The Utilization of Intra-Professional Collaboration in Simulation Among Junior and Senior Nursing Students

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Background

• Between the years of 2012 and 2022, it is predicted that there will be a need for more than 500,000 nurses to replace retiring nurses (Bureau of Labor Statistics, 2014).

• Students are being turned away due to nursing faculty shortage, limited clinical locations, and budget restrictions (American Association of College of Nurses, 2014).

• Simulation allows a safe learning environment to gain clinical experiences.

• According to Richardson, Goldsamt, Simmons, Gilmartin, & Jeffries, 2014, (2014), NYU College of Nursing developed a new clinical teaching model using simulation.

Purpose

• The purpose of this study is to implement and evaluate a clinical teaching model design that will assist with the increase in student enrollment, the limitation of clinical teaching sites, and limited number of nursing faculty.

Methods

• Participants: Junior Adult Health Clinical students, Senior Adult Health II Clinical students, and Senior Nursing Management Clinical students at Indiana University of Pennsylvania.

• Surveys related to students’ simulation experiences were distributed to participants at the end of each simulation day.

• Currently collecting data during the 2015-2016 Academic Year.

Clinical Teaching Model

• Two to three Junior and Senior students per clinical group rotate through the simulation lab for a clinical day three to four times during the semester.

• There are three rotations for simulation throughout the semester. Each rotation contains four different scenarios incorporating medical-surgical, critical care, and management principals.

• Each simulation involves both levels of students allowing them to collaborate.

• Roles for each simulation scenario are selected by faculty randomly.

• Debriefing involves all students at the end of each scenario.

• NCLEX questions related to simulation topics are reviewed following the scenarios.

Student Comments

“It was very helpful to collaborate with the seniors.”

“Helped work on teamwork and put real life perspectives on things we are learning now.”

“I used to hate simulation but ever since we started this I’ve learned to like it. Simulation is actually really helpful and makes me more confident in my knowledge.”

“Debriefing was very helpful, all simulations went well. It was a good refresher and learning experience.”

When students were asked to identify areas of the simulation experience that went well, responses included: “collaboration,” “teamwork,” “delegation,” and “communication.”