

# High-Fidelity Simulation of Critical Illness: An Evidence-Based Practice Summary

Peter M. Bennett, BSN, RN & Brandy Strahan, PhD, RN  
School of Nursing, Usha Kundu MD College of Health, University of West Florida

UNIVERSITY of  
WEST FLORIDA | School  
of Nursing

## BACKGROUND

- As students finish school, there is concern about the lack of experience when caring for a critically ill patient.
- Local hospitals are hiring new nurses into the critical care units and emergency rooms which highlights this concern.
- Caring for the critically ill can be one of the most challenging duties in healthcare (Boling & Hardin-Pierce, 2016).

## PURPOSE

Summarize the best evidence concerning the use of high-fidelity simulation of critical illness with nursing students.

## METHODS

- Databases
  - CINAHL
  - Google Scholar
  - Cochran Library
  - PubMed
- Search terms
  - High-fidelity
  - Simulation
  - Student
  - Critical care
  - Critical illness

## FINDINGS

- High-fidelity simulation has been found to be a positive learning environment for the advancement of many nursing skills.
- Critical thinking skills and clinical judgement are both increased but may be limited in relation to the number of simulation scenarios in which the students participate.
- For students to get the most out of the simulation component in a nursing program it does not seem that repeating the same scenario each semester would necessarily be most beneficial but rather a series of scenarios with advancing complexity.



## IMPLICATIONS FOR PRACTICE

- Positive learning environment for the advancement of many nursing skills.
- Critical thinking skills and clinical judgement are both increased but may be limited in relation to the number of simulation scenarios in which the students participate.
- Realism is key to making an impact

## SUMMARY

Based on the limited evidence, there is a need to further explore the use of a single critical illness scenario versus multiple scenarios throughout a nursing program.

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