Education for Nursing Students Using Human Patient Simulation

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Objectives

By the end of this session the participants will be able to:
1. Explain the rationale for providing simulation in nursing education
2. Discuss how human patient simulation was used in the undergraduate baccalaureate program at Mount Saint Mary College.
3. Describe the benefits and limits of using human patient simulation in nursing education.
4. Explain how human patient simulators can be used to develop critical thinking and decision making in various clinical situations.
5. Apply concepts of simulation to undergraduate nursing programs.

Simulation: Key points

- Human patient simulators are introduced during undergraduate nursing education as an adjunct technology in nursing student preparation.
- It does not replace the experiences that the nurse can gain with live patients.
- It can provide an opportunity for the student to develop a process of decision making through critical thinking skills, abstract knowledge, technical skills, and self-confidence within a safe and controlled environment.

"Using education simulations weaves substance-specific information into real-life problems in meaningful ways that students can understand." (p. 1) 


Motivating students

- Greenblat (1981) Key elements in motivation for students:
  1. Find ways to motivate before we transmit information
  2. Learner must be an active participant
  3. Instruction must be individualized
  4. Student must have prompt feedback


Concepts for nursing education

- Critical thinking
- Decision-making
- Interaction
- Active learning
- Confidence building
- Remediation/reinforce learning
- Bridge between classroom and practicum
Getting started: Where to begin?

- Attending seminars for simulator training.
- Write out scenario on paper.
- Practice, practice, practice.
- Start simple and progress to more complicated scenarios.
- INACLS
- NYSLRC group

Objectives for Simulation

- Look at the objectives for the course
- Consider the following:
  - Application of knowledge
  - Interaction with ideas and people
  - Experiences
  - Feedback
  - Reflection

Develop objectives

By the end of the learning session, the student will be able to:

- Utilize the nursing process in responding to a variety of clinical circumstances.
- Apply critical thinking skills including prioritization and time management in various simulated patient care situations.
- Exhibit decision making skills that can be taken to the bedside in order to improve patient outcomes.
- Document the assessment, planning, implementation, and evaluation of selected scenarios.
- Discuss their reaction to the situation and how they can improve their decision making skills.

Develop Scenarios:

- Look for high-risk/low-frequency events.
- Ask the students which skills they would like to practice.
- What are the students learning in the classroom at this time?
- At what level are the students?

What the students like

- Immediate feedback
- Safe environment
- Learn with others
- Fun

Student Comments

- "Able to practice what was learned in the classroom." "What I learn in class makes sense."
- "Good review of assessment"
- "Able to ‘mess up’ and then talk about what we did wrong and not do it again." "I can learn from my mistakes." "He doesn’t really die so no one gets hurt."
- "Allows us to take a leadership role and make critical decisions."
Limitations

Faculty buy-in
- Fear of technology
- Not reality
- Labor intensive/too long to learn
- Can only work with small groups
- Fear of change!!

Accreditation

- CCNE self study plans for 2009.
  - Curricular Innovation: encourages innovation and experimentation in teaching and instruction.
  - Recognizes the advancement of technology and the complimentary effects on traditional pedagogical methods.
  - “CCNE encourages the introduction and use of technology in the curriculum and looks to the programs that it accredits to make available this technology for the improvement and enhancement of student learning” (p. 4)

What can we do better

- “Incorporate it into the entire curriculum”
- “It should be required in all the nursing classes”
- “More time in the Sim lab”
- “Setting should look more like a hospital setting”
- “Need new equipment” “better room with heat”

Plans for the future

- Education for faculty
- Grants $$$
- Curriculum building
- Documentation for accreditation
- Research
  - Skill retention?
  - ??NCLEX pass rate??
  - What more can we do?
- Publication
- Share and support each other

Questions ??