Performing in the Fishbowl

Strategies to Empower Students in the Simulated Clinical Setting

ng Educatiohogy

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Outline

- State of Knowledge

- Design & Methods

- Findings

- Implications & Recommendations

Human Patient Simulation

State of Knowledge

HPS: State of Knowledge

Perceptions

Performance

More Research Needed!

HPS in Nursing Education

Study Design

Method

Objectives of the Study

* Acquire Insight into complexities of the social-psychological process within HPS...

Objectives of the Study

"We need to become aware of the influence of technology in a 'properly human context'"

(Burch, 1986, p. 11)

Research Questions

* What is the social-psychological process involved in using HPS as a teaching/learning modality…

* According to participant views, how is HPS best structured to respond to their learning needs/styles?

Method

* Grounded Theory (Glaserian)
* Purposive sampling
* Data collection
  * One to one interviews, observation, journaling, field notes, lit reviews
* Data analysis:
  * Constant comparative method
  * Leveled coding

HPS in Nursing Education

Findings

Performing the Fishbowl:

Empowering Through Fading Support

Empowering Through Fading Support

* Fading support

  * Dynamic assessment & Adaptive scaffolding

* Adaptive scaffolding (Lajoie, 2005)

  * Vygotsky's Zone of Proximal Development (ZPD)

    * "Difference between what an individual can do independently and what he or she can do with assistance or mediation" (Lantolf, 2009)

Adaptive Scaffolding/ Dynamic Assessment

* Process of gradually "fading support"

  * (Hadwin, Wozney, & Pontin, 2005; Lajoie, 2005)

  * Dialectical blend of instruction and assessment

  * Actively assess the learner's ZPD

    * When to scaffold, when to fade
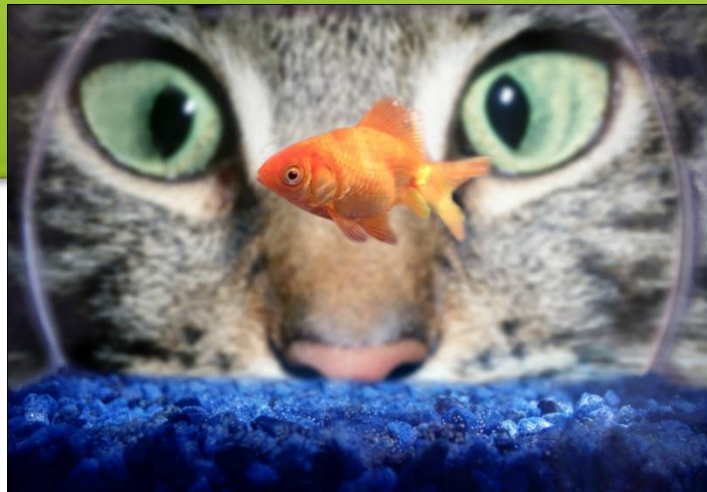
* From other-regulation to self-regulation

  * (Burbules, 1993)

