

I can't breath, help me!

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Beginning

- METI trip
- Tzu-Chi Simulation Interesting Group (TSIG)

Tsung-Ying Chen, MD

Ming-Chen Hsieh, MD

Zhang-Mian Wang, MD

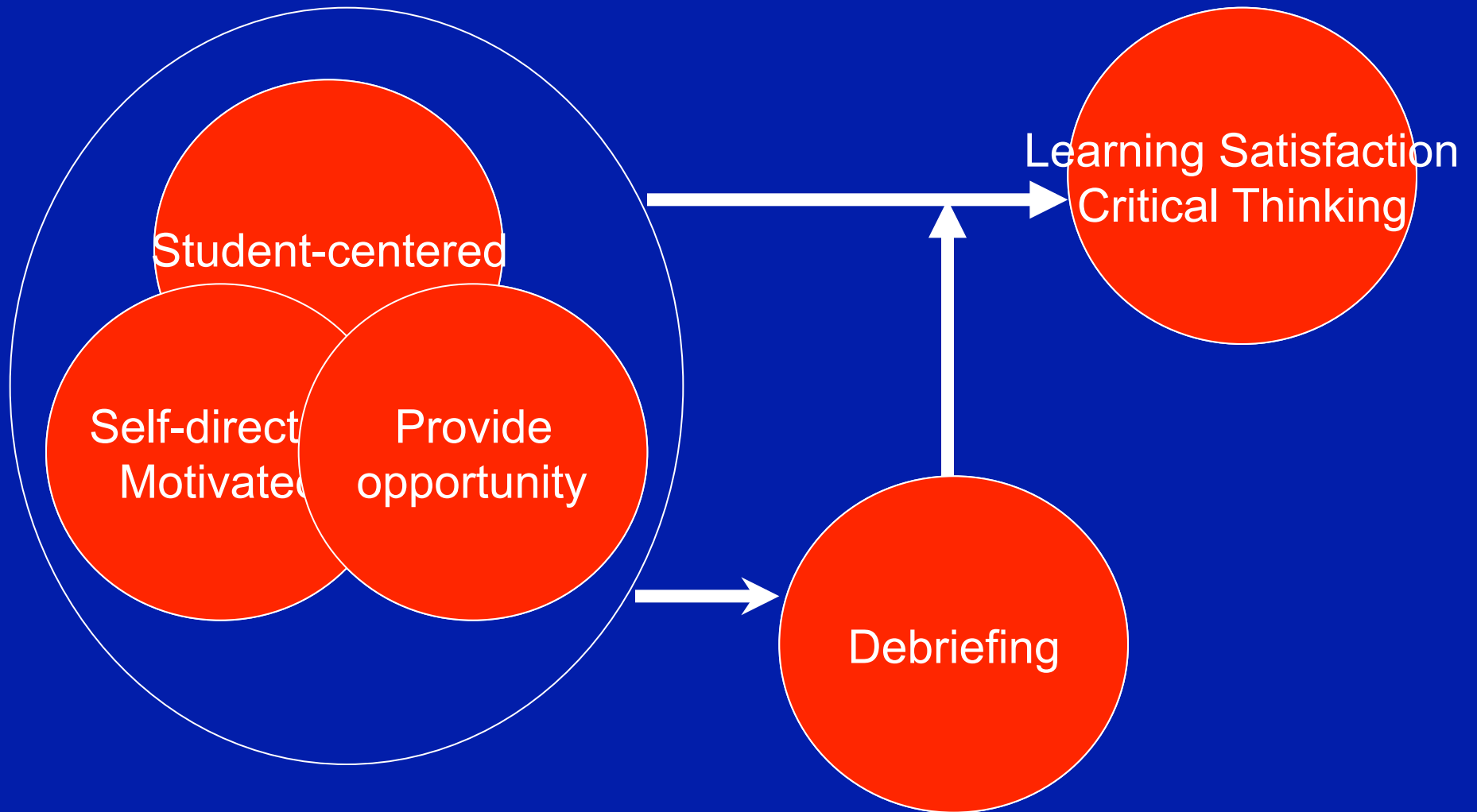
Zhen-Gwei Jun, MD

Hsiang-Man Liu, RN, NP

