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Table of contents

1. Introduction	5
2. Background and Rationale to the CLINICALSIM Project	6
3. Implementation of the CLINICALSIM Model	8
3.1. Presentation:	8
3.2. Practical scenarios: high fidelity simulation	9
3.2.1. Practical scenarios: Training using multimedia materials.....	9
3.2.2. Practical scenarios: Service-Learning or Service-Learning for the community....	10
3.2.3. Importance of Monitoring and Communication in Service-Learning Activities: The Contribution of the CLINICALSIM Model in Angolan Contexts	12
3.2 Implementation of the model for Universities of Angola	13
4. Course syllabus	16
5. Digital environment support and user guide	25

1. Introduction

The Clinical simulation practice-based learning in nursing project (CLINICALSIM) is an innovative initiative **supported by European Education and Culture Executive Agency (EACEA) through the program Erasmus +.**

CLINICALSIM is a capability building project targeted to Angola Higher Education Institutions with the aim of improving the practical training of nursing students.

Nurses are in the focus of health challenges in Angola and they are highly demanded in healthcare, meanwhile their practical competencies are considered as a critical issue.

The consortium pursues filling the gap in **practical skills** (decision-making, interpersonal skills, human nutrition) and promoting HEIs social commitment.

Taking advantage of simulation suites and multimedia digital tools, project is deploying **experiential learnings and promoting a Community Service/Service-Learning** into the universities.

This document is presenting **the training materials needed for capability building of Angolan teachers.**

Training materials and resources are available in a digital format, useful for training of trainers and lecturers participating in the pilot phase of CLINICAL SIM project. The digital training environment is hosted by UNIC virtual campus and available to HEI teachers motivated by being part of our capacity building program:

These materials are **the pillar to deploy the new educational approach** in Angola, together with the new digital tools developed (the Digital-guided debriefing tool and the Service-Learning management tool for the community services).

This document focuses on describing the training materials developed by project partners in order to facilitate the capacities construction in participating Angolan HEI.

After presenting the Background and Rationale of the CLINICALSIM Project (Chapter 2), this document is explaining how the CLINICALSIM model is going to be implemented thanks to practical scenarios definition but also active methodologies for teaching, and theoretical contents organized by topics (Chapter 3). These different topics are presented in a fourth chapter named “Course syllabus”, as well as the description of the virtual campus that includes a user manual (Chapter 5).

2. Background and Rationale to the CLINICALSIM Project

Angola faces major **health challenges** that require highly qualified health professionals. Angola continues to have a high maternal, infant, and child mortality rate, a high incidence of infectious and parasitic diseases, respiratory and diarrheal diseases, a high level of malnutrition in children under 5, persistent outbreaks of cholera, rabies, and measles, and an exponential increase in chronic non-communicable diseases (NCDs). Communicable diseases are still responsible for more than 50% of deaths registered in the general population (República de Angola-Ministério da Saúde, 2015).

In this scenario, nurses play an **essential role in the definition of public health approaches** due to their scientific and human training, as well as their adequate capacity to detect and intervene in the health needs of individuals, families, and communities, both in situations of illness and well-being.

The shortage of trained personnel makes it difficult for the health system to respond effectively to these health needs and challenges, so the training of health professionals in Angola, especially nurses, should be one of the country's priorities.

In addition, practical training in nursing in Higher Educational Institutions (HEI) is lacking. Practical training is complex, difficult to organize, available workplaces are scarce, may pose a health risk to patients, among other issues.

CLINICALSIM focuses on **improving the practical training of nursing students in higher education institutions in Angola**. Recognizing the critical importance of solid practical training for the development of professional nursing competencies, this project aims to impact the education of future nurses, with a particular focus on strengthening their practical skills.

The initiative seeks to enrich current practical training by providing resources, training, and support necessary to improve the quality and relevance of the practical experience of nursing students. By strengthening practical training, the aim is **to improve the competence and confidence of future nurses**, which in turn will have a positive impact on the health and well-being of the Angolan population and the delivery of health services in the country. This project includes the development and validation of an international approach based on clinical simulation for the improvement of nursing practice.

Recognizing the effectiveness

and potential of clinical simulation as a teaching tool, we seek to implement an innovative approach that allows students to acquire and practice clinical skills in a safe and controlled environment.

