

CHAMPIONING CHANGE IN SIMULATION THROUGH STUDENT ENGAGEMENT

Sheri Wright, M.Ed., BN, RN, CHSE

Marie Laenen, BN, RN

Shannon Still, SPN

Lethbridge, AB, Canada



INACSL
CONFERENCE,
2017

June 21-24, 2017
Marriott Wardman
Park Hotel
Washington, DC



ANCC

Continuing Nursing Education



International Nursing Association for Clinical Simulation & Learning is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

DISCLOSURES

Conflict of Interest

- Sheri Wright reports no conflict of interest
- Marie Laenen reports no conflict of interest
- Shannon Still reports no conflict of interest
- Julia Greenawalt (INACSL Conference Administrator & Nurse Planner) reports no conflict of interest
- Leann Horsley (INACSL Lead Nurse Planner) reports no conflict of interest

Successful Completion

- Attend 100% of session
- Complete online evaluation



LEARNING OUTCOMES

Upon completion of this educational activity, participants will be able to:

1. Understand the importance of student empowerment, collaboration, and leadership.
2. Student engagement as a tool for knowledge translation in simulated learning.
3. Develop a student engagement group or module.

UNIQUENESS OF OUR SIMULATION AREA

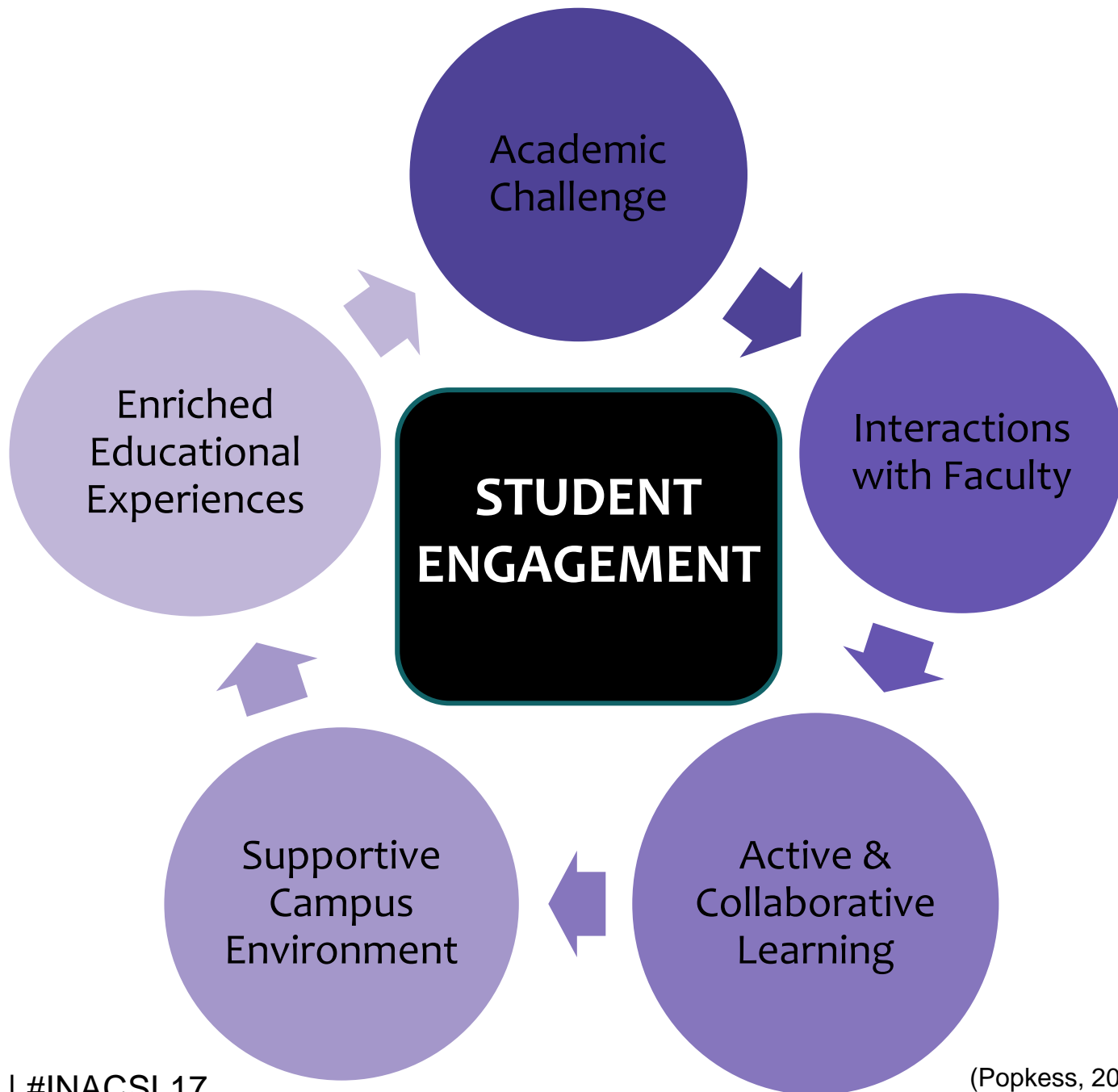
- **SPHERE:**
 - Simulated Patient Health Environment for Research and Education
 - Lo, moderate, and hi-fidelity spaces





Consent has been obtained for all personal photography used in this presentation.



