

3RD TRANSNATIONAL PROJECT MEETING

MULTICULTURALCARE – Educating students through innovative learning methods to intervene in multicultural complex contexts

November 25-26

Nursing School of Coimbra | Portugal



MULTI
CULTURAL
CARE



140

Escola Superior de
Enfermagem de Coimbra
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Innovative Pedagogical Practices: Building Simulation Scenarios

- Group Work

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MULTICULTURALCARE PROJECT



01

MulticulturalCare Model
Output Type Methodologies / guidelines –
Methodological framework for
implementation

02

MulticulturalCare E-book and Simulation
Scenarios
Output Type Learning / teaching / training
material – Manual / handbook / guidance
material

03

MulticulturalCare Competencies of the Nursing
Students
Output Type Methodologies / guidelines –
Evaluation method and evaluation tool



MulticulturalCare E-Book – O2

E-book

Building Simulation Scenarios

Multicultural Education Model
for Nursing Students

MulticulturalCare E-Book

- Assumptions and practical instructions on how to use the MulticulturalCare model in Nursing Education.
- Practice guidelines focusing on the **key-areas of intervention** in health care of migrants, refugees and asylum seekers, previously delineated.
- Multicultural Key Competences in nurse students
- **Interactive simulation scenarios** which can be used by teachers and nursing students to acquire and develop their competencies in this field.
- **A theoretical pathway** that encourages the students to critically analyze the multicultural clinical settings where their training takes place

Start Date (dd-mm-yyyy)	02/12/2020
End Date (ddmm-yyyy)	01/12/2022
Available Languages	Portuguese,Dutch,Spanish,English
Available Medias	Merchandising,Social Media,Internet,Text
Leading Organisation	UNIVERSIDAD DE CASTILLA - LA MANCHA (E10208621, ES)
Participating Organisations	ESCOLA SUPERIOR DE ENFERMAGEM DE COIMBRA, UC LIMBURG



Core competences in MCCare Nursing

Good practice guidelines

MCCARE MODEL DRAFT

Innovative Pedagogical Approaches

Good practice guidelines – the best international recommendations related to migrants, refugees and asylum seekers health' approaches

Competences:

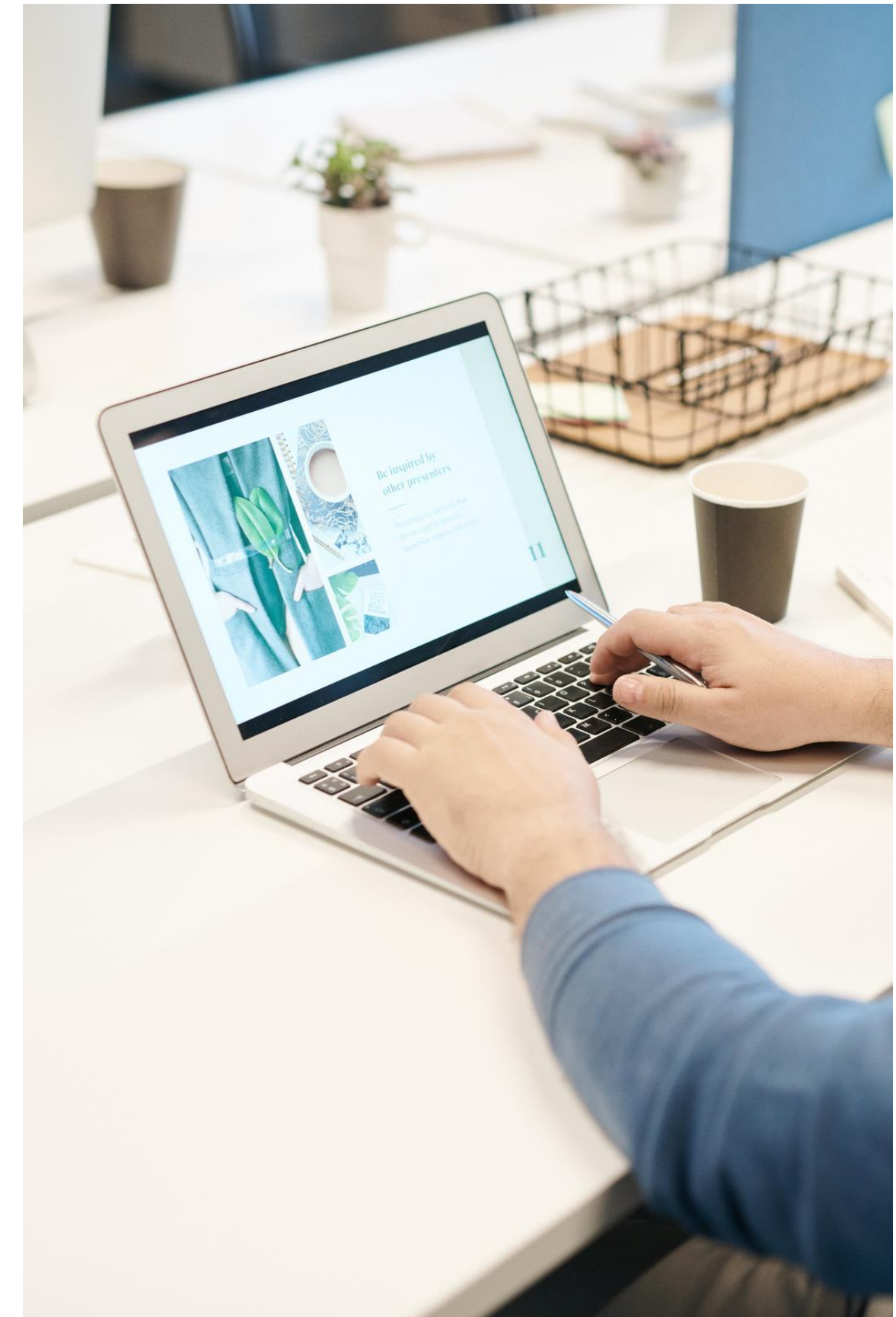
- Cultural Awareness;
- Cultural Knowledge;
- Cultural Desire; Cultural encounter/openness;
- Intercultural Communication
- Cultural critical Thinking; Clinical reflexive thinking
 - ✓ in approaches of migrants, refugees, and asylum seekers.
- Sociopolitical Knowledge in Nursing
- Ethical Knowledge in Nursing

