



**Victorian
Skills Authority**

holmesglen



FutureReady
CARE ECONOMY SKILLS LAB

Outcomes from an innovative medication safety curriculum redesign in a Diploma of Nursing course

HARRISON BURGIN & KIM KENWELL

"We all work as a team...it just helps us to get ready for the real world."
(FutureReady Student)

"I feel like it really blew my mind how we can teach students this way. I feel like this should be a new way of teaching, going forward in educating nurses...So my role is more like a facilitator, instead of teaching."
(FutureReady Teacher)

Care Economy Skills Lab

A collaborative project between Holmesglen and the Victorian skills Authority (VSA) to explore innovative ways to build skills in Nursing education

The lab is exploring new approaches to learning design underpinning the national Diploma of Nursing to improve completion rates and better prepare graduating enrolled nurses for evolving nursing practices.

We reviewed the Diploma of Nursing at Holmesglen by involving stakeholders, teachers, students and employing industry to commence an ideation session

Ideation process

A user-centric session for brainstorming ideas, improvements, deliverables to inform the delivery of this project



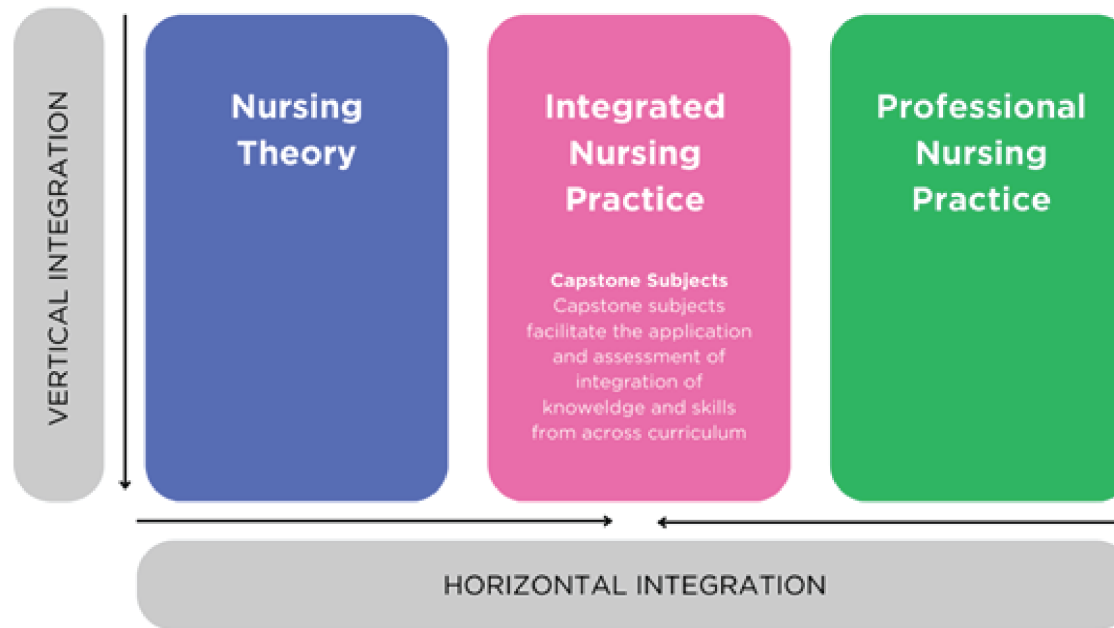
Opportunities to improve



Curriculum Blueprint

A redesign of the Diploma of Nursing, integrating learning across units at the same time (horizontal) and between sequential units (vertical)

FIT - A Fully Integrative Teaching Model



Research Aims

- Improve engagement in Nursing students
- Improve safety in Nursing students
- Increase development of transferrable skills
- Explore engaging learning methods for widespread implementation



The FutureReady slice

A single unit was tested, medication safety

- Immersive simulation
- Innovative technology
- Digital resources
- Gamification learning
- Innovative teaching



The FutureReady project focused on these key areas, to pilot them for a future roll out to the entire redesigned Diploma of Nursing

Immersive Simulation

Simulated wards and patients

Clinical spaces were set up with simulated patients for students to practice and develop their confidence



“Interaction with the simulated patient with real life situation.”