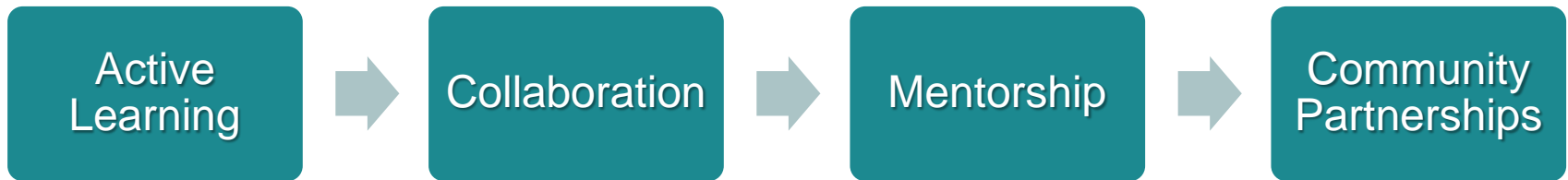


(Popkess, 2011).



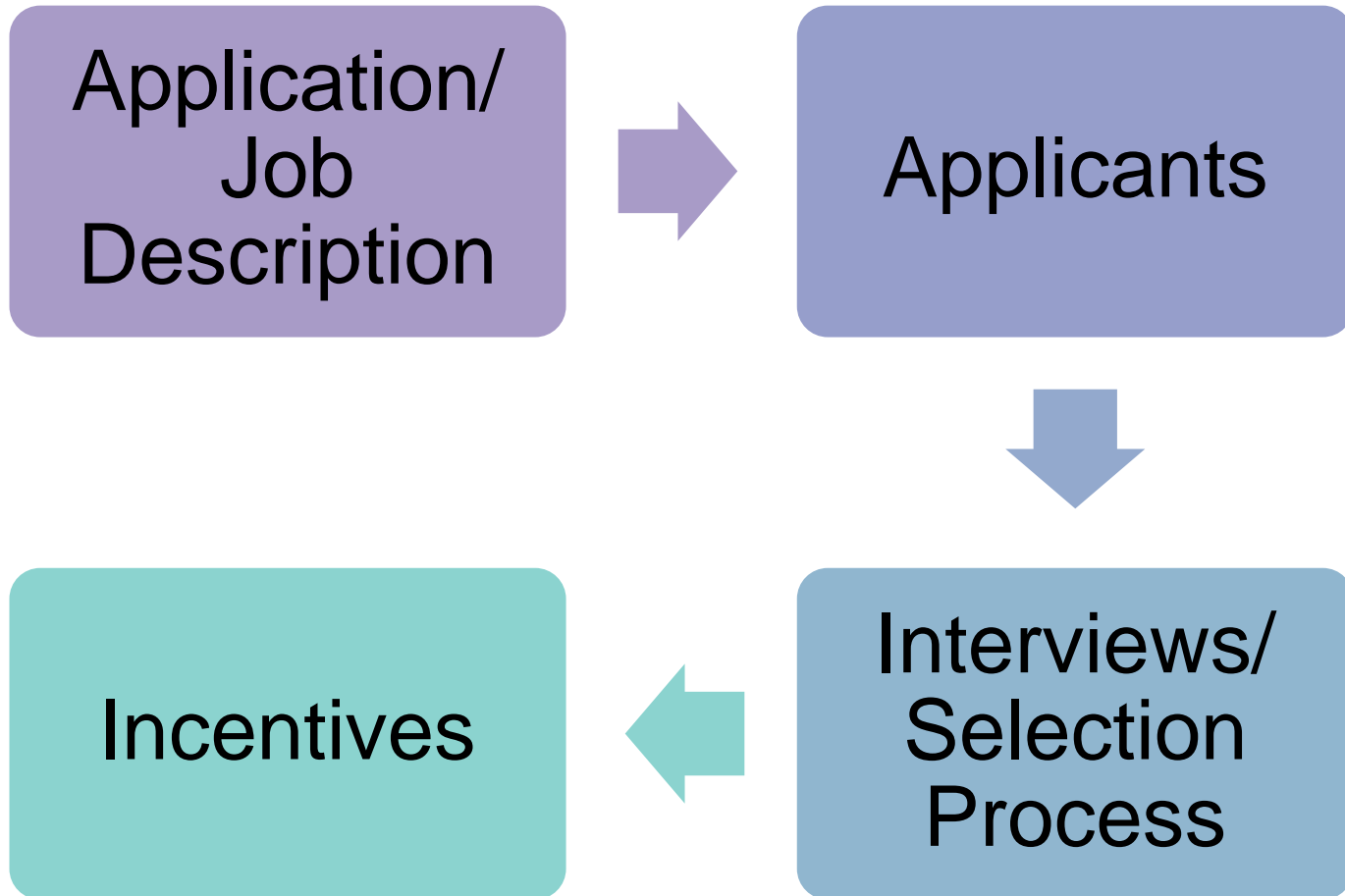
STUDENT ENGAGEMENT

- Student hub in SPHERE.
- Schaffer & Hargate (2015) indicate that engagement enhances:



