

Simulation in Taiwan Nursing Education.

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Aims:

- To be able to understand the function of simulation.
- To be able to apply simulation in nursing education
- To be able to share the simulation experience together with other health professionals



Outlines

- **Welcome and Introduction to the facilitators (5 minutes)**
- **The three scenarios (total 30 minutes , each scenario takes 10 minutes)**
- **Brief PPT to introduce the simulation in Taiwan nursing education (15 mins)**
- **Discussion**
- **Q&A about the group work**



Scenario I

- Emergent management on great amount of blood loss during
- C-SECTION
- 42 years old woman on 2nd pregnancy. 1st pregnancy ended with C-Section, admitted for abdominal pain. Currently fetus at 35 weeks gestation, present weight 72 Kg, BP 150/90mmHg, mother pulse rate 120/mins, weak and fast. Placenta Previa on exam verified by ultrasound, delivery by C-Section, with forceps. Baby is under good condition, body weight 3040gm.



Scenario II

- **Patient is on Pitocin administration follow by child birth. Closure of uterus by suture, but did not stop blood oozing. Blood transfusion plus plasma given, blood loss estimated as 2000 ml in 10 mins, patient blood pressure went down to 80/40 mmHg, Pulse rate 140/ mins.**



Scenario III

- Blood loss continues uterine contraction abated. OB doctor decided to perform hysterectomy, at surgery, BP unstable and even in shock, BP 65/35 mmHg, pulse rate 150/ mins, arterial gases show PH: 7.22, Po₂:71, Pco₂: 47.7,**
- HCO₃: 19.4, BE: -7.8mmol/L**



How does that work in the school setting?



- “Simulation offers health care educators a tool that can be used repeatedly by learners who need sequential experiences or less frequently for those who are more experienced.” Jeffries, P. (2007).



The NLN has Concluded

- Students who have participated in paper/pencil case study did not perceive as many problem solving features as the students who were actively involved in static or high fidelity simulation.
- Students who were engaged in high fidelity simulation had a higher satisfaction with their learning and reported a higher confidence in implementing patient care. (2006 National League for Nursing)



Method

- **Focus group discussion**
- **BsN final year students (n=10)**
- **MsN students (n=8)**



The students reflection about simulation



How to learn it better

- **Demonstration** 示範操作
- **Clinic practice** 親自模擬
- **Teaching Video** 影片
- **Standard procedural** 標準步驟表
- **Discussion** 同學之間討論如何運用學理



How to do it better

課室和臨床更契合的方法

- **More reflective assignment** 省思作業
- **Learning by doing** 不斷練習
- **Case discussion** 彼此個案分享
- **Practice, Practice and practice** 多臨床實習



- **Planning** Create case studies Plan and design simulations in advance
- **Implementation** Plan simulation as closely to real scenario as possible
Perform a practice for each simulation with faculty, students, etc .
- **Evaluation** Following experience: The evaluation tools should be designed to answer such questions such as: How did it go?
 - Did the students meet the objectives?
 - How did the student perform?
 - Was there technological problems?
 - How did faculty and students interact?
 - Did anything interfere with the simulation?
 - Identify any difficulties for improvement through evaluations
- Jeffries, P. (2007)

- **Thank you for your attention.**
- **Have a enjoy time in Taiwan.**



References

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