Obstetrical Student-Driven Simulation: Empowering Nursing Students to Advocate for Optimal Patient Outcomes

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Background

Human error has been identified as a factor in deaths or permanent injury of potentially 98,000 patients each year (Institute of Medicine, 2000). Nurses, recognized as "the first and last line of defense in a confusing and complex health care system" (Joy, 2009, p. 1135), often utilize chain-of-command to engage supervisors to intervene and promote patient safety. Nursing students are often perceived as inexperienced learners with no authority in the clinical setting. Simulation, however, is an opportunity for students to practice chain-of-command protocol in preparation for safe professional practice.

Project Aims

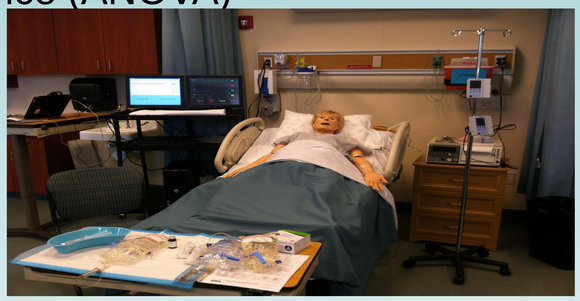
1.) Assess level of self-efficacy in junior undergraduate nursing students regarding ability to initiate chain-of-command protocol.

2.) Determine if students' GSES scores increase significantly following an educational session and student-directed obstetrical simulation.

3.) Evaluate the difference in GSES scores between active and observational participants.

Methods

General Self-Efficacy Scale (GSES) administered to 48 second semester junior baccalaureate nursing students, paired-samples *t*-test, one-way analysis of variance (ANOVA)



Results

1.) The total GSES mean for all participants was 33.2 out of 40 points. The GSES does not establish definitive scores which equate to efficacious behavior; however, this is equal to 83rd percentile.

2.) Paired samples *t*-test findings revealed a statistically significant increase in students' self-efficacy following the intervention.

3.) Paired *t*-test findings indicate no significant difference between self-efficacy scores of students who actively participated and those who observed.

Conclusions

Timely implementation of chain-of-command is essential to the promotion of patient safety, yet new graduates are often hesitant to speak up and advocate for patients. Nursing students need opportunities to develop empowerment so they will be prepared to practice with confidence (Babenko-Mould, 2010). High fidelity, student-directed, obstetrical simulation provides students with an opportunity to practice chain-of-command and to enhance self-efficacy through both active participation and observation.

References

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