Simulation-Based Education

Visioning its Role in Health Social Work

Ms Amanda Probert (neé Vos)

Director, SLE Practice Learning Centre

Lecturer, Simulated Learning

School of Human Services & Social Work

Griffith University

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Acknowledgement

I acknowledge the traditional custodians of the land,
pay respect to Elders past and present,
and extend that respect to other
Indigenous Australians.

Abstract

Well-designed simulation-based education (SBE) provides an innovative opportunity to engage social work students and practitioners in **transformative learning**, with the aim of increasing their capacity to be more **effective, ethical and skilled agents of change** when working across the **micro, meso and macro spheres** of practice.

This paper will specifically explore the **potential for simulation to enhance the capacity of social work students and practitioners working in increasingly complex and demanding health contexts**.

Opportunities to be explored include SBE for use in:

- field placement preparation;
- interprofessional learning and education in both university and practice settings;
- University-Organisation partnerships in the development and delivery of in-service training; and
- the positioning of Social Work as a leading profession in the bourgeoning field of Healthcare Simulation debriefing.

Abstract cont.

Simulation has been defined as a **technique** **"to replace or amplify real experiences with guided experiences**, often immersive in nature, that **evoke or replicate substantial aspects of the real world** **in a fully interactive fashion"** (Gaba, 2004, p. i2).

Role-play is one type **of Simulated Learning Method**, which has a long history in social work education, particularly in the form of peer-to-peer or student-to-student role-play. In contrast, a **simulated or standardised patient (SP)**, defined as a **"person trained to portray a patient in a clinical scenario for educational purposes"** (Nestel et al., 2011, p. 1), can provide a more realistic portrayal of patient or client behavourial, psychological and emotional issues; as well as being trained to **provide feedback to students on their performance**.

The growing body of literature, most notably from medicine, supports SBE, including the use SPs, as a means of developing learners' skills, whilst meeting the **ethical imperative to do no harm** to 'real' patients (Nestel et al., 2011). **SBE facilitates a learner-centred approach "…while remaining patient-focused",** which can be difficult to achieve in a real practice setting (Nestel et al., 2011, p. 1).

This presentation draws on the author's work leading the Simulated Learning Environment (SLE) Project, which has involved the construction of the SLE Practice Learning Centre at Griffith University's Logan Campus; and the subsequent development and implementation of simulation within the social work, nursing and midwifery programs.

Presentation Overview

1. Simulation: A brief intro

1. Background: HWA Simulated Learning Environments Project

1. Simulation for Change: Transformative Learning through Post-Simulation Critical Reflection

2. Visioning its Role in Health Social Work

Section 1

SIMULATION: A BRIEF INTRO

What is Simulation?

- **Technique "to replace or amplify real experiences with guided experiences**, often immersive in nature, that **evoke or replicate substantial aspects of the real world in a fully interactive fashion"** (Gaba, 2004, p. i2).

- **Role-play is one type** of **Simulated Learning Method**, which has a long history in social work education, particularly in the form of peer-to-peer or student-to-student role-play.

- In contrast, a **simulated or standardised patient (SP)**, defined as a **"person trained to portray a patient in a clinical scenario for educational purposes"** (Nestel et al., 2011, p. 1), can provide a more realistic portrayal of patient or client behavourial, psychological and emotional issues; as well as being trained to **provide feedback to students/learners on their performance**.

What is Simulation?

The growing body of literature supports SBE, including the use SPs, as a means of:

- **developing learners' skills**, whilst meeting the **ethical imperative to do no harm** to 'real' patients (Nestel et al., 2011).

- **SBE facilitates a learner-centred approach "…while remaining patient-focused",** which can be difficult to achieve in a real practice setting (Nestel et al., 2011, p. 1).

Section 2

BACKGROUND: SLE PROJECT

Why the project?

Transformative Simulated Learning with Social Work, Nursing & Midwifery

- Social Workers are ethically mandated to work across the micro, messo and macro spheres of practice, maintaining a dual focus on:
  - » working to improve well-being and functioning; and
  - » identifying and working to address broader systemic issues which create inequity, marginalization, discrimination and injustice.

- **This complex work with vulnerable and diverse populations, requires highly developed interpersonal and communication skills.**

- The need for students and graduates to work effectively and respectfully within an interprofessional context provided further impetus for this collaborative project.

- How do we educate the next generation of knowledgeable, skilled, ethical, influential and effective agents of social change?

