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Using observer roles to revolutionizing your simulations

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Nursing programs throughout the United States are struggling to meet the increasing dynamic healthcare demand to produce competent graduate nurses while overcoming the paucity of nursing faculty, the amplified sum of students in clinical groups and the abating obtainability of clinical site placements. Requests from stakeholders to produce practice-ready graduate nurses have resulted in an amplified use of simulation. In turn, nursing programs have grown to capacity and clinical resources are stretched to the maximum. Large group simulations are more challenging for nurse educators to conduct while maintaining the interest of all participants. Traditional methods of observer role assignments may not allow for full immersion of observers in the simulation experience, and observers may not feel valued as a team member, which could decrease confidence and satisfaction. Research has revealed that students learn as much while participating in an observer role during simulation as do the students who are in an active participation role during simulation, however students may not feel valued as a team member in the observer role, which could decrease confidence and satisfaction. Utilizing Defined observer roles offers a solution to this issue. Defined observer roles will allow students the opportunity to think through situations by actively participating in the simulation experience without the pressure of “being the nurse” in a simulation. Students can put into practice new concepts without fear of harming a patient. An increase in critical thinking skills will also better prepare students for practice. This presentation will focus of those defined observer roles.

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