



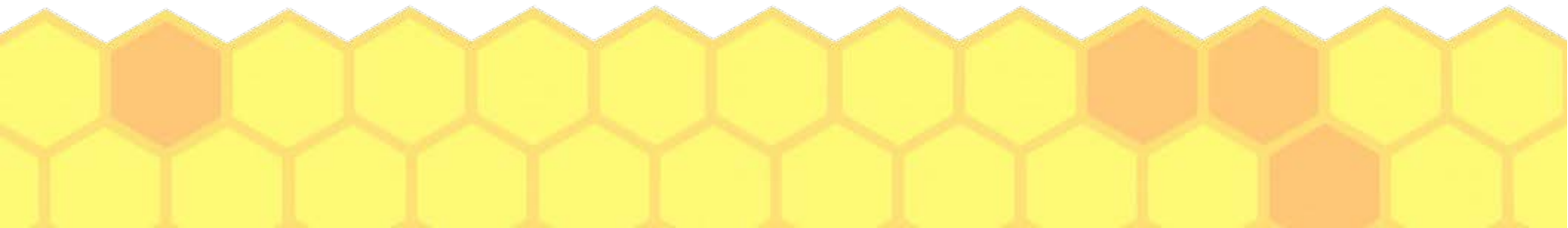
Simulation for Distance Students

By Thomas Dombrowsky PhD, RN



What is simulation?

- “replicate some or nearly all of the essential aspects of a clinical situation so that the situation may be more readily understood and managed when it occurs for real in clinical practice.”
- Morton, 1995 as cited by Hovancsek, 2007, p. 3

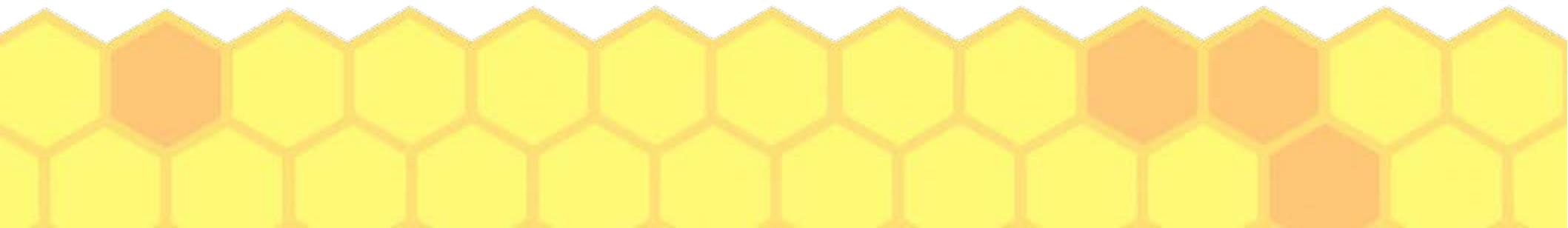


IS THIS A
SIMULATION?

