

# Transforming the Nursing Curriculum: Simulation Based Clinical Experiences

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# Who we are?

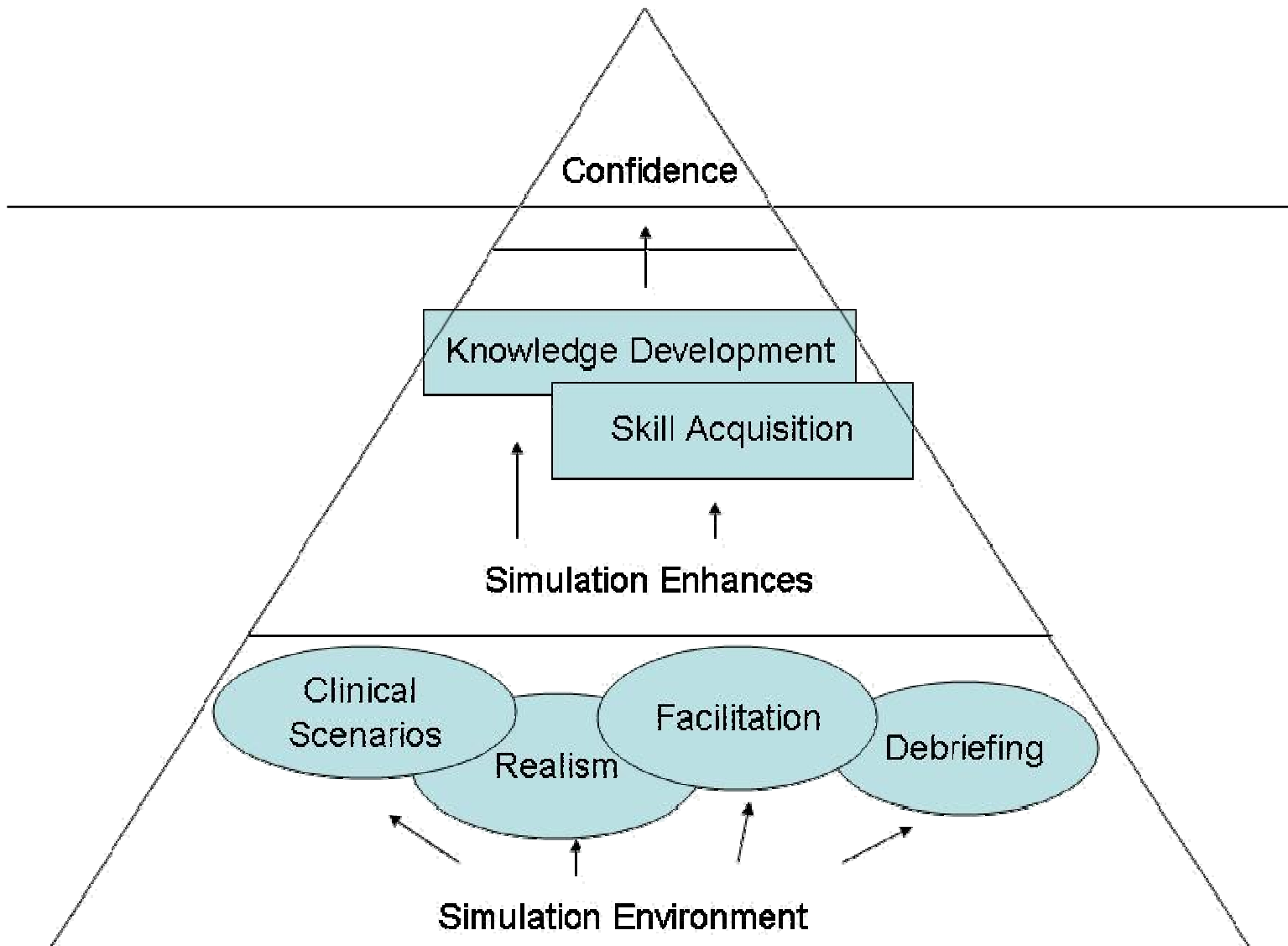
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- Leading Canadian college in the nation's capital Ottawa
- 120 full time programs – certificates, diplomas and applied degrees
- 15,000 full time students
- 44,000 Part time students
- e learning is an important element of the learning environment
- curriculum supported by web based Blackboard

