

1. Record Nr.	UNINA9910962387803321
Titolo	Simulation scenarios for nurse educators : making it real / / Suzanne Hetzel Campbell, Karen M. Daley, editors
Pubbl/distr/stampa	New York, : Springer, c2013
ISBN	0-8261-9327-7
Edizione	[2nd ed.]
Descrizione fisica	1 online resource (569 p.)
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Disciplina	610.73071/1 610.730711
Soggetti	Nursing - Study and teaching - Simulation methods Simulated patients
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Title; Copyright; Dedication; Contents; Contributors; Foreword; Preface; Acknowledgments; Part I: Setting the Foundation for Simulation; 1:Simulation-Focused Pedagogy for Nursing Education; The Challenge of Teaching in the 21st Century; Role of Simulation in Nursing Education; Theoretical and Conceptual Issues in Nursing Education; Learning in the Digital Culture; Conclusion; References; 2: Integrating Simulation-Focused Pedagogy Into Curriculum; Simulation: The Missing Piece; Essential Tool Kit for Success: Persistence, Vision, and Patience; Faculty Factor; Clinical Versus Simulation Formal Curricular Change Versus Integration into the Existing CurriculumEstablishing the Fit Across the Curriculum; Evidence-Based Practice; Benefits Across the Curriculum; References; 3:Enhancing Communication Skills Through Simulations; Intrapersonal, Interpersonal, and Small-Group Communication; Health Communication in Scenarios Checklist; References; 4:Faculty Learning Communities: An Innovative Approach to Faculty Development; One School's Story; Relationship to University Initiatives; Overview of Faculty Learning Communities; How the Nursing Faculty Learning Community Functioned Conceptual and Practical IssuesOutcomes of the School of Nursing Faculty Learning Community; Future Directions; References; 5:Building

a Learning Resource Center; Envisioning a Center; Learning Resource Room Operating Room Center Essentials for Simulation Learning; Karen's First Story: Western Connecticut State University Experience; Dollars, Donations, and Finances; Karen's Davenport University Simulation Experience; Diana and Suzanne's Story: Fairfield University School of Nursing's Experience; Maintenance and Updating/Upgrading: Challenge of Continuous Funding; Conclusion; References
6: Lights, Camera, Action! The Process of Evaluating, Acquiring, and Implementing an Audio/Visual Capturing Solution to Enhance Learning Process for Determining an Audio/Visual Capturing Solution; Vendor Selection; Camera, Microphone, and Control Room Placement; Learner-Centered Simulation Center; Guidelines, Policies, and Procedures to Effectively Manage a Simulation Suite; Conclusion; Villanova University College of Nursing Learning Resource Center Consent Form; Drexel University Center for Interdisciplinary Clinical Simulation and Practice General Policies and Procedures
Reserving the Simulation Center Policy for Human Patient Simulation (HPS); Policy for Standardized Patient Lab; References; Part II: Innovative Simulation Scenarios in Diverse Settings for Diverse Students; 7: Tune Into Simulation Through Physical Examination; A. Discussion of Implementation of Simulation-Based Pedagogy in Each Contributor's Individualized Teaching; B. Description of Educational Materials Available in Your Teaching Area and Relative to Your Specialty; C. Specific Objectives for Simulation Utilization Within a Specific Course and the Overall Program
D. Introduction of Scenario to Include Setting the Scene, Technology Used, Objectives, and Description of Participants

Sommario/riassunto

""The passion, caring, and inspiration of the authors are reflected and demonstrated in each and every chapter. Compiling all of the authors' lessons learned, teaching-learning strategies, and in-depth research and exploration of their topics, this book is an excellent guide for nursing faculty just getting started with simulations or is validation for faculty who are already using this pedagogy."". From the Foreword by Pamela R. Jeffries , PhD, RN, FAAN, ANEF. Professor, Associate Dean for Academic Affairs. Johns Hopkins University School of Nursing. This second edition of an acclaimed book fo
