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An EBP poster on simulation-based learning in clinical nursing professional development

Regina Scott-Simmons and **Whitney Nevins**
Geisinger Holy Spirit, USA

Purpose: To determine if the use of patient care simulation training is effective in increasing competency in the clinical setting. This poster will provide an analysis of recent research regarding simulation training's utility as a tool in nursing professional development practices.

Background: Nurses have thoroughly researched the topic of scenario-based simulation in nursing education at the collegiate level, and it has become the gold standard for replacing bedside clinical experience. However, simulation in Nursing Professional Development for experienced nurses is still an emerging phenomenon. In order to justify the cost of equipment and developmental time by nurse educators, evidence must support the effectiveness in achieving learning outcomes for a population that differs from nursing students, who lack experience with patient care.

Process: PICO-Compared to didactic/return demonstration approaches to clinical education, do patient care scenario-based learning modules increase competency in experienced clinical nurses? We analysed five articles, selected for relevance to the PICO question, all published within the last four years, to determine the utility of scenario-based simulation within the clinical setting.

Evaluation/Results: Randomized and non-randomized, controlled trials, pre-test/post-test studies, and a systematic review of literature, all support the use of patient care simulation training as an effective method for increasing competence within the nursing profession. The literature also contained other notable positive outcomes of patient care simulation, including increased critical thinking, increased learner satisfaction, and improved patient outcomes.

Practice Implications: Evidence of the effectiveness of scenario-based simulation in achieving learning outcomes substantiates the shift from computer-based didactic teaching with hands-on skills demonstrations, to the use of scenario-based simulations that employ multiple skills, in the promotion and maintenance of competency in clinical nurses.

wlnevins@geisinger.edu

Notes:

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