



# Effect of Nurse-Led Review Plus Simulation on Obstetric/ Perinatal Nurses' Self-Assessed Knowledge and Confidence

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Practicing registered nurses (RNs) may have little opportunity beyond orientation to review and apply knowledge and skills related to high-risk, low-frequency obstetric complications and emergencies, such as hypertensive crises. At the same time, substantial evidence suggests that clinical scenario simulation of such cases helps both novice and experienced clinicians gain and maintain competence (American College of Obstetricians & Gynecologists [ACOG], 2011; Argani, Eichelberger, Deering, & Satin, 2012; Cooper et al., 2012; Ennen & Satin, 2010; Jeffries, Bambini, Hensel, Moorman, & Washburn, 2009; Shekelle et al., 2013).

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**Abstract:** Simulation may help both novice and experienced clinicians maintain competence in managing high-risk, low-frequency obstetric and perinatal complications and emergencies. Therefore, we designed a pre-/posttest study to determine whether a day of nurse-led lecture plus low-fidelity simulation would increase registered nurses' self-assessed knowledge and confidence in managing five high-risk obstetric/perinatal situations. The Nursing Management of OB/Perinatal Complications & Emergencies (NursOB) scale was distributed to 67 labor/birth and postpartum nurses before and after a simulation training day. Preliminary findings supported validity and reliability of the NursOB scale, but nurses' knowledge and confidence did not improve after the simulation ( $p < .05$ ). Anecdotally, nurses' interest in competence reviews was reinvigorated, and we gained practical knowledge in simulation delivery. Future simulations could enhance outcome measures, improve drills, and establish criterion-related validity of the NursOB scale. More research is warranted. <http://dx.doi.org/10.1016/j.nwh.2016.10.007>

**Keywords:** nursing practice | obstetric emergencies | simulation-based learning | skills competence

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