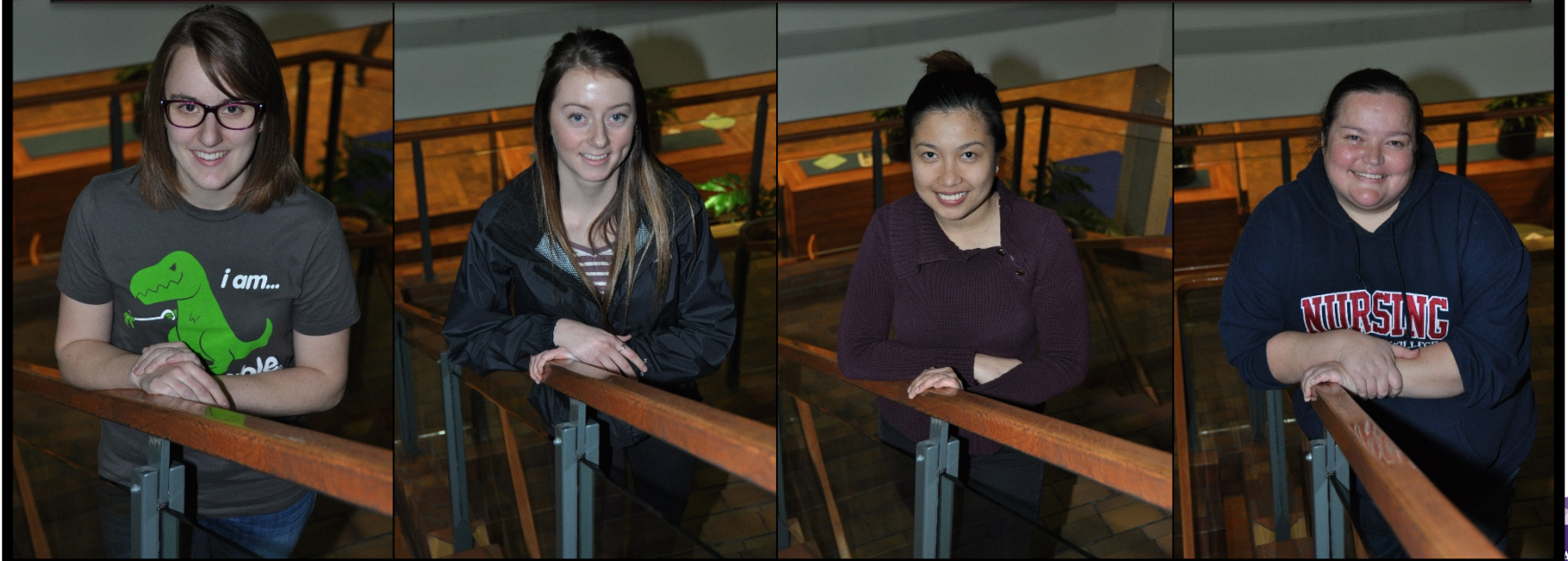
- Meaningful student engagement can advance the students' sense of belonging, encourage meaningful involvement, give students a voice, and advance relationships (Beck & Reilly, 2017).