<https://thetruthhunter.com/is-this-all-a-computer-simulation/>

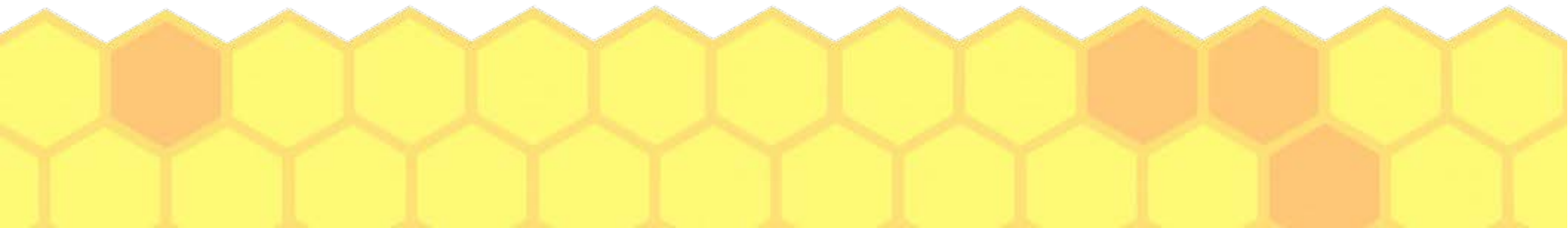
Experiential Learning

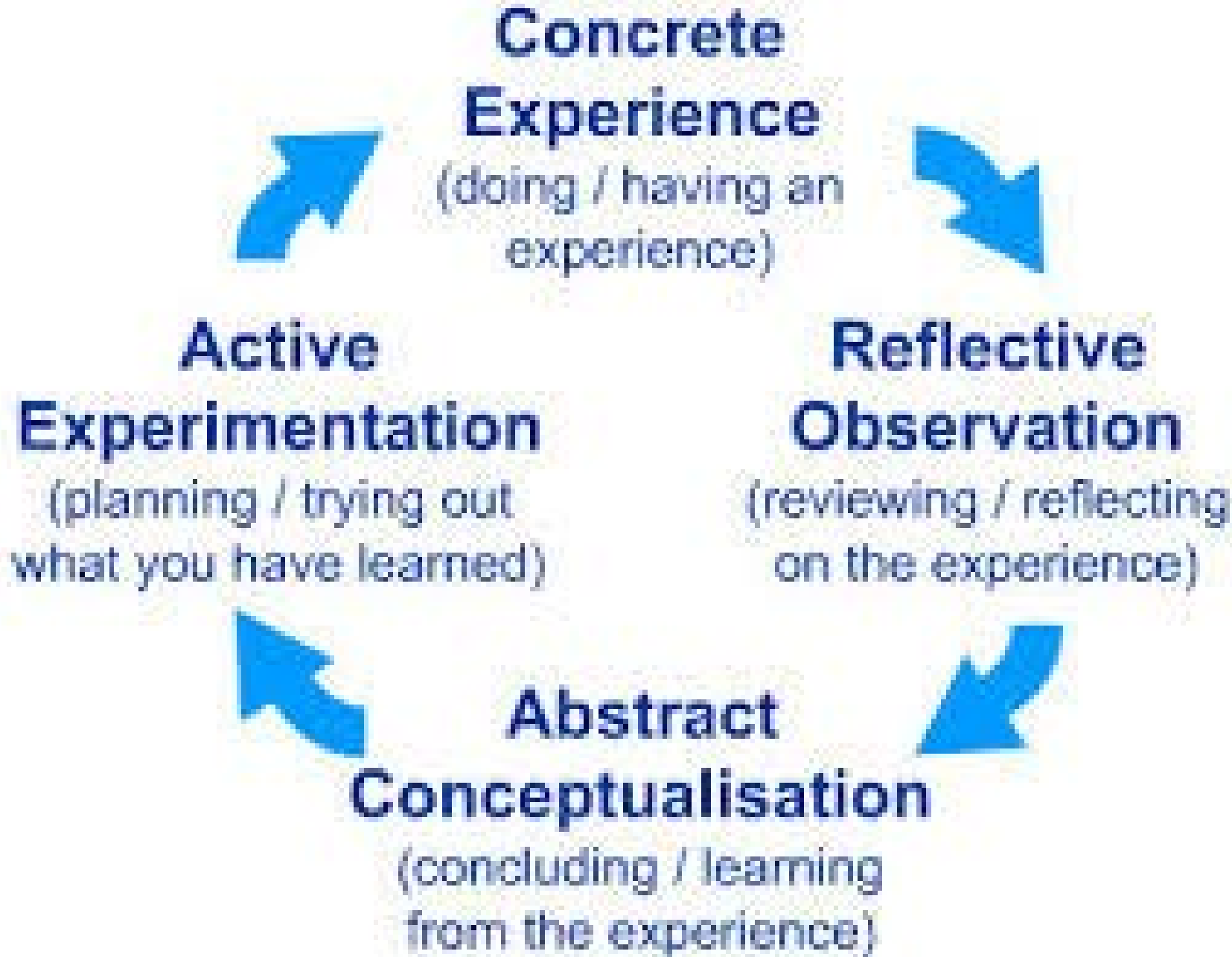
- Lab
- Practicum
- Service learning
- Simulation



Experiential Learning Cont'd

- Reflection is vitally important
- Communication among all partners
- Experience alone does not equal learning