Simulated Learning Environments (SLE) Program

This was part of a broader collaborative project **between:**

- » School of Human Services and Social Work (Logan) – Project Lead
- » School of Nursing and Midwifery (Logan)
- » Queensland Health (Metro South Hospital and Health Service)

The SLE project involved:

1. **Construction** of a purpose-built SLE Practice Learning Centre, operated by the School of Human Services and Social Work (completed 2013);

2. Development and integration of **simulated learning methods** within the **social work, nursing and midwifery** programs (2013 – 2014);

3. Simulated Learning workshops/sessions with **practitioners**.

SLE Practice Learning Centre Team

Amanda Probert

Director, SLE Practice Learning Centre

Lecturer, Simulated Learning

Staś Wiatrowski

***Associate Lecturer**, Simulated Learning*

Ben Haigh

Audio-Visual Technician, Simulated Learning
0.4FTE

Simulated Learning Environment (SLE)

- Purpose built for simulations designed to enhance learners' **interpersonal, communication & practice skills**

- Fluid space able to be **furnished and 'dressed' through props to increase realism** of the practice environment

- Equipped with **audio-visual capabilities to** observe, record and playback sessions (for video-assisted debriefing)

- Encourages learners to be mindful of the importance of **creating physically and emotionally safe spaces** for themselves and the people they work with

- Engage in **transformative learning through post-simulation CRITICAL reflection** (values, beliefs & assumptions made explicit; deconstructed & reconstructed)

Simulation within Human Services & Social Work

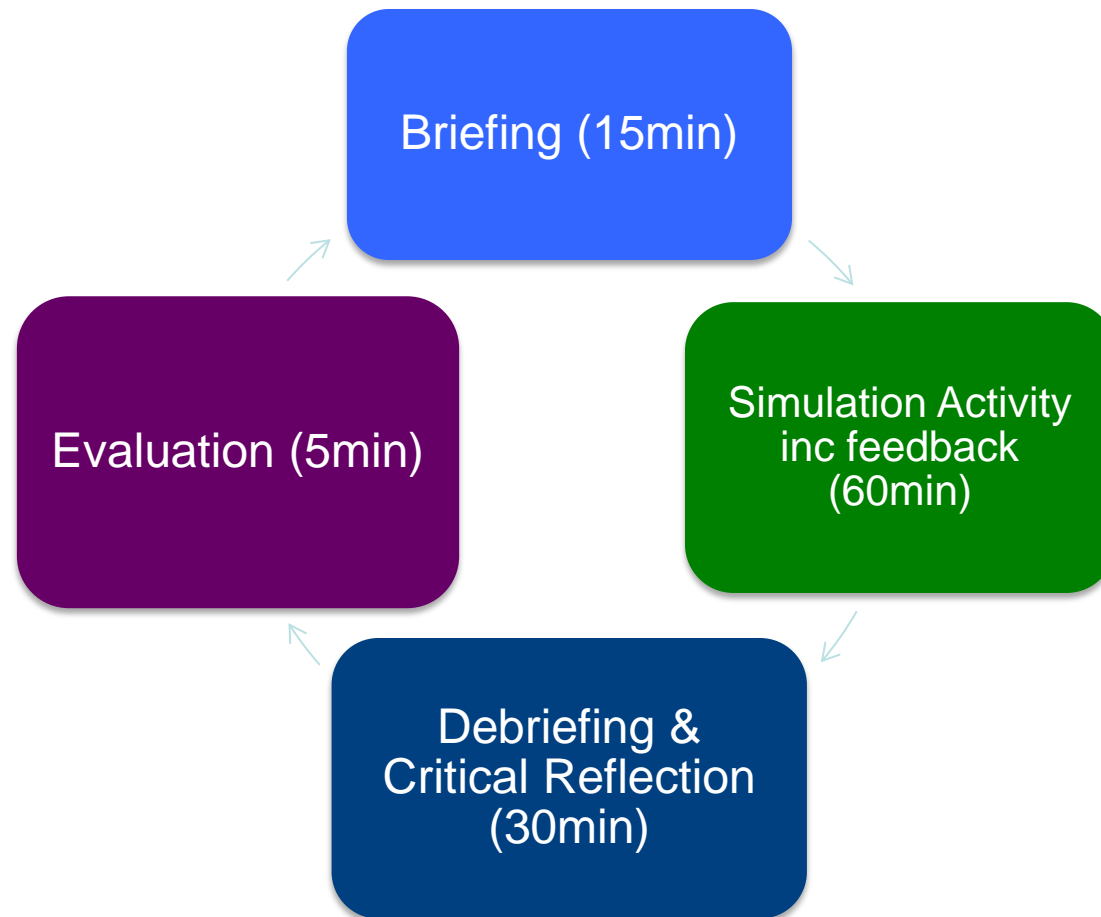**Bachelor of Social Work** *(4 year program)*

