



Who are we???

NLN Sim Leaders...part of cohort from 2017 yearlong program
WE ARE...

- Representing different types of nursing education programs
- Interested in creating safe learning spaces
- Committed to a focus on self-care
- Applying lessons learned from BIG COMPANIES (i.e. google, Target)
- Interested in applying mindfulness + simulation in nursing education
- Interested in empowering students and disseminating use of mindfulness in academia!

How many have altered their curriculums to focus on Wellness??? Prevention!

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Learning Objectives

- Phase 1** Understand the connection between mindfulness and heightened awareness.
- Phase 2** Determine areas where mindfulness can be integrated into simulation activities.
- Phase 3** Participate in a short mindfulness exercise.
- Phase 4** Identify opportunities for using mindfulness in academia and clinical practice.

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Mindfulness

- Mental state achieved through focusing one's awareness in the present moment
- Focus is directed toward openness and acceptance of the surrounding environment
- Maintaining awareness of our thoughts, feelings, body sensations and the environment
- Heightened sense of awareness allows nurses and healthcare professionals to make sound clinical decisions based on current situations

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Situational Awareness

- “Perception of the elements in the environment within a volume of space and time, the comprehension of their meaning and the projection of their status in the near future.”
Endsley, M.R., 1988
- Situational awareness in patient care settings can undoubtedly improve the quality and safety of care delivered
Agency for Healthcare Research and Quality, (AHRQ) 2016
- Using mindfulness in nursing practice has shown to heighten awareness, acceptance and attention during episodes of patient care
Kabat-Zin, 2012

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Mindfulness

- Effort toward improving nurses' attentional efficiency is especially important in complex and distracting workplaces.
Despina, Caviesell, & Roudier, 2009
- Attentional efficiency of nursing students is relatively unexplored, despite reports about graduates being underequipped to function in complex work environments known to exacerbate human error.
Institute of Medicine (IOM), 1999
- Improving resilience to interruption and distraction through focused awareness meditation may enhance attention, and thinking in action skills of health care professionals.
Epstein, Seigel & Silberman, 2008

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Simulation Facilitation

Mindfulness and Pre-briefing

Criterion 3: Facilitation methods prior to the simulation-based experience include preparatory activities and a pre-briefing to prepare participants for the simulation-based experience.

Criterion 5: Facilitation after and beyond the simulation experience aims to support participants in achieving expected outcomes.
International Nursing Association for Clinical Simulation and Learning (INACSL), 2016



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Importance of Pre-briefing

- Create safe and trusting environment
- Identifying learning objectives for learners
- Review behavioral expectations
- Orientation to the manikin and other equipment
- Assignment of roles to participants

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Affects satisfaction, participation, and the overall effectiveness of the simulation experience

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Mindfulness and Pre-briefing

- Situated Learning Theory (Lave & Wenger, 1991), the acquisition of knowledge and skill requires learners to fully participate in their learning environment
- Importance of attention: influences participants perception of a scenario and enables them to respond to the scenario adequately
- Pre-briefing is part of the experiential learning process and the foundation for a successful simulation learning experience
- Mindfulness promotes attention regulation

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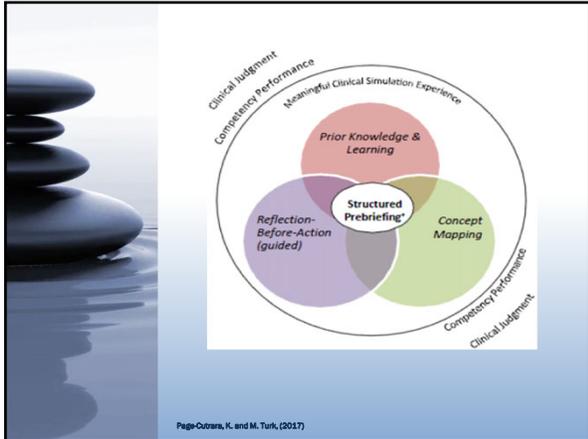
Mindfulness and Pre-briefing

- Incorporating mindfulness into simulated activities encourages learners to develop focused practice

Jeffries, 2014

- Simulation can be stressful to participants; some stress may be controlled through use of mindfulness
- Deliberate process to assume an aware, nonjudgmental, present state of mind
- Goal is to heighten situational awareness to increase safe, quality care for all patients

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Role of the Simulation Educator

- Create purposeful "caring transactions" between facilitators and participants
- Role model both caring and presence
- Create experiential learning activities encompassing the concept of care related to safe outcomes
- Empower students to initiate self-care interventions to manage anxiety throughout simulation activities and in practice settings

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Use of ANXIETY
Applicable to IPE

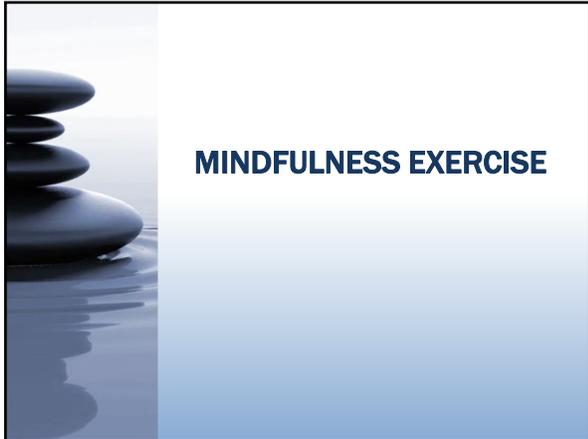
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Mindfulness and Pre-briefing

Why not start with the pre-briefing?