Jun-Hou Huang, RN

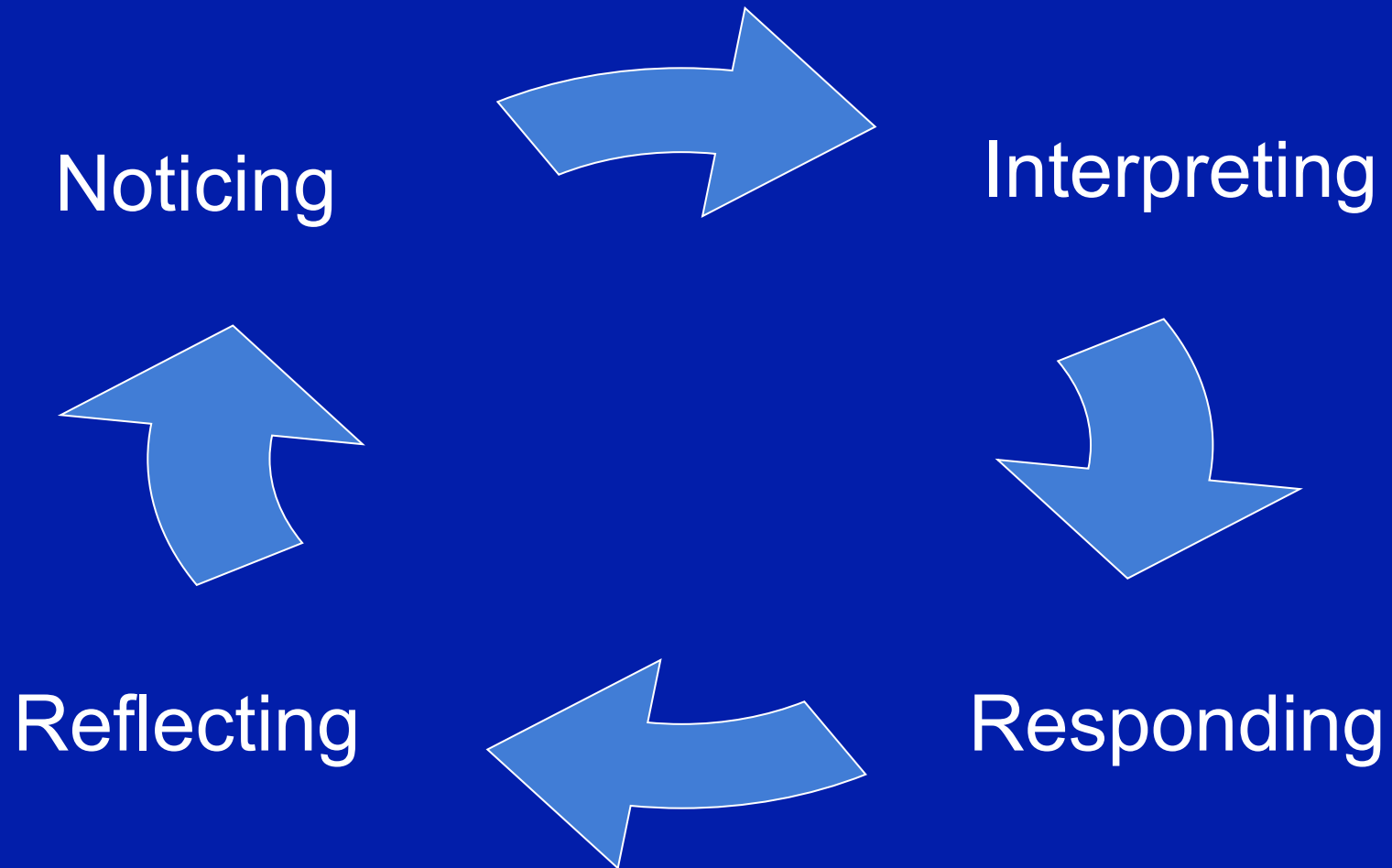
Zi-Qian Jian, RN

Simulation Model



Modified by Jeffries, P. R. (2005). A framework for designing, implementing, and evaluating simulations used as teaching strategies in nursing. *Nurs Educ Perspect*, 26(2), 96-103.

