Purpose

- The smooth transition from nursing student to novice nurse is important to nursing practice and nursing science.
- Simulation was examined to see if the root of expert performance applies.
- A concept analysis was conducted on expert performance using Walker and Avant’s Concept Analysis Framework (2011).

Definition of Expert Performance

**Expert performance is the process of utilizing deliberate practice and scaffolding of acquired domain knowledge over time. Individuals exhibiting consistent superior performance possess an intrinsic reward system; are capable of self-reflection and self-observation; able to receive constructive feedback; and possess an acceptable working memory capacity.**

Data Collection

- A search of electronic databases was conducted using the Cumulative Index for Nursing and Allied Health Literature (CINAHL), Nursing and Allied Health, Cochrane Library, and ERIC.
- A search of the term expert performance between 2000-2017:
  - *Nursing Education:* 156 articles.
  - *Simulation:* Twenty eight articles.
  - *Ten were retained.*
  - *Medicine:* 470 articles. 100 titles and abstracts were examined
  - *Ten articles were retained.*
  - *Music, Business & Sports:* 200 abstracts and titles were reviewed
  - *Ten articles were retained.*

Outcome

- Practicing evidence-based nursing simulation can provide feedback and self-reflection that is necessary to demonstrate sustained exceptional nursing performance.
- Educators can integrate simulation into curriculum providing opportunities for deliberate practice and expert performance.
- Simulation can provide a catalyst for students’ retention of nursing knowledge for application in practice as newly graduated nurses.

Walkers & Avant’s Concept Analysis Framework (2011)

- Concept analyses are important for describing and explaining phenomena in nursing. They support the development of evidence to advance nursing science.
  - # Identify the concept of interest
  - # determine the purpose of the analysis
  - # identify the use of the concept
  - # determine the defining attributes, antecedents, and consequences
  - # identify a model case, borderline case, and contrary case, and discuss empirical referents.

Acknowledgment: Mary L. Bamberger-Henry, Ph.D., RN