Title:
Preparing Primary Care Nurse Practitioner Students for Abscess Incision and Drainage Skill Through Clinical Simulation

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Session Title:
The APN and Technology
Slot:
A 16: Saturday, 28 October 2017: 2:15 PM-3:00 PM
Scheduled Time:
2:15 PM

Keywords:
Clinical Skills, Nurse Practitioner and Simulation

References:


Abstract Summary:
This project serves to develop, implement, and evaluate a simulation program to teach primary care nurse practitioners students incision and drainage skills. This program will opportunities for students to gain clinical competence on incising and draining an abscessed wound. Students would benefit from clinical preparation, since clinical autonomy is expected.

Learning Activity:

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<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
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| The learner will be able recognize the common practice of procedures on the job by nurse practitioners that are not learned in their program before graduating. | Review of background and introduction to the issue of clinical skill preparation in advance nursing practice through review of literature "back then & now."
| The learner will be able gain knowledge and understanding on the use of simulation education for clinical skill instruction and learning for the nurse practitioner student. | Review of literature on simulation as a solution. Review of project needs assessment, aims, objectives, and PICO question. |
| The learner will be able understand the process of perception/attitude assessment and clinical skill evaluation assessment in regards | Review on project study materials and study methods that measure and evaluate |
to learning clinical skills as a nurse practitioner student before performing them on the job.

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<th>The learner will be able understand how the nurse practitioner student can gain knowledge, competence, and confidence on cutaneous abscess skin infections and the incision and drainage skill through an evidence-based simulation workshop.</th>
<th>Review of the implementation of abscess incision and drainage simulation workshops for nurse practitioner study participants and its effectiveness based on analysis of data collected (pretest, posttest, clinical skill tool evaluation, questionnaire, debrief questions).</th>
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The learner will be able to recognize how preparing practitioner students to achieve a basic competency level on clinical skills commonly performed on the job can impact practice, policy, economics, and stakeholders.


### Abstract Text:

The primary care nurse practitioners (NP) role is rapidly evolving as they provide quality and safe care just as good as physicians. NPs are continuously rising to meeting these challenges and demands of health care. This became an essential turning point for NPs, hospitals, physician shortages, and populations with poor accessibility to health care. As more states allow full scope autonomous practice, NPs are out there ready to provide safe and quality patient-centered care. NPs are also prepared with basic clinical skills before entering autonomous practice. In reality, in the outpatient settings, NPs are faced with advanced clinical problems requiring interventions such as abscess incision and drainage (I&D) among many others. Common work areas for NPs include, urgent care centers, primary care clinics, and ambulatory walk-in clinics. NPs are encountering the need to perform an abscess I&D in those work areas. Abscess skin infections are common to people of all ages, which support why incision and drainage of an abscess is a commonly practiced procedure among the pediatric, family, and adult-geriatric practice settings.

However, this procedure is not taught widely in the Pediatric, Family, or Adult-Geriatric NP programs. This increases the demand on NP programs to include clinical competencies to better prepare students. Since NP students may not have adequate exposure to commonly performed procedures, innovation of simulation education can compensate. Utilization of simulation in healthcare has gained approval as an essential tool for teaching and learning technical/nontechnical skills in healthcare. Researchers have shown that the use of simulation improves the learner’s skill performance, alters attitudes, and enhances knowledge.

This Doctor of Nursing Practice study developed, implemented, and evaluated an evidence-based simulation program to teach primary care NP students I&D skills. Descriptive frequency and statistical test results were analyzed to compare the knowledge and skills before and after the I&D simulation intervention. This study found that NP students who participated were able to achieve a basic level of competence of the I&D skill after the clinical simulation via a pretest, I&D simulation intervention, and posttest design.