

Title:

Utilizing DNP Students as Graduate Teaching Assistants to Train Undergraduate Nursing Students in Simulation

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Session Title:

Collaborative Learning Strategies

Slot:

K 09: Tuesday, 31 October 2017: 9:00 AM-9:45 AM

Scheduled Time:

9:20 AM

Keywords:

graduate teaching assistants, simulation and training

References:

Handley, R. & Dodge, N. (2013). Can simulated practice learning improve clinical competence? *British Journal of Nursing*, 22 (9), 529-535.

Pressler, J. & Kenner, C. (2014). Best practice or last resort? Employing graduate teaching assistants as clinical instructors. *Nurse Educator*, 39 (5), 207-208.

Zehnder, C. (2016). Assessment of graduate teaching assistants enrolled in a teaching techniques course. *Journal of College Science Teaching*, 46 (1), 76-82.

Abstract Summary:

This presentation discusses the process of utilizing DNP students as graduate teaching assistants for simulation activities with undergraduate nursing students. The discussion will encompass the training, preparation and insights of the nurses as they train the undergraduates.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
Discuss the gap in literature related to utilizing graduate teaching assistants to train undergraduates in simulation activities.	Discuss the literature gaps related to training graduate assistants in simulation. Include the skill training utilized by other disciplines.
Describe the training program for graduate teaching assistants.	Describe the training program for graduate teaching assistants, highlighting the training, preparation and ongoing discussions related to this program
Discuss the challenges and successes of this training program.	Present the survey responses by the graduate teaching assistants and qualitative responses from the GTAs and the undergraduate students after the simulation experiences.

Abstract Text:

Purpose: The purpose of this presentation is to discuss the training program developed for DNP students, who functioned as graduate teaching assistants in the facilitation of simulation activities with undergraduate nursing students.

Methods: Due to the demand for clinical hours and training in both the graduate and undergraduate programs, the graduate faculty asked if the undergraduate faculty could utilize graduate teaching assistants (GTA) to help with their courses. The adult health faculty decided that we could use these graduate nurses to assist with simulation activities. These nurses were all enrolled in the doctor of nursing practice program and were required to complete 30 hours of clinical time per semester. The nurses came from a variety of backgrounds, but all had at least 2 years of recent nursing experience.

This presentation will deal with the training, preparation, challenges and success of using graduate nurses to instruct undergraduate nursing students in simulated experiences. The training included discussion and information on the types of simulated activities and the equipment. Preparation involved examples and schedules for the experiences and then a brief survey and discussion was conducted on their simulation experiences and what they found as challenges and benefits of this experience.

Results: Since beginning this program last year, we have utilized 14 of these nurses as GTAs in our simulation activities. What we found was that often the nurses were hard on the students in terms of their knowledge level, while others volunteered information that the student should be presenting. In general, the nurses enjoyed the experience, but at times felt ill-prepared for the simulation experience. Due to the wide variation in background the nurse may not have been exposed to this type of case study or may have had different results than the one presented in the simulated activity. The nurses wanted to impart knowledge and realism to the students and the students expressed a feeling of comfort by having the graduate assistant discuss the case with them instead of the formal instructor.

Conclusion: We will be continuing this activity and hope to expand the training and the teaching hours, so that both the undergraduate and graduate can grow from this experience. We are also asking the graduate students to review the simulations and offer their opinion on the authenticity of the experience and make changes when applicable.