

A NURSIM GAME FOR DEVELOPING AN INTERNATIONAL NURSING CURRICULUM

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ABSTRACT

The purpose of the NURSIM game was to train nursing teachers to develop the new curriculum. The authors began with providing input for players who were nursing teachers, nursing students, and nurses. Then roles, rules, situations, and a process of playing the game were described. After finishing playing the game, the authors outlined the learning model and gave a debriefing. This game will be ran in ISAGA 2014, for participants and scholars will provide suggestions to develop and improve its application and debrief.

Keywords: NURSIM game, nursing teachers

Basic Data

Learning objectives: To show participants the process of developing curriculum in which participants need to start from collecting needs and wants of all stakeholders. Then participants who are curriculum developers analyze these needs and wants before setting goals and objectives, selecting and sequencing contents and activities. This Simulation & Game (S&G) does not go through the next two steps which are applied in class, and evaluation. The end product of this S&G is the outline of the curriculum.

Simulation objective: To outline a new curriculum.

Target audience: undergraduate, and graduate students, and teachers.

Preparation and setup time: 15 minutes.

Playing time: 30 minutes.

Debriefing time: 30 to 45 minutes.

Debriefing format: Structured data collection followed by interactive discussion.

Number of participants: 30 to 45.

Participant materials: One sheet of paper (Appendix) and instructions for each group of participants.

Facilitator material: none

Debriefing material: One sheet with a statement and questions.

Equipment: Board, flip chart, or computer-with-projector.

Introduction

The purpose of this NURSIM game was to train nursing teachers to develop an international nursing curriculum for a nursing school, located in the Northeast of Thailand by using simulation and game (S &G). Currently, nursing teachers and nursing students use Thai

to communicate, and most nursing teachers received their master degree in Thailand. In 2015, Thailand will become part of the ASEAN Economic Community (AEC), and administrators at the university want to expand the number of students by offering courses to all ASEAN countries. One important preparation for this change is to develop an international nursing curriculum or improve the current one. Thus, the authors designed the NURSIM simulation and game that would reveal the needs of three stakeholders: parents, students, and nurses, so the new curriculum will meet the needs of learners (Edwards, 2013; Highfield, 2001; Kelly, 2009; McKimm, 2013; Tanner, 2008)[1-5]. As a result, nursing teachers and administrators may use as information for developing an ASEAN-wide

nursing curriculum. To design this game, the authors planned of roles, rules, a process, illustration of a learning model and a debriefing.

Plan

To do this simulation, nursing teachers were assumed to perform as parents, students, and nurses as well as their actual role: nursing teachers and administrators. These are stakeholders of curriculum development. (See Diagram 1) Although three parties (National Nursing Council, Office of Higher Education, and Office of Civil Service Commission) are relevant, they are not included in this simulation and game because the nursing college cannot do anything with them. The nursing college just has to follow or comply with what they state.

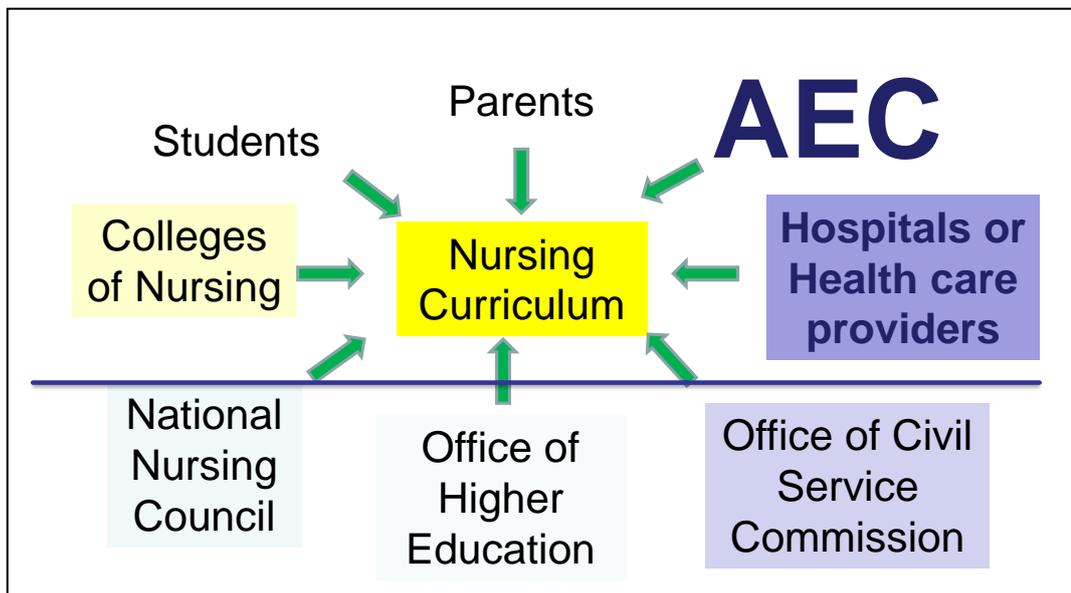


Diagram 1: Relevant persons who will provide data for developing nursing curriculum

Roles

Roles of each group were specified. Nursing administrators wanted to offer an ASEAN-wide nursing curriculum. Nursing teachers needed to develop this nursing curriculum. Before nursing

teachers developed this curriculum, they needed to find relevant information from stakeholders whom were parents, students, and nurses. See Table 1.