- Year 1: Interpersonal Skills
- Year 2: Case Management
- Year 2: Group Facilitation
- Year 2: Working in Communities
- Year 2: Working in Organisations
- Year 3/4: Counselling Individuals & Families
- Year 4: Social Work Field Placement 2 *(Learning Circles)*

Master of Social Work - Qualifying *(2 year program)*

- Year 1: Social Work in Context – Interpersonal & Communication Skills Intensive
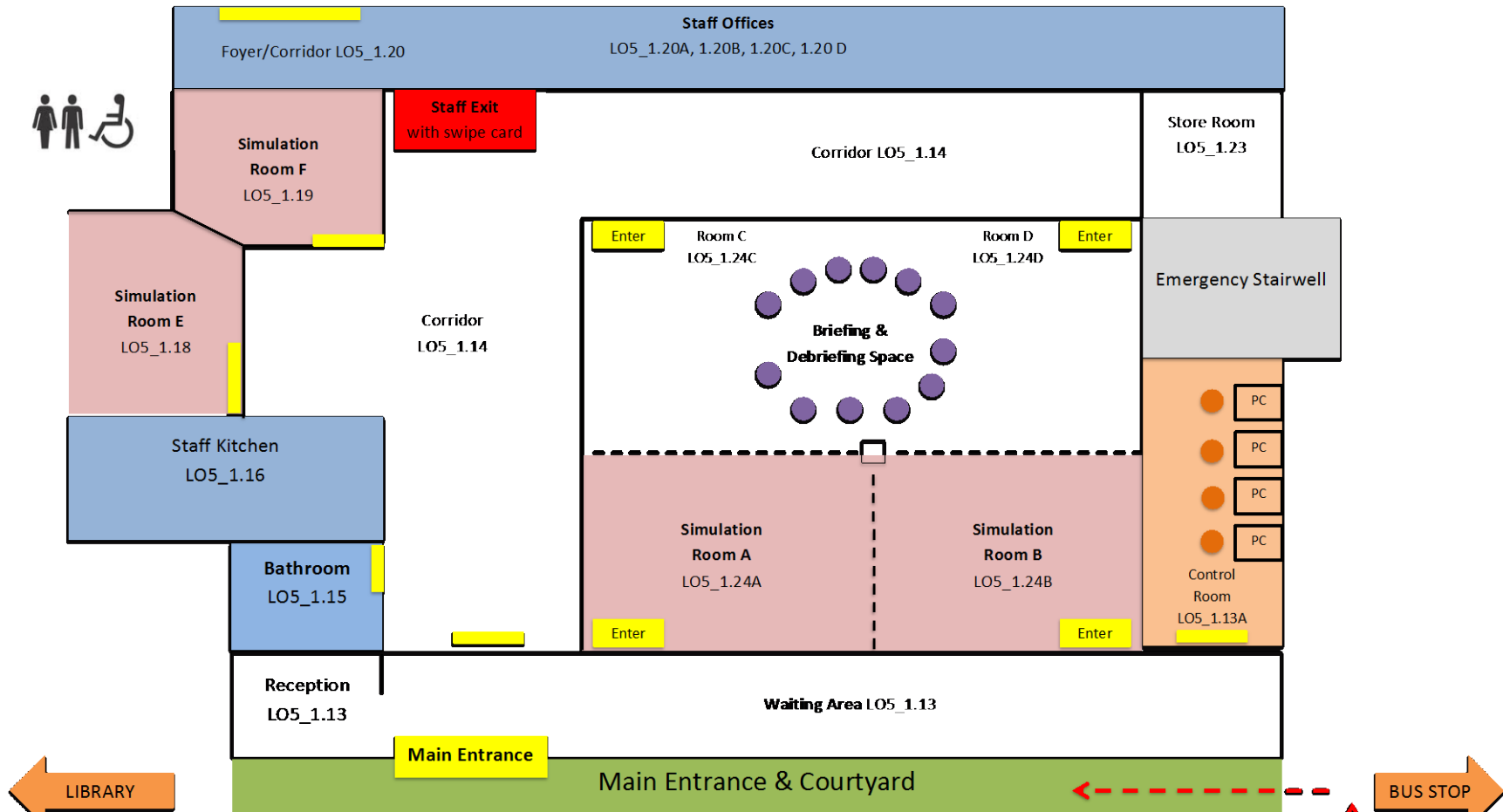
Example 2 hour simulation workshop

