Transforming the Nursing Curriculum: Simulation Based Clinical Experiences

Barbara J. Foulds, Ph. D.
Associate Dean, Health

Faculty of Health, Public Safety and Community Studies
Who we are?

- 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”

- Vision
- Mission
- Interprofessional Education
Simulation Environment

- Clinical Scenarios
- Realism
- Facilitation
- Debriefing

Simulation Enhances

- Skill Acquisition
- Knowledge Development

Confidence

Created by, Ogilvie, Susan, 2009
Debriefing Room

Faculty of Health, Public Safety and Community Studies

The people who will shape tomorrow … start here!
Faculty of Health, Public Safety and Community Studies
Scrub Room

Faculty of Health, Public Safety and Community Studies

The people who will shape tomorrow ... start here!
Operating Room

Faculty of Health, Public Safety and Community Studies

The people who will shape tomorrow ... start here!
Nursing ICU Lab

Faculty of Health, Public Safety and Community Studies
Faculty of Health, Public Safety and Community Studies

The people who will shape tomorrow ... start here!
Tanner’s Clinical Judgment Model
2006

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
Expectations
Initial Grasp
Reasoning Patterns
Analytic Intuitive Narrative
Action
Reflection-in Action
Reflection on Action and Clinical Learning
Context Background Relationship
Noticing
Interpreting
Responding
Tanner, Christine, 2006

Faculty of Health, Public Safety and Community Studies

The people who will shape tomorrow... start here!
Noticing consists of

- 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
Interpreting and Responding

○ 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)
Faculty of Health, Public Safety
and Community Studies
Reflection in action
Reflection on action

- 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

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

**Effective Noticing involves**

- Developing
- Accomplished
- Exemplary
- Beginning

*Faculty of Health, Public Safety and Community Studies*
## Lasater Clinical Judgment Rubric

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priorizing Data</td>
<td>Regularly observes and monitors data</td>
<td>Most useful info. is noticed</td>
<td>Attempts to deal with data but only focuses on obvious</td>
<td>Confused by clinical situation</td>
</tr>
<tr>
<td>Making sense of data</td>
<td></td>
<td>May miss subtle signs</td>
<td></td>
<td>Misses most patterns</td>
</tr>
</tbody>
</table>
# Lasater Clinical Judgment Rubric

<table>
<thead>
<tr>
<th>Effective Responding</th>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dimension</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calm confident manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skillful</td>
<td>Shows mastery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Exemplary**
  - Calm confident manner
  - Skillful
  - Clear communication

- **Accomplished**
  - Assumes responsibility
  - Shows mastery

- **Developing**
  - Generally displays leadership
  - Is tentative

- **Beginning**
  - Stressed and disorganized

---

Faculty of Health, Public Safety and Community Studies

*The people who will shape tomorrow ... start here!*
# Lasater Clinical Judgment Rubric

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

References

Thank you