Best practices -1

Title of the Practice: Simulation Based Learning

Objective:

To enhance skill based experience in the health care settings and to provide quality patient care with competence.

The context:

Simulation-based clinical education in nursing refers to a variety of clinical based procedures & scenarios using patient simulators, including devices, trained persons, life like virtual environments, and role-playing, not just handling mannequins. Simulation-based nursing education is an increasingly popular pedagogical approach where the students will be trained to practice various skills which they need to perform in clinicals during their training at hospital. Scenario –based learning is an another pedagogical approach which provides students an opportunity to practice their clinical, decision-making and communicative skills through various real-life situational experiences. With realistic clinical scenarios, novice as well as experienced nurses could be trained, helping them to develop effective non-technical skills, practice rare emergency situations, and providing a various skills in managing life-threatening situations. Students are given opportunity as per the need and requirement of curriculum, and the activities of Scenario based learning will be planned in such a way that, it enables students to actively learn through a storyline, usually based around an ill-structured or complex problem, which they are required to solve. The advantages of simulation-based educational interventions aims mainly on patient safety and also include the ability to provide immediate feedback, repetitive practice learning, the integration of simulation into the curriculum, the ability to adjust the difficulty level, opportunities to individualize learning, and the adaptability to diverse types of learning strategies

The Practice

The practice is well planned with objectives for each of the activities. The students are divided into groups and guided by the expert teachers. The teachers from different departments are selected and trained for conducting simulation training to the

students. Various simulation methods can be adopted according to specific learning outcomes and educational levels. The teachers prepare storyline in advance and plan different roles to be played in scenarios. Before creating a scenario, teachers identify what concepts or facts students need to know in order for the scenario to be meaningful, engaging, and supportive of the learning. The students work together in a supportive skills training environment, while the teachers/staff facilitate the simulation sessions. The students are informed about the topic and are instructed to review the topic in prior which is already taken in the theory class. Before role-playing, the facilitator pre-briefs the glimpse of the case and instructs the students to take various roles in the scenario, and act as if they are in the real life situations. Students are instructed to divide themselves as actors, observers, bystanders, nurses and doctors etc. While students enact their roles in the simulation studio, teachers remain in the control room where they will be able to view the entire act of students through a transparent glass window and gives necessary cues and instructions through a microphone. When students play their roles, the student observers have to note each action of their group from the corner of the studio. After the scenario, a debriefing session will be carried out in a different room where students and teachers will sit together to debrief about their actions, concerns, fear and anxiety which they faced during the role play. It is an important phase of learning for the students where teachers have to motivate each student to speak about their experience of the role play. After listening to each student, teacher concludes the topic by giving necessary corrections. Promoting reflection during the debriefing is important for learning in simulation-based education.

Evidence of Success:

As a pedagogical method, simulation enabled students to learn how to reconcile theory with practice through skills and scenarios. The feedback of students regarding the simulation based learning has shown that they developed confidence in performing the procedures before the clinical training. The students' performance in the examination also emphasise that the simulation based teaching has proved the desirable results. This pedagogical method has been found to be useful, beneficial and effective for students in their learning processes, and the results have been addressed as mainly positive. The

students work together in a supportive skills training environment. Simulation-based education, aiming to bridge the gap between theory and practice through innovative teaching strategies, is described as a key component in nursing students' learning and preparation for practice and professional life.

Problems Encountered and Resources Required:

- It is difficult to undertake larger group students at a time and since it is a small group, lot of time is required.
- Teachers have to spent ample amount of time in preparing a storyline for each topic which they planned for different batches.

Best Practice – 2

1. **Title of the practice:** Health Awareness through the Observation of Health Days
2. **Objectives:**
   a. To educate the community and to create an awareness of one's own health
   b. To encourage people to adopt and sustain health promoting lifestyle and practices
   c. To promote the proper use of health services available to them.
   d. To channelize the leadership ability and team work among staff and students
3. **The Context**:

   Health in one hand a highly personal responsibility and on the other hand a major public concern. Health can never be adequately protected by health services without the active understanding and involvement of community whose health is at stake. Health care for the people, to health care by the people, is a paradigm shift. For this, the role of health care providers mandated as education alone is not sufficient to achieve optimum health. The goal of WHO is to improve equity in health, reduce health risks, promote healthy lifestyle and setting, and to respond to the underlying determinants of health. The nurse being important member of the health care system plays an eminent role as nurse educator in health promotion. The theme of the health days vary each year based on the priority area to promote the health of the people.

4. **The Practice**:

   All the departments of the college make a note of the health days and integrate it in the department action plan in the beginning of the academic year based on their area of application. The health days activities are planned based on the theme of the year. The health days are observed for the day or for a week. The programme package consists of health related activities, health talks, role play, street plays, distributions of leaflets, quiz, poster and collage competitions and health checkups. Radio and Television programmes on these topics are broadcasted/telecasted, and students and faculty actively participate in those programmes. This channelizes the leadership ability and team work among staff and students. These events promote health of the people and create awareness on current information on individual health care. This also improves the knowledge and practice of a

student nurse and the staff in the hospital and community. Around **30 health days** are observed every year.

5. **Evidence of Success**:

The reports of the observed health days indicate that most of the population within and outside the hospital was benefited. The beneficiaries of the program have responded positively which is evident in their attendance (number of beneficiaries) and active participation. The reports of the observed days are uploaded in the institutional website and filed in the respective departmental records.

6. **Problems encountered and resource**:

Organizing the physical set up in the selected community and gathering the people of that community (area) were the common problems. The resources and financial assistance to organize the programs are supported by the institution.