

# Alternatives to Traditional Clinical Settings

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# What is Simulation?

- A ‘technique’ not a technology
- Artificial replication of a real-world domain to achieve a stated goal
- Training of individual and/or teams
- Evaluation of skills/competencies



# Simulation Techniques

- Role Play
- Case Studies
- Military Games
- Disaster Simulations
- Crime Scene Analysis



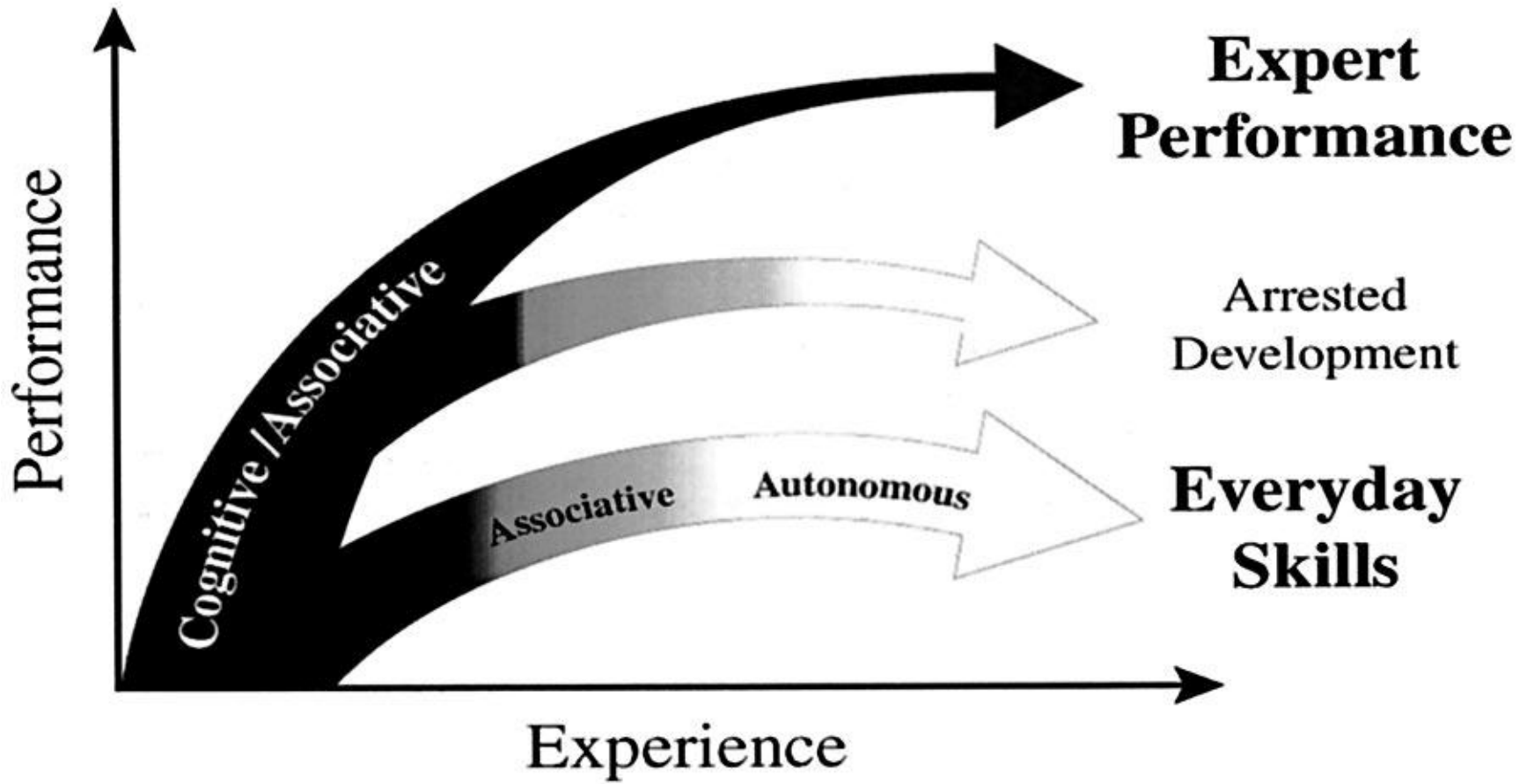
# Why Educate with Simulation

- Weaves substance-specific information into real life problems learners can understand
- Knowledge transfer
- Skill development
- Application of knowledge and skills





# Deliberate Practice



# Characteristics of Simulations

- Students are placed in ‘true to life roles’
- Activities are ‘real world’ but modified for learning
- Instructors facilitate learning



# Elements of Successful Simulation

- Create a motivating environment
- Learner must be an active participant
- Instruction is individualized and at learner's pace
- Prompt feedback on success and error
- Simulation promotes 'inquiry based learning'

# What Skills Can it Teach Us?

- Critical thinking
- Clinical judgment
- Handoffs
- Communication
- Priority setting
- Responding to crisis situations
- Decision Making



Leading the way.

# Where to Start

- Identify areas where the staff are having difficulty
- Think about low volume, high risk patients or procedures
- Think about learning needs for new staff and 'old' staff  
(research tells us experience  $\neq$  expertise)

# Designing a Simulation

- Start with Learning Objectives
  - Cognitive
  - Behavioral
  - Affective



# Designing a Simulation

- Number of learners
  - Will they each play a role or partner up
- Time
  - Set up time, sim time and debrief time
- Level of Knowledge
  - Of learners and instructor



# Designing a Simulation

- Base on real life experience or what you know
  - Use past experiences to create rich scenarios
- Keep it Real
  - Simulation is based on reality otherwise it doesn't work
- Develop your characters
  - Main roles, supporting roles, cues needed, scripts

# Designing a Simulation

- Learner interactions
  - How will you get the interaction started?
- Scenario setting
  - Where does it take place
- Supporting documents
  - Patient charts, employee records
- Rules of engagement

# Running the Simulation

- Do NOT get in the way
- Allow the simulation to progress
- Cue only as needed
- Let it run its course



# Debriefing



This is the most critical element  
of simulation!!!

# Reflective Learning

- Learning occurs by reflecting on experience in order to make sense of the situation
- Based on the work by Schon
- Knowing-in-action-for professionals much of their expertise, knowledge and skills are implicit in practice and occur spontaneously

# Reflection-in-Action

- Occurs during practice
- Generally prompted by unexpected events or surprises
- Students actively seek (notice) information that can affect their learning and develop strategies (interventions) to control their learning

(Boud & Walker, Dannefer & Henson)

# Reflection-on-Action

- Occurs after the event and allows for thinking back on a situation to gain understanding
- Deliberate and logical analysis
- Makes use of theory and principles of practice
- Leads to a better understanding of the situation

# Debriefing

- Formal debriefing should occur after every simulation experience
- Should be based on the reflection-on-action principles
- Relevant feedback can guide further actions and learning

# The “Good Judgment” Approach

- Making observations and pairing them with thought-provoking questions
- Instructor asks out of curiosity, thus allowing trainee to dig deeper into the frames that drive their actions
- Not about talking “nicely”
- All about talking “respectfully”
- Mutual respect fosters learning for all involved in the training session
- Increases the chances that the trainee will be able to hear and process information, thus reducing potential “noise”

(Rudolf et al., 2006)

# Debriefing with “Good Judgment”

- Creating a safe environment to discuss errors or shortcomings and begin to collaboratively problem solve
- Allows participants to make mistakes and still feel worth-while and intelligent
- Values the expert opinion of the instructor while valuing the unique perspective of the trainees

# Exemplars



Leading the way.