



从新手到专家 如何成长为模拟导师

李婷

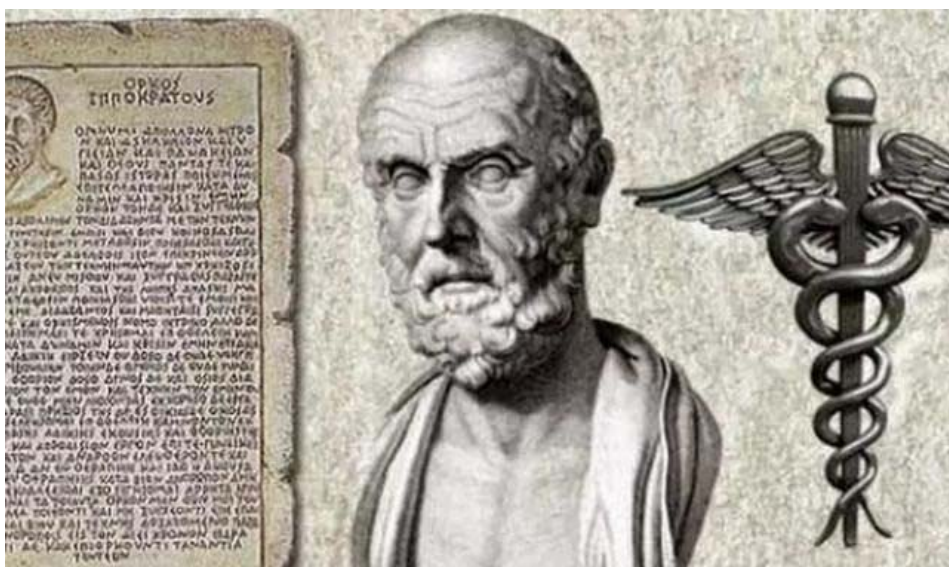
NLN认证模拟教学导师, Sim Leader
吴阶平基金会模拟医学部护理专委会委员
南方医科大学护理学院

内容

- 讨论模拟教学的背景和研究证据
- 从新手到专家：如何成长为模拟导师
- NLN模拟教学规范化师资培训课程介绍



希波拉底宣言



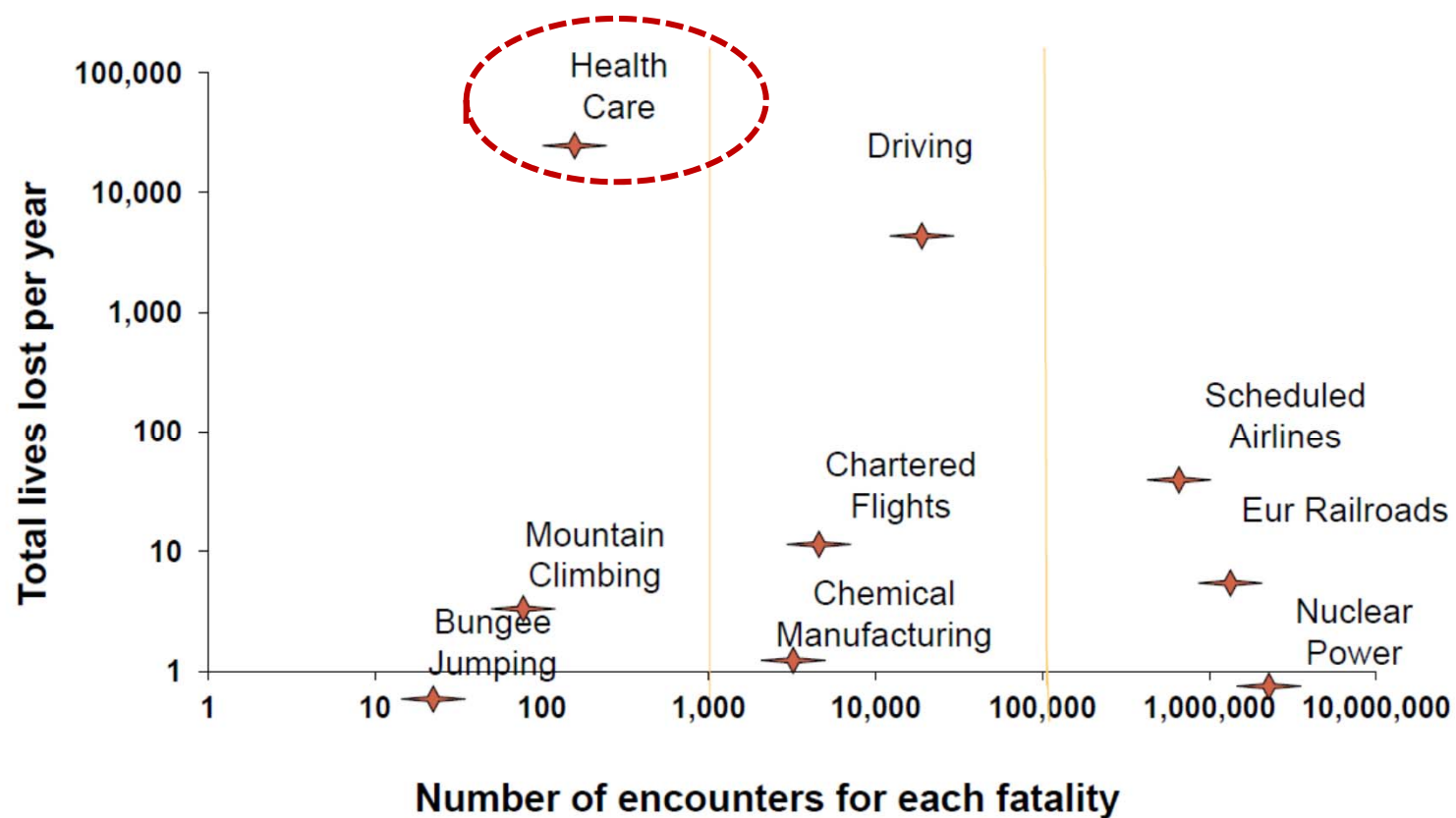
“余愿尽余之能力与判断力之所及，遵守为病家谋福之信条，并检束一切堕落及害人之败行，余必不得将危害药品给予他人”

