



Featured Article

Thinking Like a Nurse: Using Video Simulation to Rehearse for Professional Practice

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KEYWORDS

Simulation;
transition to practice;
nursing education;
critical thinking;
quality and safety

Abstract

Background: Professional nurses are called upon to make increasingly high-stake decisions, calling for critical thinking and effective problem solving skills. Nurse educators are compelled to facilitate the transference of classroom knowledge to clinical practice to strengthen the student's transition to the professional role. The purpose of this article is to describe the effectiveness of using video simulation to develop critical thinking skills, leadership and quality and safety competencies in nursing students.

Methods: A pretest-posttest quasi-experimental design was used with a convenience sample of 54 nursing students enrolled in a senior leadership course. The Creighton Simulation Evaluation Instrument TM was used to evaluate assessment, communication, critical thinking, and technical skills.

Results: Statistically significant differences between mean pretest and posttest scores ($p = .0001$) were found.

Conclusions: Project findings support the use of video scenarios for the application of theoretical knowledge to clinical situations, promotion of critical thinking skills and development of quality, safety and leadership competencies.

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Introduction

The health care industry has rapidly changed from a task-oriented to a knowledge-focused model. This restructured emphasis has intensified the need for nurses, the

largest group of knowledge workers in health care, to develop higher levels of proficiency in critical thinking and clinical reasoning. The complexity of today's health care environment challenges nurse educators to advance knowledge-focused learning in a way that deliberately facilitates the development of critical thinking and reasoning skills in students.

One method to prepare students for addressing the complex issues encountered in the clinical setting is the use of simulation. Simulation promotes the examination of previously acquired knowledge and skills to effectively resolve problems and apply theory to practice while in a controlled environment. The effective use of simulation facilitates deeper learning through reflection, strengthens clinical reasoning skills, and fosters the development of thoughtful

practice (Rystedt & Lindström, 2001). These are essential components needed to maintain currency and competency in the increasingly complex world of health care.

One form of instruction that continues to hold great promise for educators is the use of video-taped simulation. For the purposes of this article, *video simulation* is defined as using interactive videos to mimic the reality of a clinical environment or situation. Educational instruction using video simulation has been shown to be an effective medium for transmitting knowledge and significantly improved learning outcomes in nursing students and others (Cardoso et al., 2012; Lee, Boyd, & Stuart, 2007). Additionally, nursing students have reported higher levels of satisfaction and experienced increased test scores when educational video-taped programs were used (Feeg, Bashatah, & Langley, 2005). Offering audio or visual educational strategies has strong potential for reaching the various learning styles of students and improving educational outcomes.

Key Points

- Nurse educators are charged with improving students' transference of classroom knowledge to clinical practice with higher levels of thinking to provide competent, safe care to patients.
- Nursing faculty used video simulation scenarios developed by expert nurses as a teaching strategy to foster the development of skills required for successful transition to professional practice.
- Video simulations may be effective in promoting critical thinking skills and the effective development of quality, safety and patient management competencies.

The purpose of this article is to describe the effectiveness of using video simulation to develop critical thinking skills, leadership, and quality and safety competencies in nursing students. Nursing faculty used video-taped scenarios developed by expert nurses as a teaching strategy to foster the development of the aforementioned proficiencies in senior nursing students. The following research question was addressed:

What is the effect of using video simulation on critical thinking and quality and safety competency scores of students enrolled in the traditional and second-degree accelerated nursing pathways of a baccalaureate nursing program?

Literature Review

Professional nurses are called upon to make increasingly high-stakes decisions that call for sound critical thinking, sharp judgment, and effective problem-solving skills. Critical thinking is considered an essential competency for professional nurses by both the American Association of Colleges of Nursing (2008) and the National League for Nursing (2006). Critical thinking is required for the nurse to appropriately clinically reason and subsequently make the clinical judgments that best meet the needs of patients within their context and within the standpoint of uncertainty, resulting in higher-quality care (Benner, Sutphen, Leonard, & Day 2009).

Although critical thinking and clinical reasoning are essential to professional nursing practice, Del Bueno (1994) found that only 38% of new graduates met entry-level expectations for professional practice and clinical reasoning skills. When Del Bueno replicated her study in 2005, the number of new graduates meeting expectations had fallen to 35%. Martin (2002) found no distinct changes in the critical thinking skill development of entry-level nursing students compared with their senior-level counterparts on the verge of graduation. Additionally, the majority of entry-level nurses continue to be incompetent in clinical judgment skills (Del Bueno, 2005). Finally, a study completed by the Nursing Executive Center in the fall of 2007 found that only 10% of nurse executives believe their new graduate nurses are prepared to provide safe and effective care (Berkow, Virkstis, Stewart, & Conway, 2008; Burns & Poster, 2008).

A systematic review of best evidence in nursing education reported that using simulation improves student learning (Cant & Cooper, 2009). The use of simulation has been found to be effective in developing the student's capacity to critically think and make competent clinical decisions (Guhde, 2010). In addition, simulation has been successful in improving standardized assessment scores in patient management competencies with senior-level nursing students (Sharpnack, Goliat, & Rogers, 2013).

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