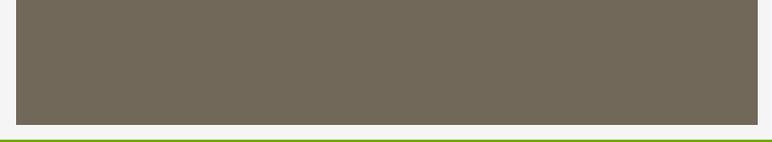


# Simulation and Transition to Practice

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# Background

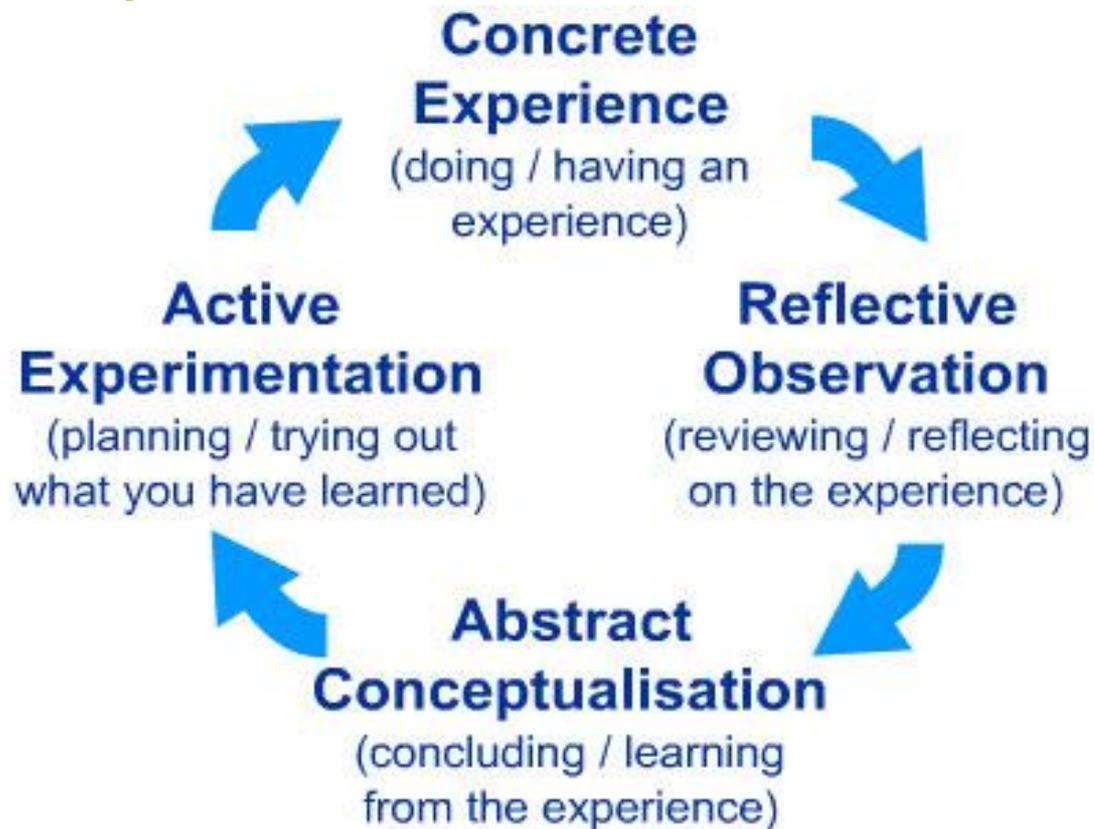
- Nursing shortage
- Importance of clinical experiences
- Simulation in nursing



