

RESEARCHPOP: ID# 100309

Title: Basic Strategies in Simulation: Using Scenarios to Develop Competence With Communication

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ACCEPTED

Session Title: Meet the Poster Authors Session

Slot: PST: Friday, March 27, 2020: 2:30 PM-3:15 PM

Abstract Describes: Ongoing Work/Project

Applicable Category: Academic

Keywords: Effective communication, Nursing education and Simulation

Abstract Summary:

Use of simulation for clinical scenarios is a valuable tool. Clinical experiences that offer communication opportunities may be limited. The appraisal of students' ability to effectively communicate in an inter-professional manner is a skill that should be woven into every clinical scenario.

References:

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- Kapucu, S. (2017). The effects of using simulation in nursing education: A thorax trauma case scenario. *International Journal of Caring Sciences*, 10(2), 1069-1073.
- Khishigdelger, L. (2016). Real life experience of nursing students at the clinical practice. *International Journal of Nursing Education*, 8(4), 24-26.
- Kim, H., Ko, E., & Lee, E. (2012). Effects of simulation-based education on communication skill and clinical competence in maternity nursing practicum. *Korean Journal of Women Health Nursing*, 18(4), 312-320.
- Zakari, N., Hamadi, W., Smith, F., & Hamadi, H. (2018). Effectiveness of leadership capacity in delivering simulation education: A catalyst for change in nursing. *International Journal of Nursing Education*, 10(4), 53-58.

Abstract Text:

Purpose:

The use of the clinical experience for nursing education is a basic requirement. The participation in "clinical" is eagerly anticipated as an integral part of the nursing students learning experience (Khishigdelger, L., 2016) From the faculty perspective, it is impossible to provide exposure to every experience. In many instances, even the most

critical interventions or those experiences fundamental to objectives of the course cannot be offered. The use of the technology of simulation is widespread and demonstrated to be valuable for development of clinical skills at any level (Kapucu, S., 2017). On a more basic level, incorporation of communication competencies into clinical scenarios allows the student to practice hand off, nurse to nurse communication and provider education.

Methods:

This project evaluated the student's perception of communication as a competency when woven into high risk clinical scenarios. The impact of successful inter-professional communication was stressed prior to the scenario. Student's experience and knowledge regarding communication techniques, clarity of expression and importance and impact of clinical communication was assessed using an anonymous survey.

Results:

Benefits of the use of simulation for clinical competency were evaluated. Students recognized the importance Students were able to identify self- improvement in communication and hand off particularly with respect to high risk situations. The impact of the relationship between effective communication and management of high-risk situations was realized.

Conclusion:

Communication should be a skill identified as a learning outcome for each clinical scenario developed for simulation. The assessment of nursing students' utilization of communication strategies in an inter-professional manner is a critical appraisal to be made by faculty in any setting. Use of simulation technology allows this to occur in a safe and protected arena. Use of simulation for communication evaluation is a low fidelity mechanism easily translated into any nursing program. Samples of interwoven scenarios for patient teaching and high-risk clinical situations will be provided.