Title:
Utilizing Pediatric Simulation to Demonstrate Competency in Quality and Safety

Samantha Jo Fouts, BSN
School of Nursing, Indiana University Kokomo, Kokomo, IN, USA

Session Title:
Rising Stars of Research and Scholarship Invited Student Poster Session 2

Keywords:
Concept Based Curriculum, High-fidelity Simulation and Theory-practice-gap

References:

Abstract Summary:
Participants will have the opportunity to learn how utilizing High-Fidelity Patient Simulation provides students with the opportunity to develop pediatric clinical reasoning and decision making skills, thus bridging the theory-practice-gap.

Learning Activity:

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner identifies importance of incorporating pediatric simulation into Concept Based Curriculum to bridge the theory-practice-gap.</td>
<td>Presenter will utilize reported literature about bridging the theory-practice-gap to discuss importance of incorporating pediatric simulation into Concept Based Curriculum.</td>
</tr>
<tr>
<td>Learner recognizes how pediatric simulation provides students with the opportunity to develop the knowledge and skills necessary to promote quality and safety in pediatric care.</td>
<td>Presenter will engage attendees by sharing literature on benefits of pediatric simulation and the incorporation of the six identified QSEN competencies. Attendees are encouraged to share their knowledge and expertise.</td>
</tr>
</tbody>
</table>

Abstract Text:

Schools of nursing have adopted Concept Based Curriculum (CBC) which has resulted in the removal of a separate pediatric course. Instead content is threaded into the curriculum. Students are missing the opportunity to practice and develop pediatric clinical reasoning and decision making skills when didactic is not followed up in practice. Students have also reported high anxiety and stress during their pediatric clinical rotation, which has also contributed to the lack of skill development. Students are more focused on their fears of making mistakes in clinical, which in turn hinders their ability to learn and develop their skills. Research has shown that simulated experiences provide students with the opportunity to practice higher level skills before entering practice. High-fidelity patient simulation is an evidenced based and innovative approach. Students practice high risk skills, such as medication administration, to increase their self-confidence, demonstrate competency in quality and safety and bridge the theory-practice-gap. Key stakeholders and resources from QSEN will guide the development of scenarios to ensure the simulations reflect current practice and are in line with the recommended IOM guidelines. Students will
exhibit competency in the six areas identified by QSEN by demonstration of appropriate knowledge and skills for competency completion. Volunteers from the community will participate as actors to play key roles in various family dynamics and students from other majors will participate to promote interprofessional collaboration. Evaluation of learning is measured during post-simulation debriefing with the Seattle University Simulation Evaluation Tool. This tool measures student's behaviors in assessment, critical thinking, patient care, communication and professionalism. Students will also have the opportunity to measure their satisfaction and self-confidence using the Student Satisfaction and Self Confidence in Learning Tool recommended by the NLN. Then, a nationally standardized examination will be administered at the end of the program to assess student learning outcomes related to pediatric content.