Co-Creation in Course Design:

Liberating Critical Consciousness Through Integrating Open-Access Simulations, Online Modules, and International Partnerships

CAN Sim
Canadian Alliance of Nurse Educators Using Simulation©

#CNIE_RCIE22

Land
Acknowledgement

Overview: One Course

Encouraging Reflection

Co-Creation Process

CAN-Sim engagement

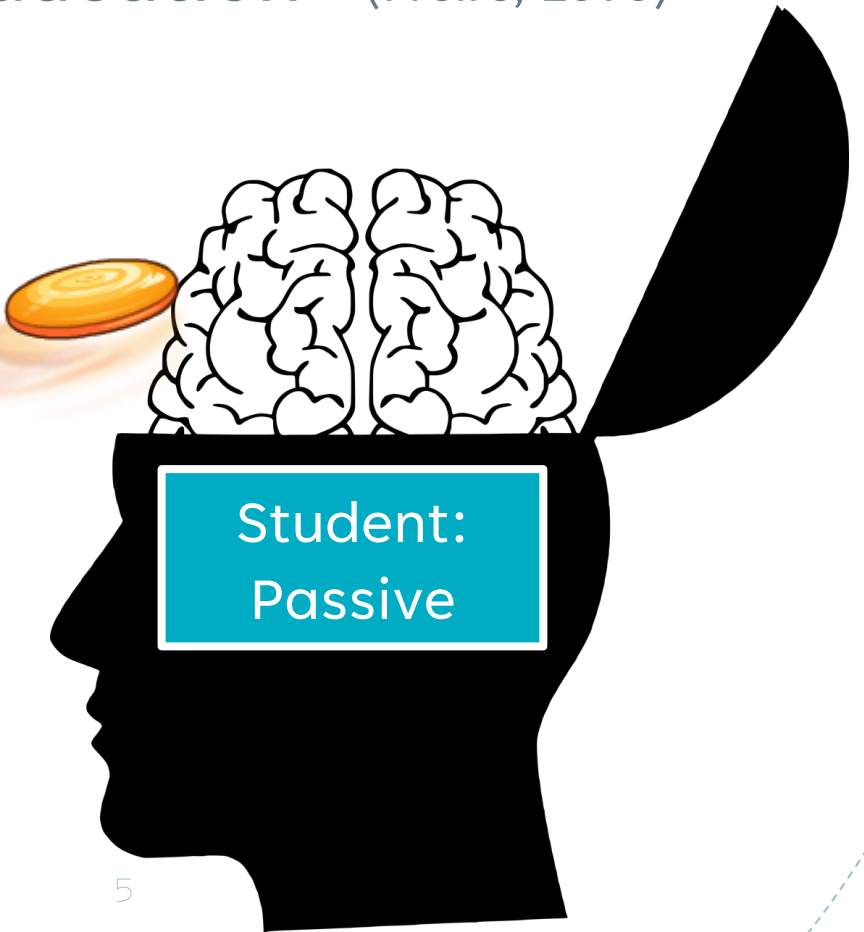
Engaging in and Creating

Nursing Course Context

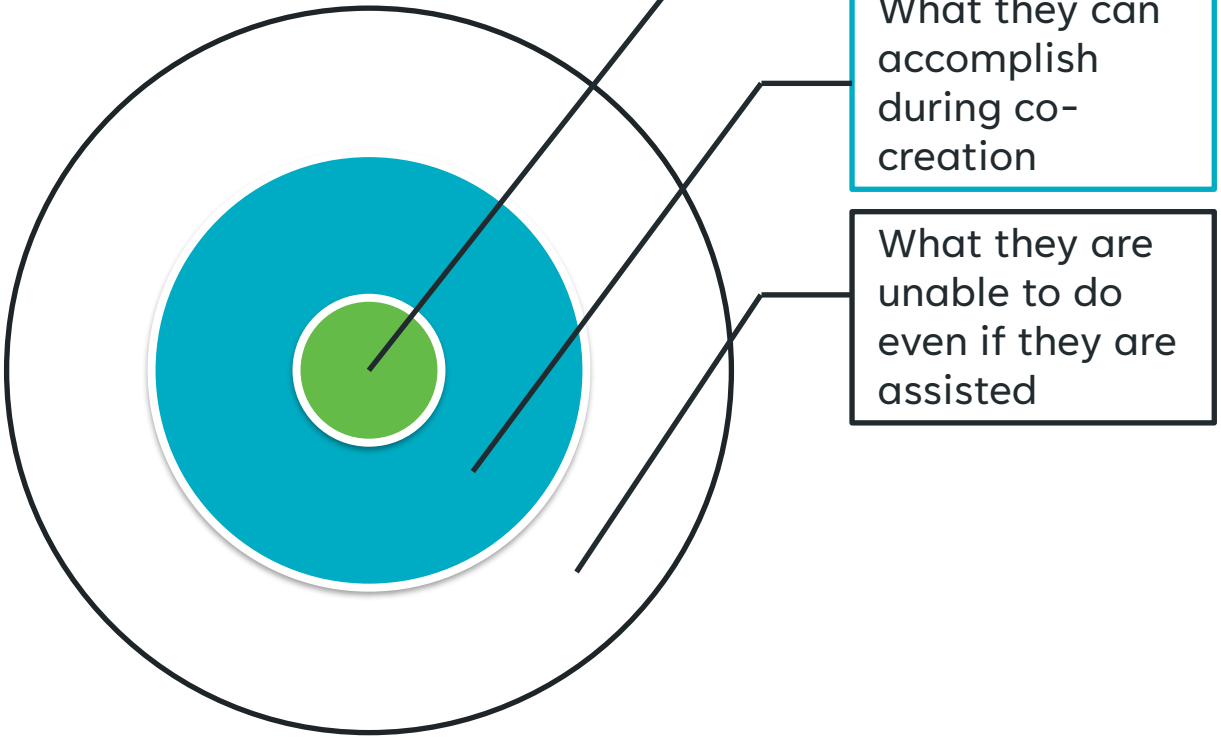
Week	Topic	Guest
1	Power, Power Inequalities in Society, Powerlessness, Trauma Informed Care, Empowerment, and Syllabus Discussion	No
2	Indigenous peoples	Yes
3	Critical social theory; LGBTQ2SA+	Yes
4	Feminism; Persons with a disability	Yes
5	Racism; Oppression in Nursing, Horizontal Violence, and Promoting Change	Yes
8	Taking Action: Strategies that Promote Social Action and Accountability	No

“Banking Education” (Freire, 1973)

Teacher: Controls everything.