THE BEGINNING





SC's: Student Crew in SPHERE

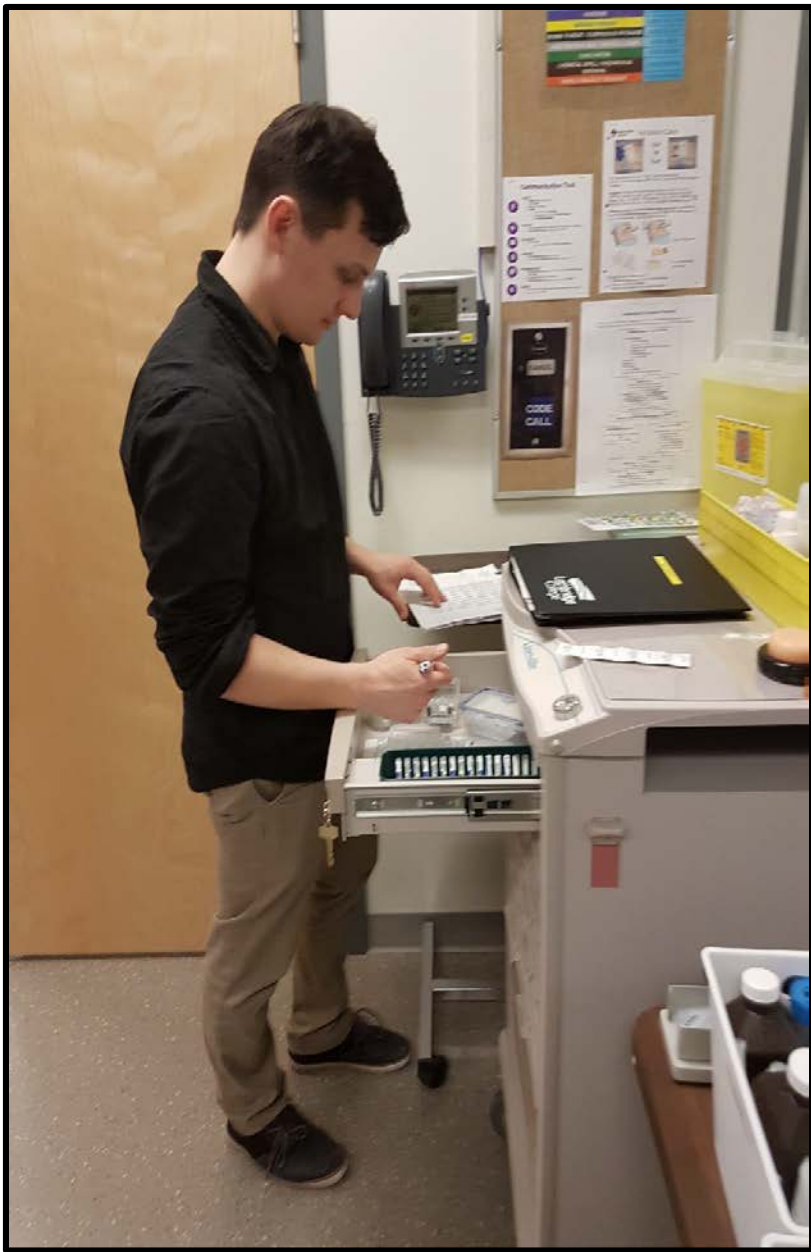


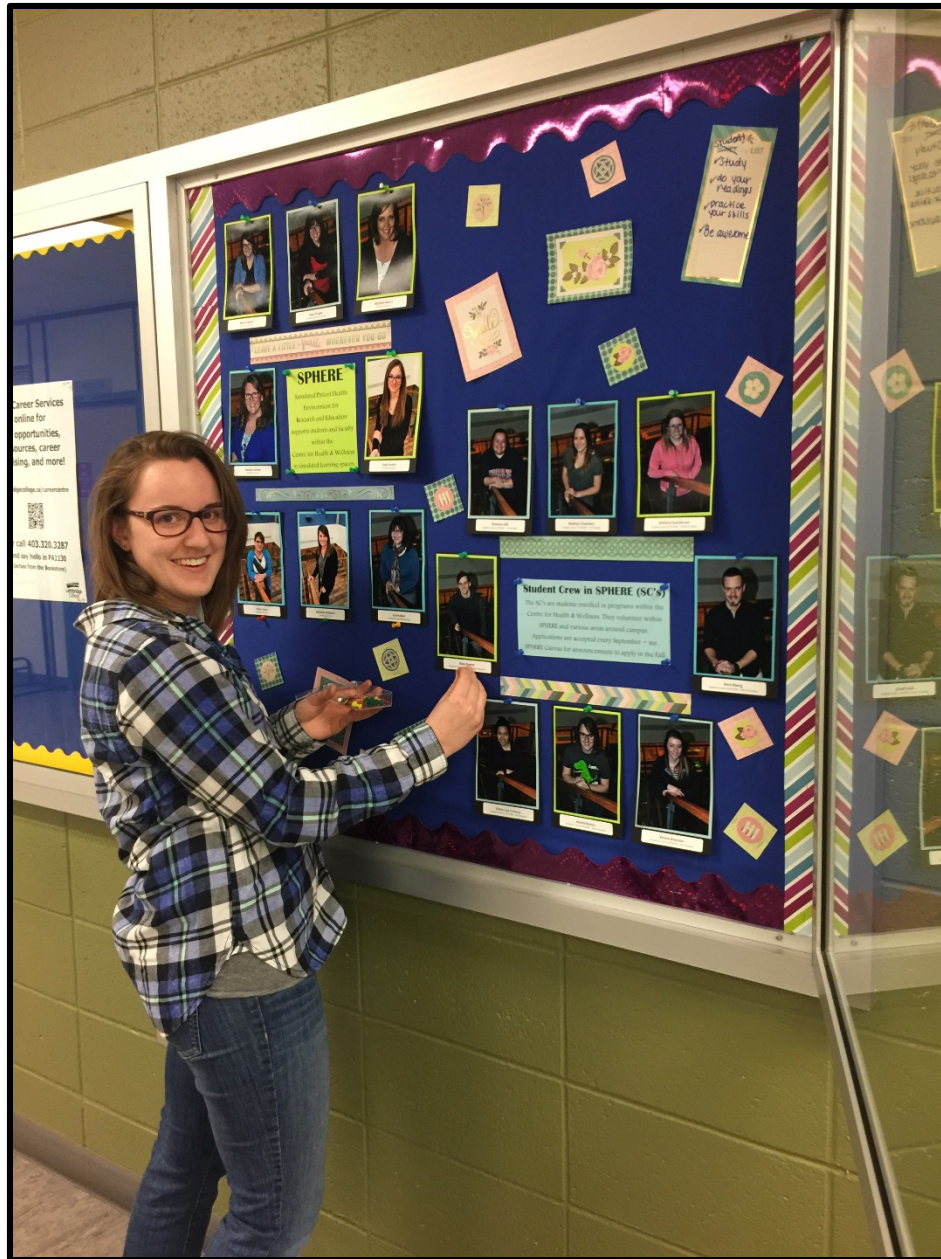












Career Services
online for
opportunities,
resources, career
counseling, and more!

QR Code

call 402.320.3287
and see us in PA1236
(corner from the Bookstore)

