

Evaluation of an Integrated Practice Learning Experience using Clinical Placement and Simulation

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Abstract

Poster Topic: Clin Place/Orient

Background:

In the collaborative program, the simulation lab is used for two hours every week to practice new skills throughout the four years of the curriculum. Learning objectives are designed to engage learning through stations with the use of low fidelity mannequins, task trainers, role playing and scenario discussion. Student participate in a carefully designed 2-day experience representing 16%-20% replacement of traditional practice to incorporate a levelled simulation experience within the curriculum.

Research questions:

The research questions examine the perceptions of senior students in their last semester before consolidation. What is the level of satisfaction for the design of placement using a traditional setting of hospital-based placement combined with a simulation experience? What is the level of self-confidence with the nursing related concepts covered in simulation?

Methods:

The methodology used is a quantitative non-experimental descriptive survey design. As part of the inclusion criteria for participation in the study, participants were required to have experienced a minimum of 20% enhancement of their final semester clinical practicum course in a simulation lab with learning experiences in medical surgical and maternal child concepts. An electronic version of the National League for Nursing (NLN) tools to evaluate self-confidence and satisfaction with learning and simulation design were used in this study. Results: Participants (n=96) reported satisfaction with the practice learning design (SD=0.87) and increased self-confidence with material covered in the simulation labs (SD=0.87). Participants also reported qualitative responses indicating that the practical learning environment is fun and positive as a learning setting. Statements in the very last question capturing other information describes simulation as a safe environment which prepares their response to emergency situations in their clinical setting. Although participants indicated that simulation is stressful, the a link between classroom and clinical is made possible in their simulation experience.

Conclusion:

The findings in this study provide valuable information to evaluate the simulation design.

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Abstract
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However, it offers a small sample make it difficult to offer general recommendations for best practice in the use of the simulation in practice learning. Participants in this study report an appreciation for the opportunity to engage in predetermined situations requiring critical responses.