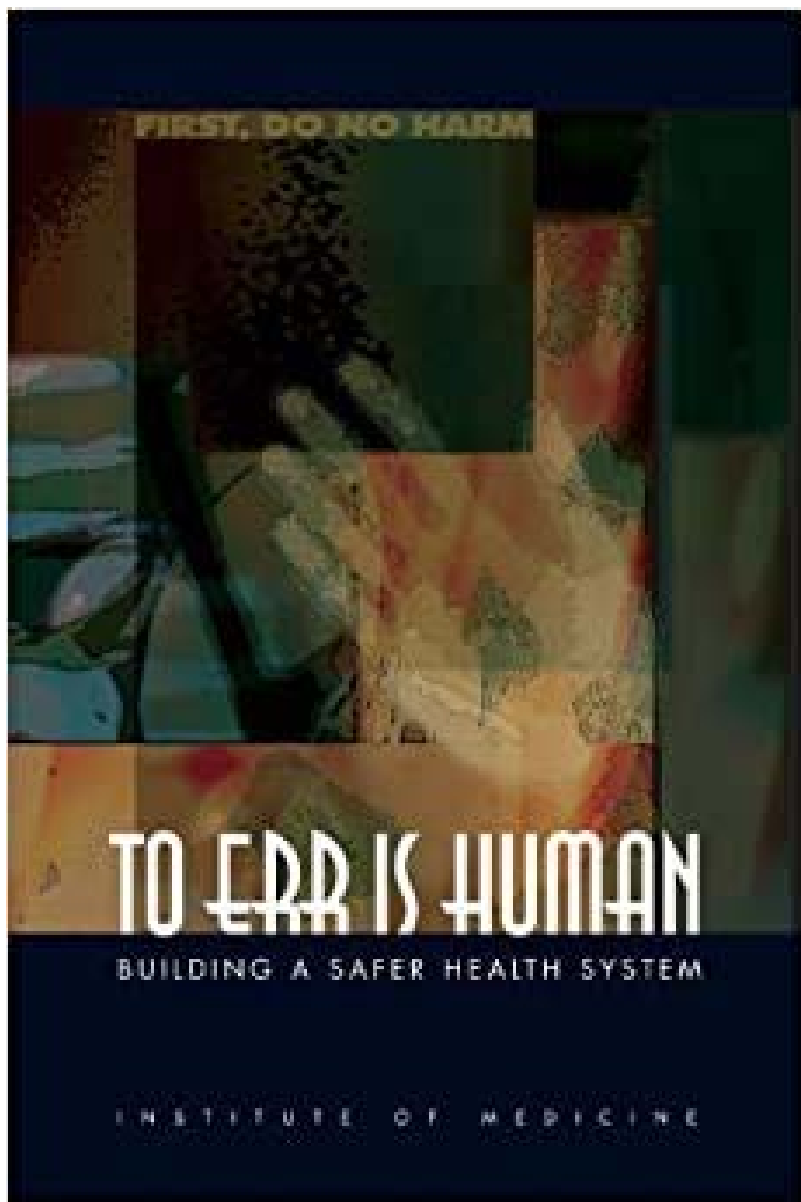
“首要不要伤害病人”
(primum non nocere)



患者安全
(patient safety)

医疗照护是一项高风险的业务





“对于患者而言，原本应该提供
康复和舒适的医疗系统对患者产
生伤害，这是完全不可接受的”



IMO
International Maritime
Organization

《人非圣贤，孰能无过：构建更加安全的卫生体制》

理念

虽然护理实践的性质发生了巨大变化，但我们教授护理内容的方式却没有随之变化！



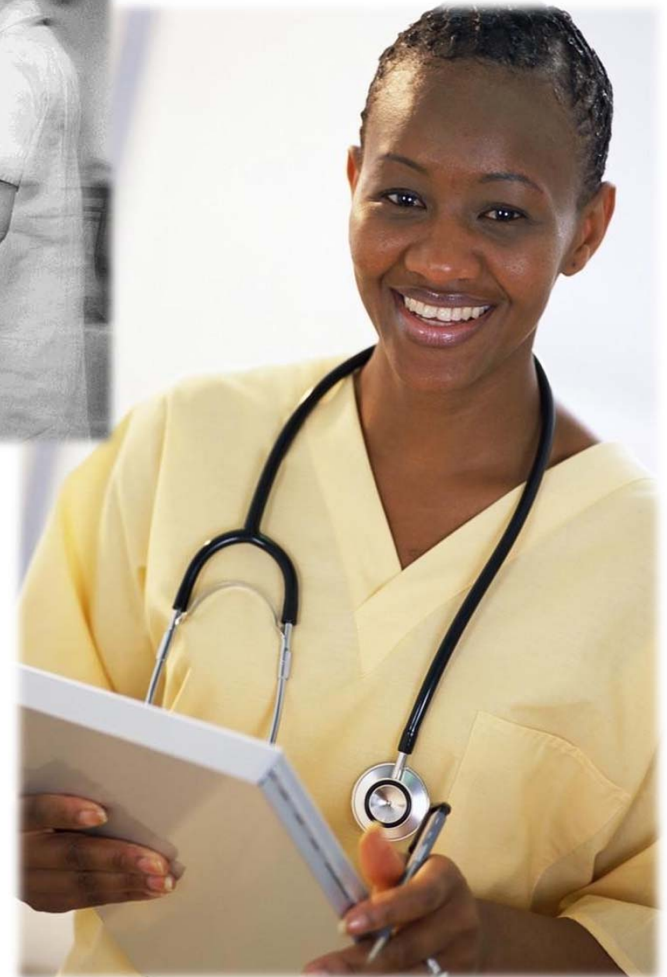
护理教育：彻底转型势在必行

创新和改革策略：指导护士使用护理知识和科学

(Benner, Sutphen, Leonard, & Day, 2010)



讲授并不产生期望的行为改变



学



我们期待

我们的学习者

超越

知识学习.....