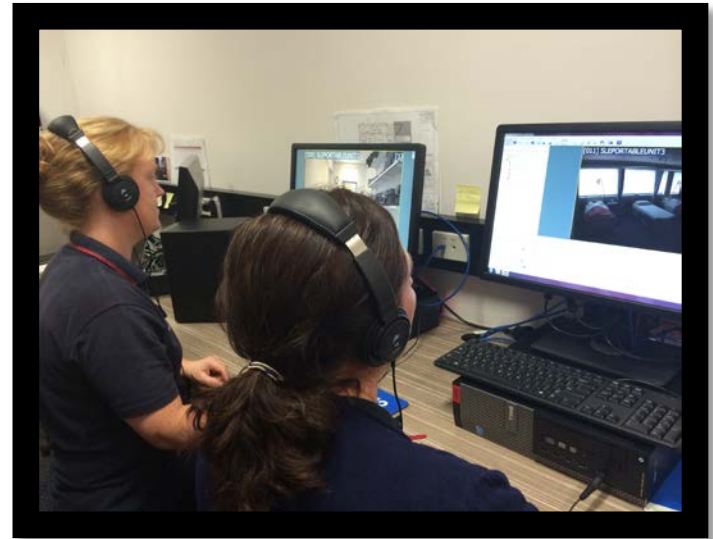Briefing (15min) → Simulation Activity inc feedback (60min) → Debriefing & Critical Reflection (30min) → Evaluation (5min) → Briefing (15min)

Griffith UNIVERSITY

Level 1 Lift

School of Human Services & Social Work
Building LO5, Level 1 (ground)

University Vehicles Car park

Staff Offices
LO5_1.20A, 1.20B, 1.20C, 1.20 D

Foyer/Corridor LO5_1.20

Simulation Room F
LO5_1.19

Staff Exit
with swipe card

Store Room
LO5_1.23

Corridor LO5_1.14

Enter
Room C
LO5_1.24C

Room D
LO5_1.24D
Enter

Simulation Room E
LO5_1.18

Corridor
LO5_1.14

Briefing & Debriefing Space

Emergency Stairwell

Staff Kitchen
LO5_1.16

PC

PC

PC

PC

Simulation Room A
LO5_1.24A

Simulation Room B
LO5_1.24B

Control Room
LO5_1.13A

Enter

Enter

Bathroom
LO5_1.15

Reception
LO5_1.13

Waiting Area LO5_1.13

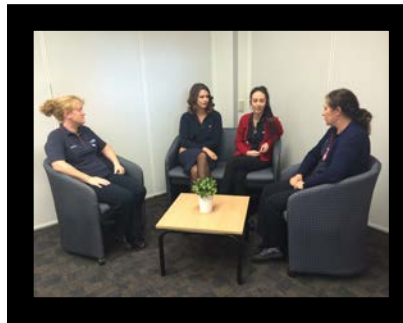**Main Entrance**

Main Entrance & Courtyard

LIBRARY

BUS STOP

Control Room Observation: Faculty & Learners

Simulation Rooms in Action (Nursing student models)

Simulation Rooms in Action

…audio-visual system now linked to simulated hospital ward in School of Nursing & Midwifery, allowing livestreaming to SLE.