The integration of clinical simulation as a teaching strategy facilitates the acquisition and evaluation of practical competencies necessary for the professionalization of future nurses.

In addition, the following purposes of this educational method are highlighted:

- It offers the opportunity to carry out on-demand and personalized internships.
- The patient's health and integrity are not put at risk.
- It promotes training and decreases the probability of error.
- Establishment of a teamwork environment
- Encourages personal and group reflection.
- Promotes communication.

3. Implementation of the CLINICALSIM Model

3.1. Presentation:

The learning process of the CLINICALSIM model is based on **clinical simulation and critical reflection as fundamental pillars** for the improvement of nursing practice education. In addition, to incorporate the evaluation as part of the process of continuous improvement of the simulation and reflection situations applied.

Includes three clearly differentiated phases:

(1) Practice Scenarios:

- High-fidelity simulation
- Training multimedia material- Service-Learning (Nutrition)

(2) Critical Reflection (Debriefing)

(3) Evaluation

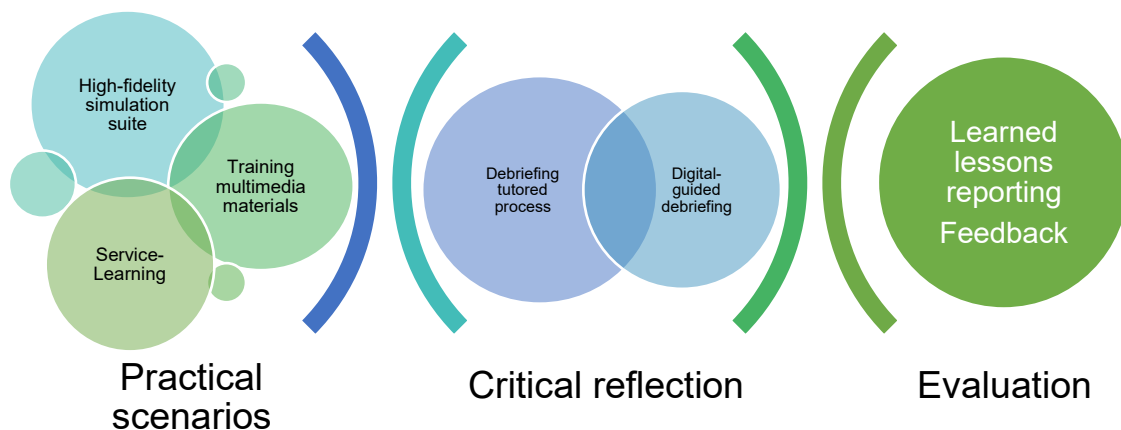


Figure 1. Learning process in the CLINICALSIM project

3.2. Practical scenarios: high fidelity simulation

High-fidelity simulation is a method that necessarily involves the acquisition of excessively expensive materials for educational institutions. The CLINICALSIM Method aims to democratize access to these clinical situations.

In the context of the project, the *Universidade Interancional do Cuanza* (UNIC) acquires material that, together with the material it already has, will be used for the development of these sessions with its students. However, the CLINICALSIM method allows the connection of other institutions so that they can access the development of the simulation in real time and/or deferred basis. In this way, these institutions can access the experience from a distance and participate as observers.

Afterwards, each of the participating institutions will individually carry out a critical reflection process, called Debriefing.

Teachers from other institutions who have completed the corresponding CLINICALSIM Method Training and who so wish may request the possibility of being present, in face-to-face format, at these sessions. To complement its virtual theoretical training with the development of the same in person.

The CLINICALSIM method will also offer a digital space where the different institutions will be able to socialize the debriefing with other participating institutions, in second instance.

In this way, the CLINICALSIM model aims to generate a change in the improvement of training in Angolan universities, even though they are not direct participants in the project.

3.2.1. Practical scenarios: Training using multimedia materials

In the context of Angolan universities offering the Bachelor of Science in Nursing, the lack of access to high fidelity clinical simulation equipment due to economic constraints has been a significant challenge. However, an innovative solution has emerged through the CLINICALSIM project, which offers an accessible and effective alternative to enrich the learning experience of students in all educational institutions in the country.

Most educational institutions in Angola face financial constraints that make it difficult to acquire high-fidelity clinical simulation equipment, which is often expensive. Aware of this reality, CLINICALSIM will develop multimedia materials that allow students to participate in simulated

situations under the role of observers, even when they do not have direct access to the physical equipment.