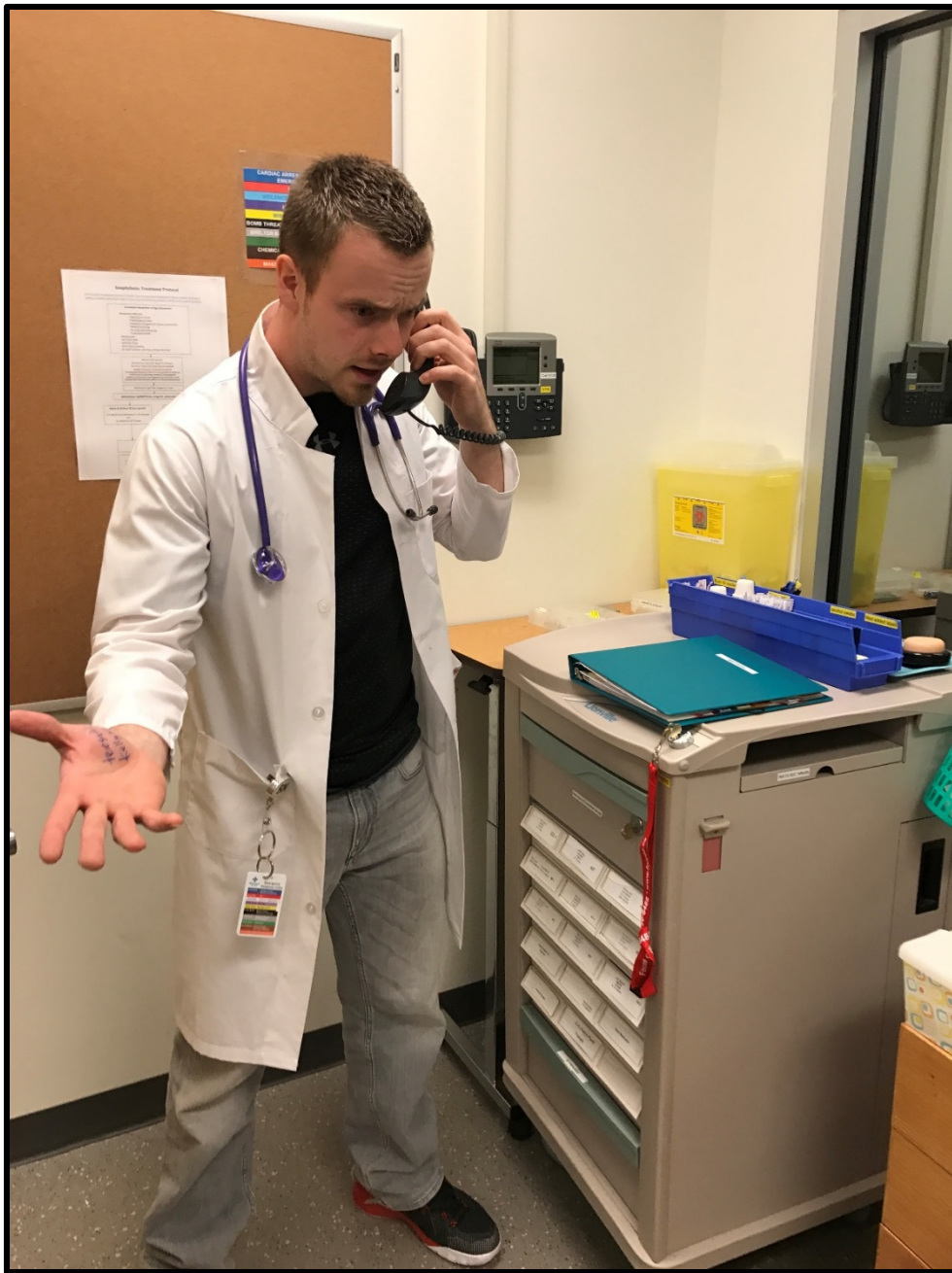
Student Crew in SPHERE (SC)

This SC crew member provided an experience within the Center for Health & Wellness. They volunteer within SPHERE and various areas around campus.

Applications are accepted every September - see SPHERE Advisor for recruitment events for SC's in the Fall.

Study hard
do your readings
practice on
your skills
Be awesome





MADISYN CHAMBERS

- 2nd year Practical Nursing Student at Lethbridge College.
- Finishing her final practicum which will be done by the end of June 2017.
- Student volunteer since September 2016.
- Student funding to attend INACSL provided by:
 - Lethbridge College Student Association
 - Lethbridge College Student Services, Student Engagement Initiative
 - Lethbridge College Practical Nursing Program
 - Lethbridge College, Dean for the Centre for Health & Wellness.



