

Symposium

Title of Symposium Presentation:

Developing educator competency to facilitate the use of simulation-based learning in nurse education. A collaborative project (NESTLED) supported by the EU Lifelong Learning Programme.

3 Individual papers:

1. **What is NESTLED. Background to the NESTLED Project and International collaboration.**
2. **Methodology and Phases of NESTLED Project.**
3. **Evaluation and Dissemination. How will the NESTLED Project contribute to educator preparation. (UK?).**

Outline of the symposium:

Over the last decade there has been an exponential growth in the interest in simulated learning and it has been incorporated as a teaching and learning strategy into many undergraduate nursing programmes. This is unsurprising giving the growing perception that simulation-based learning is the solution to many of the challenges associated with producing practitioners who are able to function competently, providing patient safety in complex healthcare settings. With this increasing implementation of simulation-based education investment in developing technology, equipment and estate has escalated in many organisations. Simulation-based learning has become diverse and often technology driven. However with such investment and technological advances comes the realisation that educators require preparation to effectively deliver learning experiences for students. Simply purchasing the equipment is not enough to expect faculty to deliver expert pedagogical practice. Capital expenditure on developing educational environments and equipment has not necessarily been matched with investment in the capability of educators to maximise the potential of simulation – based learning. A skilled educator is a prerequisite for effective simulation – based education and there are many educator competencies such as developing scenarios, debriefing, creating a safe and positive learning environment, mastery of technology, equipment operation and professional communication skills and comporment to name only some.

In September 2013 a consortium of dedicated educators holding expertise in simulation-based education from Denmark, Finland, Estonia and the UK were successful in obtaining EU Funding from the Lifelong Learning Programme to complete a two year project with the following objectives:

- ***The purpose of the project is to develop educator competency to facilitate the use of simulation-based learning in nurse education and test the transferability and development across providers from a number of EU countries.***
- ***The consortium will transfer and develop a European Model for Educator education as a basis for good practice in this field.***
- ***This tested model could then be used to quality assure the education and skills of the teachers and facilitators of simulation-based education in the field of nursing, both nationally and internationally.***

The project is called NESTLED (Nurse Educator Simulated Learning) and this symposium will deliver 3 individual papers that describe the background, methodology and evaluation / dissemination of

the project. The symposium should be of interest to any individual / organisation that is interested/involved in simulation-based nurse education.

1. What is NESTLED. Background to the NESTLED Project/International collaboration. Presenters Rikke Buus, Senior Lecturer and Tina Hartvigsen Lecturer, VIA University College, Denmark.

Over the past 2½ years faculty from University of Huddersfield United Kingdom, Metropolia University of Applied Sciences, Finland and VIA University College Denmark have been collaborating in developing simulation based learning becoming increasingly focused on the need of knowledge regarding educators 'competences in a complex learning environment. Collaborations often develop serendipitously and conferences provide unique opportunities for people to meet who share common interests. In 2011 such an opportunity occurred when the initiators of the collaboration first met. Since, through a series of face-to-face and virtual meetings, a once aspirational programme of work related to nurse educator competency in simulation-based learning has become a reality. The present collaboration on the NESTLED project emerged from a literature review with the purpose of defining competences needed for educators when using simulation based learning. The project now includes Tallinn Health Care College Estonia and Laerdal Medical, Norway as associated partners and expert consultancy from Johns Hopkins University USA and Wollongong University, Australia. This paper will offer an overview of the background of our present work and will foreground a discussion illuminating the benefits of international collaboration as a strategy to address shared concerns.

2. Methodology and Phases of NESTLED Project. Presenters: Leena Hannula, Principal Lecturer, Leena Rekola, Principal Lecturer and Paivi Haho, Principal Lecturer, Metropolia University of applied Sciences, Finland

NESTLED project is a development and research project within the EU programme Transfer of innovation, and the aim is to transfer and develop existing knowledge into other contexts. The aim of NESTLED project is to produce evidence based training model for teachers in nursing education using simulated learning in their teaching. The project begun with a 'kick-off' meeting in 9/2013 and is split into six different work packages. The project will continue until 12/2015. All partners are working collaboratively within each work package with each partner organisation taking a lead on the packages. The starting point of the project is an existing module developed for educating the educators using simulation-based learning at University of Huddersfield. This module forms together with a systematic review and synthesis of the literature and an analysis of current training of teachers using simulation education in United Kingdom, Finland and Denmark a framework for a prototype of training educators using simulation based learning to be transferred and developed into new contexts. The prototype was then piloted by training teachers first in Denmark and then in Estonia and Finland. The prototype will be refined after the results of the piloting and presented as the European NESTLED education model for teachers to be disseminated and developed further.

3. Evaluation and Dissemination. How will the NESTLED Project contribute to educator preparation. Presenters: Andrew Sutton Senior Lecturer, Andrew Bland, Senior Lecturer, Stephen Prescott, Senior Lecturer, University of Huddersfield, United Kingdom.

Paper 3 will give an overview of the evaluation process of the data from the project and how the NESTLED consortium will transfer and develop a European model for educators as a basis for good practice in the field of simulation-based education in nursing. The presentation will demonstrate how the tested model could then be used to quality assure not only nursing degree programmes, but also the skills of the teachers and facilitators of simulation-based teaching in the field of nursing, both nationally and internationally. Ethical approval for the evaluation was obtained in line with the institutional requirements of each partner. The development of instruments, detailed study protocol, training for data collection and analysis will be led by the UK partners and detailed within the presentation.

The paper will also discuss a systematic process of evaluation based on Kirkpatrick's model (2006). This model captures participant's reactions, learning, changes in behaviour and real world results generated through engagement in the programme. The paper will also explore how the feedback obtained during and following participation will be analysed. The project team aim to ensure the widest dissemination to develop good practice and inform Healthcare providers, commissioners and students of the project outcomes and recommendations.

References

Kirkpatrick, D.L & Kirkpatrick J.L (2006). Evaluating training programs (3rd ed.). San Francisco: CA. Berrett-Koehler Publishers, Inc.