做

应用知识



模式转变

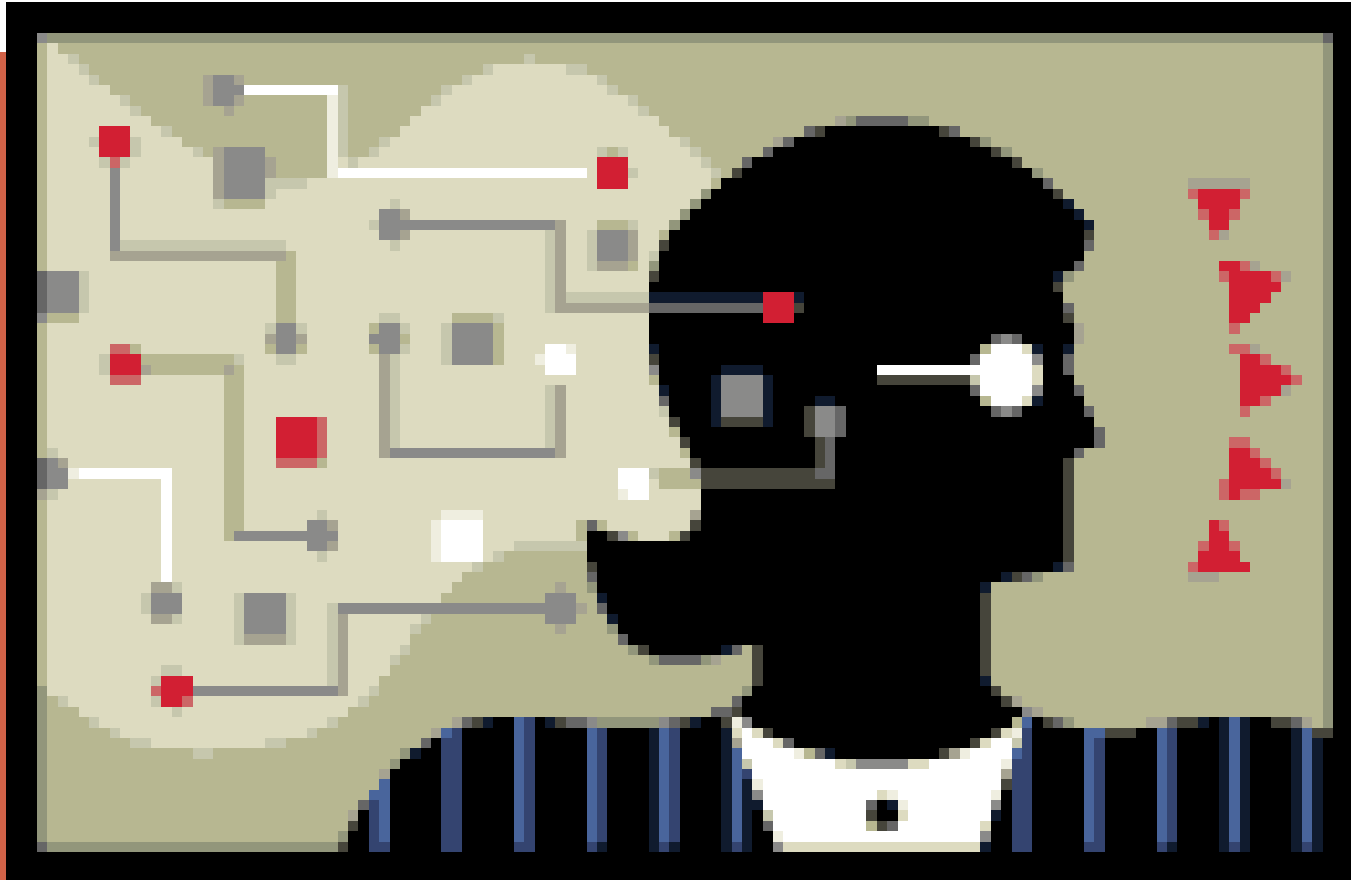
主动学习和情境学习的新教学模式为我们提供了替代方案，帮助我们重新思考应该如何看待**临床思维教学**！



创造有意义的学习经历

- 护理教育工作者的应有之意是帮助学生在获取和使用知识之间建立联系。
- **为最重要的事实而教**
(*Teaching for a sense of salience*)





结构化模拟激发学生思考而不是记忆知识。

Olesinski, R. (1998)

模拟教学是什么？



模拟教学

- ✓采用模拟技术
- ✓复制真实世界的重要方面
- ✓在完全互动的方式下引导、激发人们的体验

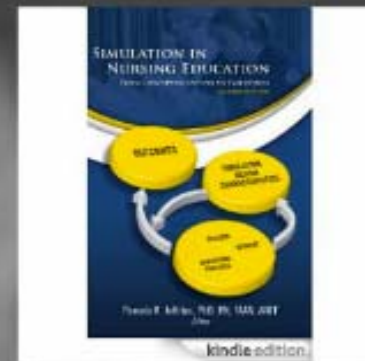


在模拟中 我们如何引导学习?



