# STANDARDIZED PATIENT SIMULATION FOR EVIDENCED BASED PRACTICE WITH 1ST SEMESTER BSN STUDENTS





### ◆ NO DISCLAIMERS or CONFLICT of INTEREST

### AUTHORS:

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### **♦ OBJECTIVES:**

- 1. Select important Evidenced-based Practice (EBP) components to include in curriculum design starting in the first semester then leveled across the undergraduate curriculum.
- 2. Determine learning activities to promote EBP and outcomes to measure student EBP behaviors/skills in the first semester of the undergraduate curriculum.

### Purpose

The purpose of this learning experience is to allow students to interact with patients in a safe environment prior to going into an actual clinical setting.



### Design & Setting

- ◆ Design: Descriptive, mixed methods design
- ◆ Setting: SON clinical performance lab
- Participants/Subjects:
  - ♦ All BSN students (n=83)
  - Enrolled in 1st fundamentals medical/surgical course of the BSN program
  - Participated in a simulation experience with standardized patients (SPs)
  - Part of a clinical performance lab learning experience

### Background

### 1<sup>st</sup> semester nursing students:

- Novice caregivers with limited prior patient contact
- Developing initial skills needed for EBP

### Skills:

- ♦ Essential Communication
- Critical thinking
- "Getting to know the patient"

### Background cont.

- Slow rise of Graduate Nurse EBP implementation
  - Increase of research use over 5 year period
  - Delay in first 2 years of practice
- How to best thread EBP into nursing curriculum
  - Limited literature
  - Mostly focuses on learning strategies

### Background cont.

### Standardized patients:

- Persons educated to consistently portray same patient role during each student encounter
- Scarcely used for undergraduate nursing simulation



### Background cont.

### Simulation with SPs is an "Active learning" teaching strategy that:

 provides a dynamic/safe environment for making mistakes & developing confidence.

allows interaction with patients & practice in a

clinical setting.



### **Targeted Learning Outcomes**

- Demonstrate professional communication with reduced anxiety
- Develop critical thinking through data interpretation
- ◆ Exhibit focused interviewing & assessment skills



# Learning-Teaching Activities

- ♦ n= 83 Undergraduate 1st semester BSN students
- ◆ 4 SPs were cognitively & physically prepared
- SP vignettes (shingles, decubitus, colostomy, cellulitis)
- Realistic presentation of conditions using moulage

**Shingles** 

### Moulage



**Decubitus** 



**Cellulitis** 

# Learning-Teaching Activities cont.

- Instructions, objectives, & rotation matrix provided week before lab
- ◆ Rotation between vignettes Q 15 minutes; groups of 9-10 students
- Conducted physical assessments, developed nursing diagnoses & identified interventions
- ◆ Faculty led a 30 minute debriefing session with all students after lab

### Evaluation of Approach

- 8 question Likert style tool with added comment section
- Evaluation completed immediately following debriefing
- > 75% were satisfied with the experience

### Survey Results

Student Evaluation Responses		Strongly Disagree		Strongly Agree			
Questions	1	2	3	4	5	6	7
The lab session coincided with other parts of the course.	0	2	0	6	14	24	53
The lab helped me better understand the course material.	0	2	0	6	14	24	53
The lab helped me to apply coursework into real life situations.	0	2	0	10	22	33	34
Success in this lab was dependent on critical thinking, rather than memorizing facts.	1	1	1	8	16	24	48
The lab content was well organized.	4	7	6	25	16	16	26
I was satisfied with the simulation lab experience	2	4	1	10	27	29	28
The simulation lab was a worthwhile learning experience	1	4	1	8	18	22	46
The debriefing session enhanced my learning	0	2	0	6	17	24	51

## Themes Generated by Student Comments

### communicating like a nurse:

"I realized how important bedside manner really is...this was simply a simulation, but I should've paid as much attention to my bedside manner than the assessment itself"

### Decreased anxiety:

"Definitely helped with anxiety of interviewing patients"

## Themes Generated by Student Comments

◆ Thinking like a nurse:

"I think it is important that I learn to connect the signs, symptoms, subjective and objective data"

"Critical thinking skills were put to real-life experiences"

Confidence in getting to know the patient:

"I really felt I wasn't asking the right questions (of the patient). After debriefing, however, I realized I'm on the right track."

### **Proposed Revisions for Future**

- ◆ Increase station time to 20 min. + 5 min. to rotate
- ◆ Decrease group size
- ◆ Decrease the number of vignettes
- Enhance vignettes to include psychosocial concepts
- Give verbal directions & role play a vignette just before simulation
- ◆ Increase debriefing to 45 min
- Include faculty & SP evaluations
- Collaboration among 2 universities

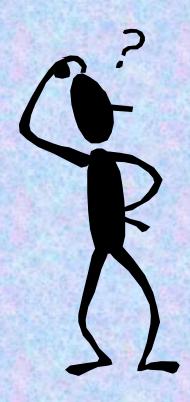
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### Bibliography

References upon request

### QUESTIONS



Thank you!