Simulated Practice Learning Experience: An Innovative Pedagogical Approach to Practice Learning for Nursing Students

BE THE DIFFERENCE

Authors: Sharon Faulds, Lecturer in Nursing and Dr Anne Taylor, Senior Lecturer, University of Stirling

Aim

This poster showcases the development and implementation of simulated practice learning experiences (SPLE) for nursing students in response to:

- COVID-19 pandemic challenges (NMC 2022)
- Fulfilment of NMC practice hour requirements
- Reduced placement capacity

These four 1-week SPLEs (see figure 1), was an opportunity to expose students to clinical areas they typically had limited or no access to during their training.

The SPLEs were designed to offer students the opportunity to engage in essential clinical learning experiences within these specialised fields, but within a virtual environment.

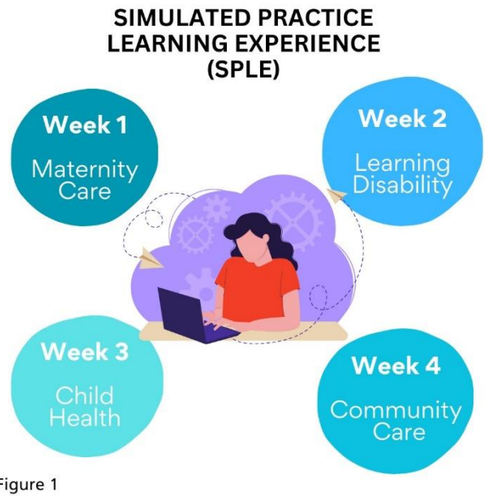

Figure 1

Methods

Each SPLE was delivered by clinical staff in the virtual environment of Canvas and Microsoft Teams. Drawing from real clinical scenarios and case studies, an immersive learning environment was created, applying evidence-based theories. This was delivered using:

- Thinglink
- Live sessions with clinical staff
- Pre-recorded sessions with clinical staff
- Service user and patient involvement
- Self-directed learning

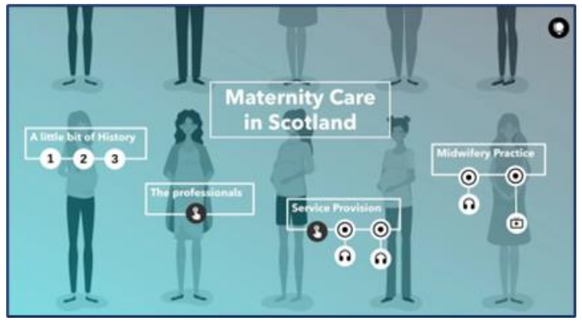

Figure 2

TheThinglink platform permits the user to upload a base image and then add a selection of icon tags, which, once clicked, can provide links to additional text, images, audio/media files, or links to websites or documents. These icon tags can be selected in various different symbol format or colours and placed anywhere within the base image (Jeffery et al 2021). The final product is a flexible and navigable resource with multiple media sources linked together in a logical manner. See Figure 2 – an example from the Maternity Care week.

Outcomes/Results

A mixed method approach was chosen to capture the students' experiences and perceptions. Data was collected via an embedded evaluation questionnaire in Canvas at the end of each SPLE week. Qualitative questions emphasised key themes of transferable skills, the value of peer learning, and benefits of learning within the virtual environment. See Figure 3 for examples of student feedback. Quantitative responses also yielded positive findings. When combining the responses of "agree" and "strongly agree" in the overall student satisfaction question, the score was 88% (see Figure 4).

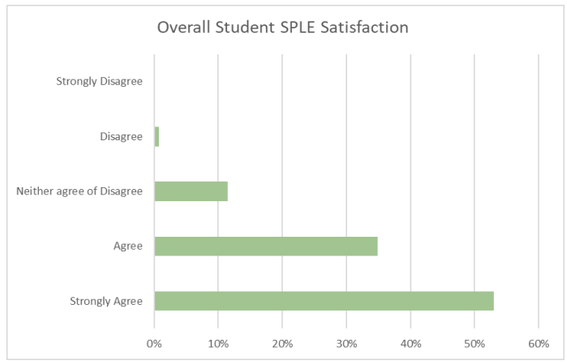

Figure 4

Conclusion

Especially amidst disruptions caused by the COVID-19 pandemic, the SPLE represents a valuable and innovative method in practical learning experiences, essential for connecting theory with real-life practice. It empowers students to develop confidence and skills across diverse scenarios, including those less commonly encountered in real-world settings. However, it is important to strike a balance between leveraging technology for enhanced learning experiences and preserving essential elements of practical and interpersonal skills best acquired through in-person interactions. Moving forward, it is crucial to continue exploring and refining simulated practice learning approaches to ensure the delivery of high-quality education and preparation of future healthcare professionals.

References

Jeffery, A.J., Rogers, S.L., Jeffery, K.L.A. and Hobson, L. (2021) A flexible, open, and interactive digital platform to support online and blended experiential learning environments: Thinglink and thin sections. *Geoscience communication*, 4 (1), pp. 95-110

Nursing and Midwifery Council (2022) Current recovery programme standards. London: Nursing and Midwifery Council. Available: https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/current-recovery-programme-standards.pdf

Contact Information

Sharon Faulds – sharon.faulds@stir.ac.uk
Dr Anne Taylor – a.d.taylor@stir.ac.uk