Table 1: Roles of players

<p>Role 1: Parents</p> <ol style="list-style-type: none"> 1. Want to send their kids to study at nursing College where they can work in AEC 2. Cost of study must not exceed 100,000.- Baht/year 3. Graduated nurses must be accepted to work in AEC countries 4. Provide <i>two more wants</i> 	<p>Role 2: Students</p> <ol style="list-style-type: none"> 1. want to get good grade 2. do not want to study and practice too hard 3. want to be able to communicate in English and at least one AEC language 4. Provide <i>two more wants</i>
<p>Role 3: College of Nursing A</p> <ol style="list-style-type: none"> 1. Want to <i>expand numbers</i> of their target students 2. Want to upgrade the existing curriculum 3. Teachers and staff cannot communicate in English 4. Provide <i>two more characters or resources</i> 	<p>Role 4: College of Nursing B</p> <ol style="list-style-type: none"> 1. Want to <i>maintain</i> their target students 2. Want to upgrade the exist curriculum 3. Teachers and staff can communicate well in English Provide <i>two more characters or resources</i>
<p>Role 5: Hospital C</p> <ol style="list-style-type: none"> 1. private medium to high class hospital 2. want young nursing staff: skills in nursing profession and English communication 3. Be able to work in AEC because the hospital has its chain 	<p>Role 6: Hospital D</p> <ol style="list-style-type: none"> 1. government hospital 2. Current nursing staff are improving their skills in nursing profession and English communication 3. Want to provide health care for AEC population efficiently

Rules

Rules are specified for four groups of players in Table 2.

Table 2: Rules of players

Parents search for one nursing school for their kids to study and that school must meet their needs and wants.	Kids search for one nursing school to study and that school must meet their needs and wants.
Nursing Teachers need to develop or improve their nursing curriculum which are suitable to current situation and meet the needs of parents, students, and hospitals.	Hospitals offer their hospitals as learning and practice places. Hospitals also want to recruit graduate nurses to work in the hospitals.

A Process of Playing the NURSIM Game

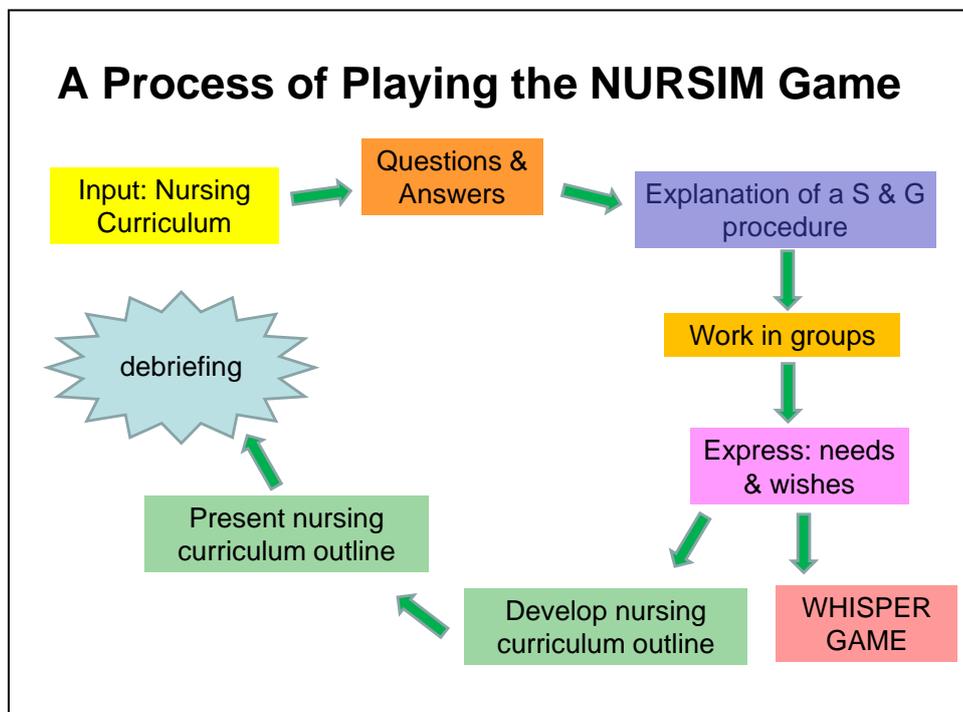


Diagram 2: A Process of Playing the NURSIM Game

Before starting game, we provided inputs for students, nurses, nursing teachers and administrators. Inputs included curriculum design and development (Kelly, 2009; McKimm, 2003)[3-4], nursing education in the US (Highfield, 2001) and Australia, current trends and issues in nursing education (Edwards, 2013)[1], and the future of nursing education -- a collaborative

