



Students who miss scheduled clinical simulations often face challenges in developing the full range of clinical competencies, impacting their readiness for practice. This simulation initiative bridges those gaps by offering alternative scenarios that replicate key learning objectives. By emphasizing critical thinking, clinical judgment, and hands-on skills, our program helps nursing students achieve the comprehensive competencies needed for safe and effective patient care

Learning Objectives

- Identify the professional and educational impact of consistent participation in simulation training
- Comprehend the principles behind a unique simulation design tailored to meet specific learning objectives and optimize the achievement of expected outcomes, enhancing both the relevance and effectiveness of simulation-based training
- Identify how to effectively incorporate diverse learning outcomes and objectives across three simulated patient scenarios, enabling flexible and concurrent delivery of multiple simulations within a limited setup of only two or three simulated patients

Background/Significance

Due to the impact of COVID-19, our second-semester prelicensure students missed multiple simulations. To ensure they met course objectives and maintained the integrity of the semester's simulation curriculum, we developed and implemented a targeted make-up simulation experience. Simulation experiences significantly enhance students' clinical knowledge, skills acquisition, self-efficacy, confidence, and perceived competence. While these outcomes are often self-reported and should be interpreted with some caution, the evidence supports simulation as a powerful tool in developing practice-ready nursing professionals (Cant & Cooper, 2017).

SAGINAW VALLEY STATE UNIVERSITY. Casey, Corey, and Carey: Where Make-Up Meets Elevate-UP in Simulation Excellence Andra Cooley MSN, RN & Cynthia Hupert DNP, RN, CNE

Setting/Program Background

- Students are in their second semester of a prelicensure baccalaureate program. This semester's focus is mental health and acute care.
- The simulation took place in the nursing simulation lab with up to three simulated patients
- Concern for students who missed simulations, sometimes multiple simulations in a semester, during COVID-19
- Although the acute phase of the pandemic has passed, we continue to observe its lingering effects on student learning Our initiative was developed in response to these concerns,
- ensuring students who miss clinical simulations—regardless of the reason—have equitable opportunities to meet essential learning objectives and build the clinical competencies necessary for safe practice

Methods

- The main learning objectives from all semester simulations were integrated into the make-up simulation, ensuring comprehensive skill reinforcement and continuity in student learning
- To ensure continuity and reinforce clinical reasoning, we created three base patient profiles that incorporated key elements from all the patients that students had encountered throughout the semester. Each base patient was designed to reflect a composite history, drawing from prior simulations to promote integration of knowledge and skills
- Three different scenarios were created for each base patient
- The assigned patient scenario is tailored to the specific simulations the student missed, ensuring targeted remediation and alignment with course objectives
- A standardized alignment tool ('cheat sheet') was developed to match each missed simulation with the appropriate patient scenario, ensuring consistency and accuracy in simulation assignment

Casey/Corey/Carey Simulation Breakdown

Casey:	Corey:	Carey:
 James Practice Scenario # 2 Sam Michaels Scenario # 1 MI Scenario # 3 Epilogue Scenario # 1 IPE Scenario # 3 Mega Scenario # 3 	 Mrs. Abbey Scenario # 2 Mary Hall Scenario # 2 Alex(a) Scenario # 1 60 Second Scenario # 3 FNER Scenario # 3 Epilogue Scenario #1 	 Psychosis Scenario # 1 EOL Scenario # 2 *Epilogue needs to run both patients for the makeup

day of the semester

simulation

Simulation-based learning is rapidly emerging as one of the most impactful teaching, learning, and evaluation strategies in undergraduate nursing education. Our make-up simulation initiative ensures that students who miss scheduled sessions still meet all semester objectives. By engaging fully in these experiences, students strengthen their critical thinking, reinforce core competencies, and build a solid foundation for delivering safe and effective nursing care (Zitzelsberger, Coffey, Graham, Papaconstantinou, Anyinam, 2017).



Shin, S., Park, HP., Kim, JH. (2015). Effectiveness of patient simulation in nursing education: Meta-analysis, Nurse Education Today, 35(1), 176-182, ISSN 0260-6917, <u>https://doi.org/10.1016/j.nedt.2014.09.009</u>. (<u>https://www.sciencedirect.com/science/article/piiS0260691714003074</u>) Cant, R.P., Cooper, S.J. (2017). Use of simulation-based learning in undergraduate nurse education: An umbrella systematic review, Nurse *Education Today,* 49, 63-71, ISSN 0260-6917, https://doi.org/10.1016/j.nedt.2016.11.015 Zitzelsberger, H., Coffey, S., Graham, L., Papaconstantinou, E., & Anyinam, C. (2017). Exploring simulation utilization and simulation evaluation practices and approaches in undergraduate nursing education. *Journal of Education & Practice*, 8(3), 155-164, <u>https://eric.ed.gov/?id=EJ1131768</u>



Implementation

A make-up date is set before the beginning of the semester. Students are made aware of the date in the syllabus on the first

A record is kept of which simulation the students miss

One week before the make-up simulation, students are

informed of when they are to be in the lab for their make-up

Implications

References