Zone of Proximal Development

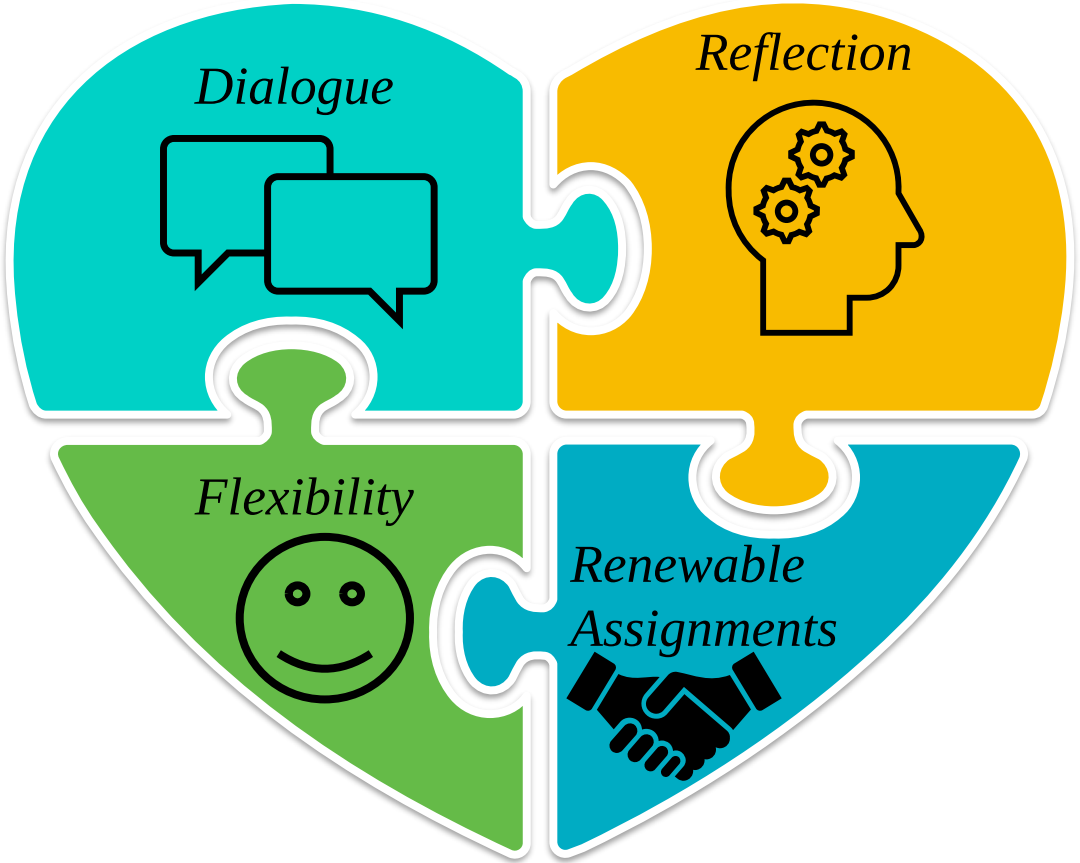


(Kantar et al., 2020; Vygotskiĭ, 1978)

“The term co-creation describes a situation where learner **empowerment**, **active** participation, **shared** decision making, and **agency** are promoted *without assuming equality in roles or power relationships*” (Killam et al., 2022)

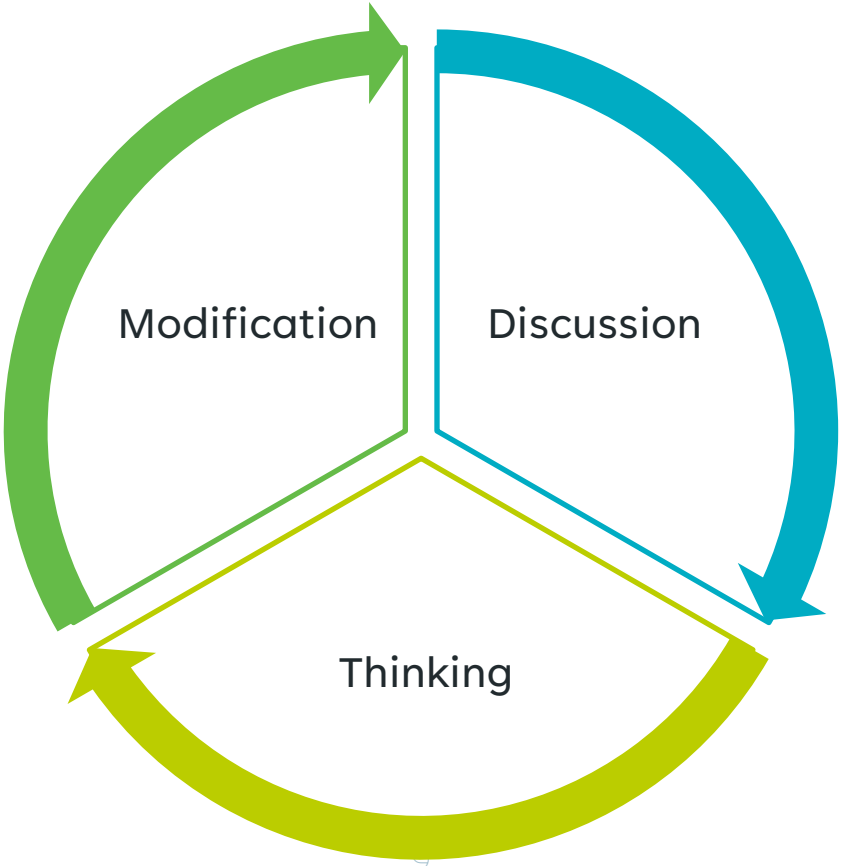
(Bovill, 2020; Bovill & Woolmer, 2019)

Open Pedagogy



(Bali et al., 2020)

Syllabus Co-Creation



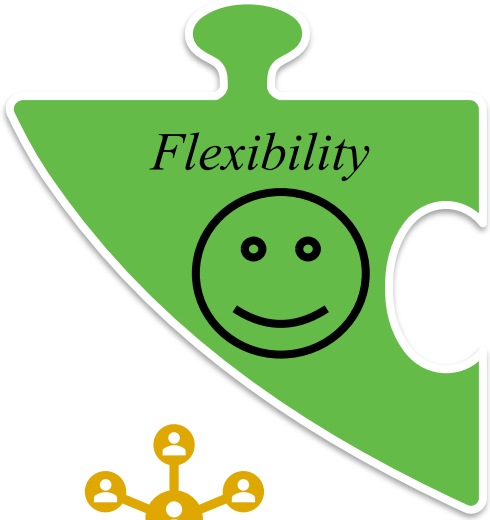
(Killam et al., 2022)

Universal Design for Learning / Equity

Assignments that allow learners **choice and Flexibility** are more ***inclusive*** and support diversity.

Choices **reduce barriers** for learning for all learners.

(CAST, n.d.)



Open Access Certificate Completion

Indigenous; Week 2 (n = 1 or 2)

CAN-Sim; LGBTQ2SA+; Week 3 (n = 4)

Equity Access; Week 4 (n = 3)

CAN-Sim; Racism; Week 5 (n = 1)

Would work with any modular content

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Initial Reflections (10%)

