Teaching Communication Through Simulation

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Professional Nursing Communication

- Baccalaureate Essentials (2008)
  - RN requires strong communication skills
  - Ability to form therapeutic relationship with patient
  - Ability to effectively provide patient teaching
  - Ability to delegate and provide feedback and supervision
  - Communicate and share health information with the public
Communication in Healthcare Team

- Use effective communication strategies to collaborate in teams to provide patient care.
- Use conflict resolution skills to produce positive professional working relationships.
- Demonstrate appropriate teambuilding and collaborative strategies when working with interprofessional teams.
Communication in Healthcare Settings

- Standards
  - The Joint Commission
    - Effective communication is highly valued.
    - Good communication is integral to high-quality patient care.
    - Failure in communication can be the cause of harm to patients, to staff, and to the institution.
  - Expected norms for communication
Communication in Practice

- Reality of communication in the practice setting
- Miscues in communication
  - Negative patient outcomes
    - Sentinel events
EBP Communication

- Tools:
  - TeamSTEPPS
    - CUS: Concerned, Uncomfortable, Safety
    - DESC: Describe, Express, Suggest, Consequences
    - ISBAR: Identification, Situation, Background, Assessment, Recommendation
Research

- Methods
  - Nursing students in prelicensure program
    - First semester juniors
    - Required activity for the course
    - Choice to participate
  - Prepped for lab
    - In simulation, faced with rude HCP
    - Students had to use tools provided/figure-out how to manage situation
Research

- Pre-post survey using GSE & STAI
  - General Self-Efficacy Scale
  - State Trait Anxiety Inventory
    - Results: High anxiety & high self-efficacy
- Reflective journals
  - Content analysis
    - Identified themes
Themes from Reflective Journals

- Fear/frustration/incredulous:
  - The existence of incivility in health care
- Anxiety/fear:
  - Their response to incivility or rude interactions
- Advocacy:
  - Importance of nurse role
  - Primary patient advocate
- Empowerment:
  - Reassurance/confidence that they can handle these issues, makes changes in future
Informing Future Practice

- Prepare students for the reality of the practice setting
- Our sim was a method of accomplishing this
- Implement across curriculum
  - Imbed these challenges in more simulations