



Advancing Nursing Education Through an Intra-professional Simulation Training Model

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Background:

While simulation experiences have been previously proven to be a highly beneficial addition to nursing education, there are many limitations to traditional simulations that make it difficult to utilize them in a mental health learning environment (Rutherford-Hemming, Jennrich, 2013). Typical simulations lack the opportunity for students to assess many of the physical and emotional aspects of mental health care.

Methods:

This study assessed the perceptions of both baccalaureate and graduate-level nursing student participants. Quantitative data was obtained through the use of two National League for Nursing surveys: the Student Satisfaction and Self-Confidence in Learning Questionnaire and the Educational Practices Questionnaire.

Introduction:

The purpose of this study was to evaluate the individual and programmatic benefits of using baccalaureate-level nursing students with knowledge of mental health as standardized patients for graduate-level nursing students in mental health simulations. The anticipated outcome was self-report of increased satisfaction, confidence, and knowledge upon simulation completion enhancing the behavioral health curriculum.

Objectives:

1. Provide a unique educational learning experience via simulation for both undergraduate and graduate psychiatric mental health students.
2. Capture undergraduate and graduate student participant feedback related to enhancement of satisfaction, confidence, and knowledge through evidenced-based assessment tools with at least 85% participation.
3. Evaluate findings and establish a sustainable intra-professional behavioral health education training collaboration model of nursing simulation training.

Summary:

Preliminary data analysis revealed students self-reported the simulation experience to be beneficial in terms of increasing their levels of satisfaction, confidence, and knowledge. Graduate students; however, self-reported higher levels indicating more meaningful use amongst this group versus the lower levels of self-reported levels by the baccalaureate students. More specific trends and data will be uncovered as data analysis is still in process.

Conclusion:

This study demonstrated that both baccalaureate-level and graduate-level students in mental health based courses benefit significantly in personal levels of satisfaction, confidence, and knowledge, upon participating in an intra-professional simulation experience.

Limitations:

This study was limited by small sample size, short time frame, and lack of repetition, it would be expected that similar results would be found in a recreation of this study using a similar larger sample.

Reference:

Rutherford-Hemming T., Jennrich JA. (2013). Using standardized patients to strengthen nurse practitioner competency in clinical setting. *Nurse Education Perspective*, 33: 118– 121.