perspective (Tanner, 2013)[5]. Then we allowed questions. Next, we explained the game procedure for developing an international nursing curriculum. This procedure includes goals and objectives, participant roles, rules of play, meta-level and game level. When all participants clearly understood, we gave out roles and encourage them to talk and discuss for 15

minutes. Participants wrote their needs on their sheets. Later, we asked participants, acting as parents, students, and nurses to express their needs and wants in front of class. Thus, in about 20 minutes, nursing teachers and administrators listened to and collected these needs and wants to develop the new nursing curriculum. The authors provided a small game, WHISPER GAME, for students to play, while their nursing teachers and administrators worked on the new curriculum. After the new curriculum guidelines were delivered, two nursing teachers presented them. Finally, the authors outlined a learning model and end with a debriefing.

In a Real Situation

Contextually, players included nursing teachers (15), administrators (3), nurses (4), and nursing students (26), though this simulation and game was planned for only nursing teachers to play. As a result, the authors immediately put each group into their actual roles when playing this simulation and game i.e. nursing teachers and administrators performed as nursing teachers, nurses performed as nurses, and nursing students performed as nursing students. Nursing students were assigned to be families from ASEAN countries. One family included three nursing students and acted as a father, a mother, and a child.

This simulation and game was designed by letting nursing teachers interview and collect needs and wants of three groups (parents, students, and nurses from hospitals) which nursing teachers could use as the starting point for developing the new curriculum focused on learner's needs. However, in the real situation, we asked these three groups (parents, students, and nurses from hospitals) to express their needs and wants in front of class in order to save time and each players could learn from each other.

A small game was not included at the planning stage. As soon as they finished their roles: express their needs and wants and we saw nursing teachers working on their curriculum on which they must spend at least 15 minutes so we thought of a small game for students to play. Thus, we let them play WHISPER GAME. Both students and teachers finished their tasks at about the same time.

Though we planned to have two nursing colleges, nursing teachers wanted to work together so we had only one nursing college to produce one nursing curriculum. Thus, planning and actual playing game were matched.

NURSIM game at the Meta level and Game level are summarized in Table 3

Table 3 NURSIM game at the Meta level and Game level

Meta Level		Game Level
To develop international nursing curriculum	Why	To outline international nursing curriculum
An international nursing curriculum	What	Outline of an international nursing curriculum
2015	When	2014
Nursing teachers (plus students & nurses)	Who	Nursing teachers
Wongchawalit Nursing School	Where	Thailand, AEC

Results of Playing NURSIM Game

Three stakeholders revealed their needs and wants, and nursing teachers used the needs and wants of these stakeholders to develop the new nursing curriculum.

Parents: Nursing students who served as parents searched for one nursing school for their kids to study and that school must meet their needs and wants. Parents expressed their needs and wants as follows. Most parents looked for AEC opportunities for their kids, so they wanted the nursing college to improve the nursing curriculum at the standard level of AEC, they expected their child to be able to communicate in English and use at least one AEC language, and they wanted their children to get high scores in both TOEFL and TOIEC. One wanted nursing teachers to teach their kids and provide love and kindness to their kids as well as they wanted their kid to love nursing profession.

Kids: Nursing students who served as kids also searched for one nursing school to study and that school must meet their needs and wants. All groups of nursing students agreed that they

wanted to study at nursing colleges where they were at the standard level, so when they graduated they could work in Thailand, AEC, or other countries as well as pass the state board nursing examination and were able to communicate in English. They wanted nursing colleges to provide an English environment, study tour, and exchange program with AEC countries.

Nurses from Hospitals: Players who acted as nurses from hospitals expressed that they wanted new nurses to work with. These new nurses should be good persons. To be precisely, they must have moral and ethics have high responsibility, possess standard knowledge and skills, and love their work, their team, and patients.

Nursing Teachers: Players who acted as nursing teachers developed or improved their nursing curriculum which were suitable to current situation and met the need of parents, students, and hospitals. Players conducted the following steps.

