The Creation of Simulation for the Development of Competencies in Nurses

Ana Paula Noronha ZUCATTI[a,1], Cecília Dias FLORES[a] and Luíza Maria Braga da SILVEIRA[a]

[a]*Universidade Federal de Ciências da Saúde de Porto Alegre / Programa de Pós-Graduação em Ensino na Saúde*

Abstract. Distance Learning, among other advantages, encourages the development of autonomy and social construction of knowledge, both essential in continuing health education. For the development of competencies needed at work, the use of simulation can be an alternative so that knowledge, skills and attitudes are put into practice through simulated situations with a pedagogical and educational structure. Therefore, it has been proposed the creation of simulation with the aim of promoting competencies related to the leading role played by nurses of a hospital. The present study briefly describes its creation process with this purpose, which was developed as part of a Master's Thesis of one of the authors. It is expected to highlight the improvement of skills associated with leadership practices through this methodology.

Keywords. Distance Education; Simulation; Nursing; Leadership; Competencies; Conflict Management; Continuing Health Education.

1. Introduction

Distance learning has been increasingly used in healthcare education, in line with the advances of technology and the internet. Literature has shown advantages regarding economic aspects, the reduction of barriers related to time and space, content, and the encouragement of autonomy [1]. The use of simulations arises as an alternative, given the possibility to simulate real situations in a planned, controlled and protected environment, in which applied knowledge could be assessed [2]. Thus, the aim of the present study was to build a simulation to promote conflict management behavioral competencies as well as to generate feedback, through designing critical situations based on real situations.

2. Methods

The simulation is part of a Master's Thesis of one of the authors. It was created using SIACC (Interdisciplinary Analysis System of Clinical Cases) [2], introducing cases designed with fictitious critical situations, similar to those faced on hospital practice.

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[1] 482/207, Independência Ave. Bairro Independência. Porto Alegre, Rio Grande do Sul – Brazil.

For evaluation and validation of the situations' constructs it was noticed the need to look for a tool that could be applied prior to performing the simulation to compare the results shown in the simulation. The Questionnaire of leadership dimensions and styles, based on the theory of Managerial Grid was chosen [3]. The situation storyboard was submitted to evaluation by three expert judges in order to check the compatibility of situations and the answers created with the management styles theory and the questionnaire, as well as work reality. They agreed 100%.

3. Results

The simulation for the development of conflict management skills and feedback aligned to the theory of Managerial Grid is initially available to be used by nurses who work in hospitals.

Some examples of questions used in the simulations are "About two weeks after the argument between Mary and Peter, the mood in the sector remains heavy. You realize that the exchange of harsh words between professionals still happens. You?" and "A few days later, you are passing by the nursing station and see Claudia typing on her phone while a person is standing at the counter unobserved. After a few moments, Claudia finally drops her phone and answers the customer. You?". In both cases, nurses had to choose what would be their attitude, and it was compared with management styles [3].

4. Discussion

Continuing Health Education is increasingly necessary in the practice of professionals working in health assistance. The hospital nurse usually plays the staff leadership role in the unit where he/she works, in addition to care processes, and thus presenting direct relationship between patient care and team management.

It is expected, in this way, to contribute to the development of continuing education in health and the enhancement of development processes of behavioral competencies related to the exercise of leadership in nurses. Such processes have great relevance since they are the basis for carrying out proper care to patients.

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