These multimedia materials provided by CLINICALSIM offer a detailed and realistic representation of clinical scenarios, allowing students to immerse themselves in complex and challenging situations. Although they cannot interact directly with the simulation equipment, the observation experience is still valuable, as it allows them to develop observation, analysis, and decision-making skills.

However, the most relevant part of learning clinical simulation lies not only in the exposure to the scenarios but in the debriefing process that follows the simulation visualization. It is during this process that students have the opportunity to reflect on their performance, discuss strategies, and receive constructive feedback from their instructors and peers.

It is important to highlight that the development of audiovisual materials for clinical simulations will be carried out at the facilities of the *Universidade Internacional do Cuanza* (UNIC) in Angola. This collaboration has been instrumental in the creation of high-quality and relevant multimedia material for nursing students in Angola.

In summary, CLINICALSIM offers an innovative solution to overcome economic limitations in accessing clinical simulation equipment, allowing nursing students in Angola to participate in enriching learning experiences that contribute to their professional training.

3.2.2. Practical scenarios: Service-Learning or Service-Learning for the community

The implementation of Service Learning (ApS) in the educational curricula of nursing graduates in Angola represents an invaluable opportunity for both students and society as a whole. In a context where health needs are high and trained human resources are scarce, Service Learning emerges as an effective strategy to address these challenges in a comprehensive manner.

It is an educational methodology that is mainly framed within the scope of formal education to educate in values and for citizenship, combining volunteer work in the community with reflective learning of knowledge, skills, and values. For the students, its application consists in training them by working on real needs and for the improvement of their living environment. For institutions, it is a way of exercising their social responsibility by linking the institution with society and its needs.

The benefits for both students and Angolan society are detailed below:

Student Benefits:

1. **Practical Application of Knowledge:** Service Learning offers students the opportunity to apply the theoretical knowledge acquired in the classroom in real healthcare situations in the community. This hands-on experience strengthens their understanding of the concepts and provides them with clinical and problem-solving skills critical to their professional development.
2. **Interpersonal Skills Development:** By interacting directly with patients and local communities, students improve their communication, empathy, and teamwork skills. These skills are essential for providing quality care and establishing effective relationships with patients and their families.
3. **Social Awareness and Civic Responsibility:** Engagement in Service-Learning activities foster social awareness and civic responsibility in students while sensitizing them to the needs and challenges of underprivileged communities. This promotes a broader and more supportive perspective in their future professional practice.

Benefits for Angolan Society:

1. **Improving Access to Health Care:** The participation of nursing students in Service-Learning programs increase the availability of health care services in marginalized communities or communities with limited access to health care. This contributes to improving access and equity in the provision of health services throughout the country.
2. **Strengthening of the Health System:** The involvement of students in Service-Learning projects provides an additional boost to Angola's healthcare system by increasing the number of trained and committed professionals. This contribution is especially significant given the shortage of human resources in the country's health sector.
3. **Health Promotion and Disease Prevention:** Service-Learning activities focus on health promotion and disease prevention at the community level. Students can educate the population about preventive health practices, which helps reduce the incidence of preventable diseases and improves the overall well-being of the population.

In conclusion, the integration of Service Learning into nursing education curricula in Angola offers significant benefits for both students and society as a whole. This strategy not only enriches the academic training of future health professionals but also contributes to addressing urgent health needs and strengthening the country's health system.

3.2.3. Importance of Monitoring and Communication in Service-Learning Activities: The Contribution of the CLINICALSIM Model in Angolan Contexts

Successful implementation of Service-Learning activities requires not only strong engagement with external institutions but also effective follow-up and communication by the teaching team. It is critical to ensure that students receive the proper guidance and supervision necessary to maximize the positive impact of their actions in the community. In the Angolan context, where the vast geography and lack of public transportation infrastructure represent significant challenges, this need becomes even more pressing.