SURPRISES

Behind the
Scenes

Working with
Other
Students

Role Playing

Confidence

Leadership

Ambassador

Mentoring

Networking

Collaboration





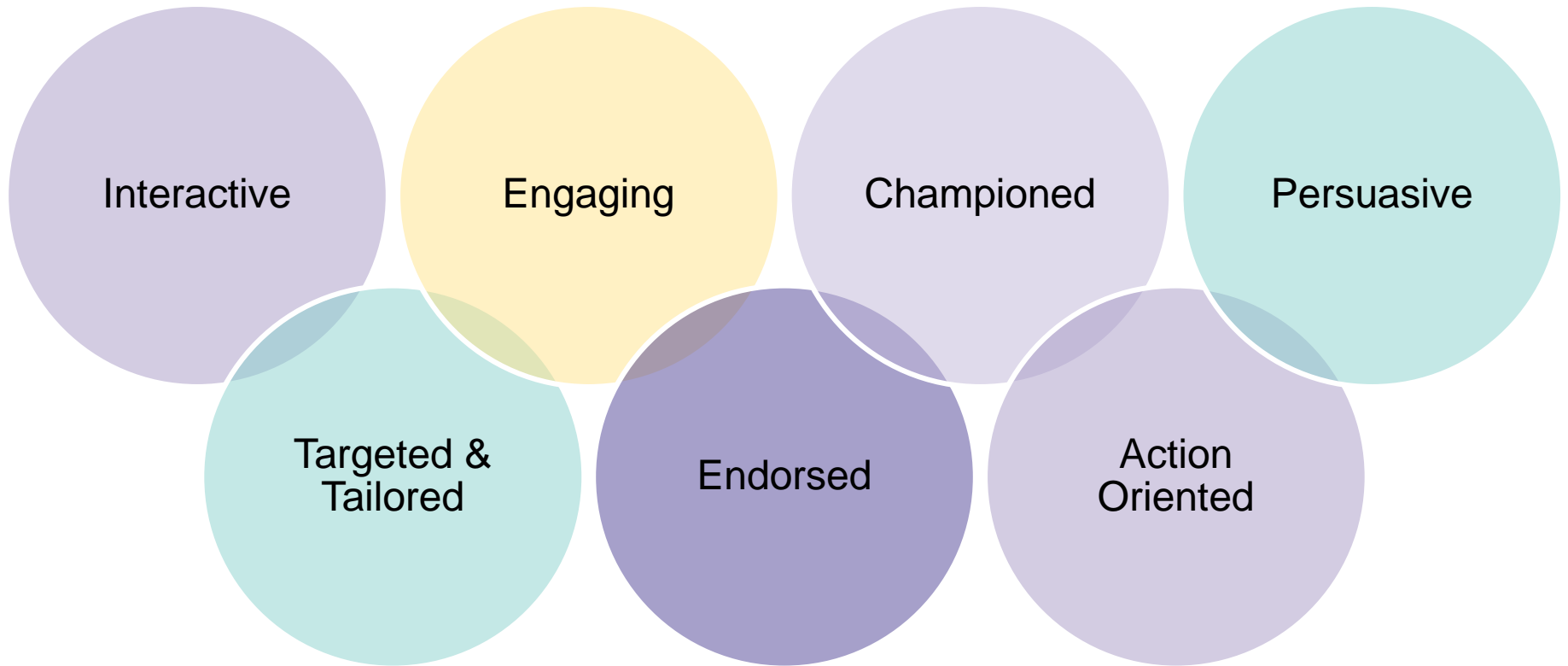


COLLABORATION

- Collaboration in practice not just theory (Schaffer & Hargate, 2015).
- Students play an active role in building collaborative partnerships (Jokelainen, Tossavainen, Jamookeeah & Turunen, 2012; Rossler, 2013).