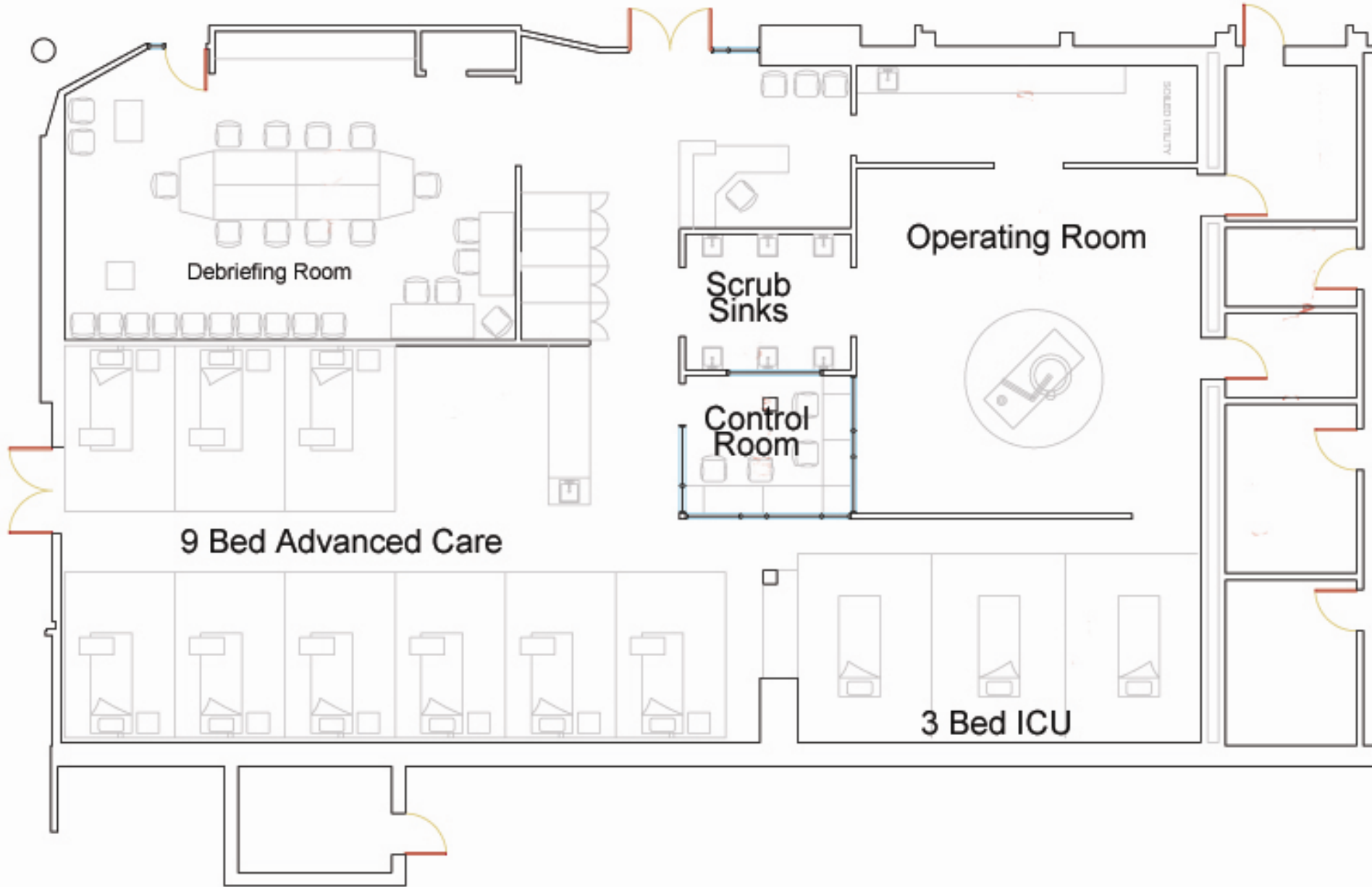
# “Authentic Practice for real life experiences”

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- Vision
- Mission
- Interprofessional Education