The CLINICALSIM model offers an innovative solution to address these difficulties by providing educational institutions with specialized software that facilitates tracking and communication with students participating in Service-Learning activities. This software, tailored to the specific needs of educational and healthcare environments in Angola, allows:

- 1. Remote Activity Tracking:** CLINICALSIM software allows the teaching team to monitor students' progress in real time during their service, even when they perform activities in environments far from the educational institution. This ensures continuous monitoring and the ability to intervene quickly in case of need.
- 2. Efficient Communication:** Since face-to-face communication can be difficult in remote locations and with limited transportation infrastructure, CLINICALSIM software facilitates two-way communication between students and faculty through online platforms. This ensures smooth interaction and a timely response to any questions or concerns that may arise during the conduct of the Service-Learning activities.
- 3. Registration and Evaluation of Results:** CLINICALSIM software also allows teachers to keep a detailed record of the activities performed by students, as well as to evaluate their results and contributions to the community. This facilitates constructive feedback and evaluation of the impact of Service-Learning activities on the academic and professional development of students, as well as on the well-being of society.

In summary, the implementation of the CLINICALSIM model in educational institutions in Angola offers an effective solution to overcome the logistical and communication challenges

associated with Service

Learning in remote environments. By facilitating follow-up and communication with students, this software contributes significantly to ensuring the success and effectiveness of Service-Learning activities, thus promoting a positive impact on both the training of students and the well-being of Angolan society.

3.2 Implementation of the model for Universities of Angola

The implementation of an innovative educational model in Angolan universities offering the Bachelor of Science in Nursing is a strategic process that requires careful planning, a structured approach, and efficient execution adapted to the specific situation of each educational community and its environment. The following are the key steps to effectively carry out this process:

1. **Teacher Training:**

- CLINICALSIM includes a professional training program for teachers to familiarize them with the educational plan of the new model, as well as to train them in the application with nursing students of the Clinical Simulation Cases, Service Learning, and other related pedagogical and technological tools provided by the project.
- Ensuring the availability of properly trained faculty is critical to implementing the model.

2. **Evaluation of the Existing Curriculum:**

- Each university should conduct a thorough evaluation of its current curriculum, identifying areas that require improvement and aligning them with the learning objectives defined in the learning experiences of the CLINICALSIM educational model. To do so, they should identify the subjects where the integration of clinical simulation cases and service-learning activities provided by CLINICALSIM is appropriate.

3. **Adoption and development of Clinical Simulation Cases:**

- Integrate clinical simulation cases into the curriculum, designed to provide students with realistic hands-on experiences that complement their theoretical learning and promote clinical and decision-making skills based on real-life situations.

4. **Procurement of Materials and Resources:**

- Universities must ensure the availability of the materials and resources necessary for the effective implementation of the educational model.

- It should be noted that the development of high fidelity Clinical Simulation Cases requires very expensive equipment, which may be inaccessible to most educational institutions in the country. In this sense, CLINICALSIM offers the possibility for students from different institutions to experience simulation through audiovisual means, at a distance. However, the institutions will need to acquire some minimum equipment related to image projection, Internet...

5. Collaboration with external entities to offer Community Service:

- Each institution should identify and establish collaborations with external entities (such as hospitals, health centres, and community organizations) that can provide suitable environments for the development of service-learning activities, ensuring that students have the opportunity to apply their knowledge and skills in real community contexts while contributing to the well-being of society.

6. Pilot Implementation:

- The CLINICALSIM model has been tested by the educational institutions participating in its development. However, it is a novel method for Angolan university institutions in their daily practice. Therefore, it is advisable for each institution to conduct a pilot implementation of the educational model on a selected group of students taking the affected courses or subjects, so that they can evaluate its effectiveness and make necessary adjustments before full-scale implementation.
- The pilot implementation should address both Clinical Simulation Cases and Service-Learning Activities. The latter are particularly relevant

7. Continuous Evaluation and Feedback:

- Establish continuous evaluation mechanisms to monitor the progress of the implementation of the educational model, gather feedback from students and teachers, and identify areas for improvement.

8. Capacity Building for the Creation of Practical Cases:

- The implementation process of the CLINICALSIM Model aims to train teachers and academic staff in the methodology to develop new case studies based on the experience acquired with the educational model, thus promoting continuous innovation and adaptability of its curriculum.

9. Sustainable Curriculum Integration:

- The last step consists of incorporating the innovative educational model into the curricular structure of the Bachelor of Science in Nursing in a sustainable manner, ensuring its continuity and relevance in the long term.

10. Operations:

- Implementation of systems and infrastructure to help maintain operations in simulation (infrastructure, people, processes...).