TRUTH AND RECONCILIATION COMMISSION OF CANADA

Factors of Marginalization

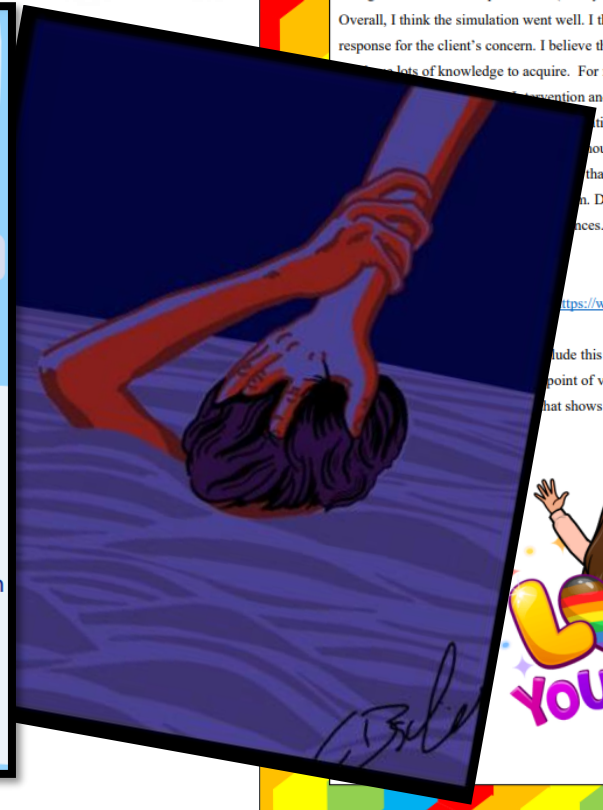
- Considered "Unfit parents"
- Separation from family
- Stripped from Culture & Heritage
- Lack of Cultural Competance
- Lack of proper nutrients
- Trauma – PTSD – Death

These factors have contributed to marginalization and stereotypes for the Indigenous, and made individuals 'look down' on them.

1

Impacts of Marginalization

The factors caused from marginization has put the indigenous population at a greater risk for poor health and developing diseases (e.g. diabetes, hypertension, obesity, and addiction). The neglect the individuals have faced in residential schools has caused intergenerational trauma and poor overall health.



After completing the four certificates on Can-Sim about Sexual Orientation Gender Identity Nursing Education, I have reflected on the scenarios which will allow for me as a future nurse to explore my strengths and areas of improvement (Koshy et al., 2015).

Overall, I think the simulation went well. I think that I did okay when it came to choosing the best response for the client's concern. I believe that I was mostly prepared for this scenario, however, I lots of knowledge to acquire. For my community placement in my 5th semester, I had the vention and Prevention Program where I was asked to create a tion highlights the importance of how to properly care for out the creation of the presentation, I learned about the that is experienced by healthcare workers, and individuals' n. During my presentation, I shared a video of four nces. I really recommend that all health care professionals

ttps://www.youtube.com/watch?v=X22w0I-RQkQ

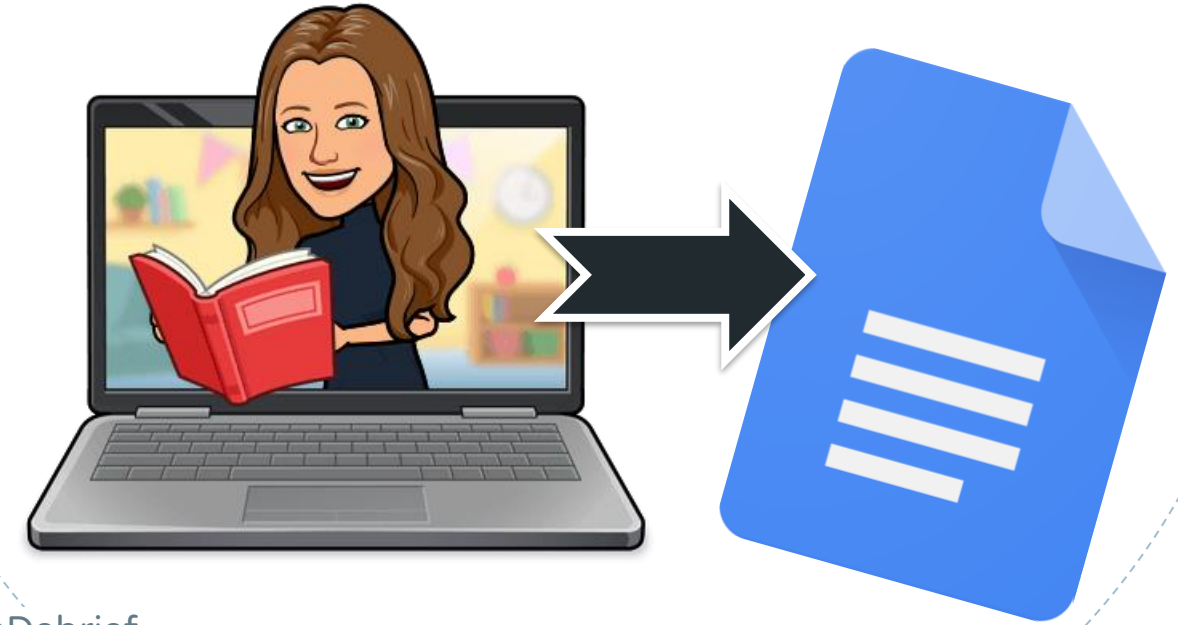
tude this video, it still makes me sad and tearful each time I watch point of view that all health care professionals should watch. It hat shows how some individuals are treated in health care.

Examples of a student submissions are on screen, used with permission

Quick Marking

General not individual comments

(n = 62 students)



https://bit.ly/RacismDebrief

Large Group In-Class Debriefing

- One hour+
- Guests
- Breakthrough in week 4
  - Two highly interactive
- Not recorded
- Not graded

https://bit.ly/RacismDebrief

Grade	Expectation
90-100%	New thoughts; publishable.
80-90%	Synthesis; captivating writing.
75-80%	Analysis; logical in-depth writing.
70-75%	Analysis; logical writing with minor depth or flow needed.
65-70%	Application; depth or flow needed.
60-65%	Understanding evident; Work needed to apply.
0-60%	Missing components or over-use of quotations.

Final Reflections (10%)

- One or more aggregates
  - Identify issues
  - Advocate for change
- Video rant or essay

Final reflections were very well done

Reflections

Benefits

- Liberating
- Freedom to express
- Improved relationships
- Empathy

Challenges

- Scalability
- Limiting comments
- Time needed
- Weekly grading

Opportunities

- Worked well
- Need for more
- Adapt the rubric
- Transferrable to other contexts

Mostly mine, but also from some unsolicited emails

The *Two* Courses

Community And Health Services Navigation

- Community Services
- Advocacy
- Social determinants of health

HyFlex
n = 2 to 3 per group

Bachelor of Science in Nursing

- Empowerment
- Advocacy
- Social determinants of health

Synchronous
n = 3 to 4 per group

Virtual Poverty Simulation Co-Creation

Goals:

- Interprofessional education
- Experiential learning
- Co-Creation

Assignment Overview

1. Week 2: Group Contract (no grade)
2. Week 9: Simulation Co-Creation (20%)
3. As assigned: Reflection as A Simulation Participant (10%)
4. As assigned: Synchronous Debrief (15%)
5. End of Term: Individual Reflective Journals (15-25%)

What co-creation is

Involved in decision making with an “expert” about course design and assignment content.

How it occurs in the course

Discussion of course outcomes, assessment approaches, and marking guides. Educators also help with assignment development.

