High-Fidelity Simulation of Critical Illness: An Evidence-Based Practice Summary

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BACKGROUND
- As students finish school, there is concern about the lack of experience when caring for a critically ill patient.
- Local hospitals are hiring new nurses into the critical care units and emergency rooms which highlights this concern.
- Caring for the critically ill can be one of the most challenging duties in healthcare (Boling & Hardin-Pierce, 2016).

PURPOSE
Summarize the best evidence concerning the use of high-fidelity simulation of critical illness with nursing students.

METHODS
- Databases
  - CINAHL
  - Google Scholar
  - Cochran Library
  - PubMed
- Search terms
  - High-fidelity
  - Simulation
  - Student
  - Critical care
  - Critical illness

FINDINGS
- High-fidelity simulation has been found to be a positive learning environment for the advancement of many nursing skills.
- Critical thinking skills and clinical judgement are both increased but may be limited in relation to the number of simulation scenarios in which the students participate.
- For students to get the most out of the simulation component in a nursing program it does not seem that repeating the same scenario each semester would necessarily be most beneficial but rather a series of scenarios with advancing complexity.

IMPLICATIONS FOR PRACTICE
- Positive learning environment for the advancement of many nursing skills.
- Critical thinking skills and clinical judgement are both increased but may be limited in relation to the number of simulation scenarios in which the students participate.
- Realism is key to making an impact

SUMMARY
Based on the limited evidence, there is a need to further explore the use of a single critical illness scenario versus multiple scenarios throughout a nursing program.

REFERENCES