

BRINGING ADDED VALUE TO HEALTH CARE EDUCATION

As the ARISE Project instructional designers, it is really important that the products we design add value to health care education. By leveraging several learning theories common to health care education, we think we have a great start!

First, by using the longstanding and reliable Bloom, Benner and Kolb, our augmented reality designed simulated learning experiences promise to deliver active and engaging student learning experiences throughout the entirety of a student's health care education. In addition, we strive to make each simulated learning experience emotionally engaging and focused on patient-centered care as established by the QSEN project (QSEN, 2014).

We also know that the debriefing process is critical to the development of clinical reasoning. Thus, our teaching plans include the debriefing standards set by the International Nursing Association for Clinical Simulation and Learning (INASCL) Standards of Best Practice (2013) and NLN-recommended Theory Based Debriefing by Driefuerst (2012).

We think we have "Added Value" and we hope you think so too!

– Theresa and Kim

Sources:

Dreifuerst, K. (2012). Using debriefing for meaningful learning to foster development of clinical reasoning in simulation. *Journal of Nursing Education*, 51(6), 326-333. doi:<http://dx.doi.org/10.3928/01484834-20120409-02>

International Nursing Association for Clinical Simulation and Learning. (2013). Standards of best practice: simulation. Retrieved from: <http://www.inacsl.org/files/journal/Complete%202013%20Standards.pdf>

Quality and Safety Education for Nurses (QSEN) (2014). <http://qsen.org/competencies/pre-licensure-ksas/>