



Perceptions of How Simulation Affects Transition into Professional Nursing Practice

Christine M Thomas PhD, RN, CHSE
West Chester University
West Chester, PA



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



DISCLOSURES

- Conflict of Interest
 - 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
- Successful Completion
 - Attend 90% of session
 - Complete online evaluation

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

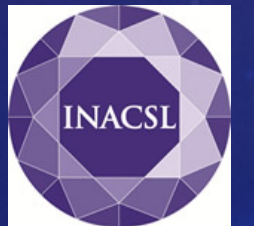
- Use equipment and scenarios to demystify procedures
- Fill gaps in experiences not provided/permitted in student role
- Value in feedback - debriefing across the curriculum
- Maintain student learning focus based on learning objectives
- Integration of independent practice and decisions during simulation



Thank You!



@INACSL | #INACSL16



References

- Benner, P., Tanner, C. & Chesla, C. (2009). *Expertise in nursing practice: Caring, clinical judgment, and ethics*. (2nd ed.). New York, NY: Springer.
- Duchscher, J.E.B. (2009) Transition shock: The initial stage of role adaptation for newly graduated Registered Nurses. *Journal of Advanced Nursing* 65(5), 1103–1113. doi: 10.1111/j.1365-2648.2008.04898.x
- McCalla-Graham, J., & DeGagne, J.C. (2015). The lived experience of new graduate nurses working in an acute care setting. *Journal of Continuing Education in Nursing*, 46(3), 122-128.
- National League of Nursing (2015). *NLN Vision Series: Debriefing across the Curriculum*. Retrieved from: <http://www.nln.org/docs/default-source/about/nln-vision-series-%28position-statements%29/nln-vision-debriefing-across-the-curriculum.pdf?sfvrsn=0>.

CONTACTS

Christine M. Thomas PhD, RN, CHSE



Department of Nursing

930 E. Lincoln Highway, Exton, PA 19341

office: 610-738-0545

cthomas@wcupa.edu