By following these steps with attention and commitment, universities in Angola can successfully implement an innovative educational model that improves the quality of Bachelor of Science in Nursing education, prepares students to meet the challenges of the healthcare field in real-world settings in an effective, safe, and holistic manner. In addition, the community will benefit from activities that will favor the development and well-being of the population.

4. Course syllabus

Course description

The course “Modelo CLINICALSIM: simulação clínica para o ensino de enfermagem” is focused on the **development of pedagogical and didactical competences for teaching practical skills** (decision-making, interpersonal skills, human nutrition) and promoting **HEIs social commitment, thanks to simulation and Service-Learning methodologies**.

Taking advantage of simulation suites and multimedia digital tools, project is deploying experiential learnings and promoting a Community Service/Service-Learning into the universities. Consequently, this course is developed for a new educational reality, from new attitudes and beliefs about teaching and learning, responding to new competencies.

“Modelo CLINICALSIM: simulação clínica para o ensino de enfermagem” methodology, join **theoretical approach** of distance learning and teaching, **with practical activities and teamwork**, thanks to a course formed by 8 main topics designed by UNEATLANTICO and IPP. The course components are **dynamically interconnected**: clinical simulation offers a safe space for practice; pre-briefing and debriefing enhance learning through preparation and critical reflection; service-learning with community consolidates acquired skills; and structured implementation along with curriculum integration ensures sustainability and educational impact. This systemic approach enables future nurses to develop strong practical competencies focused on patient safety and quality of care.

These topics are:

1. Clinical simulation and patient safety
2. Design of simulation scenarios
3. Activity development: pre-briefing session
4. Activity development: clinical simulation
5. Activity development: Debriefing: Reflective learning
6. In-service learning: real patients
7. CLINICALSIM model implementation tools
8. Curriculum insertion

Objective of the course:

To integrate clinical simulation, reflective learning, and real-world practice as pedagogical strategies to strengthen the practical training of future nursing professionals, promoting safe, ethical, and effective clinical competencies.

Pedagogical and Didactic Design of the Course

This virtual course is supported by a **comprehensive pedagogical approach that combines theory and practice, educational technology, and the foundations of health education**. By integrating clinical simulation, critical reflection, and work in real-world contexts, it prepares university educators **to implement active, safe, and effective methodologies** that enhance meaningful student learning.

The course is designed with a **competency-based approach**, focusing on the development of specific teaching skills required to implement clinical simulation in health training environments. These include pedagogical competencies (planning, facilitation, assessment), technical skills (use of simulation tools), and attitudinal competencies (ethics, leadership, communication). These are developed through discussions, case resolution, and shared reflection, fostering a virtual community of practice.

Additionally, the course incorporates **systematic reflection as a key element in transforming teaching experience into professional knowledge**. Debriefing is not only a tool for students but also for the educators participating in the course, promoting self-assessment and continuous improvement. Each class includes a theoretical section for independent study, but also, thanks to the design of the virtual environment, a practical activity that will be carried out through the forum created for mentoring by the European project team.

In the virtual environment, autonomous and self-regulated learning is encouraged. Course materials are designed to be accessible, interactive, and adaptable to different learning paces. The course is also contextualized within the realities of university-level health education, with simulations, cases, and activities closely linked to clinical and educational contexts in Angola. This reinforces the transfer of learning to authentic teaching settings.

In next pages, you will find a **description of each topic**, developed on CLINICALSIM virtual campus, but also the **didactic program** related to the learning the online session, following this structure:

STAGES	DESCRIPTION
Session Objectives: What should students learn by the end of the session?	
Content: What topics or concepts will be covered during the session?	
Activities: What activities will be carried out to achieve the objectives (examples: presentations, debates, group work, practical cases)?	
Resources: What materials, tools, or platforms will be used (examples: presentations, books, videos, online platforms)?	
Assessment: How will students' learning be evaluated during the session (examples: class participation, individual or group assignments)?	
Duration: How much time will be allocated to each activity?	

Presentation of the 8 topics:

1. Clinical simulation and patient safety

Clinical simulation serves as the backbone of the course, allowing students to develop both technical and non-technical skills in a controlled, risk-free environment. This approach enhances patient safety by reinforcing decision-making, teamwork, and error management before students are exposed to real clinical scenarios.

