

Teaching Nursing Delegation through Simulation

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Presentation Objectives

At the end of this presentation the learner will:

1. Summarize the importance of teaching delegation to nursing students.
2. Integrate delegation into simulations for Capstone students.
3. Relate the purpose of complex simulation scenarios in preparation for Capstone experiences.

*There is no conflict of interest for this presentation. Permission to use photos was obtained.

Capstone Internship

- ❑ Senior 2 level:
 - ❑ 90 hours in large hospital
 - ❑ 36 hours in critical access hospital
- ❑ Work directly with preceptor
- ❑ Total management of patient assignment
- ❑ Work with other team members
- ❑ Develop time management, prioritization, and delegation skills

Background on Delegation

- ❑ **Delegation Definition:** ANA & NCSBN
 - ❑ Process for a nurse to direct another person to perform nursing tasks and activities.
- ❑ Skill set variation
- ❑ Key skill for survival in fast-paced, cost-efficient health care system
- ❑ Teaching delegation essential prior to Capstone internship

Delegation Principles (NCSBN)

- ☐ RN takes responsibility and accountability
- ☐ RN uses critical thinking and professional judgment
- ☐ 5 rights of delegation:
 - ☐ Task
 - ☐ Circumstances
 - ☐ Person
 - ☐ Directions and Communication
 - ☐ Supervision and Evaluation

Simulation in Nursing

- ❑ **Definition:** Active learning strategy to replicate the essential aspects of a clinical situation
- ❑ Safe environment to practice skills in complex scenarios
- ❑ Students receive similar scenarios
- ❑ Feedback readily available
- ❑ Observer role utilized
- ❑ NCSBN study supports up to 50% of clinical in simulation

Critical Thinking

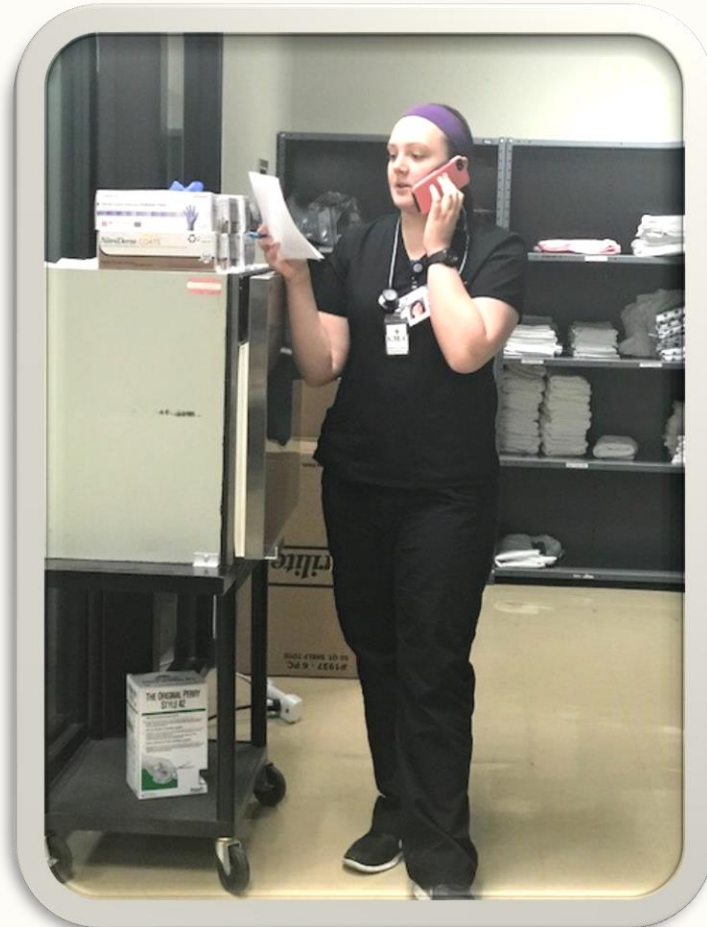
- ❑ **Definition:** Interactive, reflective reasoning process of making a judgment about what to believe or do.
- ❑ Critical thinking required by practicing nurses to handle many complex patients with limited resources
- ❑ High-fidelity simulation helps acquire competencies necessary to practice in real-world environment
- ❑ Simulation helps develop critical thinking skills in nursing students

