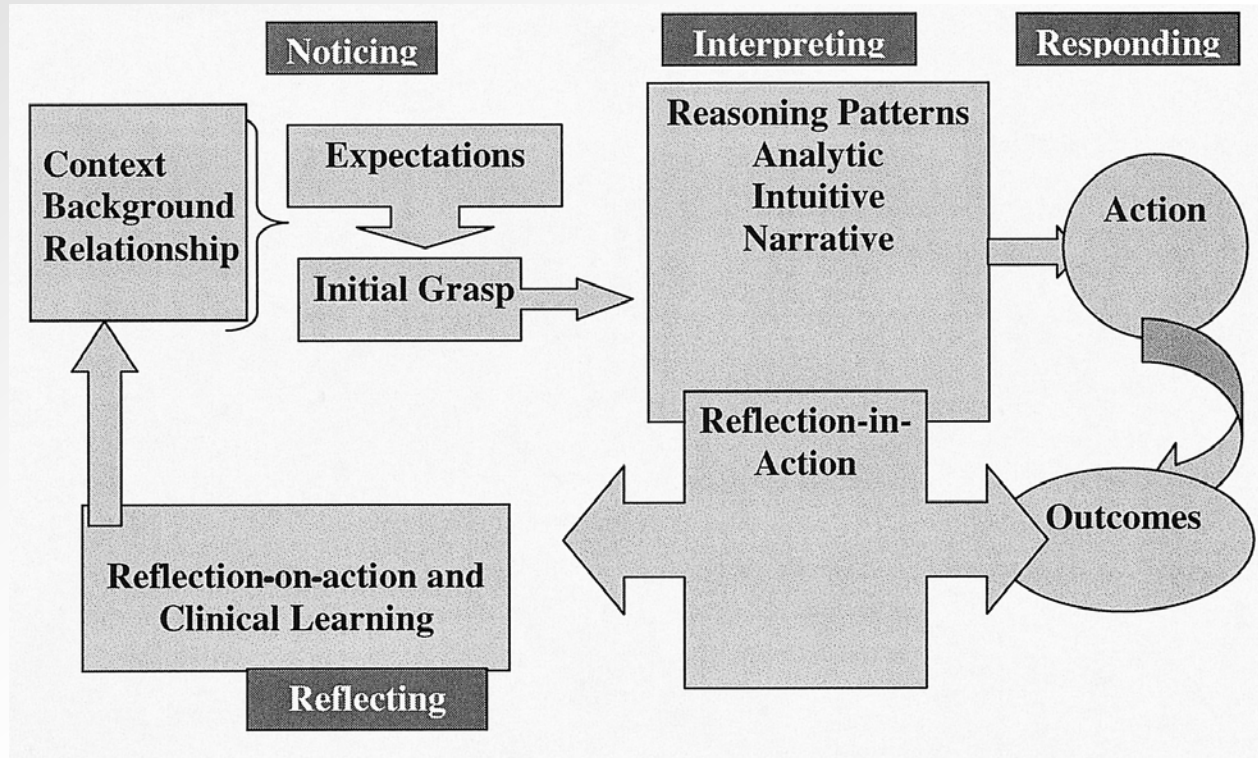
Promoting Engaged Learning

Figure. Clinical Judgment Model.

Tanner, C.A. (2006). Thinking like a nurse: A research-based model of clinical judgment in nursing. *Journal of Nursing Education 45*(6), 204-211.

"On the Road" to Student Engagement

SIMDAY

- Group interactive learning day prior to individual OSCE scenarios

- Combination of hands-on skills stations, simulators, and group case scenarios with faculty guidance

- Goal: Improve student engagement using active learning

Challenges of Student Engagement

- Expansion of program enrollment

- Coordination and resources of faculty team

- Revisiting group and individual active learning strategies (experiential, situated)

- Developing activities to enhance reflection (Onda, 2012)

- Graduate APRN diversity

Successes of Student Engagement

- Decrease in anxiety with introduction to simulation setting

- Enhanced learning through assessment stations

- Developed differential diagnosis concepts

- Valued face to face component of faculty expertise, mentoring and feedback

- Case scenarios promoted active learning

Summary

Questions/Comments?

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