Created by, Ogilvie,  
Susan, 2009



# Debriefing Room



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# Scrub Room



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# Operating Room



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# Nursing ICU Lab



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# Nursing ACU Lab



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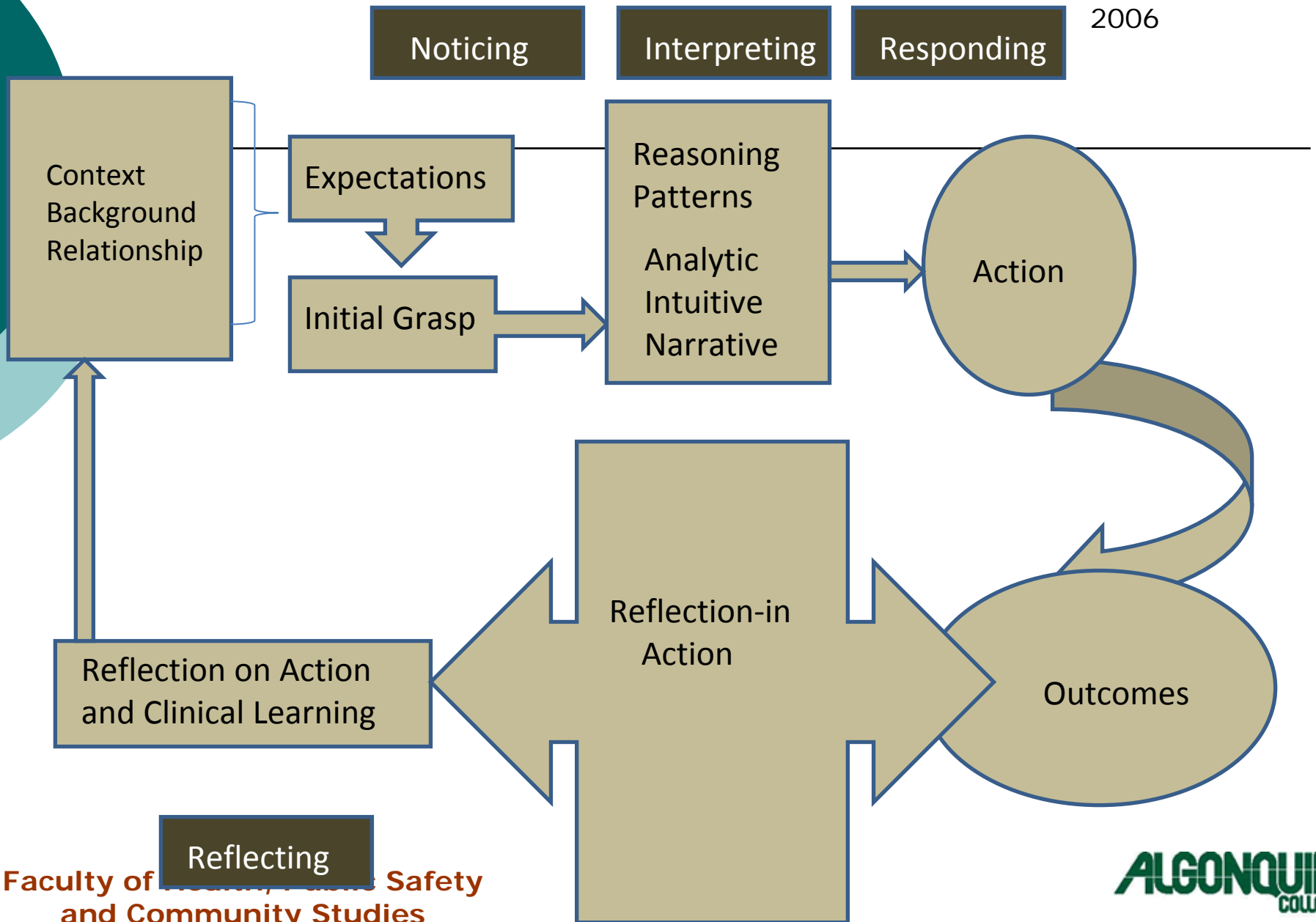
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# Tanner's Clinical Judgment Model 2006

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## Implications for Nursing Education:

1. Helps students to diagnoses breakdowns in their thinking
2. Identify areas for growth
3. Focus learning on process of deriving clinical judgments



# Noticing consists of

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- Nurses' expectations of the situation are based on nurses' knowledge of the particular patient and his or her pattern of responses
- Practical knowledge of similar patients from class or previous clinicals

Eg. Postoperative patient and understanding of pain responses



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# Interpreting and Responding

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- Follows from initial grasp of situation by interpreting meaning of information and determining course of action
  - can be intuitive reasoning or hypothetico-deductive reasoning (if this then that)



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# Reflection in action

## Reflection on action

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- Reflection in action  
nurses' ability to 'read' the patient – how the patient is responding to nursing interventions and adjust
- Reflection on action  
**What worked; what didn't**  
**Adds to clinical judgement**

# Lasater Clinical Judgment Rubric 2007

Effective Noticing involves				
<b>Dimension</b>	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Beginning</b>
Focused observation	Regularly observes and monitors data	Most useful info. is noticed May miss subtle signs	Attempts to deal with data but only focuses on obvious	Confused by clinical situation
Recognizing deviations from expected patterns				Misses most patterns
Information seeking				



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# Lasater Clinical Judgment Rubric

Effective Interpreting				
<b>Dimension</b>	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Beginning</b>
Priorizing Data	Regularly observes and monitors data	Most useful info. is noticed May miss subtle signs	Attempts to deal with data but only focuses on obvious	Confused by clinical situation
Making sense of data				Misses most patterns



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# Lasater Clinical Judgment Rubric

Effective Responding				
<b>Dimension</b>	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Beginning</b>
Calm confident manner	Assumes responsibility	Generally displays leadership	Is tentative	Stressed and disorganized
Skillful	Shows mastery			
Clear communication				



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# Lasater Clinical Judgment Rubric

Effective Reflection				
<b>Dimension</b>	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Beginning</b>
Self analysis	Independently evals and analyzes. Elaborates alternatives	Analyzes with little prompting	Verbalizes the most obvious Difficulty imagining alternatives	Evals brief and cursory
Commitment to improvement	Commitment to ongoing improvement, reflects and evals experience	Demonstrates desire to improve, reflects, could be more systematic	Demonstrate s some awareness but tends to state obvious	Appears uninterested



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# Thank you

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