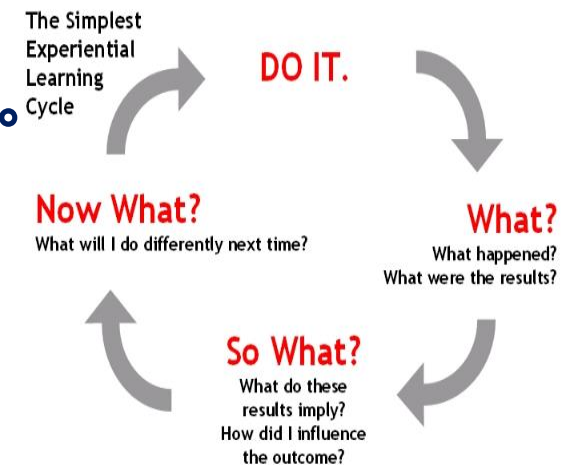
Pamela Jeffries, PhD, RN, FAAN, ANEF

"Outcomes are dependent on and influenced by the degree to which best practices in education are incorporated"



在行动中学习理论

- ✓ 我们希望我们的学生不仅做出“正确”的决定并且以正确的方式“做”事情。
- ✓ 我们希望他们“思考”他们为什么要做他们正在做的事情。
- ✓ 为学生创造一个深思熟虑的机会。
- ✓ 希望学生能周到的考虑并**适当的应用**。
- ✓ 适当的应用引发良好的判断力。
- ✓ 良好的判断力最终导致审慎的决策。



■ 体验/ Do it



■ 反馈/ What happened?



■ 概念化/ So what?



整理思绪

塑造思维



■ 再实践/ Do it again



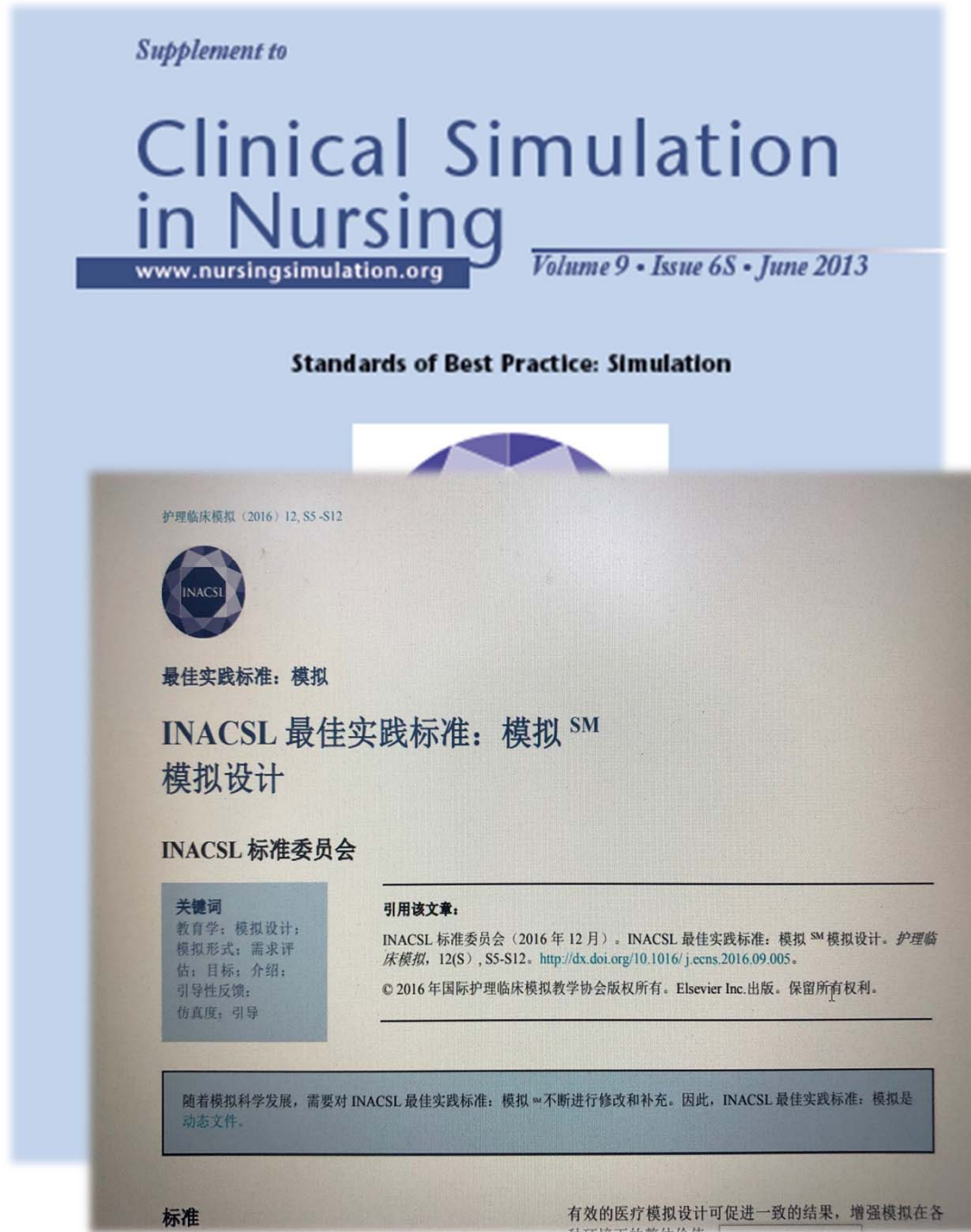
我们在很短的时间内走了很长的路!



模拟教学 最佳实践标准

[http://www.nursingsimulation.org/issue/S1876-1399\(13\)X0013-1](http://www.nursingsimulation.org/issue/S1876-1399(13)X0013-1)

<http://cdn.laerdal.com/downloads/f5078/SOBPMandarinCombo.pdf>
(中文版)







ELSEVIER

Brief Report

The Use of Benner's Framework in High-fidelity Simulation Faculty Development The Bay Area Simulation Collaborative Model

K.T. Waxman, DNP, MBA, RN, CNL^a, Connie L. Telles, DNP, RNC-OB, CNE^b

^aCalifornia Institute & Healthcare, Bay Area Simulation Collaborative, Berkeley, CA 94710, USA

^bChabot Community College, Hayward, CA 94545, USA

KEYWORDS

simulation;
novice to expert;
training;
Bay Area Simulation
Collaborative

Abstract: Simulation is a technique to replicate real patient experiences in an interactive manner without causing potential harm to a patient. The nursing field is rapidly incorporating simulation into curriculum, and nursing educators are receiving training to use high-fidelity simulators. Benner's novice-to-expert framework can be used in the nursing curriculum to train these instructors. The clinician, faculty member, or educator may be an expert in his or her own specialty but becomes a novice in simulation pedagogy. The Bay Area Simulation Collaborative has recognized this reality and has incorporated Benner's framework into a regionwide faculty development program for hospitals and schools of nursing.