Teaching Delegation through Simulation Objectives

At the conclusion of the simulation the student will be able to:

- ☐ Identify the role of the primary RN and the LPN.
- ☐ Delegate appropriate tasks to the LPN.
- ☐ Prioritize client care and delegation tasks.
- ☐ Participate in the observer role and provide valuable constructive feedback to their peers.

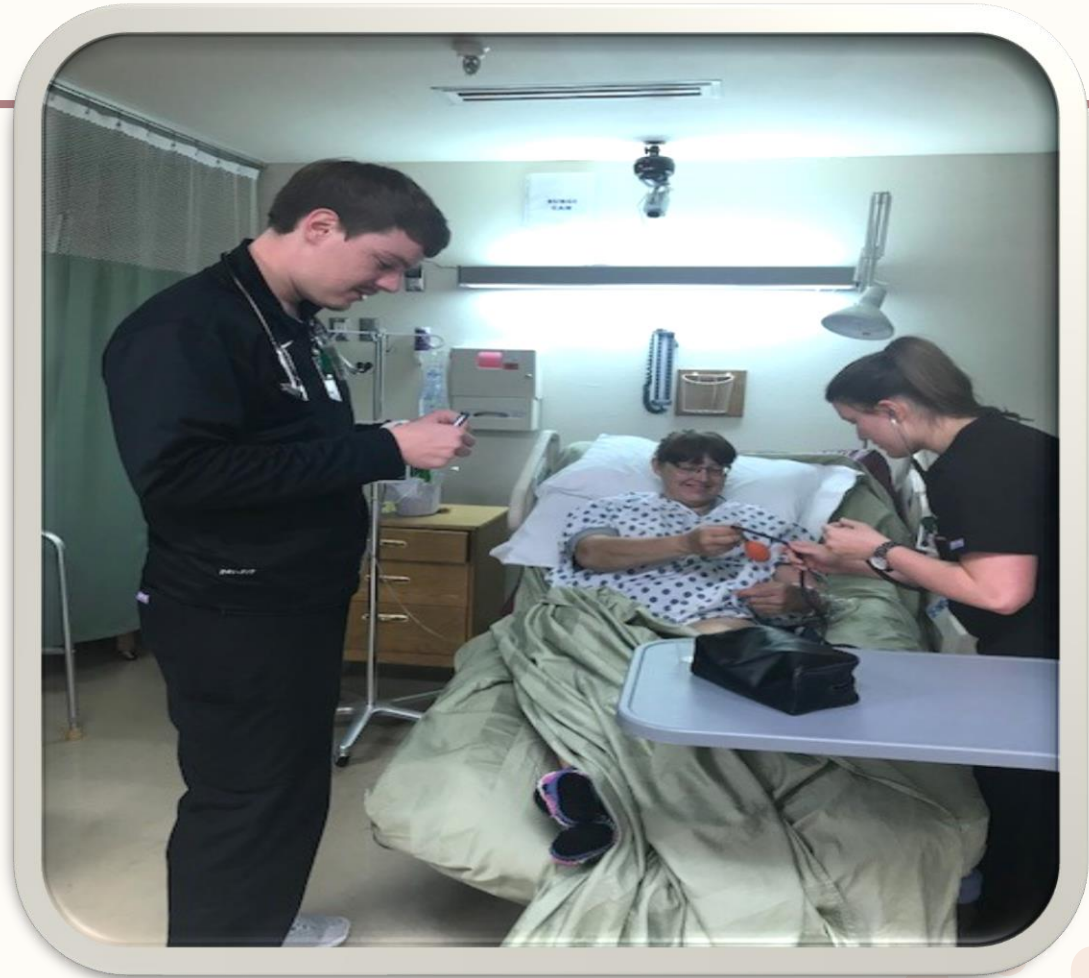
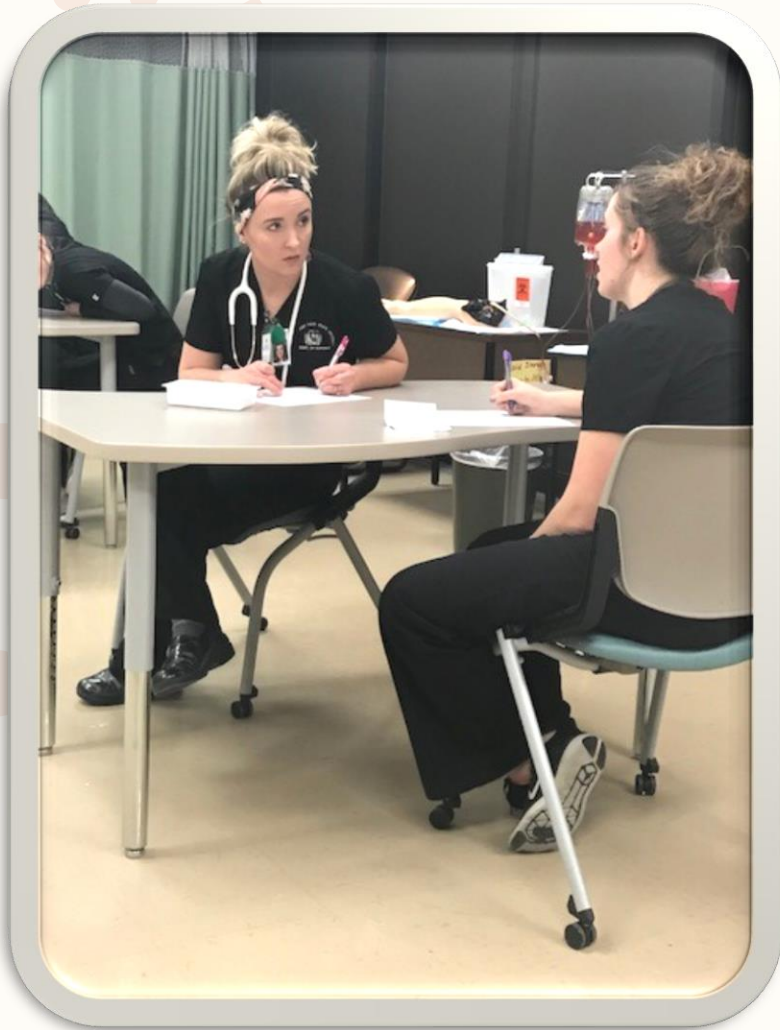
Building Communication and Prioritization Skills



