Perceptions of How Simulation Affects Transition into Professional Nursing Practice

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ANCC

• Continuing Nursing Education

• INACSL is an accredited ANCC provider.
DISCLOSURES

• Conflict of Interest
  • Christine Thomas reports no conflict of interest

• Successful Completion
  • Attend 90% of session
  • Complete online evaluation
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  • Christine Thomas reports no conflict of interest
  • Julia Greenawalt (INACSL Conference Administrator & Nurse Planner) reports no conflict of interest
  • Leann Horsley (INACSL Lead Nurse Planner) reports no conflict of interest

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OBJECTIVES

Upon completion of this presentation, participants will be able to:

1. Identify what aspects of simulation may support student transition into professional practice
2. Explore simulation faculty role preparing nursing students for professional responsibilities and performance
Graduate Transition : Change in responsibilities

• Student responsibilities vs. professional responsibilities
• Patient safety concerns
• Transition shock (Duchscher 2009)
Purpose

• Discover what aspects of high fidelity simulation supported undergraduate alumni as they transitioned into the practice role of nursing.

Research questions

• How did the simulation course/method affect practice as a new graduate?
• How did simulation affect growth as a new nurse?
Study Methods

• Design: Qualitative descriptive phenomenological

• Purposeful sample: currently practicing alumni of the prelicensure BSN program who completed simulation elective course/s

• Recorded interviews transcribed
• University IRB approval
• Audit and member check of themes
Themes

- Confidence
- Communication with patient and coworkers
- Critiquing
  4 subcategories:
  - Comfort in - Need for - Value in - Confidence in

- Theory to practice/clinical problem solving/critical thinking
- Big picture of patient care
- Independent practice without supervision
Recommendations

• Use equipment and scenarios to demystify procedures
• Fill gaps in experiences not provided/permitted in student role
• Value in feedback - debriefing across the curriculum
• Maintain student learning focus based on learning objectives
• Integration of independent practice and decisions during simulation
Thank You!

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References


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