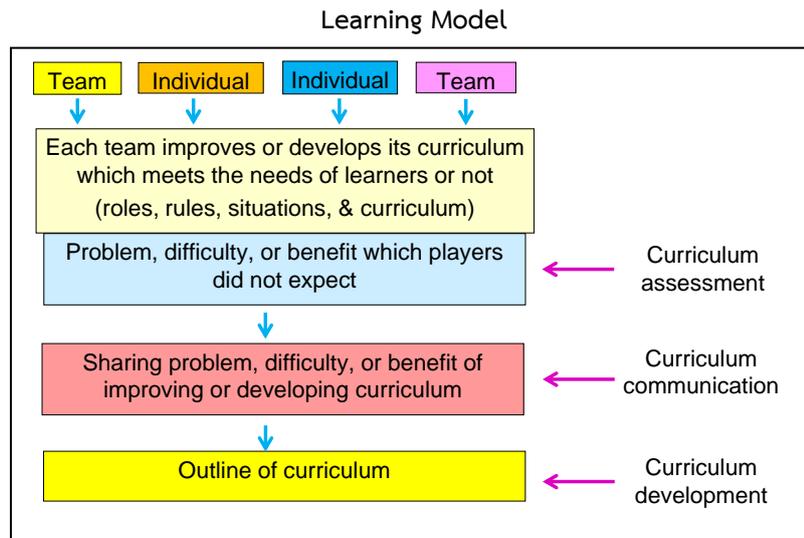
(1) Nursing teachers collected data from stakeholders and analyzed the needs of parents, students, and hospitals. (2) Then nursing teachers set goals and objectives of the new nursing curriculum: To develop nursing students to possess knowledge and ability to provide nursing care for individual, family, and community so graduates will be at the standard level and have moral and ethics. (3) Next, nursing teachers selected contents for the new curriculum. Four main contents were focused: (3.1) theories, principles, and practice of nursing, (3.2) standard of nursing, law and ethics of professional nurses in Thailand and ASEAN countries, (3.3) English and (3.4) nursing care across cultures. (4) Nursing teachers organized these contents. First year nursing students studied general education and foundation of nursing profession. Second year nursing students studied foundation of nursing. Third and Fourth year nursing students studied five major fields of nursing: medical, surgical, pediatric, midwifery, and public health. (5) Nursing teachers selected learning experience for their students. (5.1) Nursing teachers established networks and co-operation between universities in ASEAN countries. This was done through study tours and exchange program of nursing teachers and students. (5.2) The nursing college offered scholarships for study and going to ASEAN

countries. (5.3) English was used as a mean for communication of all subjects and assignments as well as encouraging nursing students to read English articles and textbooks. TOEIC was arranged in the college. Cross culture nursing, moral, and ethics were integrated of all subjects. (5.4) Prepare nursing students to be ready for state board professional nursing examination. (6) Nursing teachers trialed the new curriculum and improved it. (7) Nursing teachers implemented the new curriculum. (8) Nursing teachers conducted formative and summative evaluation. Key performance indexes are as follows: (8.1) A hundred percent of students can pass the state board professional nursing examination. (8.2) Both graduate students and nurses (users) were satisfied with the new curriculum at the high level (range from 1-5 where 1 was the least and 5 was the highest).

To conclude, three groups (parents, students, and nurses from hospitals) revealed their needs and wants of studying in the eclectic nursing college. Nursing teachers obtained data and started needs analysis. Then the new curriculum outline was delivered.

Learning model

Players learned from playing NURSIM Game. They learned both as a team or an individual.



For example, all players were divided into small groups, and roles, rules, functions, and situations were assigned. The target was to have only a curriculum outline because of time limitation. Players did not have any problem or difficulty when playing this game. The benefits which players did not expect were: (1) nursing teachers perceived needs and wants of three stakeholders whom expressed their needs and wants explicitly. (2) Some information was useful for nursing teachers such as quality and standard of school, English communication, or cross culture nursing care to put into the new curriculum. Nursing teachers communicate their new curriculum outline to their administrators, career, nurses, and students. To conclude, this game provided an opportunity for nursing teachers to learn how to develop the new curriculum based on learners' needs.

Debriefing

The authors stated three issues for reflecting what happened while players were playing this game.

1. Problem and solution: Players did not find a problem when playing this game. They paid attention to their assignments and worked.

2. What you should have done in developing your curriculum (in S&G)? Nursing teachers explained that they needed to follow the process of curriculum development in order to write the new curriculum which was suitable to learners' needs. They should consider external factors such as (1) laws, acts, and regulations of the nursing profession and (2) culture of ASEAN countries. All nursing teachers in their college should participate in the process of curriculum development, so they felt they belong to their team and the new curriculum.

3. What should you do before developing your curriculum? Nursing teachers described that it was essential to collect data of needs and wants from stakeholders so nursing teachers could use data at the primary step of curriculum development. They could develop their new curriculum systematically and scientifically.

Conclusion

To develop any curriculum, developers need to follow the process: needs analysis, contents and activities selection and sequencing, application, and evaluation. Simulations and games help developers and stakeholders to share their needs, wants, ideas, and experiences. The information obtained can be a good resource for developing curriculum.

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