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Clinical skills or simulation?

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Clinical skills or simulation?

Abstract

Abstract of a presentation that was presented at 4th International Clinical Skills Conference: Showcasing Innovation and Evidenced Based Clinical Skills Education and Practice, 22-25 May, 2011, Prato, Tuscany.

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Clinical skills or simulation? (O 128 in programme)

McQueeney, L.

The use of simulation in health care education has grown over the last decade with most tertiary education facilities now using a variety of equipment to support students' learning experience. Simulation has been found to increase self efficacy and enhance confidence in attempting clinical skills, in turn inciting critical thinking (Alinier, Hunt and Gordon 2004, Issenberg et al 2005). Although there is a great deal of literature about activities using clinical skills and/or varying types of fidelity in simulation, the terms are not clearly defined or articulated. Information for this presentation is derived from a study involving nursing educators specialising in clinical skills and simulation in Australia. Qualitative data will be presented from the findings that will highlight where educators believe clinical skills end and simulation begins. It will report progress to date in research undertaken to determine how clinical simulation and clinical skill laboratories differ, and/or facilitate each other. The aim of this research is to seek clarity about differences in this area of education that could assist in developing curricula involving clinical skills and simulation.

This presentation will be of interest to people in educational and clinical environments where simulation is fundamental to the delivery of the curricula.

References:

Alinier, G, Hunt, WB & Gordon R 2004, 'Determining the value of simulation in nurse education: Study design and initial results', *Nursing Education in Practice*, vol. 4, pp. 200-207.

Issenberg, SB, McGaghie, WC, Petrusa, ER, Lee Gordon, D & Scalese, RJ 2005, 'Features and uses of high-fidelity medical simulations that lead to effective learning: A BEME systematic review, *Medical Teacher*, vol. 27, pp. 10-28.