Student Experience

Embracing Roles

Empathy

Learning about poverty

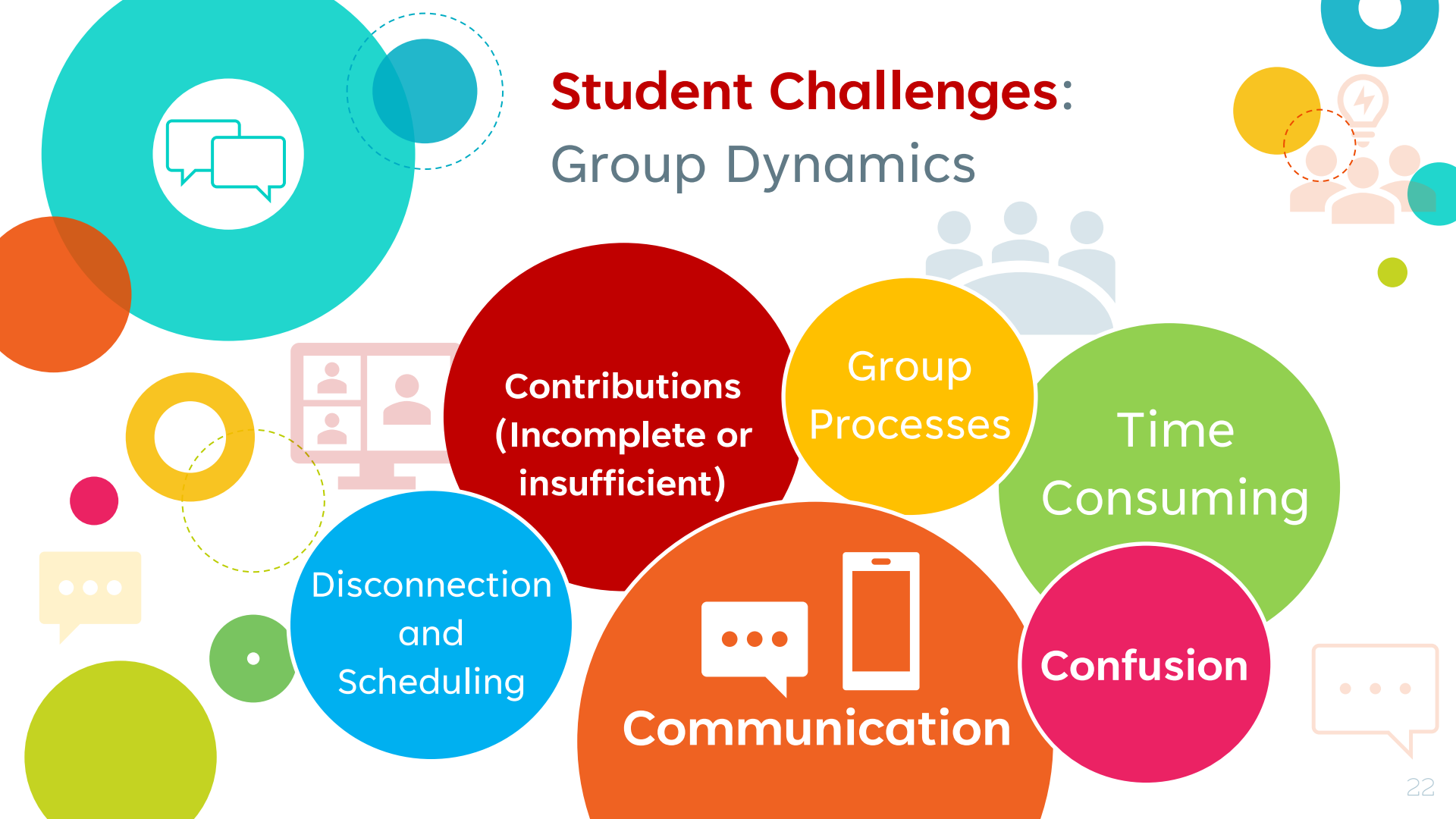
Active Learning

Stepping into Roles

Learning through Professor actions

Connection → empowerment and agency

Student Challenges: Group Dynamics



Celebrating Strengths

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Featured Open-Access Virtual Simulation Games

https://can-sim.ca/

Developing Public Health Nursing Competencies Through Virtual Simulation Games

This series of VSGs aims to develop public health nursing competencies in community assessment, health promotion, and program planning, implementation and evaluation.

Learn More

Essential Skills Training For Healthcare Workers

This series of VSGs aims to strengthen the capacity of graduating nursing students, new front-line nurses, nurses returning to work, and other healthcare workers to provide care during the COVID-19 health crisis.