Clinical Judgment Model



Scenario Outlines

7 Steps

1. Simulated patient profiles

the script...

- Mr. Liu, 68-year-old, who experienced right leg pain for three days, was admitted to the ward for cellulitis.
- Type 2 DM, HTN, COPD
- He took routine medications
- Quit smoking and drinking.
- Denial of allergic history.

Scenario Outlines

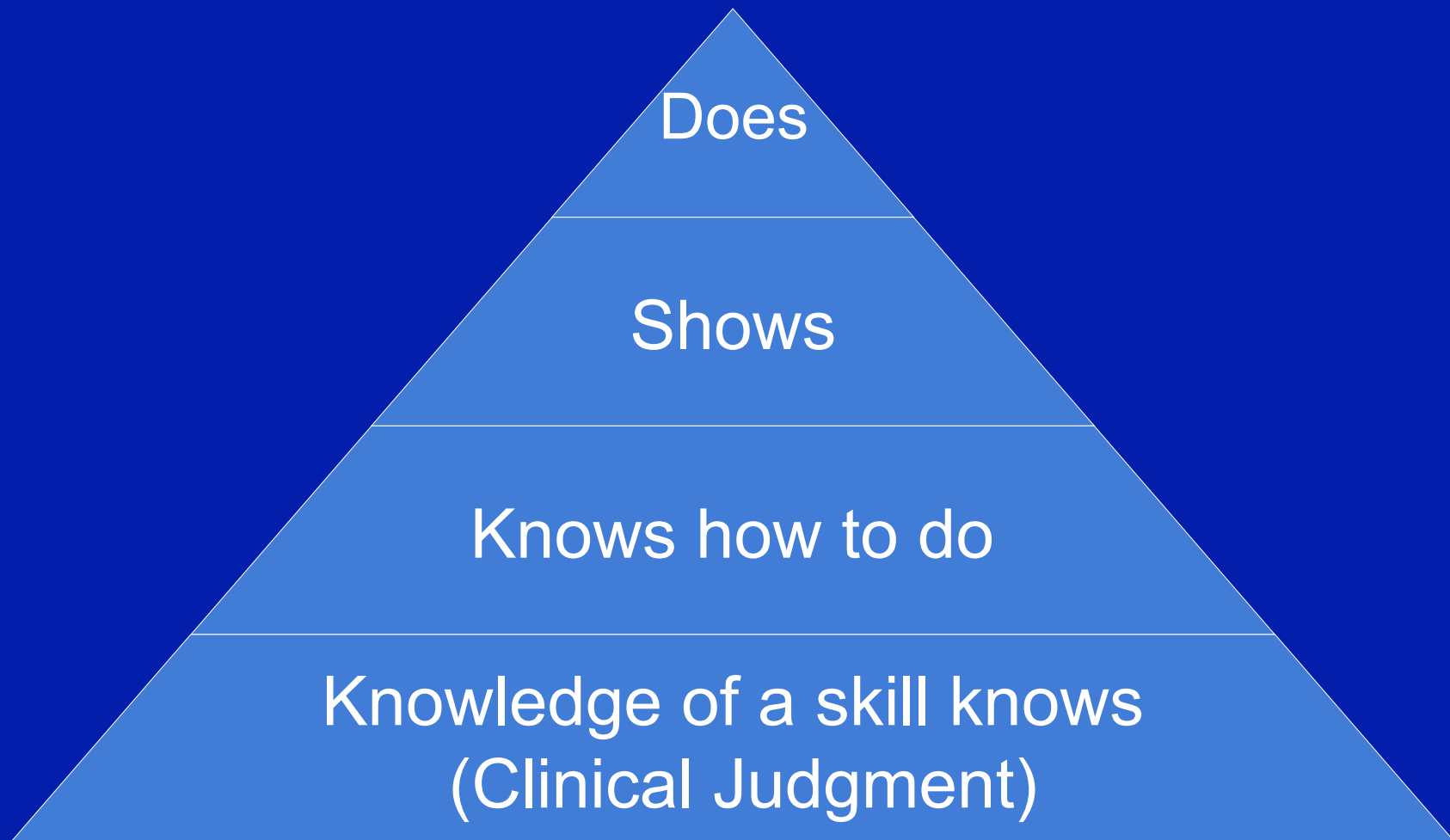
2. Assessment
3. Nursing problems
4. Planning
5. Implementation
6. Evaluation
7. Simulation responses