Design and development of SIMULATION SCENARIOS Multicultural Care Nursing Education

FIRST PHASE

DEFINE:

- Primary goals and objectives
- **The purpose of the simulation scenario upfront:
education versus assessment.**
- Simulation scenarios to learn should be at a level of difficulty greater than the learner should be expected to manage well to allow for growth. Simulation scenarios designed for assessment should be at the expected level of performance for the person evaluated.
- Case summary



Design Simulation Scenarios

Put ideas on paper; two methods are possibilities.

Storyboarding



is a graphic organizer of a scenario in the form of illustrations displayed to allow visualization

Scenario design Template



A scenario design template is a written description and flow of the case. The scenario design must also include branch points to allow for a planned response.

Writing

Pre-brief

-A short introduction to the simulation is key to ensuring a meaningful learning experience.

-The pre-brief introduces learners to the concept of simulation, the purpose of the simulation scenario upfront, orients them to the simulation environment, equipment, and embedded participants, expectation setting for performance, confidentiality.

Simulation technician document

01

Roles and scripts: are needed for standardized patients, or embedded participants.

It is in the details, what words to say, what to avoid, what emotions do you want to portray, and behaviors you wish to exhibit.

02

Debriefing: at the end of the scenario, a debrief is undertaken to review, emphasize, and provide feedback covering the goal and objectives; this is a guided period of self-reflection that should take approximately twice as much time as the scenario itself.

03

Final planning: should include meeting with all involved to review the scenario, goals and objectives, critical actions, expected outcomes, resources, and production needs. Schedule a dry run/rehearsal to optimize the process with attention to time and flow.