# Problem

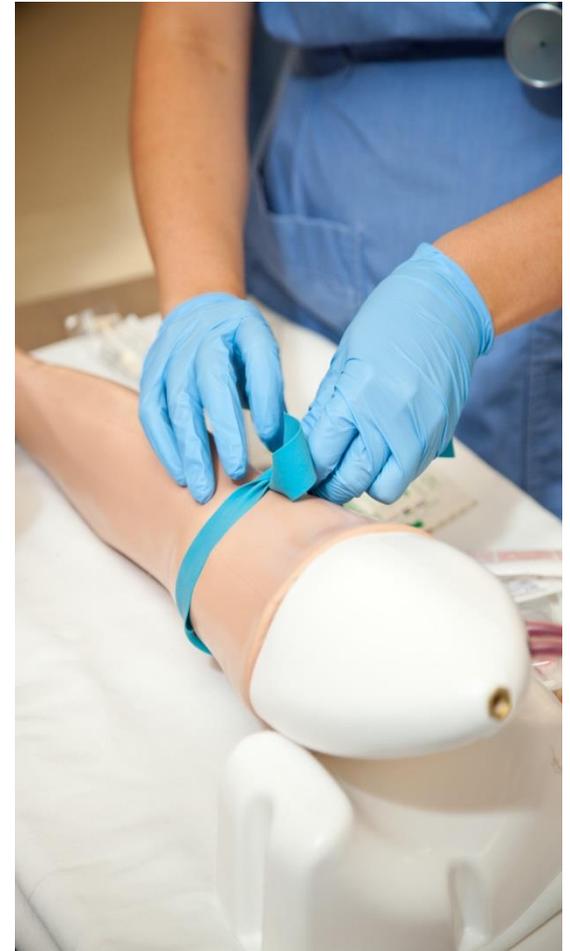
- Lack of clinical sites
- Quality of clinical experiences
- Little consistency on how simulation is utilized
- Nurses must be prepared to provide safe competent care to patients

# Kolb's Experiential Learning Theory



# Literature Review

- Basic Skills
- Communication
- Debriefing
- Self-Confidence
- Satisfaction
- Clinical judgement/reasoning



# Gaps in the literature

- Transferability to clinical setting
- Evaluation of effectiveness of simulation
- Simulation performance and critical thinking skills

# Purpose

To understand how new graduate nurses perceive the value of simulation in making the transition into professional practice

A qualitative exploratory design was utilized

# Significance

- Demand for higher knowledge and skill levels
- Demand for increased patient safety and competent care
- Better understanding of the role of simulation in nursing education
- Better understanding of how simulation is being utilized in this area

# Research Questions

How do new newly licensed registered nurses describe their experience with simulation?

How do new newly licensed registered nurses describe their experience using simulation and how it prepared them for what they are doing now?

# Sample/Setting

- Purposive
- 10 graduate nurses practicing less than 1 year
- 363 bed acute care facility in the Southeastern United States

# Data Collection

- Interviews (until data saturation was achieved)
- Field notes
- Member checking

# Theme I

## Theme I -- How Simulation is Being Used

- Skills Lab
- Patient Care Scenarios
- Debriefing
- Program Timing
- Hospital vs. Nursing School Simulation

# Theme II

## Theme II -- The Perceived Value of Simulation

- Hands-on Learning
- Realism
- Experience
- Scenario Complexity

It [simulation] was very limited but it was very useful, even the fake little patches of skin that have a vein in them. Using those even helped me because I am a doing it type of learner... It really helped teach me how to do it because you can read stuff and someone can tell you how to do it, but once you actually do it yourself, it really helps (participant 1)

# Theme III

## Theme III -- Simulation vs. "Real Life"

- Real person vs. "Fake Person"
- Safe Environment
- Evaluation

“If I can remember how I did it with that fake person then I can try to put that into real life and try to do it like I remember.” (Participant 1)

# Theme IV

## Theme IV -- Simulation and Preparation for Practice

- Expectations
- Confidence
- Practice

Participant 5 said, “It [simulation] definitely did [help] because we had to do that here at the hospital, too, when we had ACLS, which was essentially the same thing... That kind of gave me a little preparation about what to expect...”

# Key Points

- Nine of 10 participants said simulation helped prepare them for professional practice.
- Nurses learned more from realistic and complex simulation scenarios.
- A synthesis of student comments yielded eight recommendations for simulated learning.

# Recommendations for Simulated Learning

- assign specific roles and objectives for each exercise,
- opt for high-fidelity equipment,
- use realistic, complex scenarios,
- plan scenarios that encourage teamwork and collaboration,
- include a debriefing component,
- incorporate evaluation,
- limit the number of observers, and
- allow students to repeat scenarios as many times as possible.

- Present realistic, complex scenarios using high-fidelity equipment
- Include debriefing and evaluation to maximize learning
- Design simulation using INACSL best practices

# Future Research

- Evaluation
- Social aspect of learning
- EB research looking at simulation as a teaching method
- Transferability of knowledge to the workplace