STAGES	DESCRIPTION
Session Objectives	1. Understand the relationship between clinical simulation and patient safety 2. Understand the fundamental principles of clinical simulation
Content	- 1 introductory video - 1 video on the fundamental principles of clinical simulation - 1 instructional video on clinical simulation
Activities	- 3 master classes

STAGES	DESCRIPTION
	<ul style="list-style-type: none"> - Lecture on the application of clinical simulation at the Advanced Simulation Centre of the Faculty of Medicine of the University of Valladolid - An individual project to share with the learning community
Resources:	<ul style="list-style-type: none"> - 3 videos - A training manual - 1 bibliography
Assessment:	Practical activity: prepare a course based on the principles outlined
Duration:	3 hours of study 1 hour of practical activity

2. Design of simulation scenarios

The course unit "Design of Simulation Scenarios" aims to equip nursing educators with the pedagogical tools necessary to create **effective and realistic clinical simulation experiences**. Throughout this module, participants will develop a didactic-pedagogical approach to clinical simulation, learn to identify strengths and weaknesses in scenario design, and acquire practical skills to create their own simulation cases.

The module includes audiovisual materials and recommended written resources, complemented by masterclasses that cover both theoretical foundations and practical applications of scenario design. Learners will apply their knowledge through an individual assignment focused on the creation of a new simulation scenario, which they will then share with the learning community for feedback.

With an estimated total duration of 4 hours (2 theoretical and 2 practical), this unit aims to help educators strategically integrate simulation into their teaching, promoting meaningful, safe, and student-centered learning.

STAGES	DESCRIPTION
Session Objectives	<ul style="list-style-type: none"> - Develop a didactic-pedagogical approach to clinical simulation - Identify strengths and weaknesses in simulation scenario design - Learn how to develop simulation scenarios
Content	<ul style="list-style-type: none"> - 1 introductory video - 1 video on simulation scenario development - Recommended written resources - Recommended multimedia resources
Activities	- 2 masterclasses

STAGES	DESCRIPTION
	<ul style="list-style-type: none"> - Reading of recommended resources - An individual assignment to be shared with the learning community
Resources	<ul style="list-style-type: none"> - 2 videos - Recommended multimedia and written resources - A bibliography
Assessment	Practical activity: creation of new simulation scenarios
Duration	2 hours of study + 2 hours of practical activity

3. Pre-briefing Session

The pre-briefing prepares students both cognitively and emotionally for the simulation. In this session, expectations are set, the clinical case is introduced, and norms of respect and confidentiality are established. This component is essential to creating a psychologically safe learning environment that supports deep learning.

STAGES	DESCRIPTION
Session Objectives	Learn how to prepare a simulation session based on the didactic design of the pre-briefing.
Content	<ul style="list-style-type: none"> - 1 introductory video - 1 bibliography - Recommended multimedia resources
Activities	<ul style="list-style-type: none"> - 1 masterclass - Reading of resources - An individual assignment to be shared with the learning community
Resources	<ul style="list-style-type: none"> - 1 video - 2 recommended videos - A bibliography
Assessment	Practical activity: prepare a debriefing session
Duration	3 hours of study + 1 hour of practical activity

4. Clinical Simulation

The simulation experience is the core practical component where students apply knowledge and skills in scenarios that replicate real clinical conditions. Simulation allows for integration

of curriculum content, practice
 of specific techniques, and development of critical thinking and clinical judgment.

STAGES	DESCRIPTION
Session Objectives	<ul style="list-style-type: none"> - Learn how to conduct a simulation scenario with students - Understand the pedagogical aspects involved in the development of a simulation activity
Content	<ul style="list-style-type: none"> - 1 introductory video - 1 bibliography
Activities	<ul style="list-style-type: none"> - 1 masterclass - Reading of resources - An evaluation of the activity conducted with students, to be shared with the learning community
Resources	<ul style="list-style-type: none"> - 1 video - A bibliography
Assessment	Practical activity: conduct a simulation session

5. Activity Development: Debriefing – Reflective Learning

The debriefing session transforms experience into meaningful learning. Through guided reflection, students analyse their actions, identify strengths and areas for improvement, and formulate strategies for future practice, thereby reinforcing both knowledge and professional attitudes.

