

**Title:**

Using a Multiple Standardized Patient Shooter Scenario to Enhance Nursing Skills in Undergraduate Students

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**Session Title:**

Poster Presentations

**Slot (superslotted):**

PST: Friday, April 8, 2016: 10:00 AM-10:45 AM

**Slot (superslotted):**

PST: Friday, April 8, 2016: 12:00 PM-1:15 PM

**Slot (superslotted):**

PST: Friday, April 8, 2016: 2:30 PM-3:15 PM

**Slot (superslotted):**

PST: Friday, April 8, 2016: 6:00 PM-7:00 PM

**Slot (superslotted):**

PST: Saturday, April 9, 2016: 7:30 AM-8:30 AM

**Slot (superslotted):**

PST: Saturday, April 9, 2016: 10:00 AM-10:45 AM

**Slot (superslotted):**

PST: Saturday, April 9, 2016: 12:00 PM-1:15 PM

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**Keywords:**

Multiple patient simulation , School shooting and Standardized patients

**References:**

1. Kaplan, B., & Ura, D. (2010). Use of multiple patient simulators to enhance prioritizing and delegating skills for senior nursing students. *Journal of Nursing Education*, 49(7), 371-377. 2. Austin, E. N., Hannafin, N. M., & Nelson, H. W. (2013). Pediatric disaster simulation in graduate and undergraduate nursing education. *Journal of Pediatric Nursing*, 28, 393-399. 3. Bornais, J. A., Raiger, J. E., Krahn, R. E., & El-Masri, M. M. (2012). Evaluating undergraduate nursing students learning using standardized patients. *Journal of Professional Nursing*, 28(5), 291-296. doi:10.1016/j.profnurs.2012.02.001 4. Sideras, S., McKenzie, G., Noone, J., Markle, D., Frazier, M., & Sullivan, M. (2013). Making simulation come alive: Standardized patients in undergraduate nursing education. *Nursing Education Perspectives*, 34(6), 421-425. doi:10.5480/1536-5026-34.6.421

**Abstract Summary:**

This presentation will discuss a multiple standardized patient shooter scenario used during undergraduate clinical simulation with junior and senior nursing students. This presentation will include a discussion regarding how students were facilitated through the simulation and the students' evaluation of the experience.

**Learning Activity:**

<b>LEARNING OBJECTIVES</b>	<b>EXPANDED CONTENT OUTLINE</b>
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1. The learner will be able to develop a standardized patient scenario for use with his/her students.	Discussion of student facilitation through the simulation scenario
2. The learner will recognize how the use of standardized patient scenarios enhances nursing skills in undergraduate nursing students.	Discussion of student data regarding how this experience enhanced their nursing skills

**Abstract Text:**

This presentation will discuss a multiple standardized patient shooter scenario used during undergraduate clinical simulation with junior and senior nursing students. This simulation includes multiple medical and trauma patients that were victims of a shooting on a local university campus. The students act as an emergency response team from a local hospital dispatched to care for the victims. The students are rotated through the patient scenario in groups and are required to assess each standardized patient. Student groups are comprised of both junior and senior level nursing students. The patients are in varied areas of the lab and the students need to find all victims and are given a time limit for rotating through the scenario. The standardized patients used are of varied ages in the scenarios. These standardized patients include multiple levels of knowledge including medical surgical, critical care, and obstetrics. Standardized patients are prepped by the faculty regarding appropriate responses when questioned by the students (i.e. pain level, orientation). The standardized patients are also educated by the faculty to display behaviors related to their medical problem or injury (i.e. confusion, seizure activity). Injuries such as gun shot wounds, etc. are applied to the standardized patients prior to the scenario. This presentation will discuss the standardized patient scenario and how the students are facilitated through the scenario.

The students are required to assess and prioritize the patients, develop necessary interventions, delegate care, and implement effective time management skills during the scenario. After completion of the scenario students are placed in a room with their rotational group and complete a group debriefing to discuss patient priorities, care needed for each patient, and appropriate delegation of care. When all rotational groups have completed the scenario and small group debriefing, all groups are debriefed regarding the simulation exercise by the faculty. Participants are then asked to complete a questionnaire regarding the simulation experience. Student data regarding how the experience increased their assessment, prioritization, delegation, critical thinking, collaboration, and time management skills will also be presented.