"The goal of mindfulness is compassionate informed action in the world, to use a wide array of data, make correct decisions, understand the patient, and relieve suffering."

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Mindfulness Purpose & Procedure

- Using Mindfulness During Simulation Pre-brief to Enhance Situational Awareness in Students
- Use a mindfulness exercise to increase participants' situational awareness during a simulated patient care scenario.
- Benefits of mindfulness
- Engage in a 3 minute Mindfulness Meditation Exercise
- CAMS-R Mindfulness Scale: Pre & Post Mindfulness.

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Procedure (continued)

- Encourage the APP for easy access: pausing and focusing on the present accepting and then letting go of the wandering thoughts.
- Have the students complete three reflection questions after each simulation:
- After the mindfulness pre-briefing experience, I felt:_____.
- Describe how you felt during the actual simulation experience after completing the mindfulness breathing exercise_____.
- How will you plan to use the mindfulness experience in the future personally? In patient care?_____

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CAMS-R

Cognitive and Affective Mindfulness Scale- Revised (CAMS-R)

Please respond to each item by marking one box per row. Rarely/Not at All
Sometimes Often Almost Always

CAMS-R1 It is easy for me to concentrate on what I am doing.
1 2 3 4

CAMS-R3 I can tolerate emotional pain.
1 2 3 4

CAMS-R4 I can accept things I cannot change.
1 2 3 4

CAMS-R5 I can usually describe how I feel at the moment in considerable detail
1 2 3 4

CAMS-R6 I am easily distracted. (R)
1 2 3 4

CAMS-R8 It's easy for me to keep track of my thoughts and feelings.
1 2 3 4

CAMS-R9 I try to notice my thoughts without judging them.
1 2 3 4

CAMS-R10 I am able to accept the thoughts and feelings I have.
1 2 3 4

CAMS-R11 I am able to focus on the present moment.
1 2 3 4

CAMS-R12 I am able to pay close attention to one thing for a long period of time.
1 2 3 4

Feldman, G et al, 2007

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Student Responses

- "I feel calmer"
"felt less anxious"
- "I will use before walking into a patient's room & on stressed out days"
- "I felt tired after meditation"
"I felt more focused & relaxed during the simulation"
- "I will use in clinical or before a test"
- "This helped me stop and remember to breathe during a test so I didn't get as anxious"

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Implications for Clinical Practice

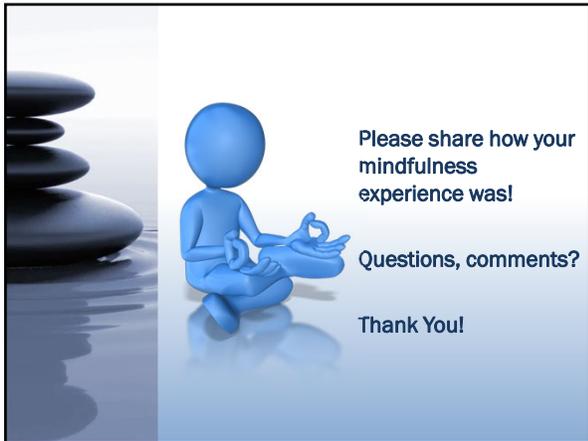
- Aligns with the INACSL Standards of Best Practice for Simulation, Jeffries Simulation Theory, Quality and Safety Education for Nursing (QSEN) and the Agency for Healthcare Research and Quality (AHRQ)
- High stress situations in practice are common place within healthcare systems
- Safety studies identified the mental complexity of nurses work and the significance that distraction, interruptions and cognitive overload have on safe patient care (Burger & Lockhart, 2017).
- Mindfulness programs/practice may confer positive health benefits and reduce stress levels (Time Magazine, 2017).
- Evidence-based practice and research indicate mindfulness can decrease burnout among nurses
- Research demonstrates the use of mindfulness exercises can reduce stress, improve sleep, decrease anxiety, depression and pain

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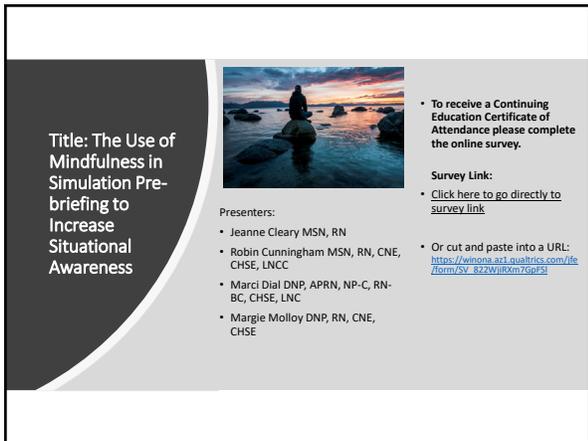
Future Outlook

- Continuation of the work through the dissemination of information with other schools and practice partners about the value of using mindfulness in conjunction with simulation and its potential impact on future clinical practice
- Integrate mindfulness exercise into other areas of simulation, including the debriefing
- Work with community partners to continue the work with mindfulness to include the practice setting
- Train faculty on using mindfulness and how it can decrease stress and burnout
- Develop a toolkit, to be placed on the NLN SIRC website, for educators to use as a guide to assist with the integration of mindfulness exercises into curriculums
- (GOAL MET: <https://sirc.nln.org/>)

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