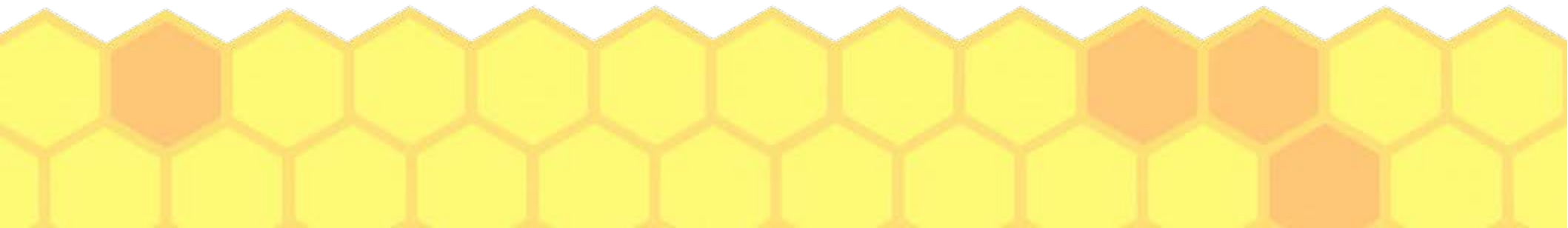




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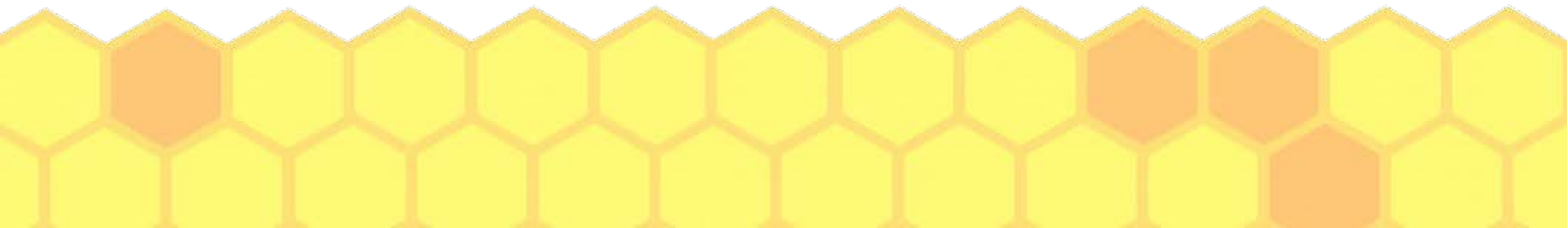
Reflection

- Active process
- Promotes learning that builds on experiences
- Caused by a doubt
- Results in a search for further facts to clarify the doubt
- Interpretation, testing, insight
- Dewey, 1910



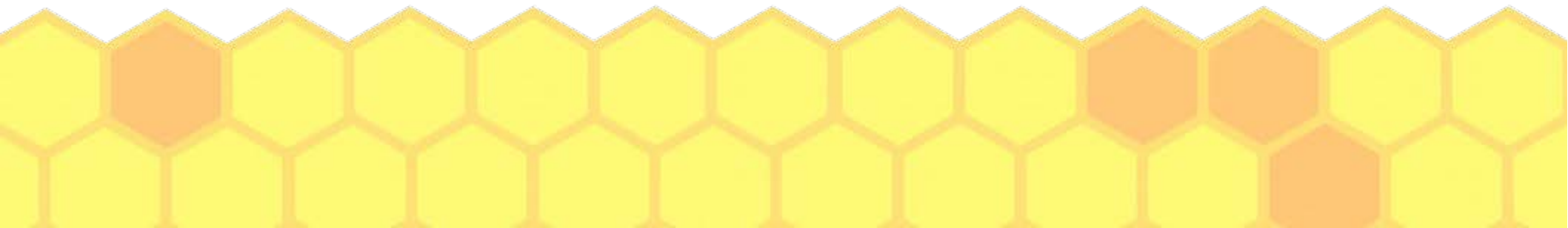
Communication

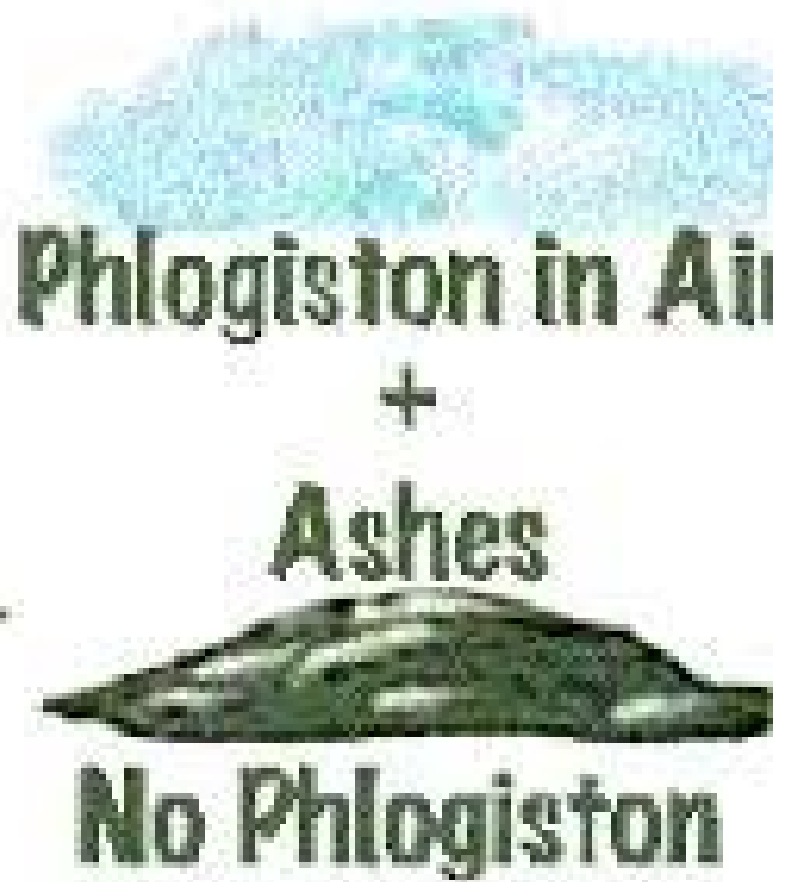
- Simulation requires an extraordinary degree of coordination among multiple people
- Importance of written designs
- Technology can help
- Technology especially important in distance setting