KNOWLEDGE TRANSLATION



STUDENT EMPOWERMENT

Stress &
Psychological
Resiliency

Psychological
Empowerment

Confidence &
Self-Efficacy

Conflict
Management

Emotional
Intelligence

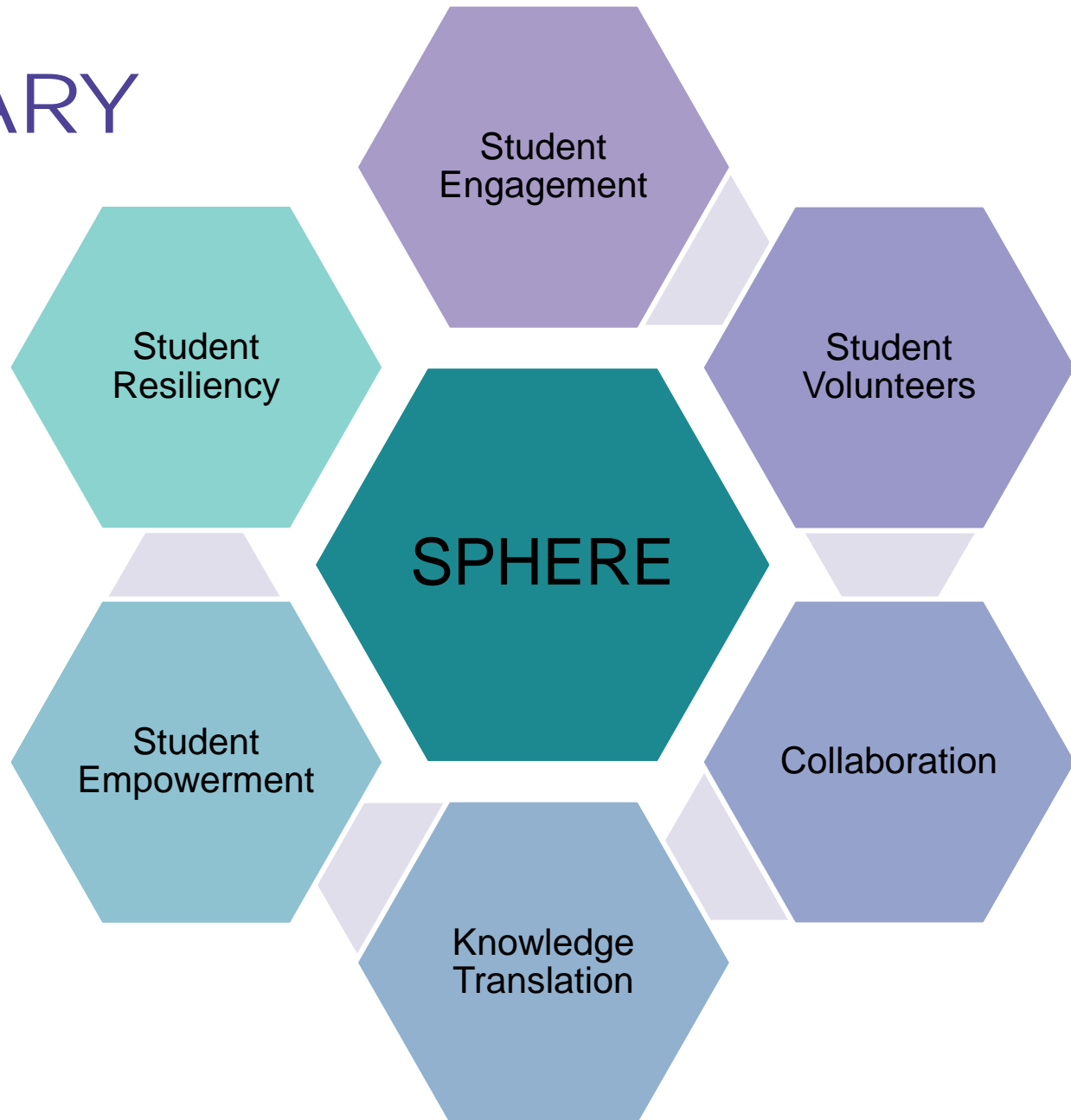
Modeling of
Healthy
Behaviors

(Beauvais, et al., 2014; Pines et al., 2012; Woodworth, 2016; Yardley, 2014).

STUDENT RESILIENCY

- “Empowered academic environments are organizations that create opportunities for choice, independence and stabilization leading to progress and realization of capabilities for the members” (Fazel, Harandi & Farahani, 2016, p. 83).
- Horizontal violence in nursing can lower a person’s resiliency and leave them feeling powerlessness (Pines et al., 2012).

SUMMARY



REFERENCES

- Beauvais, A. M., Stewart, J. G., DeNisco, S., & Beauvais, J. E. (2014). Factors related to academic success among nursing students: A descriptive correlational research study. *Nurse Education Today*, 34(6), 918. Retrieved from <https://search.proquest.com/docview/1529033351?accountid=12063>
- Beck, A. J. & Reilly, S.M. (2017) What can secondary school students teach educators and school nurses about student engagement in health promotion? A scoping review. *The Journal of School Nursing* 33(1), 30-42. doi: 10.1177/1059840516677825 April 6, 2017.
- Berro, E. A., & Knoesel, J. M. (2016). An innovative approach to staffing a simulation center in a college of health professions. *Journal of Nursing Education*, 55(1), 53-55. doi:<http://dx.doi.org/10.3928/01484834-20151214-13>
- Brogan, J. (2014, Dec 05). New collaborative medical campus will also include nursing, dental students. *University Wire* Retrieved from <https://search.proquest.com/docview/1861663486?accountid=12063>
- Brown, J., & Collins, G. (2015). Embedding simulated practice: Health of the community experience. *Primary Health Care (2014+)*, 25(6), 26. doi:<http://dx.doi.org/10.7748/phc.25.6.26.e1012>
- City of Calgary. (n.d). Engage Framework & Tools V2 Retrieved April 5, 2017 from http://engage.calgary.ca/application/files/1314/6376/8116/Engage_Framework.pdf
- Crawford, K., Simpson, D., & Mathews, I. (2013). Change, challenge and choice: Being a student mentor. *International Journal of Mentoring and Coaching in Education*, 2(2), 137-148. Retrieved from <http://search.proquest.com/docview/1425435381?accountid=12063>
- Curtis, E., Ryan, C., Roy, S., Simes, T., Lapkin, S., O'Neill, B., & Faithfull-Byrne, A. (2016). Incorporating peer-to-peer facilitation with a mid-level fidelity student led simulation experience for undergraduate nurses. *Nurse Education in Practice*, 20, 80-84. doi:<http://dx.doi.org/10.1016/j.nepr.2016.07.003>
- Dunne, E., & Owen, D. (Eds.). (2013). 0 : Student Engagement Handbook : Practice in Higher Education. Bingley, GB: Emerald Group Publishing Limited. Retrieved from <http://www.ebrary.com>

REFERENCES

- Fazel, A., Harandi, A., & Farahani, F. (2016). Students' empowerment model: An approach to the establishment of gen-3 and 4 universities. *International Journal of Advanced and Applied Sciences* 3(11), 83-92. doi: 10.21833/ijaas.2016.11.014
- Gagliardi, A., Webster, F., Straus, S. (2015). Designing a knowledge translation mentorship program to support the implementation of evidence based innovations. *BMC Health Services Research*, 15 (1), 1-9. Doi:<http://dx.doi.org/10.1186/s12913-015-0863-7>
- Gerrard, S., & Billington, J. (2014). The perceived benefits of belonging to an extra curricular group within a pre- registration nursing course. *Nurse Education in Practice*, 14(3), 253-8. doi: <http://dx.doi.org/10.1016/j.nepr.2013.11.002>
- Hunt, C. W., Curtis, A. M., & Gore, T. (2015). Using simulation to promote professional development of clinical instructors. *Journal of Nursing Education*, 54(8), 468-471. doi:<http://dx.doi.org/10.3928/01484834-20150717-09>
- Jokelainen, M., Tossavainen, K., Jamookeeah, D., & Turunen, H. (2012). Seamless and committed collaboration as an essential factor in effective mentorship for nursing students: Conceptions of Finnish and British mentors. *Nurse Education Today* 33(5), 437-443. doi: 10.1016/j.nedt.2012.04.017
- King, S., Carbonaro, M., Greidanus, E., Ansell, D., Foisy-Doll, C., & Magus, S. (2014). Dynamic and routine interprofessional simulations: Expanding the use of simulation to enhance interprofessional competencies. *Journal of Allied Health*, 43(3), 169-75. Retrieved from <https://search.proquest.com/docview/1629952304?accountid=12063>
- Lankshear, S., Rush, J., Weeres, A., & Martin, D., (2016). Enhancing role clarity for the practical nurse: A leadership imperative. *Journal of Nursing Administration*, 46(6), 300. Retrieved from <https://search.proquest.com/docview/1799199659?accountid=12063>
- Masika, R. (2016). Building student belonging and engagement: insights into higher education students' experience of participating and learning together. *Teaching in Higher Education*, 21(2), 138-150.