Teaching Delegation through Simulation

- ❑ The students draw for the role of the RN and LPN
- ❑ The students then receive report, and begin their morning medication passes and assessments.
- ❑ While the students work on morning medication passes and assessments EMS arrives with a patient in the ER.
- ❑ The RN and the LPN then have to work as a team to manage both patients, and prioritize cares and problems as they arise.

Teamwork and Delegation



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Scenarios:

- ☐ Hypothermia
 - ☐ Middle aged homeless man found by a good samaritan.
- ☐ Overdose
 - ☐ Post cholecystectomy, found at home with empty medication bottle.
- ☐ COPD
 - ☐ Current smoker, with possible infection.
- ☐ Asthma
 - ☐ Acute exacerbation.

Sim Man Teamwork



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This simulation involves alternating standardized patients:

- ☐ Trained experienced standardized patients
 - ☐ Post Chemo neutropenic patient
 - ☐ Post total knee replacement
 - ☐ require acute intervention due to one of the following:
 - ☐ *medication error from previous shift*
 - ☐ *pain*
 - ☐ *nausea*
 - ☐ *itching*

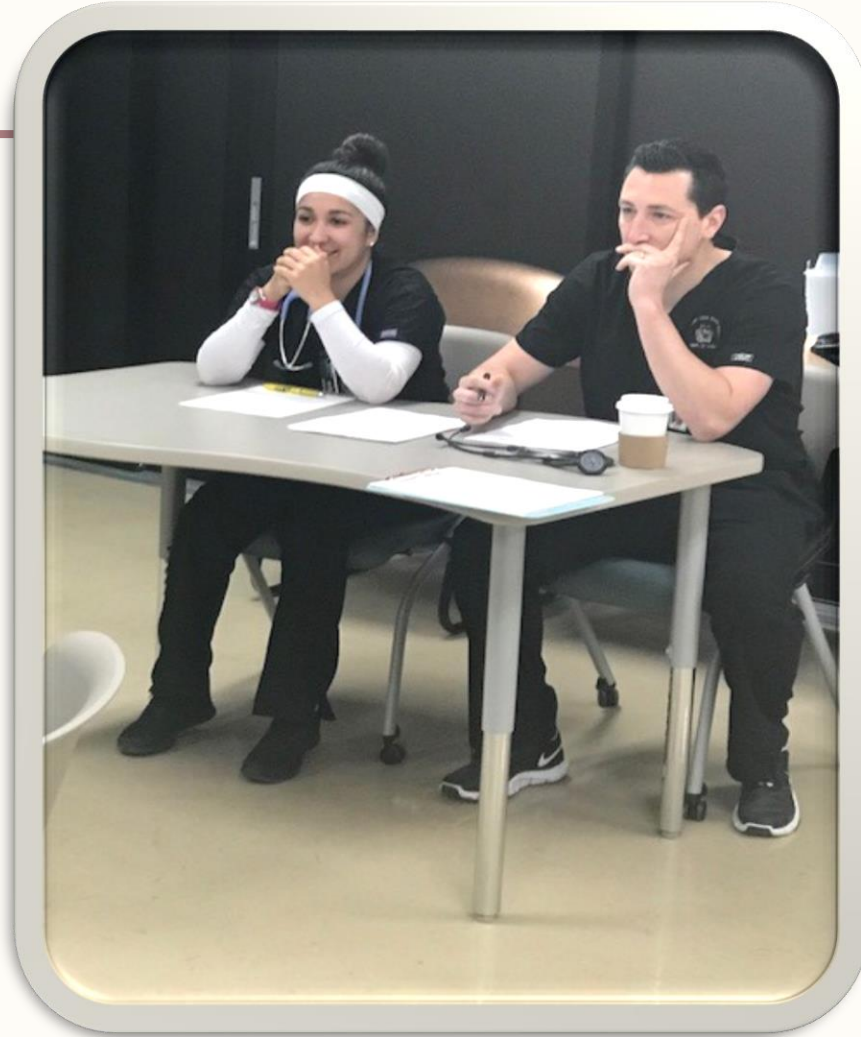
Standardized Patient



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- ❑ Two students are also in the observer role.
- ❑ The students will watch and take notes of actions the students in the simulation are doing well and areas of improvement.
- ❑ The observer role students will switch and participate in the simulation, but the simulation they participate in will be different from what they observed.

Observer Role



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Debriefing for Meaningful Learning Model

- ☐ debriefing concluded after each pair performs and observes
- ☐ focus is on learning and not right and wrong
- ☐ students write a self-debriefing
- ☐ self reflection for future simulations
- ☐ facilitated by an experienced faculty member
- ☐ faculty member concept maps all four scenarios

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Grading Rubric

- ☐ Students graded based on actions and team work, not right and wrong.
- ☐ Time Management
- ☐ Prioritization of cares
- ☐ QSEN Competencies incorporated into the grading rubric
 - ☐ Patient centered care
 - ☐ Teamwork and collaboration
 - ☐ patient safety

Implications for Nursing

- ❑ Provides students opportunity to practice delegation, teamwork, prioritization, and communication prior to Capstone internship
- ❑ Develops confidence regarding delegation
- ❑ Preceptors in internship spend less time teaching these skills
- ❑ Allows leadership abilities to emerge

Questions



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