Experience is not enough

- Experience without reflection can be focused on the wrong things
- Need for guiding theory
- Importance of goals, prebriefing, and debriefing





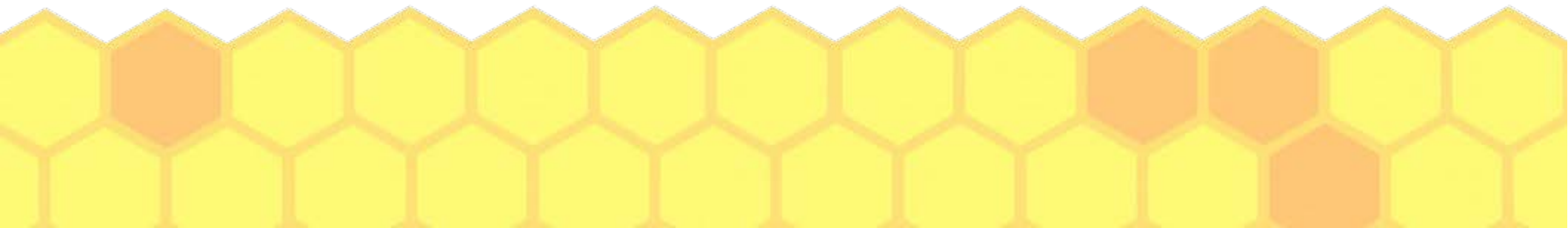
<https://www.elixirofknowledge.com/2015/09/phlogiston.html>



Simulation Process

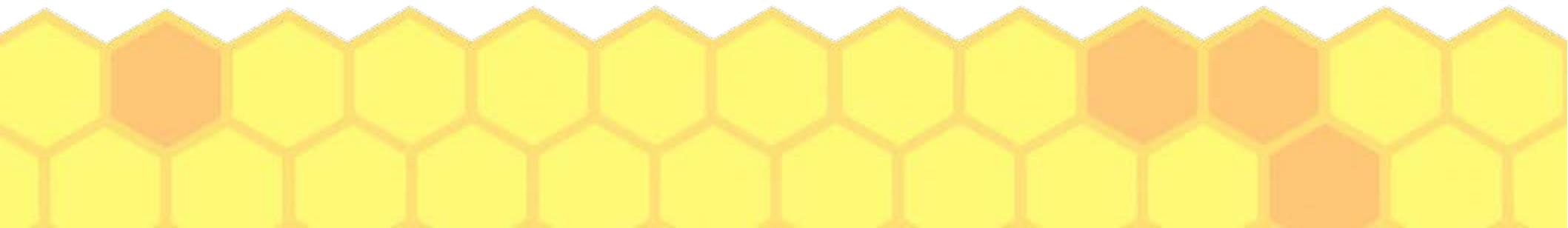
- Objectives
- Writing simulation plan
- Physical setup
- Prebriefing
- Running simulation
- Debriefing

Childes, Sepples, & Chambers (2007)



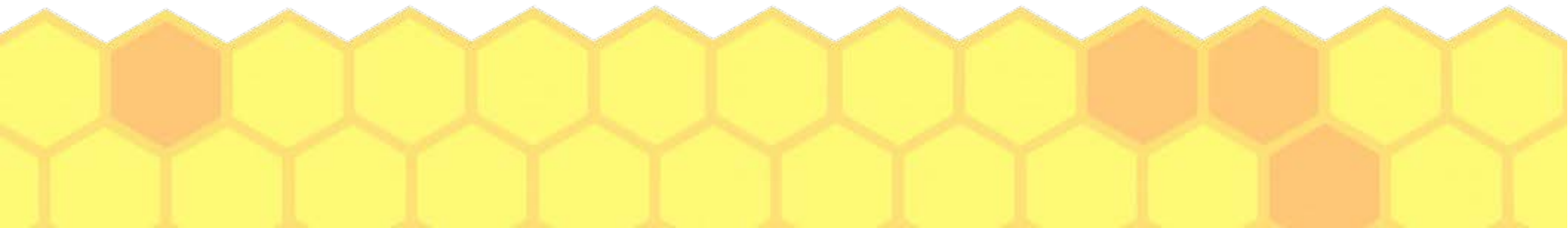
Ethical Concerns

- Experiences may be disturbing
- Possible need for trigger warnings
- Confidentiality of participants
- Validity and reliability of evaluations
- Decker, 2005