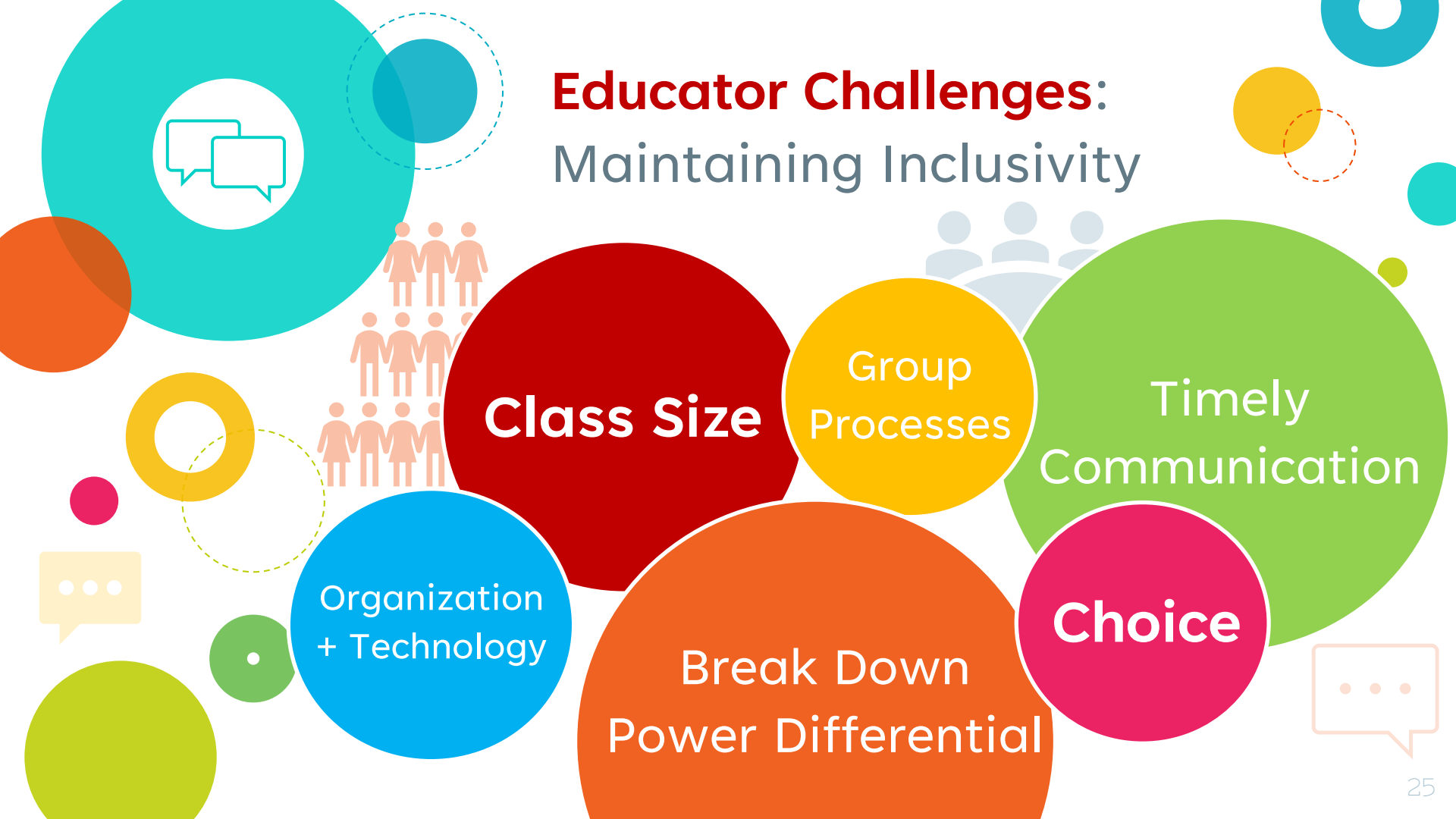
Learn More

Sexual Orientation & Gender Identity (SOGI) Nursing

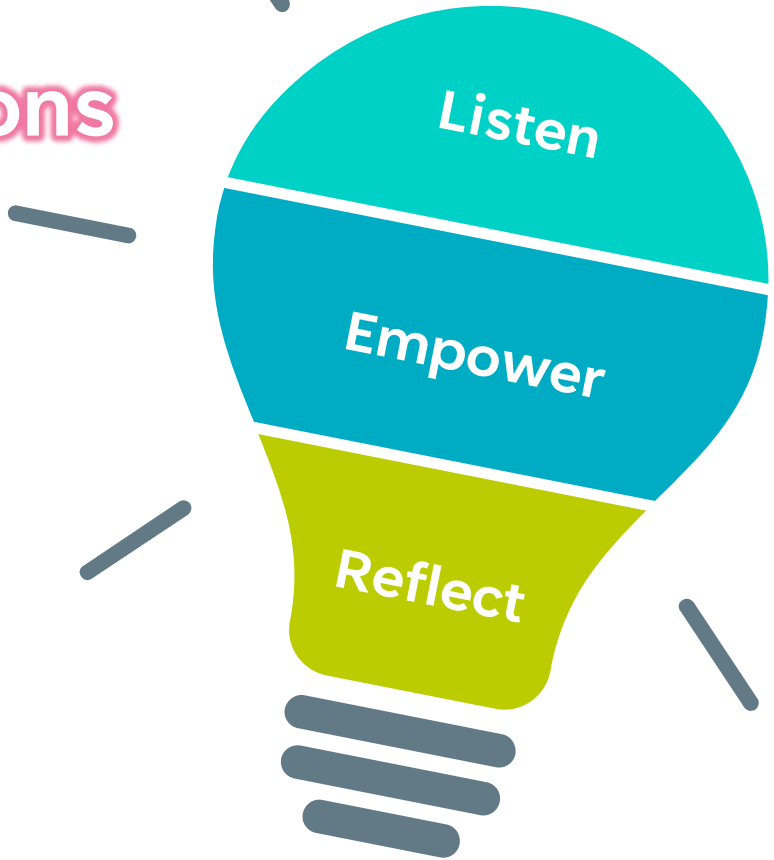
The toolkit consists of five lessons, including four virtual simulation games of varying lengths, in a variety of settings, and across a range of professional expertise. Additional resources are housed on the website.

Learn More

Educator Challenges: Maintaining Inclusivity



Recommendations



Let's Discuss!

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Credits

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by SlidesCarnival
- Photographs by Unsplash, Pixabay, and ourselves
- Icons are from Microsoft and SlidesCarnival

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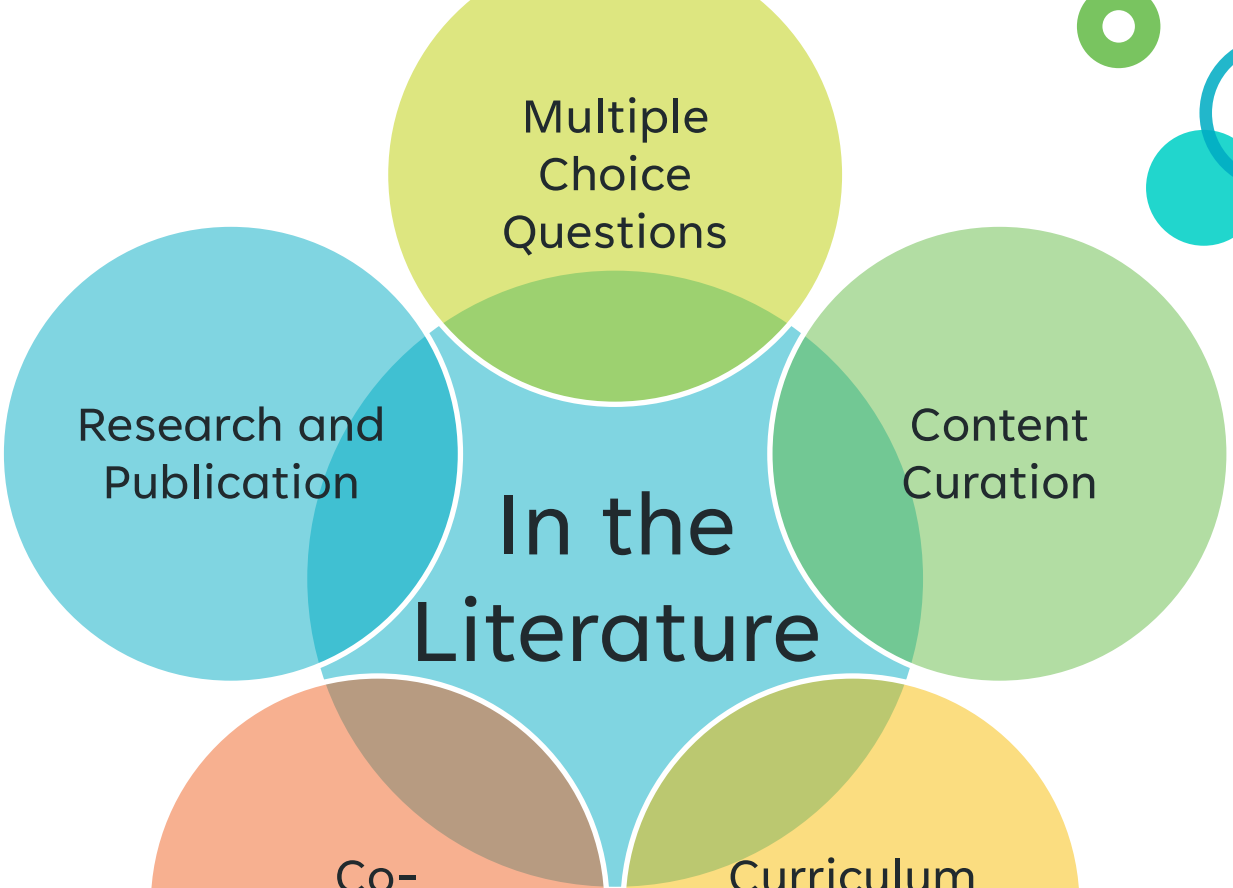
https://can-sim.ca/


Multiple Choice Questions
Research and Publication
In the Literature
Content Curation
Co-Assessment
Curriculum Development

