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Background

Communication is essential in providing effective, efficient, and safe patient care. For over 10 years we have engaged undergraduate students with a low-fidelity nursing report. Over the years, we have observed that most students quickly focus and feverishly write the report while several giggle and others look astonished. Those students who arrive late to class quickly realize that this is an unacceptable professional behavior (The Evelyn L. Spiro School of Nursing, Undergraduate Nursing Handbook, 2019). After students submit their reports, instructors lead a debriefing exercise (Jeffries, 2005).

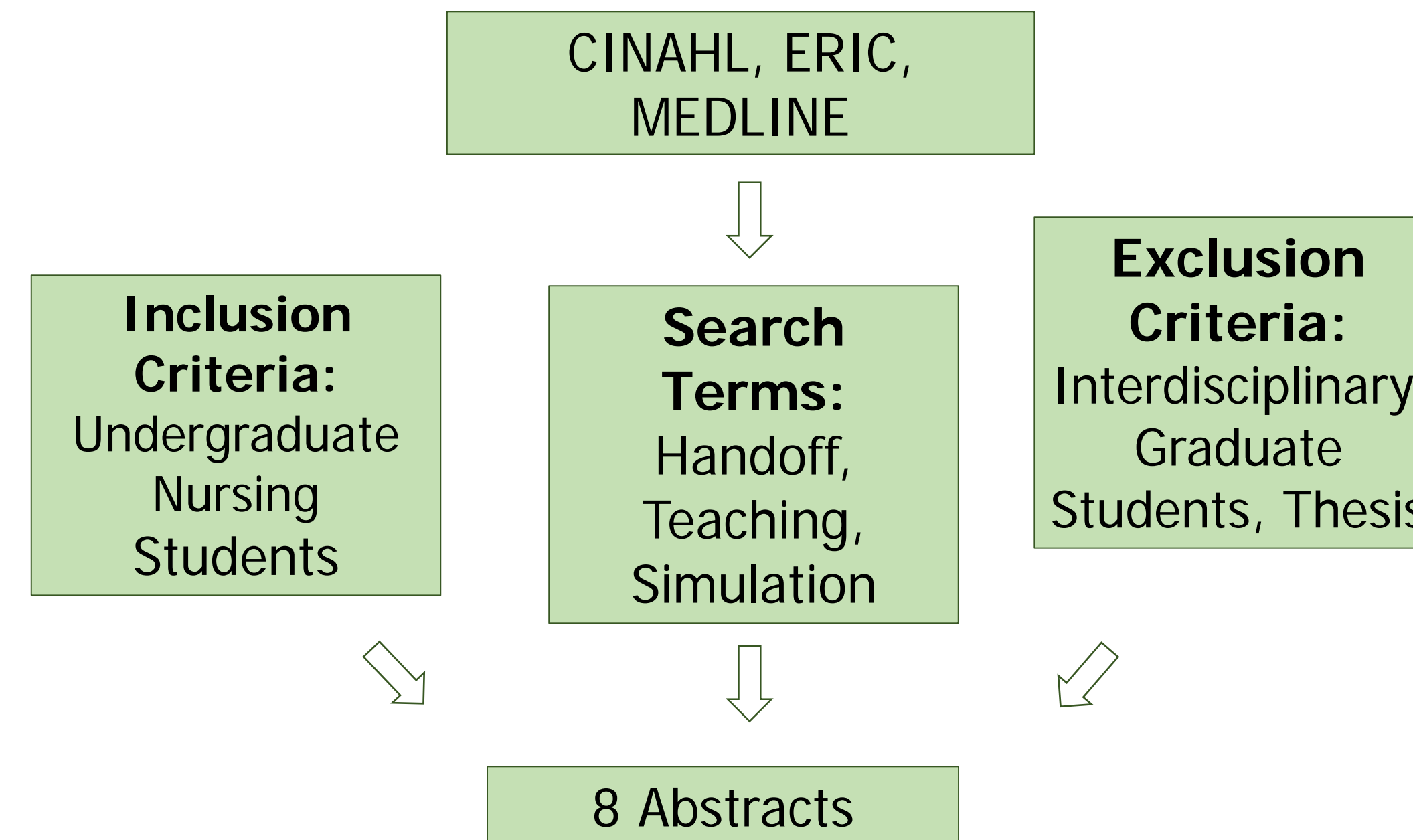
Low-Fidelity Simulated Report

A low-fidelity simulated report, or handoff, is performed in a traditional classroom as a strategy to engage students in active learning (Waltz, Jenkins, & Han, 2014). This simulated report promptly begins at 8 am during the first class of a undergraduate health assessment course. The instructor engages in role play portraying a night-shift nurse giving report to an oncoming day-shift nurse: "Please take out a piece of paper and write your name. Thank you for showing up on time. What a night I had!"

Then the context and tone is set: that they are the new nurses, and the instructor is a veteran night nurse. The new nurses need to write pertinent information about the patient so the night nurse can go home.

After students submit their reports, instructors co-lead a debriefing exercise to ease students' anxiety (Jeffries, 2005). It is emphasized that the classroom and on-campus clinical lab are places to learn how to practice nursing.

Literature Review



Research Question

What feelings and perceptions do novice nursing students have about taking "report" in the beginning of the course compared to the end of the course?

Methods

- Institutional review board approval obtained.
- Informed consents were obtained.
- Questionnaires were developed based on gaps in the literature to identify the feelings and perceptions of novice nursing students. .

Procedure

- On the first day of class, fall semester 2019, 147 students were asked voluntarily participate in this study.
- After the simulated handoff for participation, the time 1 questionnaires were completed by 147 students (100% completion rate).
- Throughout the semester the instructors will integrate report building skills into the course structure.
- At the end of the course, students will complete the time 2 questionnaire.
- The time to complete each questionnaire is approximately 15 minutes



Current Status

Investigators will be analyzing the data and comparing the completed questionnaires to the review of the literature.

Questionnaires

Time 1

How are you feeling right now?

Circle Answer:
Are you a traditional student or second degree student?

Circle Answer:
Prior to today, have you experienced a nursing report/handoff?
Yes or No

If yes, how did this simulated report compare to your experience?

Describe your perceptions about this simulated nursing report/handoff.

Time 2

How are you feeling right now?

Circle Answer:
Are you a traditional student or second degree student?

Describe your perceptions about this simulated nursing report/handoff.

Describe your perceptions about the quiz you took today.



Implications for Education

The process of reviewing the literature, and designing and implementing this study is fostering reflection and examination of this teaching strategy. Findings will contribute to a better understanding of student feelings and perceptions that may impact their active learning. The goal is to strengthen evidence-based teaching strategies both in our School of Nursing and with the larger nursing education community.