STAGES	DESCRIPTION
Session Objectives	<ul style="list-style-type: none"> - Understand the fundamental principles of the debriefing phase in clinical simulation - Learn how to organize debriefing based on the topic, properly guiding the questions - Understand the benefits of the debriefing activity
Content	<ul style="list-style-type: none"> - 1 introductory video - 1 bibliography - 1 recommended resource
Activities	<ul style="list-style-type: none"> - 1 masterclass - Reading of resources

STAGES	DESCRIPTION
	- An evaluation of the activity carried out with students, to be shared with the learning community
Resources	- 1 video - 1 bibliography - 1 recommended resource
Assessment	Practical activity: share with the learning community the results of the debriefing session carried out, including the questions posed to the group
Duration	2 hours of study + 3 hours of practical activity

6. Service Learning with Real Patients

Practice with persons consolidates what has been learned in simulation. The transition from the simulated to the clinical environment allows students to validate and adapt their competencies to real-world complexity, strengthening autonomy, professional responsibility, and ethical sensitivity. This class introduces service-learning methodology in order to facilitate service-learning programs in each participant university.

STAGES	DESCRIPTION
Session Objectives	- Understand the service-learning methodology - Learn the pedagogical foundations of service-learning - Know how to design this type of activity using the summary sheet - Plan service-learning activities with the community near the university
Content	- 1 introductory video - 1 bibliography - 1 recommended resource
Activities	- 1 masterclass - 1 manual on service-learning (SL) - An evaluation of the activity carried out with students, to be shared with the learning community
Resources	- 1 video - 1 manual - 1 presentation - 1 template to organize the activity - 1 video of a practical experience

STAGES	DESCRIPTION
Assessment	Practical activity: design a service-learning (SL) activity to be submitted to the course instructor
Duration	2 hours of study + 2 hours of practical activity

7. CLINICALSIM Model Implementation Tools

This component provides the instruments and methodological guides necessary to structure simulation activities in alignment with course objectives. Tools such as assessment rubrics, clinical case templates, and debriefing guides ensure standardized and effective implementation of simulation-based learning.

STAGES	DESCRIPTION
Session Objectives	Understand the project methodology by integrating theoretical content with the developed digital tools
Content	- 1 introductory document - 2 links to the developed tools
Activities	- Reading of the descriptive document - Exploration of the developed platforms
Resources	- An introductory manual - Access to the platforms
Assessment	Practical activity: mentoring in the course forum to assess the effectiveness of the developed tools
Duration	1 hour of study + 2 hours of practical activity

8. Curriculum Insertion

Curriculum integration ensures that simulation is not an isolated activity, but an essential part of professional training. This approach promotes pedagogical continuity and allows for progressive assessment of clinical competencies throughout the program, aligning theory, practice, and formative evaluation.

STAGES	DESCRIPTION
Session Objectives	- Understand the project methodology by integrating theoretical content with the developed digital tools

STAGES	DESCRIPTION
	- Apply clinical simulation methodology within curriculum planning
Content	- 1 video on a case study
Activities	- 1 masterclass - Reading of a practical manual - Review of recommended resources
Resources	- A video masterclass - Recommended multimedia resources - A practical manual
Assessment	Practical activity: post a comment in the course forum about including the simulation methodology in subject planning
Duration	3 hours of study + 1 hour of practical activity

5. Digital environment support and user guide



Figure 2. Virtual Campus Main page

The virtual campus for nursing educators has been designed as a comprehensive digital teaching and learning environment, aimed at developing advanced pedagogical and clinical competencies in the use of clinical simulation as an educational methodology. This space is specifically structured to provide continuous support, interactive resources, and practical activities in a flexible, accessible, and collaborative format. The course consists of 8 specialized subjects, each addressing a key dimension of the teaching process through clinical simulation and is organized from some **key Pedagogical Components**:

Video Lectures: Each subject begins with expert-led video lectures that introduce core theoretical concepts and practical examples. These videos provide a clear, visual, and structured approach to the content.

Written and Audiovisual Resources: The modules include specialized readings, practical guides, presentations, case studies, and multimedia materials that enrich self-directed learning and reinforce the video content.

Practical Activities via

Forum: The campus forum serves as the central space for practical application, collaborative reflection, and formative assessment. Through the forum, participants complete tasks such as scenario design, session planning, debriefing analysis, and proposals for curricular integration. These activities promote peer learning and the exchange of context-based experiences.

Experience-Based Learning: The activities are designed with an active and reflective learning approach that blends theory with practice in a safe simulation environment, facilitating the transfer of knowledge to real-world nursing education settings.