Debriefing-Self Appraisal

1. What went well ?
2. What else happened ?
3. How did the team function ?
4. How would this improve patient care ?

Discussion

1. What we found in clinical judgment as using debriefing?
2. How's nurse enjoy this kind of new educational activity ? Are they satisfied ?
3. Why do we need to change our teaching method?
Why can't we teach nurses as usual or traditional way ?



Wilford, A., & Doyle, T. J. (2006). Integrating simulation training into the nursing curriculum. *Br J Nurs*, 15(17), 926-930.

1. Simulation

OSCE

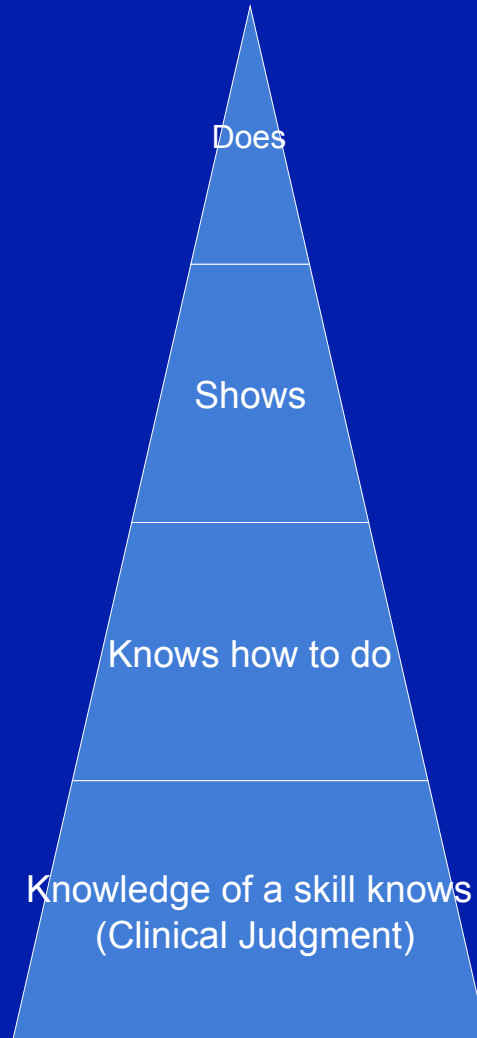
Standard
Patient

2. DOPS

MiniCEX

3. Paper Test

4. Clinical
Practice



Clinical
Practice

Simulation

OSCE

Standard
Patient

Paper Test

Final Conclusion

1. Simulation activity is a beneficial for training in clinical judgment especially in the part of debriefing
2. Simulation assists RN to apply knowledge to clinical contexts, narrowing the 'know' vs. 'do' gap.
3. After the activity, RN are interesting in simulation, increase the learning satisfaction and integrate patient's needs.

Educational practices must help learners engage with patients and act on a responsible vision for excellent care of those patients and with a deep concern for the patients' well-being.

Tanner, C. A. (2006)

Limitations

1. Time factor
2. Nursing shortage

Suggestions

1. Combine other educational activities
2. Transfer to clinical setting, not the lab.

Thank You for Your Attendance!