Virtual hospital

Created to orientate and familiarise students to the clinical environment, multidisciplinary team and patients

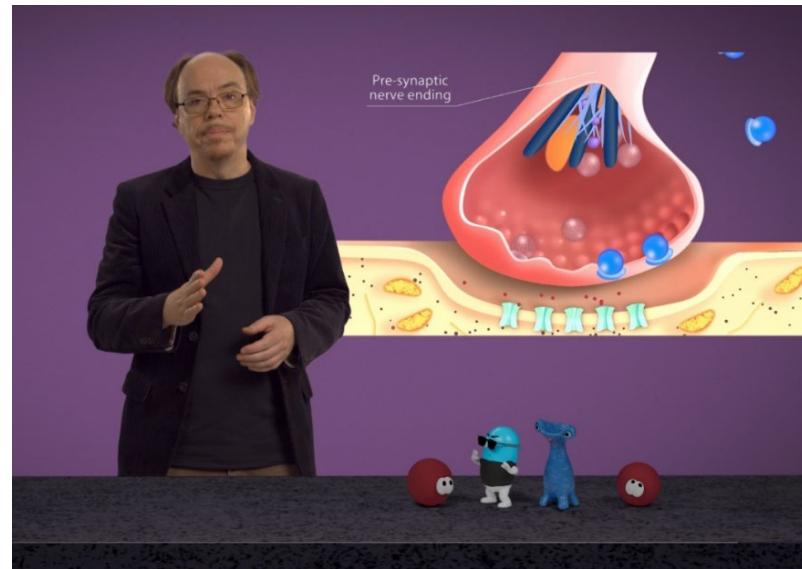


“I really enjoyed the virtual hospital. ...It made me feel confident and sure...was brilliant”.

Innovative Technology

Talking heads videos

Breaking down difficult theoretical concepts

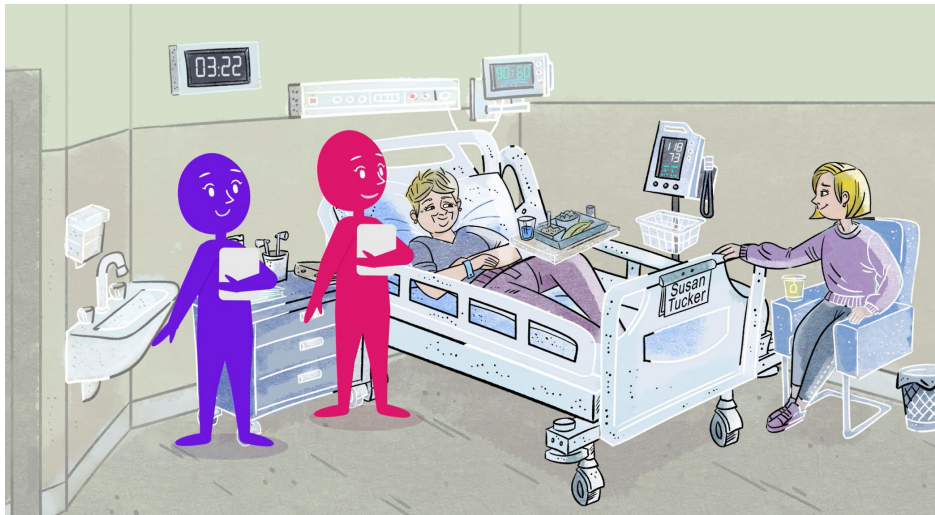


"I loved the talking heads videos because the little drug guy was super cute and really helped me concentrate on the content"

Digital resources

E-learns

Engaging and interactive preparation work



All the thought processes you use as a nurse to correctly assess and manage a patient's condition comes down to good clinical reasoning.

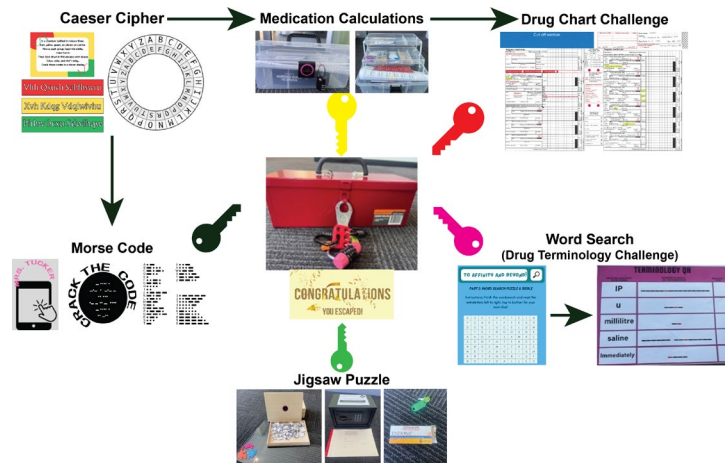


“It's even more interactive when you have to click on each thing ... you can't just skip through it.”