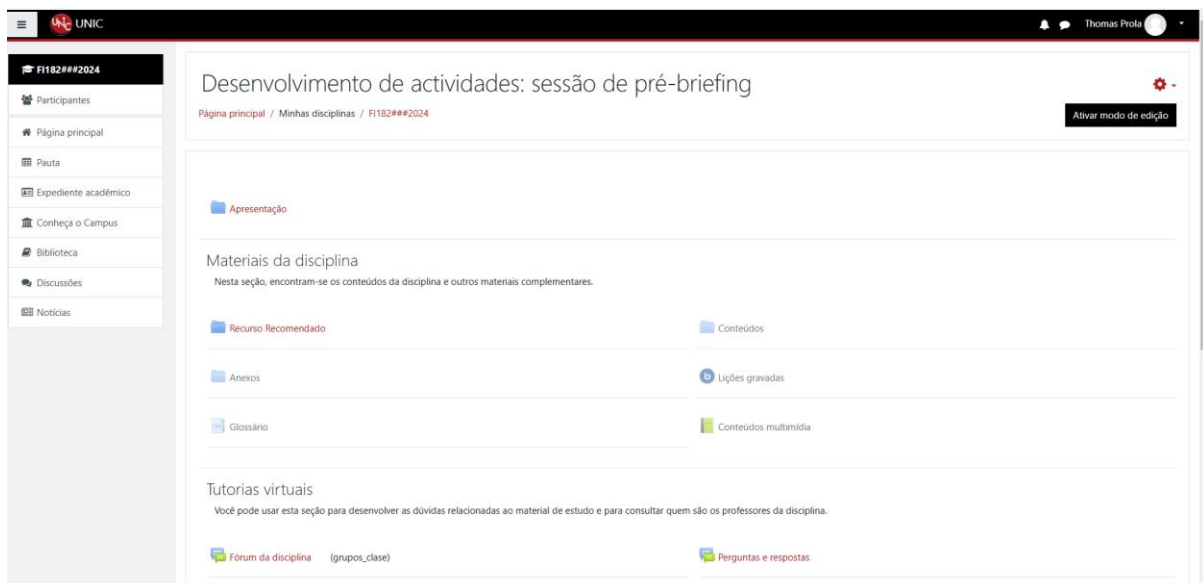


Figure 3. Support from virtual campus for the debriefing tutored process in classroom

These are the main virtual campus pedagogical Support Objectives:

1. Strengthen teaching competencies in clinical simulation.
2. Promote critical use of digital tools in health education.
3. Encourage collaborative work and co-creation of knowledge among educators.
4. Ensure coherent, progressive training aligned with healthcare system needs.

The virtual campus thus serves as a strategic platform for educator training, providing a meaningful, interactive, and practically applicable learning experience in the field of nursing education.

Access to virtual campus: <https://campus.unic.co.ao/course/view.php?id=673>

For registration: contact project partners.

VIRTUAL CAMPUS USER GUIDE

1. Logging In

Go to the Moodle Virtual Campus URL provided by your institution.

Enter your username and password.

Click Log in.

If you forget your password, use the Forgot password? link to reset it.

2. Dashboard Overview

After login, you'll land on your Dashboard.

It shows:

Your enrolled courses.

Recent announcements.

Upcoming deadlines.

Use the Navigation menu on the left or top to access different sections.

3. Accessing Courses

From the Dashboard or Navigation menu, click on a course name to enter.

Each course page has:

Course overview.

Weekly or topic-based sections.

Resources and activities.

4. Navigating a Course

Sections: Content is often divided by weeks or topics.

Resources: PDFs, links, videos, slides.

Activities: Quizzes, forums, assignments, workshops.

Use the breadcrumbs or menu to move back and forth.

5. Participating in Forums

Click on the forum activity.

To post a new discussion, click Add a new discussion topic.

To reply, click Reply under a post.

Use the editor tools to format your posts.

6. Messaging and Notifications

Use the Messages icon to communicate with teachers and classmates.

Enable notifications in your profile settings to get alerts on assignments, forum posts, and grades.

7. Profile Settings

Click your name/photo at the top right.

Edit your profile to add picture, contact info, or change password.

Tips

Always log out when done, especially on shared devices.

Check deadlines regularly on your Dashboard.

Use the Help section or contact your institution's support for issues.