Cite this article:

Waxman, K. T., & Telles, C. (2009, NOVEMBER). The use of Benner's framework in high-fidelity simulation faculty development: The Bay Area Simulation Collaborative model. *Clinical Simulation in Nursing*, VOL(5). doi:10.1016/j.ecns.2009.06.001

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Background

Historically the airline and nuclear industries have used real-life simulations to train and respond to potential crises that could have very serious consequences which, fortunately, rarely occur. Learning through high-fidelity simulation has been used by the aeronautics industry, the defense industry, and medical schools for decades, yet it is in its infancy in nursing education (Haskvitz & Koop, 2004).

Hospitals and schools of nursing in the United States are incorporating simulation-based training into their curricula. Clinical simulation for health care has been active in medicine since the mid-1980s and in nursing for only the past 10 years. In contrast, the aviation industry has been using simulation as its primary teaching method for

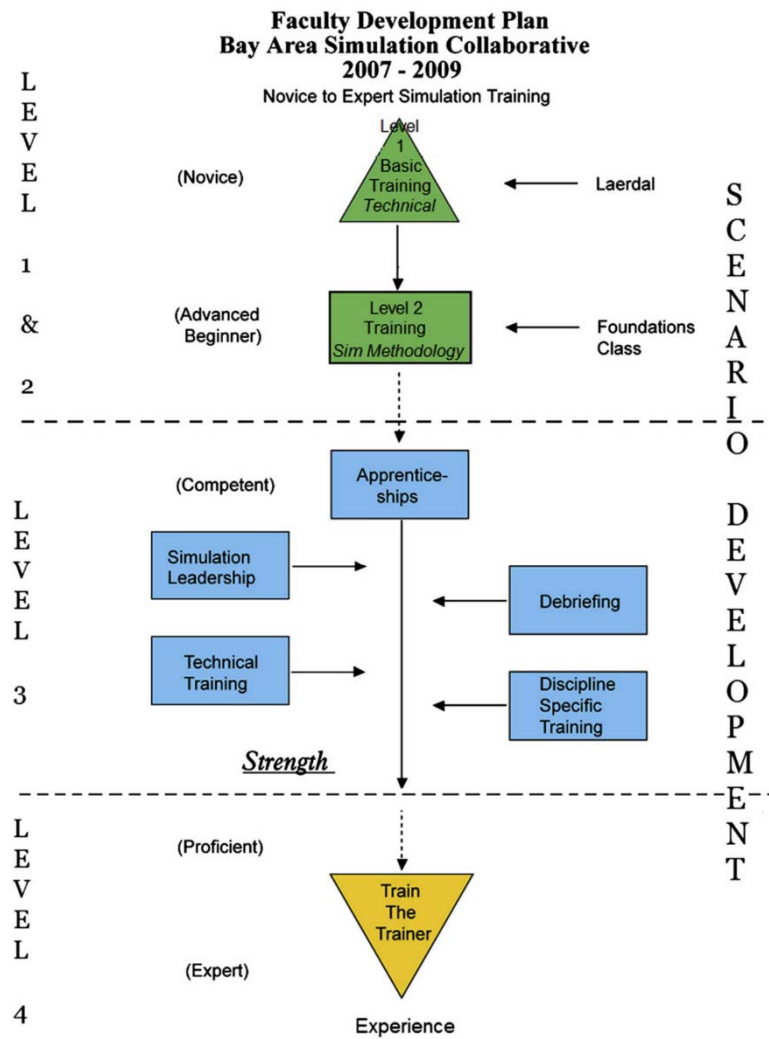
decades, which has provided us with ideas that we can modify for use in the health care industry. Just as pilots need to experience many hours of flying in aircraft simulators before they ever fly a plane on their own, we can utilize this system of simulation learning in clinical practice. Currently, nurses often perform procedures on live patients without having previously practiced the technique. It is not uncommon for nurses to perform a procedure on a patient that they have never done before but have only seen or read about. In specific reference to health care, simulation is an attempt "to replicate some or nearly all of the essential aspects of a clinical situation so that the situation may be more readily understood and managed when it occurs for real in clinical practice" (Morton, 1996, p. 77).

