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Evaluating the use of simulation in
promoting the development of
confidence and enquiry based learning
in 14-16 year old health and social care
students

Objectives for presentation

- Outline how and why simulation is being introduced into the programme for 14-19 year olds
- Share some of scenarios / material being used
- Present initial findings from evaluations taken so far
- Outline plans for future

TVU in partnership with METI in development of UK PNCI and I am part of METI UK Adjunct Faculty

About the course

- BTEC First Diploma in Health and Social Care Level 2
- Two years
- Six units
- One day a week
- Earlier intake had piloted use of simulation for one session (Reported at Nursing Conference – June 2008 – TVU)

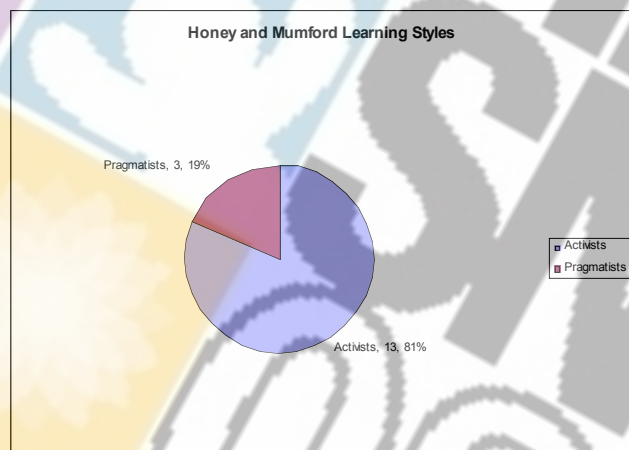
About the course

- Provides preparation for employment
- Develops knowledge skills and understanding to meet the needs of the health and social care sector
- Clarify the role of the health and social care worker, their relationship with patients/service users and their responsibilities towards patients/service users
- Provide opportunities to develop key skills and other skills i.e. working with others
- Provide opportunities to develop key skills techniques and other qualities essential for successful working life in health and social care

Units of entire programme

- Communication and individual rights within the Health and Social Care Sectors
- Anatomy and physiology for Health and Social Care
- Human lifespan development
- Individual needs within health and social care.
- Vocational experience in Health or Social Care Setting
- Cultural Diversity in Health and Social Care

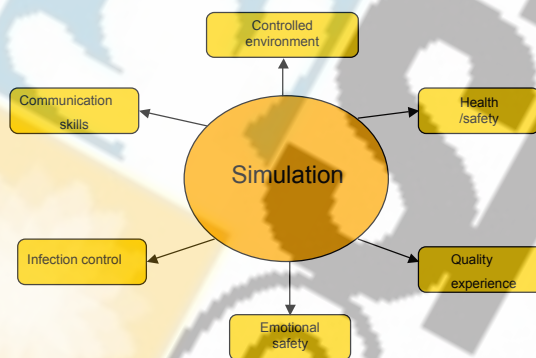
Learning Styles



Interactive learning

- Very little 'chalk and talk'
- Lots of discussion
- Lots of role play
- Student presentations
- Self directed learning

Advantages of using Simulation with this age group



Units in Year One

- Communication and individual rights within the Health and Social Care Sectors
- Anatomy and physiology for Health and Social Care
- Human lifespan development

Study units across whole year and integrate the content using simulation



Plan for first term (11 weeks) part 1

Week One w/c 15 th Sept	Intro to Simulation / Handwashing – access to on line NHS Core Learning Unit – Infection Control
Week Two w/c 22 nd Sept	Theory week (2 hours per unit) Looking at rights / needs of individuals Access to NHS Core Learning Unit for Moving and Handling / Health and safety in clinical settings
Week Three w/c 29 th Sept	Skills activity - Infection Control / Moving and Handling
Week Four w/c 6 th Oct	Theory week (2 hours per unit) – Continue as above with relevant physiology (Skin / Musculo-skeletal system)
Week Five w/c 13 th Oct	Edith's Rights Simulation / Role play



Plan for first term (11 weeks) part 2

Week Six w/c 20 th Oct	Theory week (2 hours per unit) Clinical assessment / normal ranges / introduction to Health / Communication Cardiovascular / Respiratory system
Week Seven w/c 3 rd Nov	Simulation activity - Clinical assessment scenarios
Week Eight w/c 10 th Nov	Theory week (2 hours per unit) What is health / Communication skills (continued)
Week Nine w/c 17 th Nov	Simulation activity - Supporting the Practice Nurse
Week Ten w/c 24 th Nov	Theory week / Reflection on learning / Guided study related to assessment
Week Eleven w/c 1 st Dec	Assignment submission – Prep for work placement / planning for next term



Results of Evaluation

- Before and after each simulation session students completed a questionnaire (five point scale) to rate their confidence in relation to the relevant aspect of practice
- Whilst initially confidence did not increase significantly after the first simulation and for some it dropped – with subsequent simulations confidence increased following simulation
- After each simulation session students completed a self assessment questionnaire related to ability to link theory to practice.
- Positive outcomes in relation to students perception of ability to link theory into practice – which was also seen in the

Plans for future

- Complete evaluation / data analysis of first 11 weeks at end of Year
- Continue to plan simulations to integrate learning / concepts of first three Units for the rest of Year One and the whole of Year Two
- Ensure link to and progression from simulations that are part of this programme and pre registration nursing and social work programmes
- Explore ways of collecting data and gaining feedback related to ability to link theory with practice whilst these students are on work placement

Thank you for listening

Any Questions?

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