

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

1st 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

Moulage



Shingles



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!