Clinical Simulation
in Nursing

www.elsevier.com/locate/ecns

如何成长为 模拟导师

模拟教学导师的培训步骤



初学者

↓

高级初学者

↓

胜任者

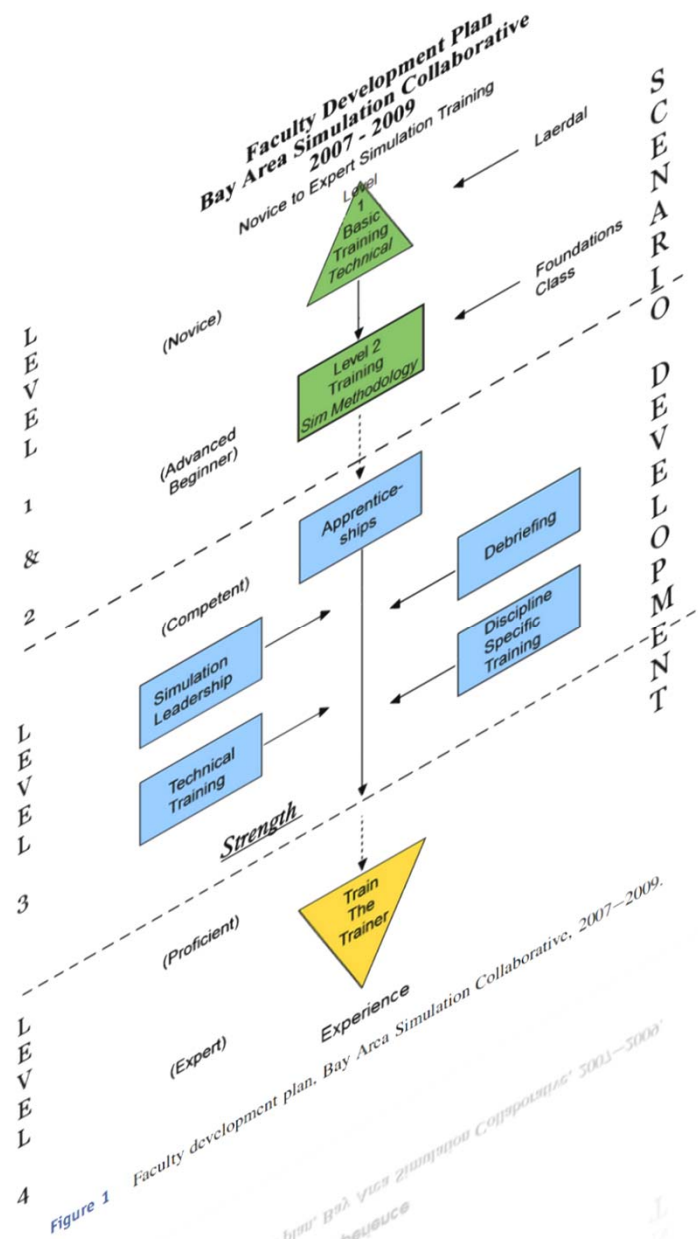
↓

精通者

↓

专家

Figure 1 Faculty development plan, Bay Area Simulation Collaborative, 2007–2009.