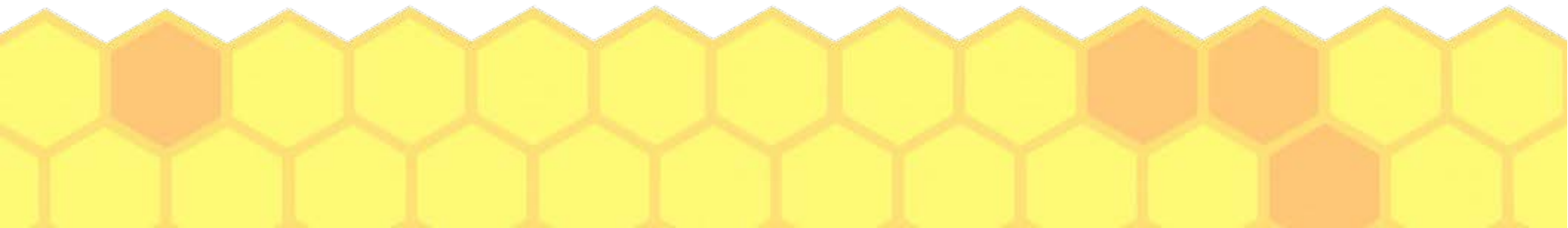
Example

- This simulation involves the experience of dementia
- Goals:
 - 1. The learner will identify specific feature of the subjective experience of dementia
 - 2. The learner will describe effective ways to help someone with dementia
 - 3. The learner will identify factors that increase anxiety in a person with dementia



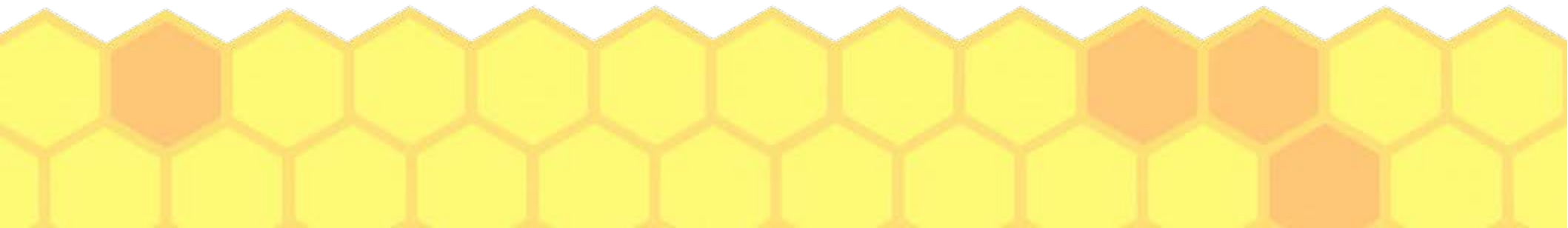
Instructions for Learners

- Try to view the world through the eyes of the person whose voice is heard
- Reflect on what the person is perceiving and what you think is really happening
- What could people on the street do to help you?
- What would make you calmer?
- What would make you more upset?



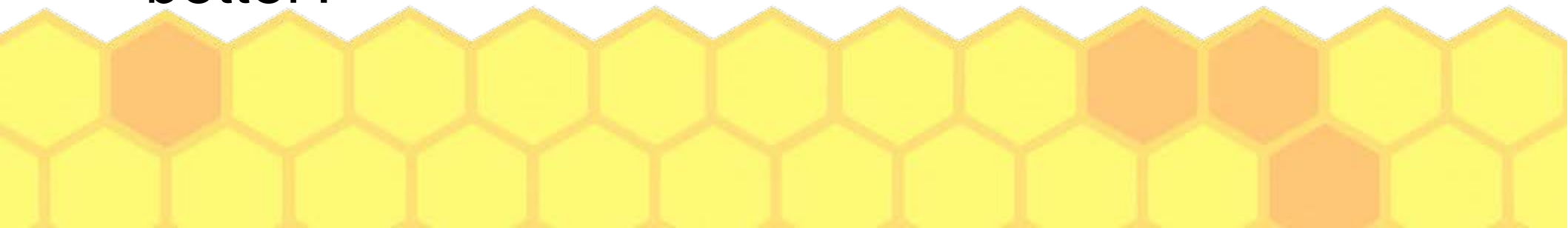
Simulation

- https://www.youtube.com/watch?v=R-Rcbj_qR4g



Debriefing

- How did you feel during this simulation?
- Describe how you thought the person was feeling?
- Was there a discrepancy between what the person thought was happening and what was really happening?
- What could the person on the street have done better?