Empowering Through Fading Support

Performing in the Fishbowl

Empowering through Fading Support

Suspending Disbelief

http://www.sudokuz.eu/illusion/illusionen.php

Empowering through Fading Support

Scaffolding Signal & Noise
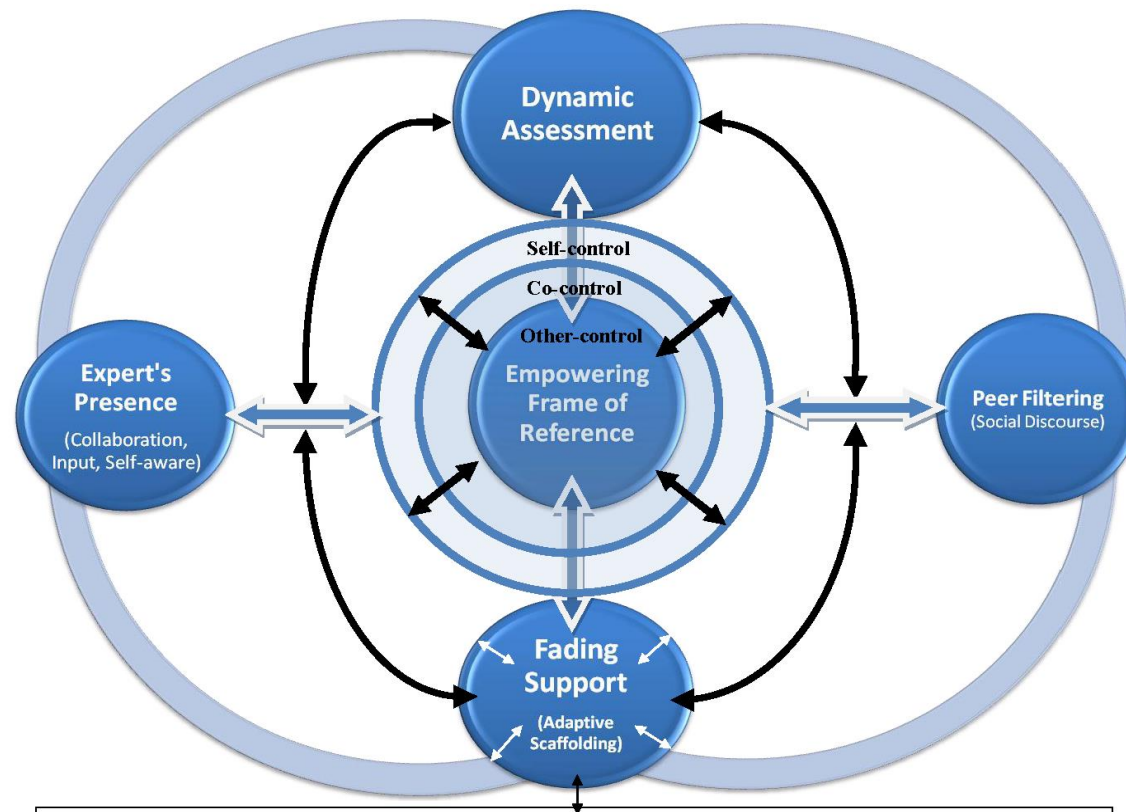
Empowering Through Fading Support

Scaffolding the Expectations of the Learner

Empowering Through Fading Support

Scaffolding Within the Facilitator's ZPD

Empowering Through Fading Support

Figure 2: Empowering Through Fading Support

HPS in Nursing Education

Recommendations

Process: Key Concepts

* Peer observation and critiquing easily overwhelms

* Suspending disbelief is a challenge

* Intentional "noise" can overwhelm students

* Need to assimilate and "expert" frame of reference

* Facilitators: Embrace ambiguity and critical reflexivity

* Simulation is a reciprocal relationship!

Key Recommendations

* Finding the balance

    * Simple design for novice learners

    * 'Soft' introduction of peer observation and critique

    * Avoid hierarchal observation

    * Begin with lower levels of signal and noise

    * Start with decreased complexity of scenario

Key Recommendations

* Facilitators need flexible and adaptable approach

  * "Just let them go"

  * Critically reflexive faculty

  * Allow students input: objectives & Scenario design

* Building Trust in the learning relationship

  * Consistency of cohort groups

  * Clinical instructors as simulation facilitators

Key Recommendations

* Increased exposure to simulation

  * Guided by learning theory

* Suspending disbelief

  * Be cautious about prompting and cueing

  * Validate limitations of sim

* Fear of the unknown:

  * Sufficient orientation+++

  * "hands-on" orientation

Key Recommendations

* Engage students in the entire nursing process

* Don't expect perfection!

"The choice of civilization is not decided by the immanent drift of technology, but can be affected by human action"

(Feenberg, 1991, p. 14)

THE END

experience"

- "This is a magical place, anything can happen here"

- "It's just a tool, I have to set up the context, the environment, and I have to facilitate"

Questions?
Comments?

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