初学者

✓接受模拟相关技术的培训

高级初学者

✓掌握模拟教学基础

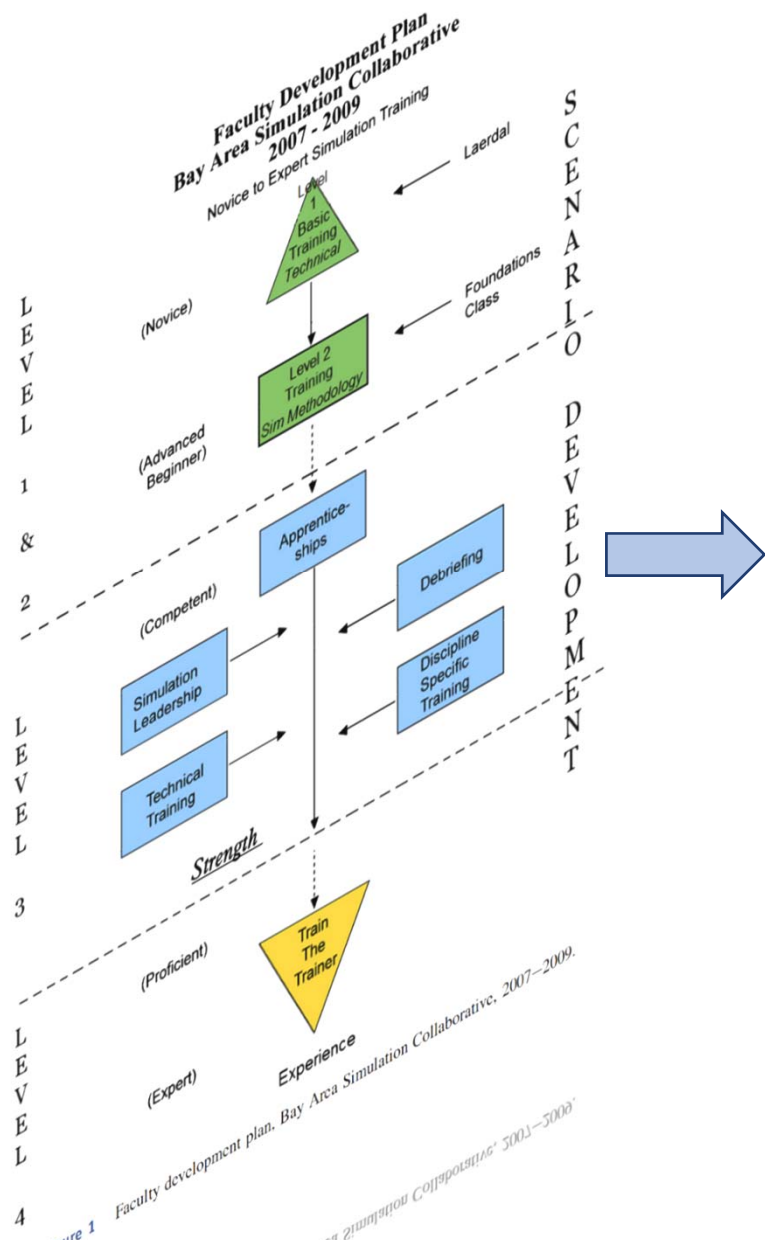


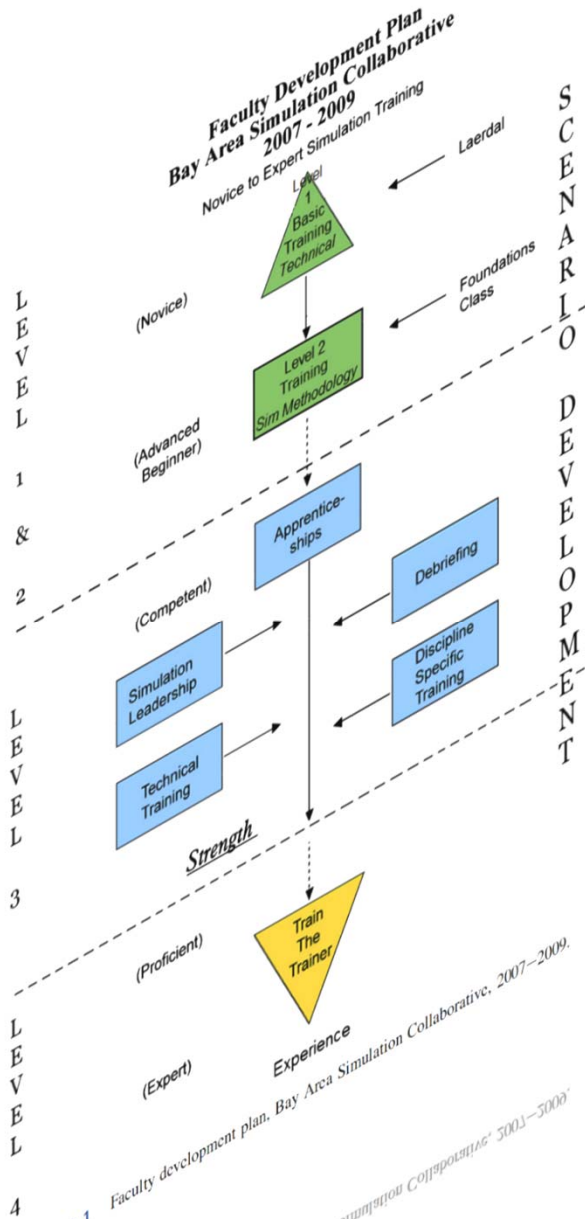
Figure 1 Faculty development plan, Bay Area Simulation Collaborative, 2007-2009.

胜任者

- ✓ 在资深模拟导师的带领下见习模拟教学
- ✓ 合作参与模拟案例的开发
- ✓ 在资深模拟导师的指导下实践模拟教学的引导环节
- ✓ 参与引导性反馈环节并接受资深模拟教学导师反馈
- ✓ 接受更高的技能培训
- ✓ 接受专业相关培训

精通者

- ✓ 能够独自引导模拟教学
- ✓ 能够独自开发模拟案例



专家

- ✓ 积累丰富的模拟教学经验
- ✓ 能够引导模拟教学初学者
- ✓ 能够阐述模拟教学中科技的转化

如何获取成长为模拟导师的所需知识

- 参加工作坊



- 阅读模拟教学相关书籍
浏览模拟教学相关网站



2019 Institute for Simulation Educators

Memphis, TN

March 18 - 21, 2019

Seating is limited

REGISTER NOW

The NLN, the premier organization for nurse educators, offers professional development, teaching resources, research grants, testing services, and public policy initiatives to its 40,000 individual and 1,200 institutional members, comprising nursing education programs across higher education and health care.

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**NLN CNEA
ACCREDITATION**
Apr 26, 2019

Debriefing for
Meaningful Learning
NEW WORKSHOP
April 12-13, 2019

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VIRTUAL
SIMULATION

EXCELLENCE *in*
NURSING EDUCATION
ASSESSMENT
NLN Testing Services

NLN
**FACULTY
INTENSIVE**
2019 WEEK

CERTIFICATION FOR
NURSE EDUCATORS
CNE

- **同资深的模拟教学专家一起工作
或观察资深模拟教学专家的模拟教学示范**



NLN- 护理模拟规范化师资培训



模拟教学的评价

追求卓越：模拟中的教与学
中国护理教育

NLN 美国护理 大联盟

National League of Nursing, 美国护理大联盟, 成立于1893年, 总部设在美国华盛顿特区, 其前身是美国护士培训学校负责人协会, 是美国第一个护理联盟机构。职能等同与护理教育指导委员会。

NLN致力于推行卓越的护理教育, 是护理教员和护理教育领导者的首选机构。NLN为个人/机构会员提供职业培训、合作与发展平台、测评服务、护理研究资助与公共政策倡议。