A 3D rendered scene featuring two characters. On the left, a yellow, stylized human figure is pointing its right index finger towards a central sign. On the right, a white, stylized human figure is shown in profile, looking towards the sign. The sign is a rectangular white board with a grey border, containing a title and a list of six questions. The background is plain white. At the bottom of the image, there is a decorative border consisting of a row of yellow and orange hexagons.

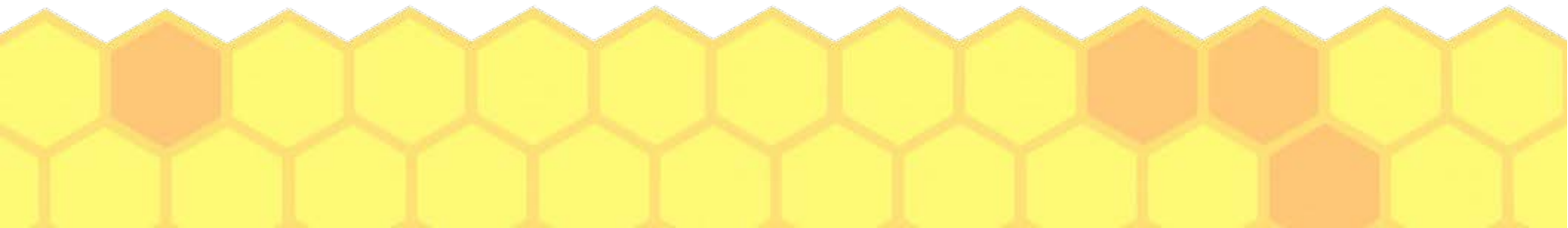
The Debrief

1. How do you feel?
2. What happened?
3. What did you learn?
4. How does this relate?
5. What if ---?
6. What next?

<https://www.tlalkradio.org/season-2-episode-2-tips-for-debriefing-podcast/>

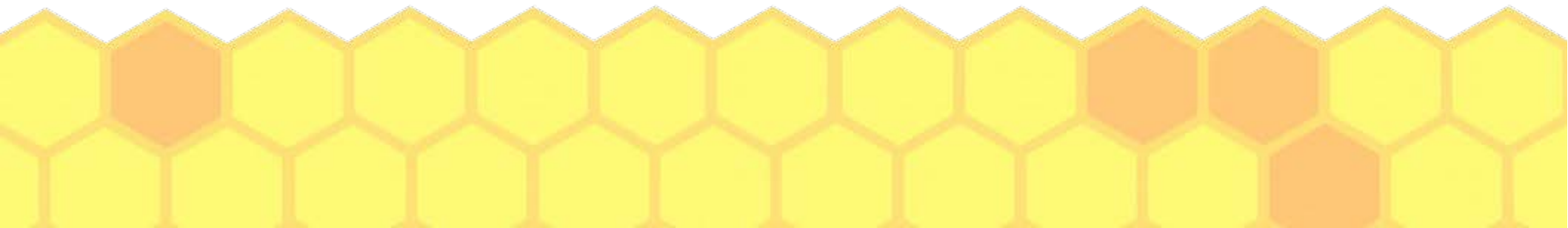
Advantages

- Ability to standardize student experience
- Expose students to rare or dangerous situations
- Skills training or evaluation
- Make up for lacking real world practice sites



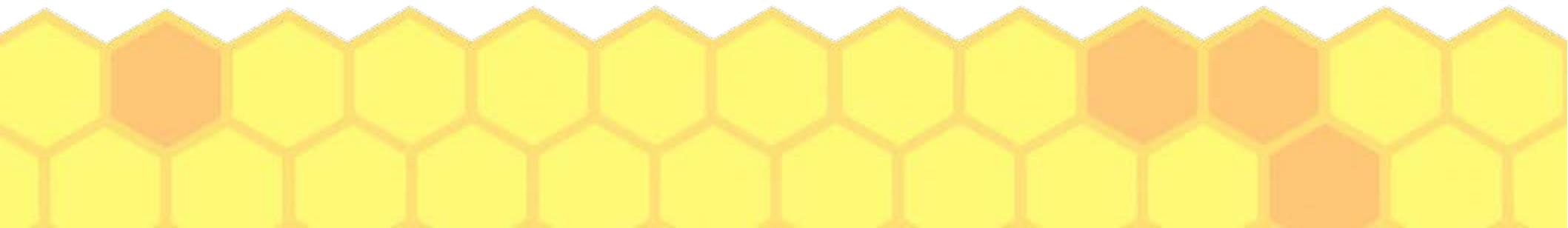
Disadvantages

- Cost
- Trained staff
- Learning curve for students and teachers
- Space requirements