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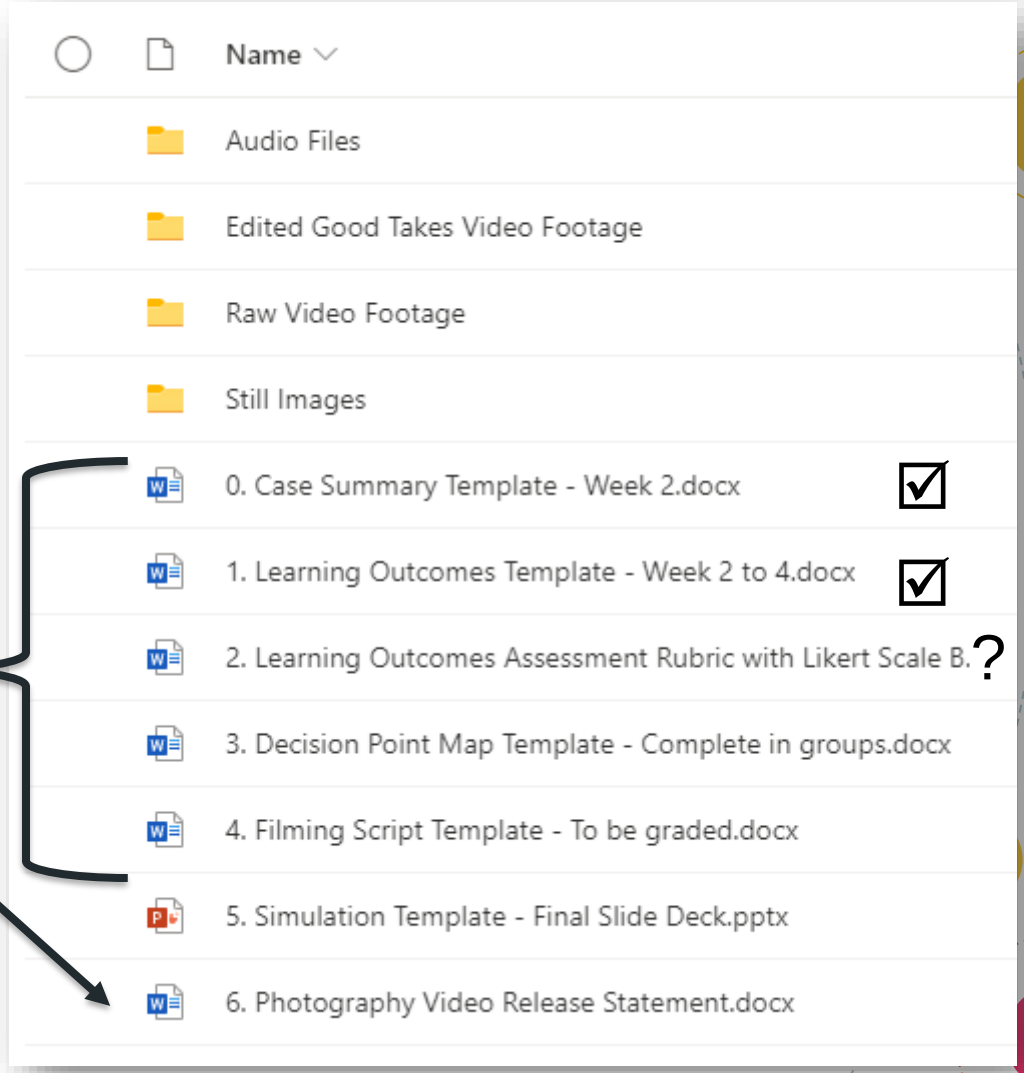
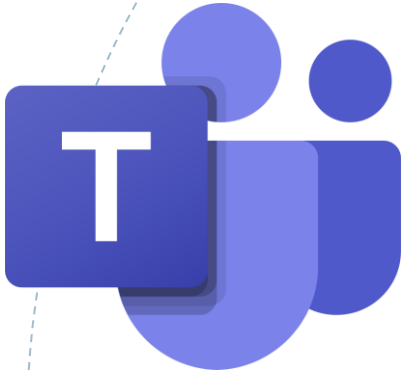
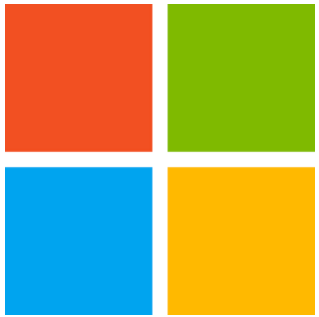


Simulation Technology Choices

	In class this year only	Internal Use: Future students in this class and/or other navigation or nursing classes	External use for Can-Sim Members (conferences, other schools, other programs)	External use for Public Posting
CAN-Sim word documents (0, 1, 2, 3, 4)	☑	☑	☑	☑
PowerPoint	☑	☑	☑	☑
Google Slides	☑	☑	☑	☑
H5P inside Pressbooks	☑	☑	☑	☑
Articulate Storyline			☑ Laura will assemble	☑ Laura will assemble
CAN-Sim Signed document 6			☑	☑

The Technology





Teams	Moodle	Zoom	Microsoft or Google Folders
• Teacher communication • File organization • Folders for each group • Collaborative grading	• Copyright agreement • Linked samples and guide documents Each group: • Discussion boards • Links to in-progress work	• Classes • Meetings • Breakout rooms for project work	• In-progress work • In-class activities • Instruction documents for weekly tasks (inside Teams folders)

Simulation Co-Creation Reflections

Benefits

- CAN-Sim process is streamlined
- Deep learning
- Lasting impact

Challenges

- Class size
- Group process
- Communication
- Uncertainty
- Time
- Learning Outcomes
- Technology

Opportunities

- Need to teach self-assessment
- Reusable assignments
- Contributions beyond the course
- May work in other contexts

Some based on the last delivery

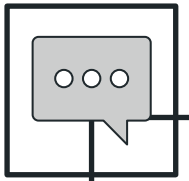
What are student and educator definitions, experiences, and distinguishing characteristics of co-creation when it is used with a whole-class in healthcare education?

Scoping Review

- to examine the extent of evidence about health-care student and educator definitions and experiences of a whole-class approach to co-creation

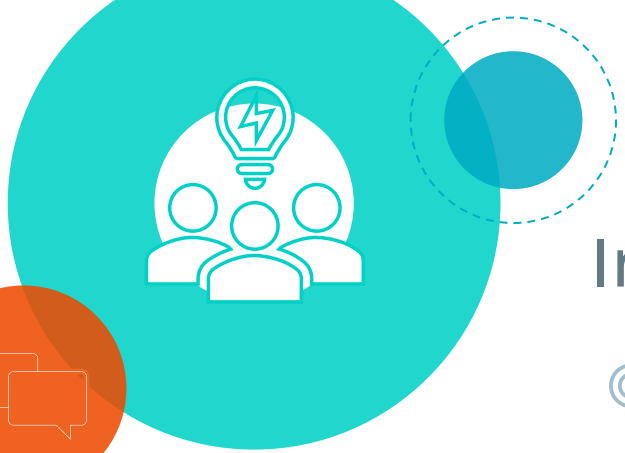
Qualitative Description

- to explore inclusive and empowering approaches to co-creation with students and educators who are involved in shared decision-making about course design with an entire class



Phenomenography

- to explore health-care students' experiences of learner-educator co-creation within a whole-class graded assignment



