



Featured Article

# Snapshots of Simulation: Innovative Strategies Used by International Educators to Enhance Simulation Learning Experiences for Health Care Students

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## Abstract

**Background:** Innovations in simulation in nursing and health care continue to be developed as creative and committed educators respond to challenges of providing pedagogically sound, engaging and effective learning experiences for large student cohorts. Time-pressed educators may find it difficult to network with others working in simulation-based learning, and thus, it is useful to provide summaries or snapshots to provide a brief overview of activities in various countries using simulation in a variety of ways.

**Method:** The purpose of this paper is to profile a diverse range of innovative, cost-effective, and tested simulation approaches that have been implemented in healthcare programs by nursing educators from a range of countries to spark creativity. Each strategy was designed to address contemporary and critical practice issues.

**Results:** They facilitate immersion in authentic clinical scenarios, increase students' awareness of cues in the environment that may compromise health and safety.

**Conclusion:** These snapshots of simulation prepare students for cultural or clinical realities that they may not routinely encounter because of the inherent restrictions associated with clinical placements.

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A recent U.S. longitudinal study suggested that up to 50% of clinical placements can be safely substituted with simulated experiences (Hayden, Smiley, Alexander, Kardong-Edgren, & Jeffries, 2014). This is good news for universities who are challenged by the ongoing issue of inadequate numbers of clinical placements. Yet, although simulation has become an almost ubiquitous learning approach in health care education, multiple challenges remain, such as trained and available staff, sufficient equipment and simulation facilities, and the time required to develop authentic high-quality clinically relevant simulation scenarios. Furthermore, although innovative and cost-effective simulations have been developed, they are not always shared for the benefit of the broader simulation community.

This article reports on diverse simulation approaches that are internationally relevant in nursing education; they include humanizing manikin-based simulations, learning to provide accurate and succinct clinical handovers, interprofessional collaboration, communicating with children, home-based nursing, the lived experience of disability, and environmental health and safety assessments.

## Humanizing Manikin-Based Simulations

A common challenge when using manikins is humanizing manikins, which are often perceived as lifeless and unresponsive (Barry, Noonan, Bradshaw, & Murphy-Tighe, 2012). To address this issue, educators converted paper-based case studies into authentic online vignettes as preparation for manikin-based simulations. The approach has advantages: they engage multiple senses while telling an unfolding realistic story (Verleur, Heuvelman, & Verhagen, 2011), they encourage imagination, reflection, and problem-solving (Moorman, 2015), and they can be stopped and replayed, which is useful for reflection and for students whose first language is not English (McConville & Lane, 2006).

The online vignettes, developed from the team's clinical experience, portrayed people from a range of diverse backgrounds and social histories who were dealing with various health challenges. Rather than simply reading a case study, this approach allowed learners to assess the client by

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