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Clinical simulation as a teaching and training strategy for Advanced Nursing Practices: Integrative review

Emília Campos De Carvalho, Ribeiro V.S, Garbuio D.C., Zamarioli C.M, Eduardo A.H.A
University of São Paulo at Ribeirão Preto College of Nursing (EERP-USP), Brazil

Advanced Nursing Practices (ANP) can be understood as the acquisition of knowledge and expertise in a given area, with a complex decision-making skills and advanced clinical competencies for practice¹ (ICN, 2017), respecting the peculiarities of each context² (Delamaire; Lafortune, 2010). Clinical simulation has been considered relevant for the teaching and training of skills related to ANP. Purpose: to identify and evaluate the use of clinical simulation as a strategy for teaching and/or training ANP skills. Method: literature review³ (BROOME, 2000), supported by PRISMA⁴ (MOHER et al., 2015) review protocol and recommendations. Eleven articles have been identified in the following databases: PubMed (n=8), CINAHL (n=3), Scopus, LILACS e Embase (n=0). Three of them are qualitative, using theory based on data; Among quantitative studies, three was descriptive, one was quasi-experimental, and two were randomized clinical trials (RCT). Students from postgraduate courses participated in the study, which corroborates with the ICN's definition of advanced nursing practice¹. In the scenarios, five studies used actors in the roles of patients and seven used mannequins, six, of them, were high fidelity mannequins. Most of the results emerged from the debriefing reflections and focused on contributions from simulation to clinical judgment, cognitive, procedural, communication and leadership skills. In two studies, there was pre and post-test; one study assesses a self-satisfaction; and another one the physical examination and a self-confidence. According to the findings, simulation is a effective tool for teaching, providing learning with safety to students and contributing to the teaching of advanced practice in nursing. We believe that it is still tenuous to prove, by solid evidence, the contribution of simulation to the teaching of ANPs, with the acquisition of knowledge in a given area and the development of complex decision-making skills and advanced clinical skills. Moreover, because definition of ANP depends on local context, their concept is unclear in many countries, which can hamper its use and development.

Biography

Emília Campos De Carvalho RN, PhD is a Senior Professor at University of São Paulo at Ribeirão Preto College of Nursing (EERP-USP), Brazil. She is a Teacher and Advisor of nursing students in doctoral, master's and undergraduate courses. She has several clinical researches published in journals. She has experience on the following subjects: nursing process, simulation, communication, and clinical trials. She has a Scholarship in Research Productivity of the National Council for Scientific and Technological Development – CNPq.

eccava@eerp.usp.br

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