模拟教学培训主要内容：第一阶段

模拟教学理论

Jeffery's simulation theory 及模拟基础概念学习

引导性反馈

引导性反馈技巧及模拟教学实操

每月汇报进展与感想

模拟教学培训主要内容：第二阶段

模拟教学评价

可使用的中文正版评价工具：

DASH引导性反馈评价量表

SDS模拟设计评估量表

EPQ模拟教学实践量表

课程整合

易学难行，合作至上

每月汇报进展与感想

NLN- 护理模拟规范化师资培训

模拟教学导师的培训步骤

模拟教学理论

引导性反馈

模拟教学评价

课程整合

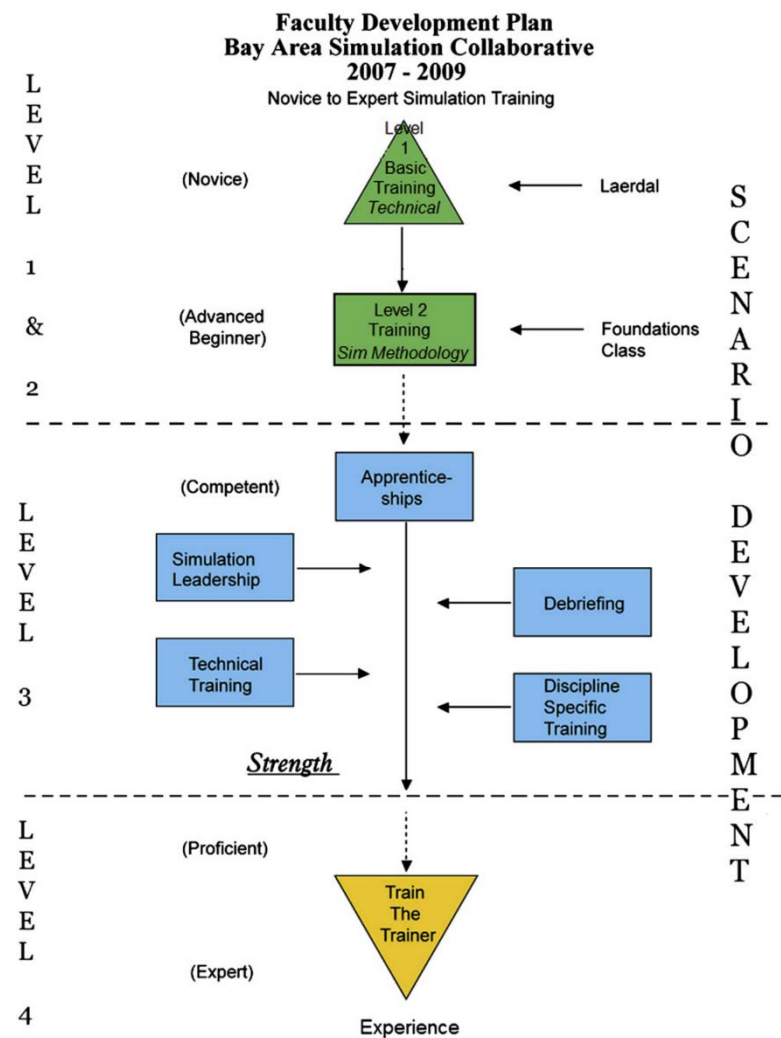
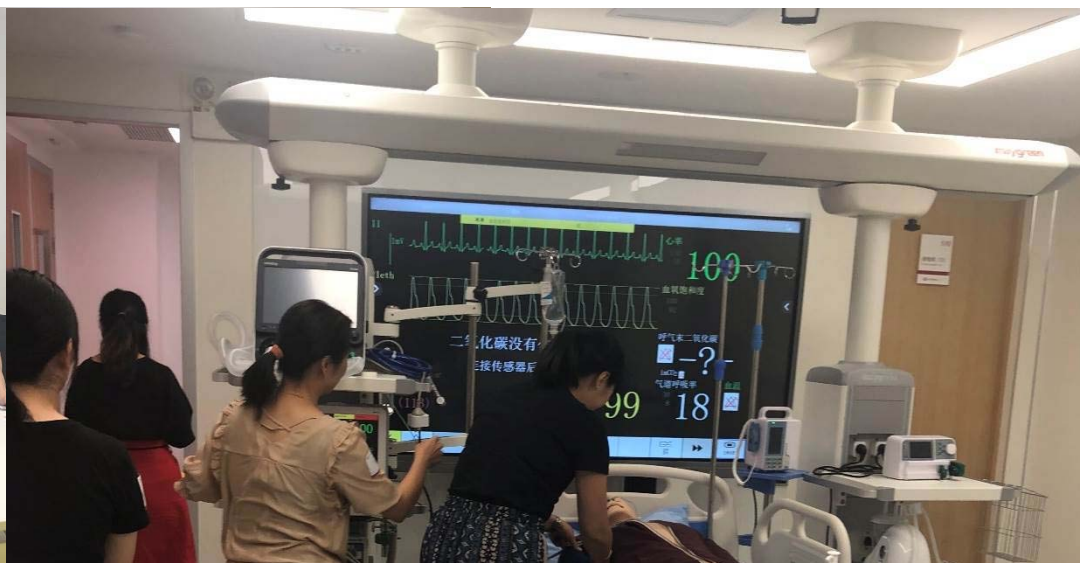
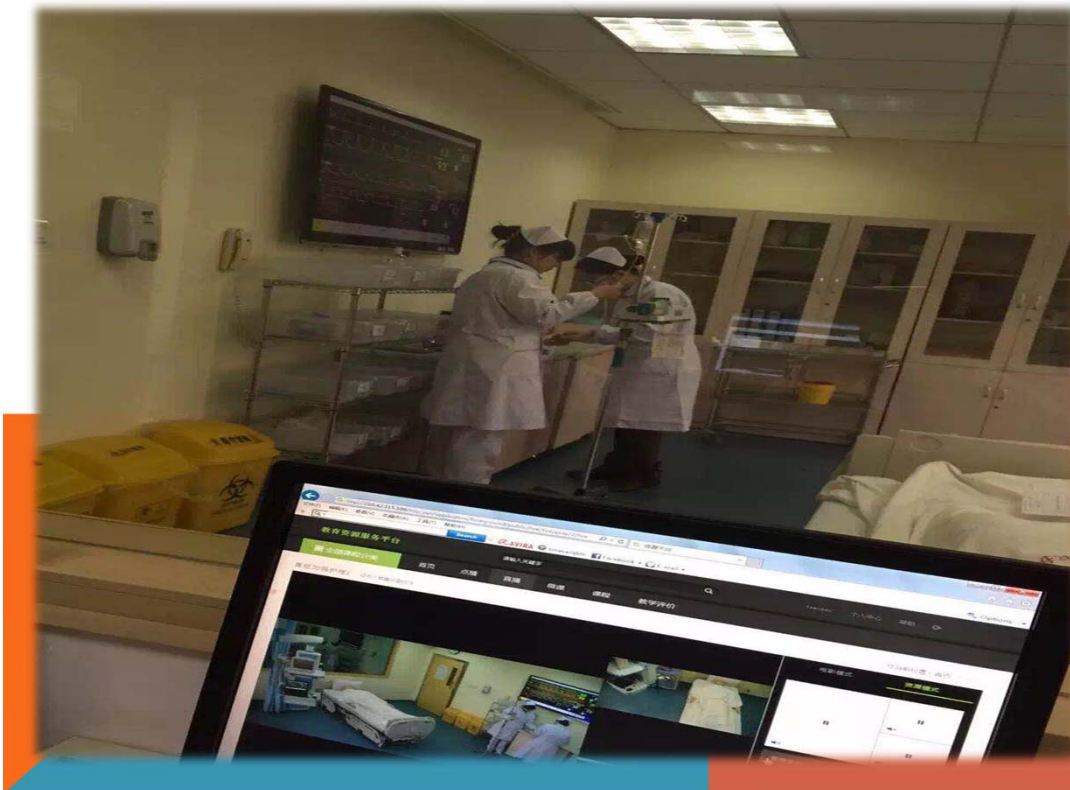


Figure 1 Faculty development plan, Bay Area Simulation Collaborative, 2007–2009.

在模拟中教与学



- **我们的教学旅程仍在继续，
下一站
学习模拟，采用模拟教学，
发挥模拟的力量！**





感谢聆听!

欢迎加入模拟教学的团队!