Importance

- **Engagement** (Bovill, 2020; Bovill et al., 2010; Deeley, 2014; Deeley & Bovill, 2017)
- **Improved Relationships** (Bovill, 2020; Deeley & Bovill, 2017; Dollinger & Lodge, 2020; Ha & Pepin, 2017)
- **Empowerment** (Bovill, 2020; Cook-Sather, 2014; Darlington & Masson, 2021; Deeley & Bovill, 2017; Ghaffar et al., 2020).
- **Self-discovery** (Akhilesh, 2017; Jones et al., 2020)
- **Critical thinking** (Bovill et al., 2010; Dyson, 2018; Freire, 1973)

Certificate Completion and Reflection (20%)

100% Optional: Place to post your initial reflections for everyone to see if you want to

Indigenous Certificate Link

Cancer Care Ontario Registration Instructions

Cancer Care Ontario (n = 2)

Indigenous Certificates (n = 1 or 2) and initial reflection due before class. /2

Sexual Orientation Gender Identity Education Certificate Links

Sexual Orientation Gender Identity Nursing Course (Will take approximately 3 hours)

- These simulations are learning opportunities. We encourage students to try to pick the best answer, but then to go back through them and make mistakes to see what happens when mistakes are made. Simulations are safe spaces to make mistakes and learn from them.
- Wolfgang might be hard to hear sometimes. There are closed captions if you click on the picture of the speech bubble at the bottom left of the screen beside the volume control.

Sexual Orientation Gender Identity Education Certificates (n = 4) and initial reflection due before class. /4

Microaggression Simulation Certificate

- Microaggression Simulation
- Microaggression Simulation. Certificate (n=1) and initial reflection due before class. /1

The Final Reflection: Video Rant or Essay

- Optional: Share Your Final Reflection Video Rant With the Class
- The Final Reflection: Video Rant /10 (Flexible Deadline Feb 18)

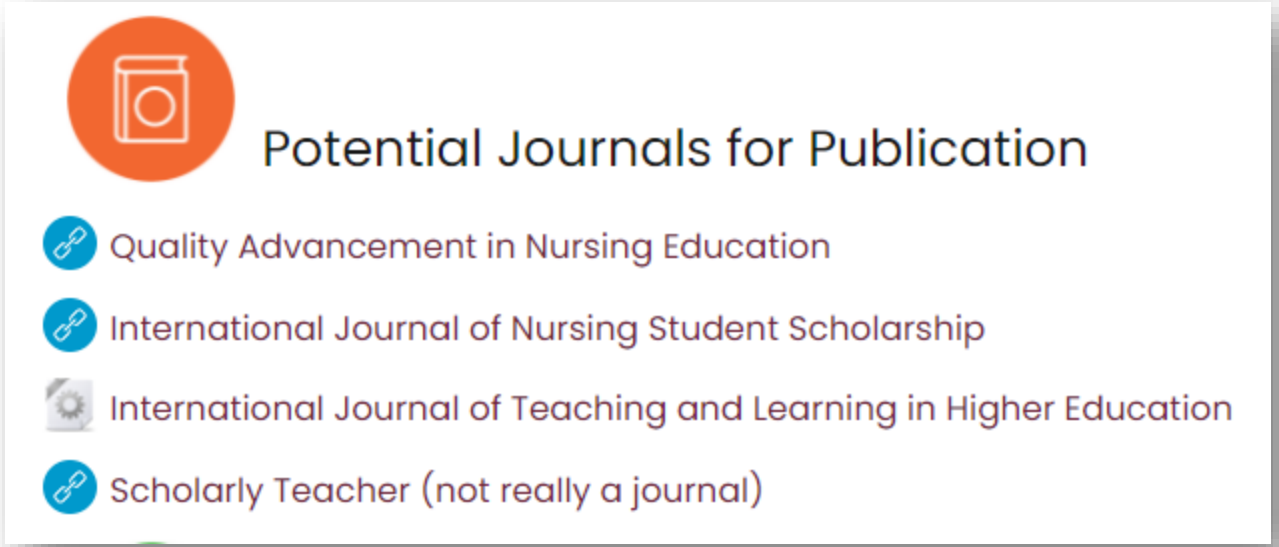
Flexible Deadlines: If the assignment has a flexible deadline, they will be extended as follows:

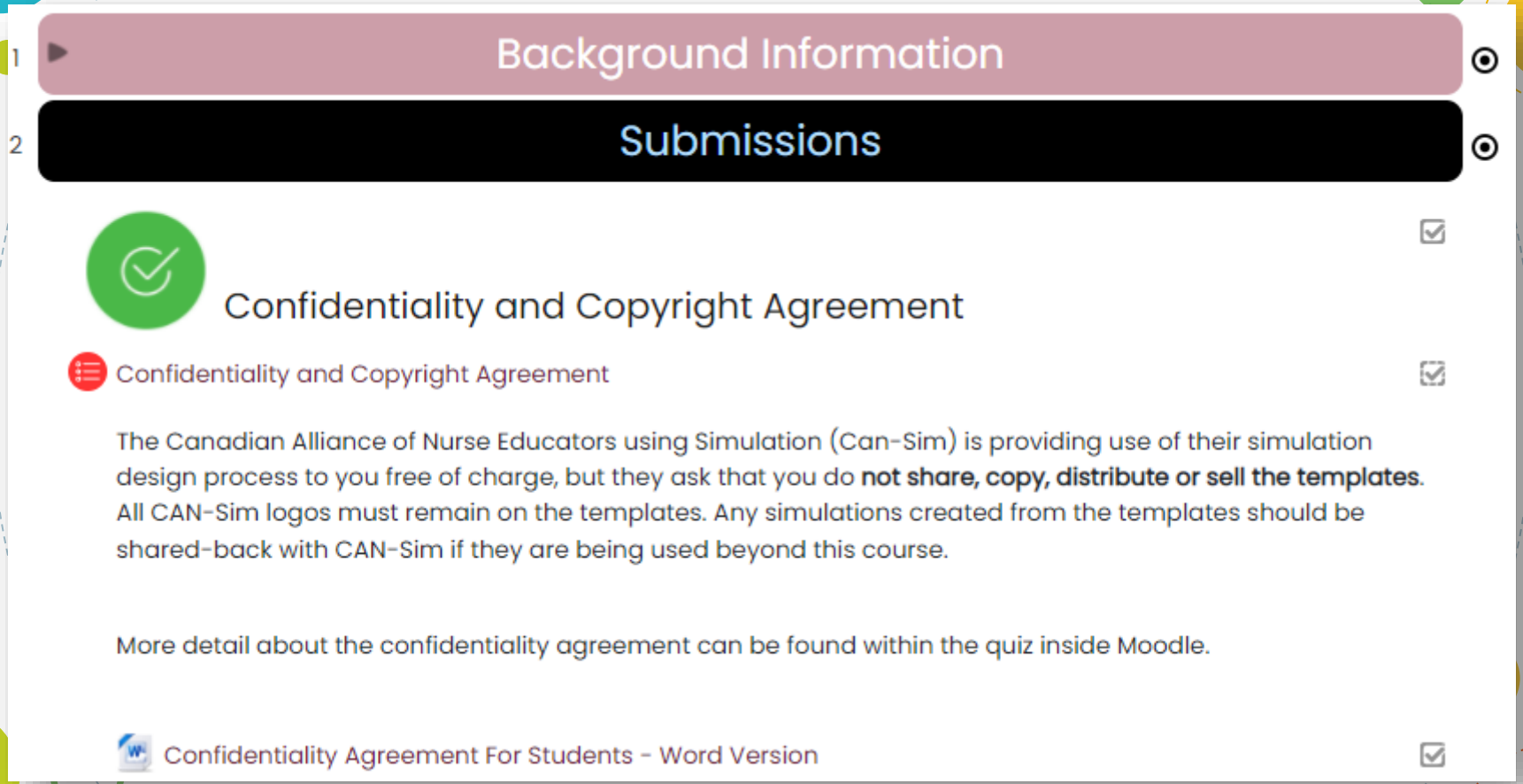
- Regular Deadlines: Students who meet the regular deadline listed in the syllabus will have their assignments returned to them more promptly and be able to bask in the satisfaction of completing a task on time.
- Extended Deadlines: Especially in the midst of a rapidly changing world, life happens. There are many reasons you may need to take advantage of the extended deadline. Here is how it works: your submission will be automatically extended for one week if it is not submitted on time. This extension is automatic, which means there is *no need to request it*. Students who take advantage of this opportunity will not have their work returned as promptly as those who handed it in on time.