Types of simulation

- Low fidelity and high fidelity
- Task trainers
- Virtual reality
- Computer based

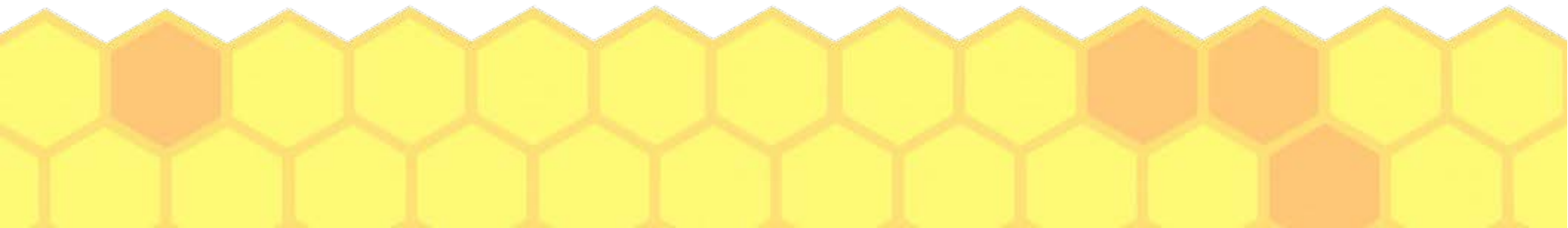




<https://mosimtec.com/types-of-simulation-models/>

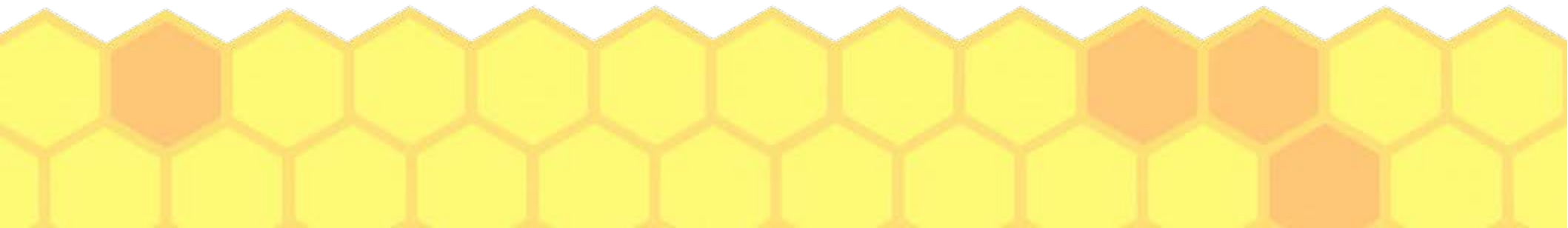
Simulation for Distance Learners

- Use of online links
- Presence robots
- Recreating simulations in field settings



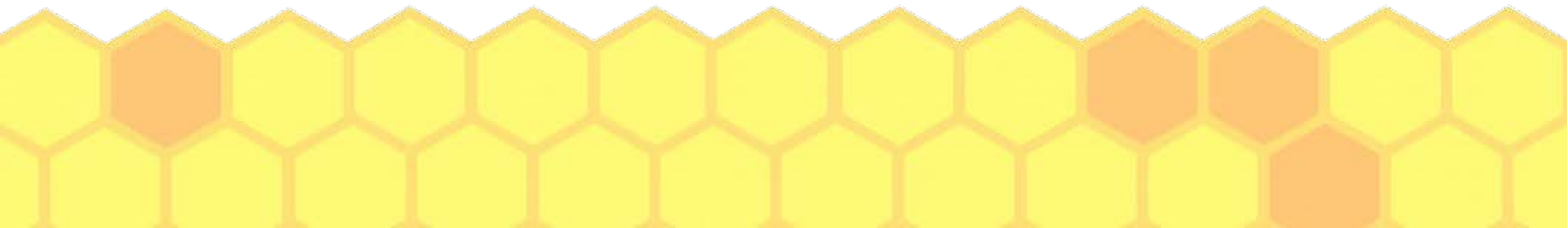
Challenges of Distance Education

- Maintain engagement
 - With content
 - With instructor
 - With other students
- Limit attrition
- Build sense of community
- Wilson, Brown, Wood, & Farkas, 2013



