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Title:Creative Approaches to Simulation

Keywords:Experiential learning, Gaming and virtual worlds and Simulation learning environments

Learning Objectives #1:The learner will be able to explore unique and novel approaches to simulation learning opportunities that will both excite and challenge their students

Learning Objectives #2:The learner will be able to articulate strategies for implementing the presented approaches to simulation learning with their students

Description/Overview:This symposium will explore three unique approaches to simulation learning within pre-registration nursing programmes in three separate universities in Australia. We will, through examples of the individual approaches, identify opportunities for integration of such pedagogies into nursing curriculae. The use of virtual worlds (such as WiiMali) and gaming contrast with the use of MaskEd. The three presentations will illustrate the breadth and depth that these complimentary approaches bring to the students learning; with each having a unique place within the pedagogy of simulation learning and teaching. The use of experiential approaches and problem solving in curriculum design is not new within simulation learning however the challenge of embedding such diverse approaches as real time gaming, that is truly asynchronous, and to link that with the notion of a virtual world populated in a virtual community by families and 'people' using real case information is challenging. Participants will feel challenged (as their students will) by the use of silicone as means of transforming the nurse educator into another person such as a client or a patient. Currently these 'simulations' are 'delivered' independently of each other, however the need to consider a range of opportunities and approaches that will embrace a broader view of simulation learning is necessary and one that captures and shares best practice. Ultimately the symposium is designed to challenge thinking and to get participants to see that these learning and teaching approaches are within reach and can be incorporated into their curriculum.

Purpose/Target Audience:The purpose/target audience of these presentations are nurse educators and researchers who wish to push the boundaries of their simulation teaching and research. Sharing of these pedagogies of learning and teaching will encourage open and robust discussion.

Type:Symposium

Abstract id# 50551

Gaming has a place in everyone's learning?

Roy Anthony Brown, MA, PGDMS, RN, BA, DipN

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Abstract Text:

Simulation and the "virtual world" have been morphing into a symbiotic creature where health care professionals can "experience" a range of situations that they could (or are not likely to) meet in the world of work.

Gaming provides opportunities for repetitive exposure to contexts and situations; the student can explore critical thinking and decision making, but through revisiting, choose different paths through the experience.

The student; experienced clinician; academic and client need to construct a pedagogy that supports gaming. This is not gaming in the Nash (1951) sense were we are looking for winners (although survival might be seen as a "win") this is gaming from a need to make appropriate decisions in the changing circumstances (clinical reasoning); were communication in an agent based environment can provide real time fluidity; were quality

and safety can drive the agenda.

In this “virtual space” we can engineer real controlled opportunities and within that control we can provide a level of challenge that links the developing reasoning and critical thinking of the student.

Agent based gaming is unlike other virtual worlds in which participants have to be ‘in the space’ at the same time (synchronous) but using agent based gaming is a true (asynchronous) game; in this environment the other players are ‘controlled’ by the programming rules that we set which are embedded in the social context of health care and where the “human agents interact and co-operate for a common goal” (Bilge & Saka 2006:699).

An opportunity is provided to explore this space and once the ground work and response domains are established (Jain and McLean 2008) it is a short step to developing a range of virtual simulation events for students, clinicians and patients/clients and carers to experience the ‘real virtual world’.

Abstract id# 50555

Mask Ed – (Knowledgeable, realistic and spontaneous simulation). A humanistic simulation technique designed to transform the educator and the education process

Kerry Reid-Searl, PhD, Mclin, Ed, BHIth, Sc, RM, RN

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Abstract Text:

In 2008 an innovative and unique approach to simulation using life like silicone props worn by the educator was introduced in a first year undergraduate nursing program at CQUniversity in Queensland, Australia. The technique termed MASK-ED™ (KRS simulation) involves the educator (hidden totally behind authentic silicone props) to transform into a character with a history relevant to the learning experience. The character then becomes the platform for teaching. The intent of the technique is to bring the patient to the centre of the simulation experience. The technique has proven to engage learners and prepare them for their clinical experience in a unique and creative way and has now been defined, refined and articulated. This presentation will demonstrate the approach and explain the pedagogy developed to inform the technique. Findings from two research studies which highlight students' and educator's perceptions will be presented. The presentation will conclude with an outline of where the technique is now at and future directions.

Abstract id# 50553

Wiimali: A virtual community that engages nursing students in learning about primary health care

Tracy Levett-Jones, PhD, RN, MEd, &, Work, BN, DipAppSc, (Nursing)

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Abstract Text:

Australian nursing education about primary health care and community settings is not keeping pace with reform agendas that promote expanded roles for nursing. This is compounded by images of nurses working in fast-paced and acute care environments. Beginning nursing students are surprised and disappointed by the requirement to learn about illness prevention; health promotion; social determinants of health and primary health care.

We developed, implemented and evaluated an online, interactive virtual community (*Wiimali*) to capturing student's attention, engage interest, and challenge them to think differently about primary health care. *Wiimali* is based upon the fact that the social environment into which people are born, live and work is the single most important determinant of health³ and education is for improving the lives of others and for leaving your community and world better than you found it.

Wiimali provides the opportunity to explore social determinants of health, inequity, marginalisation, culture, access, etc. Students take a virtual tour of *Wiimali*, listen to the weekly community radio news reports, read a

newspaper that is delivered weekly, explore the community via an interactive map with links to the *Wiimali* Aboriginal Medical service. Students see a home birth, visit the occupational health and safety nurse that works in industry, and interview the practice nurses working in the GP clinic. A deeper appreciation of the life experiences and perspectives of some of the residents and health professionals from *Wiimali* is afforded by access to a series of Blogs. *Wiimali* is premised on a constructivist and experiential model of learning. It engages students and causes them to critically analyse their own assumptions and beliefs about models of health.

Findings will be presented from an evaluation study that examined the impact of *Wiimali* on student learning, engagement, sense of social justice and understanding of primary health care.

Symposium Organizer

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Education: Master of Arts 1993 Loughborough University, UK, Policy, organisation and change Postgraduate Dipoloma in Management Studies 1990, Sheffield City Polytechnic UK, Leadership Bachelor of Arts 1990 -- Open Univseristy, UK, Maths/Science/Engineering Certificate of Education, 1985 -- Huddersfield Polytechnic, Registered Nurse, Barnsley, UK

Experience: Joint Chief Investogator on a national study in Australia to design a preregistration nursing competency assessment schedule (NCAS) (\$250k from ALTC) Implementation of the nursing competency assessment schedule (NCAS) through HWA funding (\$600k ongoing) 2006 to Present Senior Lecturer and Direct BN Programmes, University of Wollongong, NSW, Australia 1995 - 2006 Senior Lecturer and Adult Branch Programme Leader, University of Sheffield, UK 1999 - 2001 Seconded to the NHS Executive Trent, UK Presented at numerous scientific meetings on competency assessment with specialist areas and in preregistration nursing programmes

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