Background:

Baptist Health South Florida has markedly increased the number of nurses it on-boards into its American Nurses Credentialing Center (ANCC), accredited new graduate and transitional residency program. This influx of nurses has created challenges for the Patient Care Simulation Lab resources including space, time, and faculty. The “View and Do” method of simulation is an innovative educational tool providing small group experiences for large groups of learners. It is intended to increase the number of simulated experiences, while maintaining efficiency and effectiveness of the learning experience.

Purpose:

Traditionally, simulation is conducted with small groups that has proven to be time consuming, labor intensive, and cost prohibitive. The “View” and “Do” method of simulation is an innovative educational tool providing small group experiences for large groups of learners. It is intended to increase the number of simulated experiences, while maintaining efficiency and effectiveness of the learning experience. The purpose of this study was to evaluate differences in the satisfaction and self-confidence of large cohorts of resident nurses participating as either “viewers” or “doers” during simulated learning experiences.

Method:

A cross-sectional, observational study design was utilized with a convenience sample of registered nurses hired into the Baptist Health South Florida New Graduate or Transitional Residency program with a total of 63 participants. The Student Satisfaction and Self-Confidence in Learning instrument developed by the National League for Nursing, consisting of 13 questions using a five-point Likert scale (1= Strongly Disagree, 5= Strongly agree), was utilized to measure the satisfaction and self-confidence in learning of the participants.

Results:

A paired-samples t-test was conducted to evaluate the impact of “view” and “do” on the participants Satisfaction and Self-Confidence in learning. There was no statistically significant difference in Satisfaction and Self-Confidence in learning total scores between “View” (M = 57.46, SD = 10.3) and “Do” (M = 57.67, SD = 7.4), t (62) = -.199, p = .83

Conclusion:

The results are comparable to the original “View and Do” study conducted by Clark and Hammond (2015) indicating that this method of simulation is a viable education tool for providing simulation experiences to large groups of nurse resident’s. The “View” and “Do” simulation method will increase opportunities for learning and practicing in a controlled environment, while preparing residents for a safe transition to practice.
Title:
View and Do Simulation Method: Small Group Learning Experiences for Large Cohort RN Residencies

Keywords:
Large groups, Nurse and Simulation methods

References:
Clark, S. (2015, June). *Viewing or doing: Effective high fidelity simulation for large groups*. Poster session presented at the Annual Conference of the International Nursing Association for Clinical Simulation & Learning, Atlanta, GA.


Abstract Summary:
The “View” and “Do” method of simulation provides innovative and interactive simulated learning experiences for large groups of learners who participants as either viewers or doers during the learning
activity. This method of simulation requires active engagement, promotes critical thinking, and increases teamwork and collaboration.

Content Outline:

1. Introduction
   1. Due to the increase of nursing residents on-boarded at Baptist Health South Florida, it became necessary to explore an optional method of providing simulation that
      1. Allow for the needed number of simulated learning experiences
      2. Maintain efficiency and effectiveness of simulated learning experiences

2. Body
   1. View and Do simulation method
      1. Large simulation groups are divided into “viewers” and “doers”
      2. Viewers
         1. Actively view live video of simulated learning experience
      3. Doers
         1. Participate in simulated learning experience
      4. Debriefing
         1. Both “viewers” and “doers” are brought back together for debriefing
   2. Method
      1. Cross-sectional, observational design
      2. Convenience sample
         1. 63 participants
         2. New Graduate or Transitional nursing residents
   3. Satisfaction and self-confidence simulation research instrument
      1. Student Satisfaction and Self-Confidence in Learning
         1. 13-item NLN and Laerdal research study instrument
         2. Student satisfaction (five items) with the simulation activity
         3. Student self-confidence in learning (eight items)
         4. Using a five-point scale Likert.
         5. Reliability tested using Cronbach’s alpha
   4. Results
      1. Paired-sample t-test
         1. No statistically significant difference in the satisfaction and Self-confidence in learning total scores between “viewers” and “doers”

3. Conclusion
   1. The results of the research study indicate the View and Do method of simulation is a viable choice for providing simulated learning experiences to large groups, while maintaining the satisfaction and self-confidence of the individual participant.

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clinical practice and professional development through innovative educational planning and programming.

- Facilitator, Subject Matter Expert, Rounder, Debrief, and Mentor for new graduate RN residency.
- Collaborates with healthcare system to assess current practice and implement new programs system wide utilizing research principles to facilitate and promote evidence-based practice.
- Provide leadership through role modeling, and mentoring. Promoting life-long education using the principles of adult education.

**Author Summary:** Marrice King has been a nurse for 33 years. She has worked in Medsurg, progressive care, ICU and the OR. She believes in life long learning. She is an educators educator.

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**Author Summary:** As a resuscitation instructor for 14 years, utilizing simulation has always been a mainstay for practicing and mastering lifesaving skills. Utilizing the “View” and “Do” method of simulation for our nurse residency programs have allowed us (educators) to integrate various learning styles into the simulated experiences and provide our learners with increased opportunities to succeed and excel.