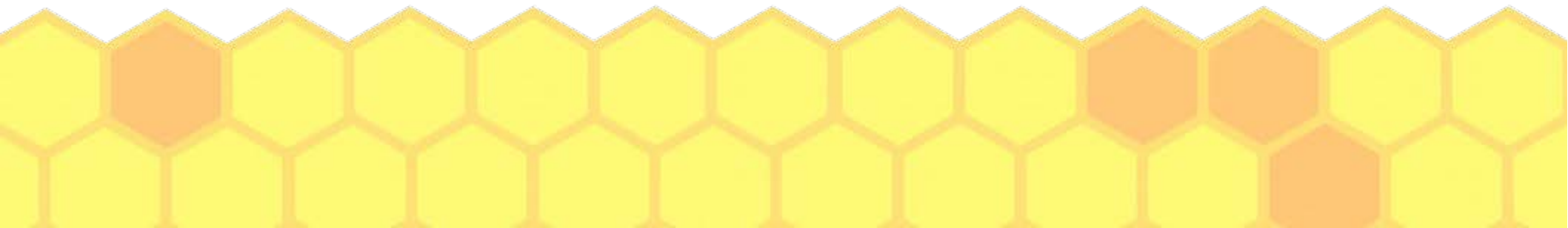
Simulation can

- Speed up or slow down time
- Repeat the same process as many times as desired
- Lower the use of costly materials
- Imitate inherently unsafe processes
- Allow for conditions that would be difficult or impossible to implement
- Blake & Scanlon, 2007



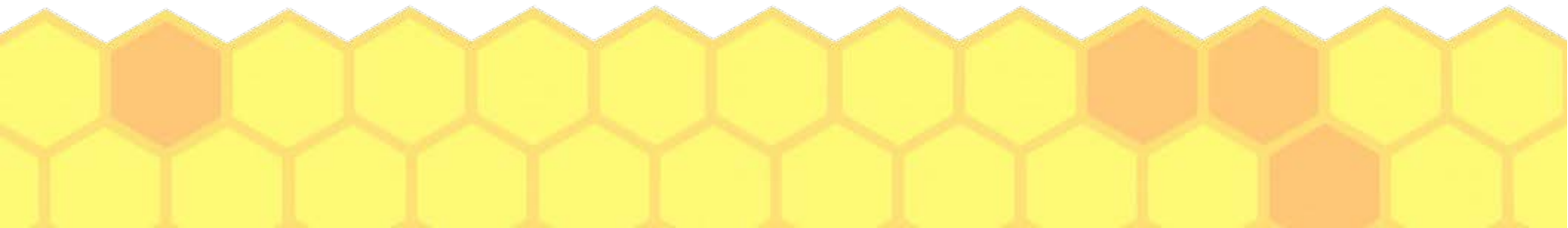
Examples

- Standardized patients for psychiatric nursing students
- Students giving directions to an instructor who is doing whatever they tell her
- Simulations that represent distance situations themselves: telephone interviews



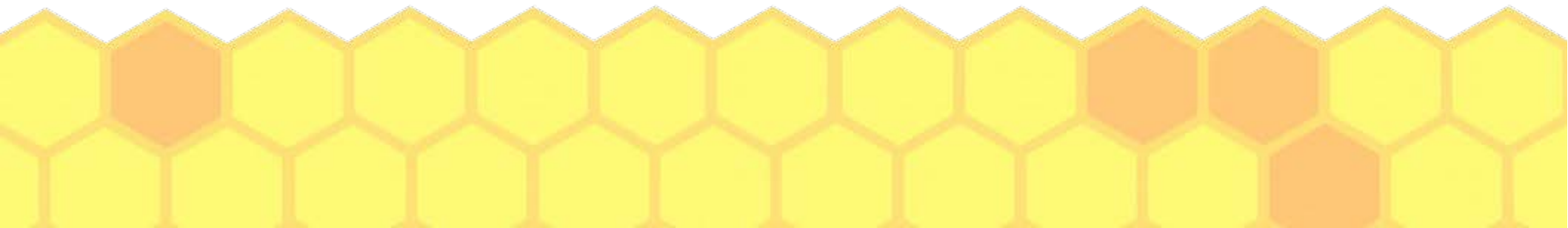
Interview with Jenny Roye

- <https://www.youtube.com/watch?v=MNAVxP-XGyY&feature=youtu.be>



Breakout Activity

- Identify your desired simulation
- Think about your objectives
- Use the template provided to design your simulation
- Discuss with your small group



References

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