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Nota di contenuto	Cover; Title; Copyright; Contents; Contributors; Foreword; Preface; Acknowledgments; Share Review Manual for the Certified Healthcare Simulation EducatorTM (CHSETM) Exam; Section I: Introduction; Chapter 1: Overview of the Certification Examination, Advanced Certification, and Recertification; Learning Outcomes; Initial Certification; Recertification/renewal of Certification; Advanced Certification; Summary; References; Chapter 2: The Certification Examination Test Plan; Learning Outcomes; Content Area 1: Professional Values and Capabilities Content Area 2: Demonstrate Knowledge of Simulation Principles, Practice, and Methodology Content Area 3: Educate and Assess Learners Using Simulation; Content Area 4: Manage Overall Simulation Resources and Environments; Content Area 5: Engage in Scholarly Activities; Practice Questions; References; Chapter 3: Test-taking Strategies; Learning Outcomes; Why Become Certified in Simulation?; Are You a Qualified Candidate to Take the Examination?; How to Prepare for Success; Know Your Equipment/Technology; Become Familiar with Computerized Testing Incorporate Strategies to Ease the Fear of Test Anxiety Use Strategies to

be a Savvy Test Taker; Recertification; Practice Questions; References; Section II: Professional Values and Capabilities; Chapter 4: Leadership in Simulation; Learning Outcomes; Knowledge Acquisition; Faculty Training; Faculty Mentorship; Resources for Faculty Development; Advocating for Simulation; Summary; Practice Questions; References; Chapter 5: Special Learning Considerations in Simulation; Learning Outcomes; Diversity in Learning Styles; Diversity in Teaching Styles of Healthcare Educators  
Culturally Diverse LearnersEffect of Diversity on Simulation Scenarios; Learner and Learning Disabilities; Belongingness; Simulation Learning as a Social Practice; Socialization During Simulation; Practice Questions; References; Section III: Simulation Principles, Practice, and Methodologies; Chapter 6: Educational Theories, Learning Theories, and Special Concepts; Learning Outcomes; Educational Philosophies and Theories; Learning Theories; Pedagogy Versus Andragogy as Educational Concepts; Simulation Learning Frameworks; Realism in Simulation; Learning Domains; Modes of Thinking  
Critical Thinking and MetacognitionEvidence-based Simulation Practice; Goffman's Theory of Frame Analysis; Theories of Knowing; Deep, Surface, and Strategic Learning; Motivation to Learn; Learner Socialization in the Virtual, Simulation, and Skills Environment; Teaching Simulation; Instructional Objectives and Learning Outcomes; Evaluating SLOs; Innovative Educational Research; Gagne's Conditions of Learning; Learning Activities Used in Simulation Environments; Summary; Practice Questions; References; Chapter 7: Implementing Simulation in the Curriculum; Learning Outcomes  
Development of a Curriculum

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Sommario/riassunto

""The authors of this review manual have captured all of the elements of simulation from establishing the objectives of simulated learning experiences, to constructing scenarios, to debriefing students and the simulation team, to assessing and evaluating the learning that has accrued. They have also described the range of simulation options and the contexts for their most effective use."" -Gloria F. Donnelly , PhD, RN, FAAN, FCPP. Dean and Professor. College of Nursing and Health Professions. Drexel University. Health professionals embarking on a career teaching simulation are embracing a wor

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