Section 3

TRANSFORMATIVE LEARNING
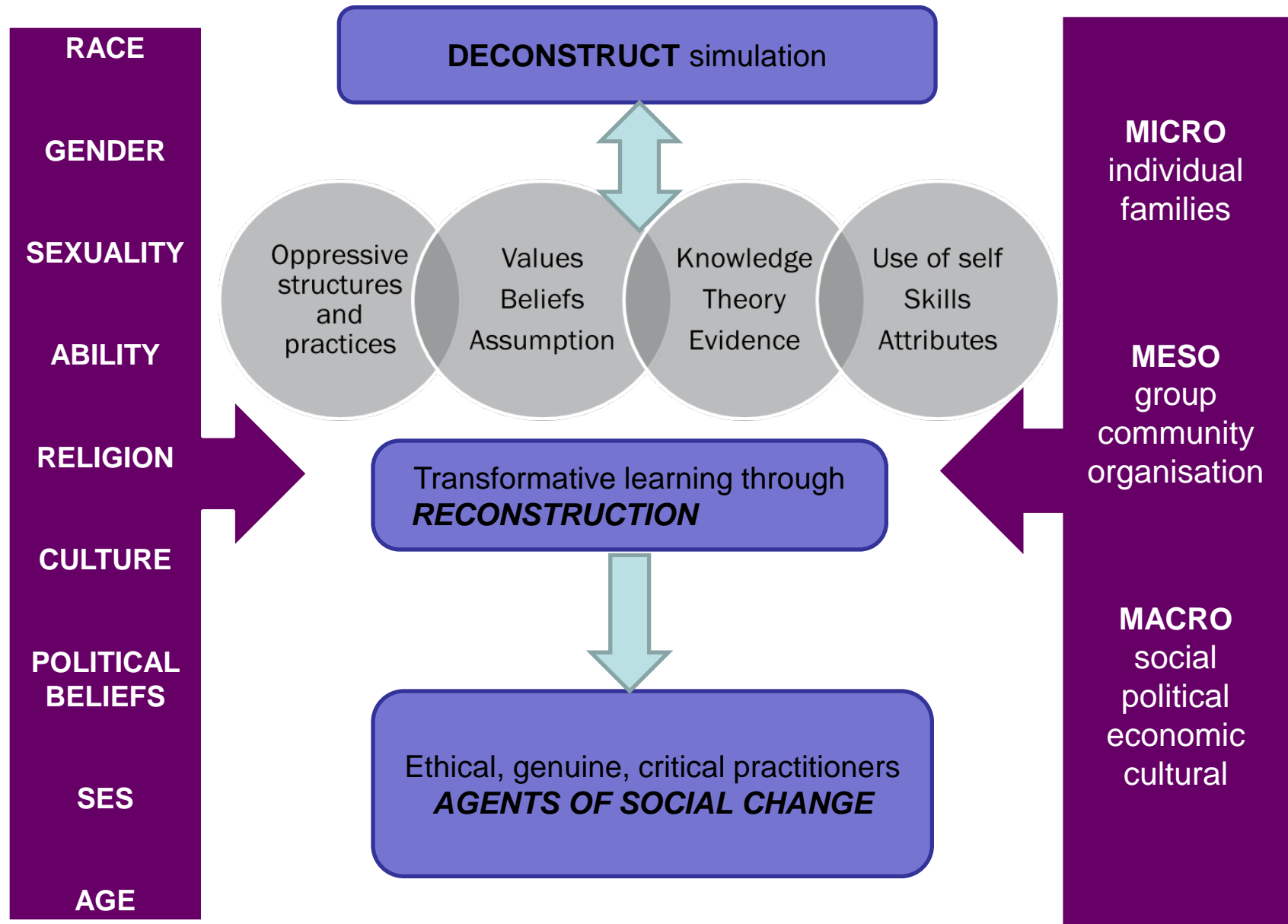
Core Concepts Underpinning Transformational Learning

An Ethical Approach

Social Construction of Knowledge

Experiential Learning

CRITICAL Reflection

Supportive Learning Environment

Emotional & Social Intelligence

Giles, Irwin, Lynch and Waugh (2010)

Transformative Learning Through Critical Reflection

- "…**what makes such reflection critical is the focus on power** which allows the reflective process to be transformative, especially when linked with the basic ideas of critical theory" (Fook & Askeland, 2007, p. 522).

- "…critical reflection **must incorporate an understanding of personal experiences within social, cultural and structural contexts"** (Fook & Askeland, 2007, p. 522).

Transformative Learning Through Critical Reflection

- "… process is **transformative** in that it allows a **fundamental reworking of experience (in an enabling way),** which also functions as to **provide new guidelines for action and an improvement of practice**. In this way critical reflection **can be applied to professional learning but also to the bigger task of living**" (Fook, 2007, p. 7).

- "Ultimately, through critical reflection on deep assumptions, especially about the social world and the individual person's connection with it, a person should be able to become **more empowered in acting within and upon** **her or his social world**" (Fook & Askeland, 2007, p. 522).

Critical Reflection Framework for Transformative Learning

DECONSTRUCT simulation

RACE

GENDER

SEXUALITY

ABILITY

RELIGION

CULTURE

POLITICAL BELIEFS

SES

AGE

Oppressive structures and practices

Values Beliefs Assumption

Knowledge Theory Evidence

Use of self Skills Attributes

Transformative learning through *RECONSTRUCTION*

Ethical, genuine, critical practitioners *AGENTS OF SOCIAL CHANGE*

MICRO individual families

MESO group community organisation

MACRO social political economic cultural

Section 4

SBE: VISIONING ITS ROLE IN HEALTH SOCIAL WORK

Guiding Questions

- What is the **vision** of Health Social Work?