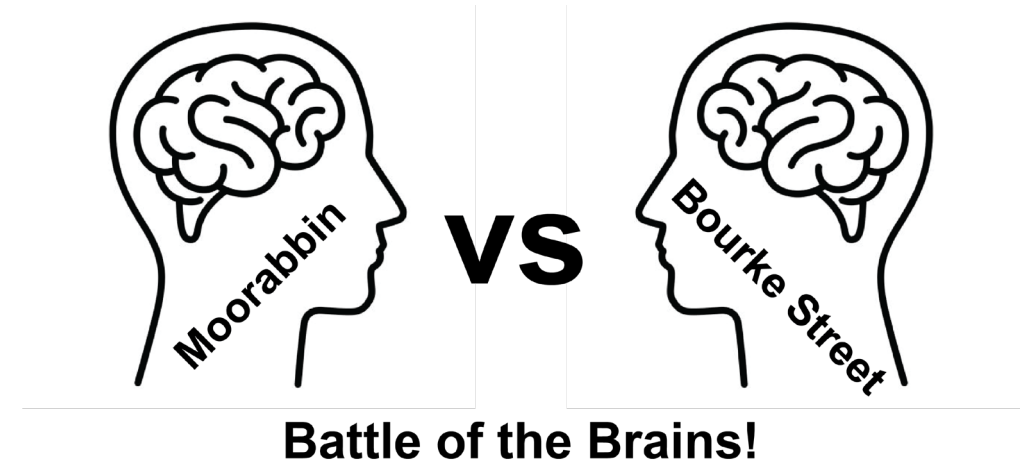
Gamification learning

Increases motivation and engagement using game design elements in educational environments

Educational Escape Room



Competitive Revision Challenges



“The escape room was fantastic. It solidified all that we’d been learning about in an engaging and fun way”.

“I enjoyed the competition, the engagement and new way for learning”

Innovative teaching

Forum theatre allows students to “re-write the script” on scenarios that have gone wrong, with actors to then play out the revised scenario

“The forum theatre was very helpful for me. I learned about myself and now have a good idea about how to deal with a medication error especially when it comes to communication”

“The simulation with the actors showing how errors can happen and ways to avoid was really good and enjoyed”



The FutureReady cohort on placement

Improved learners

“if they didn’t know what it was, that they would ask or look it up”

Noticeably improved safe behaviour

“it certainly made them safer, in that they knew the process and the policies required better than the previous groups... they had a better understanding that they couldn’t just given medications without knowing why”

Able to understand the WHY of medication safety better

“it would help them to develop problem-solving, teamwork, because we do group work.... So, build the communication skills, teamwork, collaboration, and also critical thinking, problem-solving. I think it helped them to develop their independent learning and direct learning styles.”

The FutureReady experience for teachers

"The big thing for me was just seeing the increase in engagement as the unit progressed."

"I think it's gotten them ready for that aspect for both the theory, knowledge, and with the clinical application ...the critical thinking skills"

Key Findings

- Gamification and immersive simulation were highly valued by students
- Simulation learning allows students to practice in a risk-free setting
- Educational reform can be informed by key stakeholders and industry
- Active learning approaches drive engagement
- Development of transferrable skills requires moderated use of innovative learning and widespread integration

“They’re more cooperative, collaborative, and they’re more engaged...totally different than the previous groups”



Next steps

We have applied the lessons broadly

- Optimising Law and Ethics unit
- Including a newly designed escape room and forum theatre
- Application of VR, simulation and gamification to dental courses
- Active learning to Bachelor of Nursing
- Active learning to Social Inclusion

Further research on learning innovations

- Forum Theatre
- Gamification



Acknowledgements

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Holmesglen participants

- Teachers
- Students
- Support teams

Clinical Facilitators

...everyone who contributed along the way



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