REFERENCES

- Mental Health Commission of Canada in collaboration with Bilsker, D., & Goldner, M. (2014). Innovation to implementation: a practical guide to knowledge translation in healthcare. Retrieved from http://www.mentalhealthcommission.ca/sites/default/files/2016_06/innovation_to_implementation_guide_eng_2016_0.pdf
- Montenery, S. M., Walker, M., Sorensen, E., Thompson, R., Kirklin, D., White, R., & Ross, C. (2013). Millennial Generation Student Nurses' Perceptions of the Impact of Multiple Technologies on Learning. *Nursing Education Perspectives (National League For Nursing)*, 34(6), 405-409. doi:10.5480/10-451
- Pines, E. W., Rauschhuber, M. L., Norgan, G. H., Cook, J. D., Canchola, L., Richardson, C., & Jones, M. E. (2012). Stress resiliency, psychological empowerment and conflict management styles among baccalaureate nursing students. *Journal of Advanced Nursing*, 68(7), 1482. Retrieved from <https://search.proquest.com/docview/1022170349?accountid=12063>
- Pines, E., Rauschhuber, M., Cook, Jennifer., Norgan, G., Canchola, L., Richardson, C., & Jones, M.E., (2014). Enhancing resilience, empowerment, and conflict management among baccalaureate students: Outcomes of a pilot study. *Nurse Educator*, 39(2),85. Retrieved from <https://search.proquest.com/docview/1511438884?accountid=12063>
- Popkess, A. M., & McDaniel, A. (2011). Are nursing students engaged in learning? A secondary analysis of data from the National Survey of Student Engagement. *Nursing Education Perspectives*, 32(2), 89-94. Retrieved from <http://search.proquest.com/docview/863645895?accountid=12063>
- Rossler, K. L. (2013). *Exploring interprofessional education through a high-fidelity human patient simulation scenario: A mixed methods study* (Order No. 3569841). Available from ProQuest Dissertations & Theses A&I. (1356858072). Retrieved from <https://search.proquest.com/docview/1356858072?accountid=12063>
- Ruggenberg, S. (2008). *The effect of simulated clinical experience on knowledge, near transfer, and far transfer in nursing education* (Order No. 3305962). Available from Nursing & Allied Health Database. (304825154). Retrieved from <https://search.proquest.com/docview/304825154?accountid=12063>



REFERENCES

- Rush, S., Shepherd, L., Firth, T., & Marks-Maran, D. (2013). Practicing for progression into nursing: A collaborative approach to the preparation of potential nursing students. *Nurse Education in Practice*, 13(5), 377-81. doi:<http://dx.doi.org/10.1016/j.nepr.2012.10.004>
- Russel, N. (2016) Student satisfaction and institutional priorities surveys: student and employee summary report. Ruffalo Noel Levitz Student Satisfaction Survey SSI (Students) and the Institutional Priorities Survey IPS (Staff): Lethbridge College.
- Schaffer, M. A. & Hargate, C. (2015). Moving toward reconciliation: Community engagement in nursing education. *Journal of Community Engagement and Scholarship* 8(1), 59-68.
- Shanty, J. A., & Gropelli, T. (2014). Using active engagement to teach leadership. *The Journal of Continuing Education in Nursing*, 45(12), 533-534. doi: <http://dx.doi.org/10.3928/00220124-20141121-14>
- Stuart, M., Lido, C., Morgan, J., Solomon, L., & May, S. (2011). The impact of engagement with extracurricular activities on the student experience and graduate outcomes for widening participation populations. *Active Learning in Higher Education*, 12(3), 203-215. doi: <http://dx.doi.org/10.1177/1469787411415081>
- Warland, J. (2011). Using simulation to promote nursing students' learning of work organization and people management skills: A case-study. *Nurse Education in Practice*, 11(3), 186-91. doi: <http://dx.doi.org/10.1016/j.nepr.2010.08.007>
- Woodworth, J. A. (2016). Promotion of nursing student civility in nursing education: A concept analysis. *Nursing Forum*, 51(3), 196-203. doi: <http://dx.doi.org/10.1111/nuf.12138>
- Yardley, J. (2014). Team dynamics: the role it plays in shaping service delivery. *Nursing & Residential Care*, 16(5), 284-286. Retrieved April 3, 2017, from CINAHL PLUS DATABASE. doi: 10.12968/nrec.2014.16.5.284



CONTACTS

QUESTIONS
OR
COMMENTS

Sheri Wright

SPHERE Chair/Faculty
sheri.wright@lethbridgecollege.ca
403.320.3202 ext. 5205

Marie Laenen

SPHERE Faculty
marie.laenen@lethbridgecollege.ca
403.320.3202 ext. 5306

Madisyn Chambers

Student Volunteer
madisyn.chambers@lethbridgecollege.ca