- **How** do we work towards that vision?

- What do Health Social Workers need **now and into the future to be knowledgeable, skilled, ethical, effective & influential**?

- Is there a way for **universities and the field to work more closely** as we progress towards this vision?

- What's the **role of simulation-based education in undergraduate, post-graduate and in-service**?

Simulation-Based Education in Health Social Work
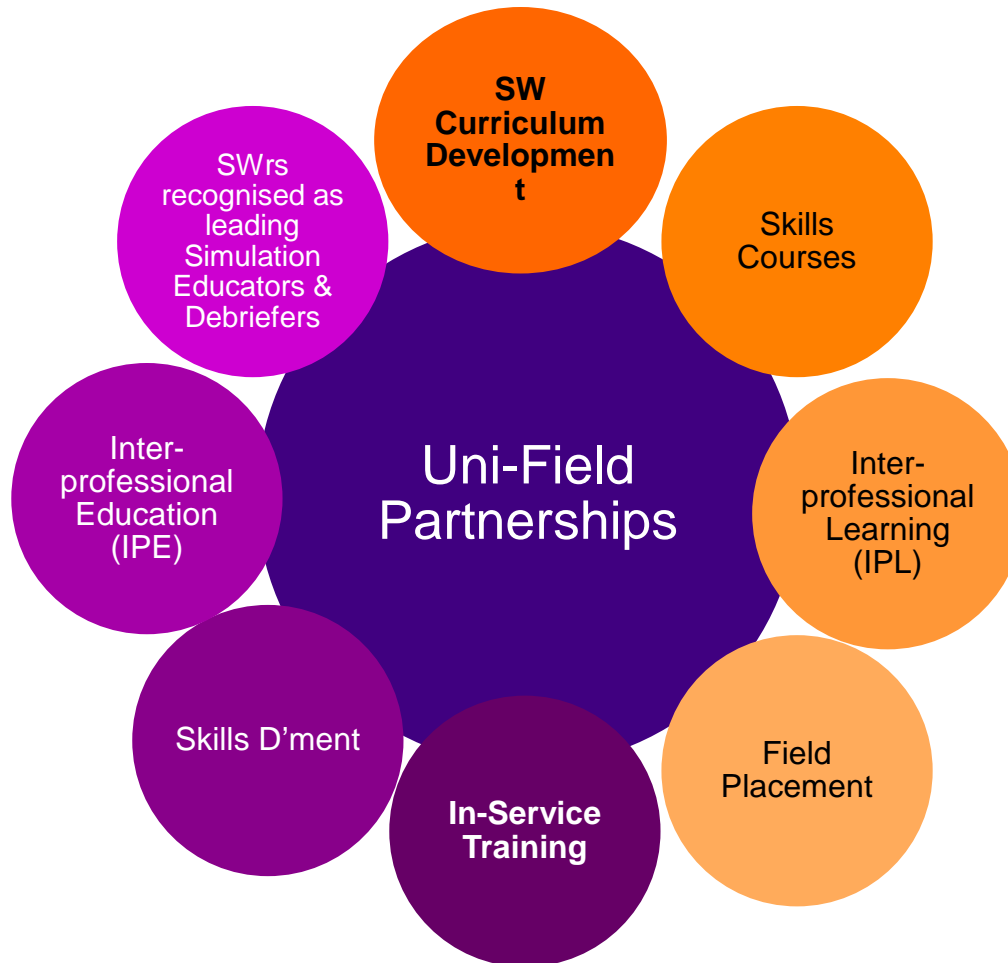
National Health Education & Training in Simulation (NHET-Sim) Program

http://www.nhet-sim.edu.au

Core Modules
- » **C1: Simulation-based education – Contemporary issues for the health professions**
- » **C2: Being a simulation educator**

Elective Modules
- » S1: Being a simulation technician
- » S2: Simulator fundamentals
- » S3: Technology-based simulators & simulations
- » S4: Delivering technology-based simulations
- » **S5: Simulated patient methodology**
- » S6: Patient focused simulations
- » S7: Virtual environments
- » S8: Simulated Learning Environments: Program management
- » **S9: Debriefing in simulation**
- » **S10: Developing scenarios**

Questions?

Amanda Probert

Director, SLE Practice Learning Centre

Lecturer, Simulated Learning

School of Human Services & Social Work

a.probert@griffith.edu.au

References & Resources

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