File Format:

- Please submit essays in Word format to enable commenting. I also use the read-aloud function in Word when grading.
- Videos can be submitted in .mpf format or through links.

Note: Your work, including videos, will not be shared by Laura outside of the class without your permission. I always get written permission from students before using their work outside of class.


Potential Journals for Publication
Quality Advancement in Nursing Education
International Journal of Nursing Student Scholarship
International Journal of Teaching and Learning in Higher Education
Scholarly Teacher (not really a journal)



Moodle Screenshot

3 Instructions and Resources

Part 1: Poverty Challenge Simulation Co-Creation

Week 1: Introductions

- Activity for Week 1
- Group Contract Considerations

Week 2 to 4: Scenario Co-Creation

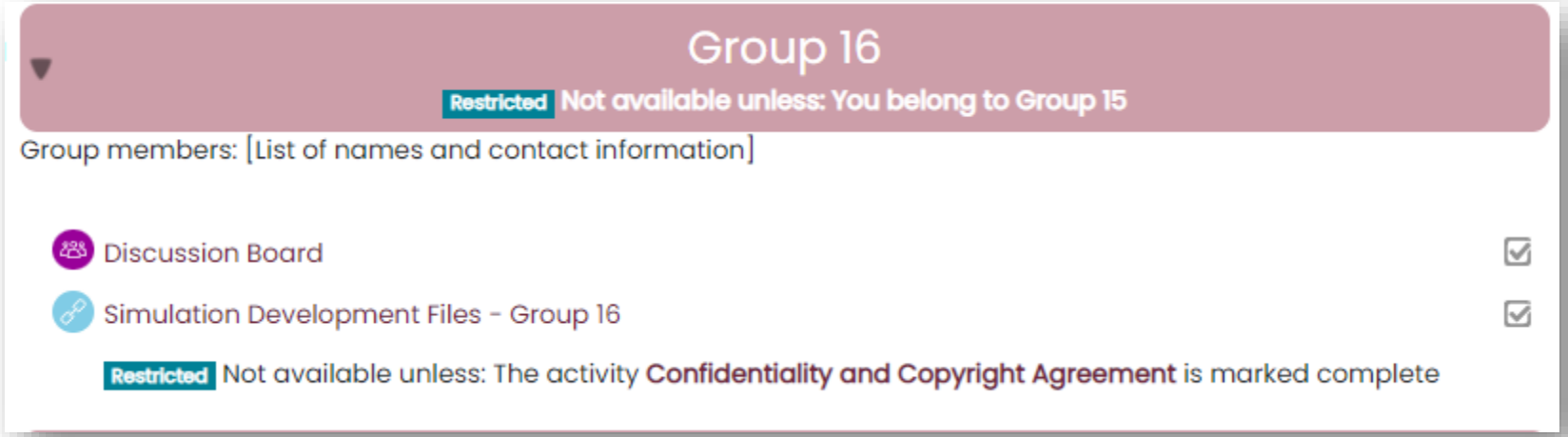
- Slides: Simulation Co-Creation Step 1 and 2
- Writing learning objectives - Slides
  - Scenario Co-Creation Prompts
  - Example Client Profiles from 2021
  - Week 2 To-Do List
  - Optional: Blooms Taxonomy Action Verbs
  - Optional: Blooms Taxonomy (colour coded chart)
- To-Do: Form to be completed before January 28

Week 4: Clarifying Scenario and Learning Outcomes Creation

- Feb 4 Discussion

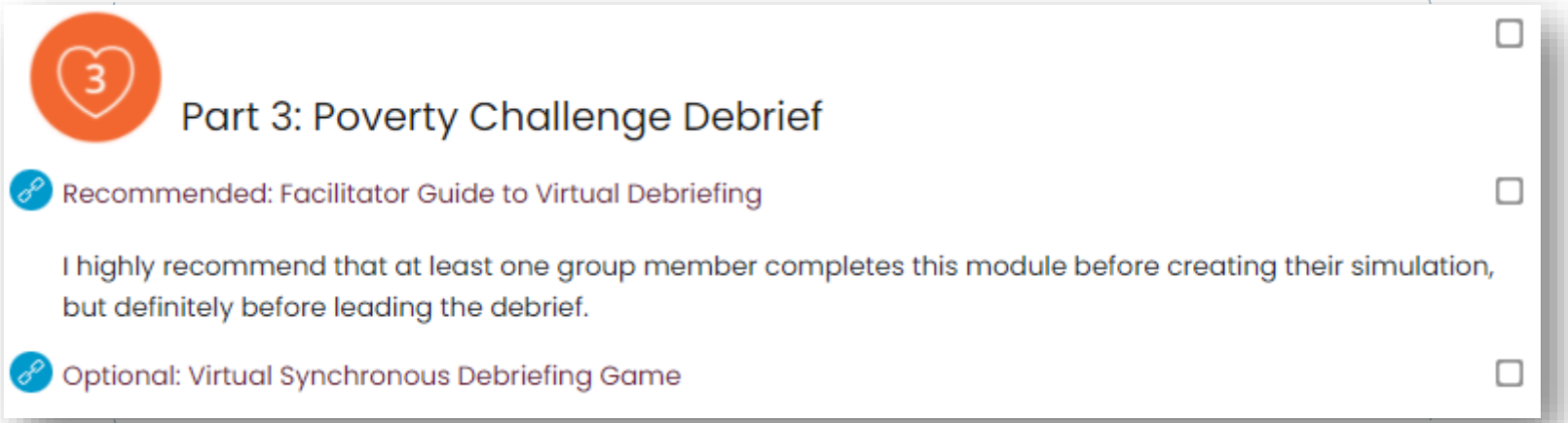
Week 6: Information Gathering

- Feb 17 Discussion with Mel and Laura


Group 16
Restricted Not available unless: You belong to Group 15
Group members: [List of names and contact information]
Discussion Board
Simulation Development Files - Group 16
Restricted Not available unless: The activity Confidentiality and Copyright Agreement is marked complete

Course Schedule

Week	Topic	Hours
1	Discussion of expectations	1
2	Co-creation of the case summary and learning outcomes	2
4	Clarifying the case summary and learning outcomes	0.5
6	Information gathering	3
9	Project work	3
10	Reflection on the poverty challenge. Co-creation of journal requirements.	3
11-13	Debriefing as scheduled (40 min to one hour as requested)	12



CAN-Sim trains my students and I