Simulation Scenarios Design



Questions on AGILE PILOTING

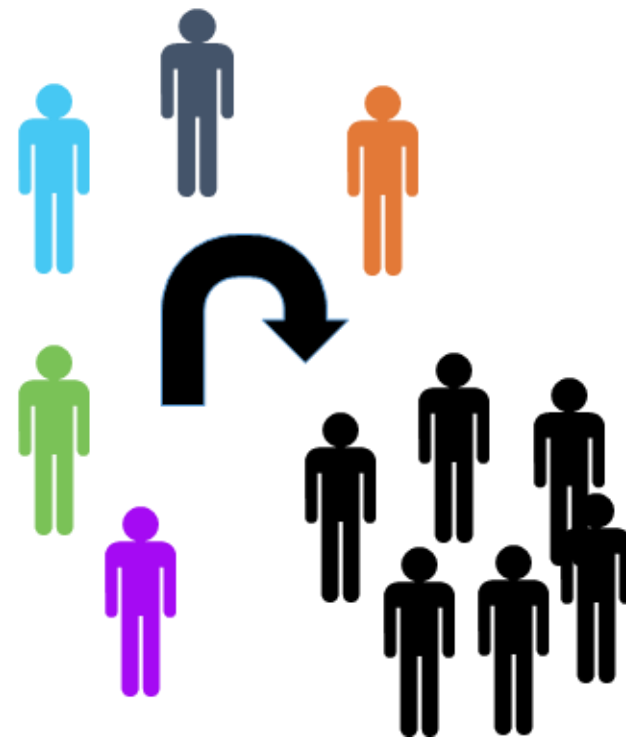
Objective: Ideias for the design of innovative pedagogical practices and SD.

Each group/country must briefly reflect and present an idea for SD,

1. What core competence ?
 2. DEFINE: Primary goals and objectives, **The purpose of the simulation scenario upfront**
3. **Storyboarding**

Group Work

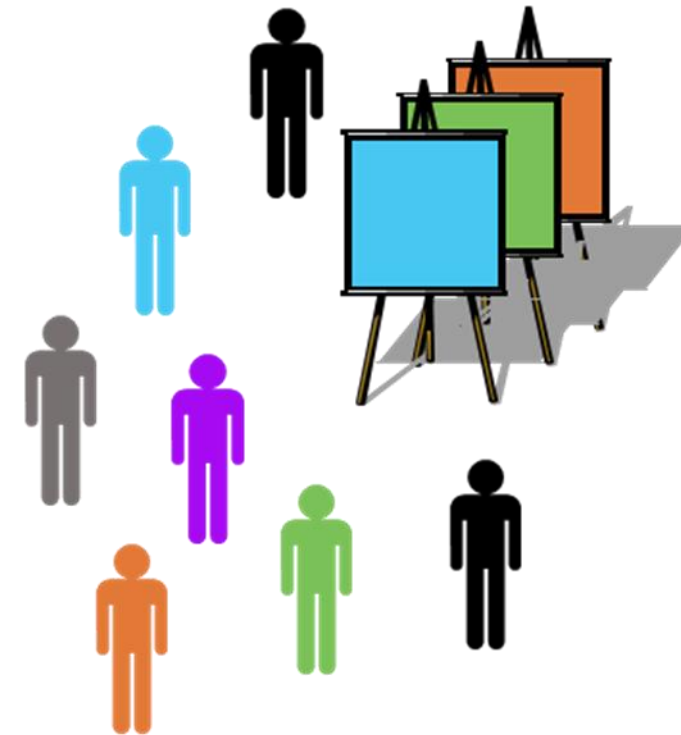
Interviews



4 Questions – Each Team Group Answers the Questions and writes them down in a paper (5minutes per question)

20 min.

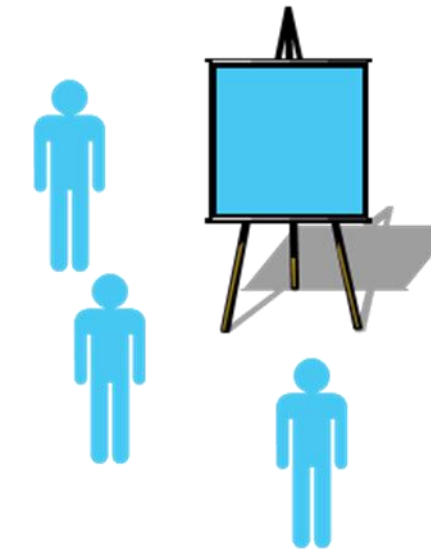
Team presentations



Each group presents the answers to the questions . After that, the remaining audience will have time to ask questions

10 + 5 min. per group

Consolidate answers



The entire group will discuss and make a synthesis of the ideas

10 minutes

References

- Harrington DW, Simon LV. Designing a Simulation Scenario. [Updated 2021 Oct 1]. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2021 Jan-. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK547670/>