

Improving Readiness for Practice and Retention: Creation of a Multi-Patient Simulation Learning Experience

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Background

Research supports the need for senior-level undergraduate nursing students to develop leadership skills to transition from academia effectively and safely into their professional practice. Historically, traditional pre-licensure students typically care for only one to two patients in the clinical setting (Ross et al., 2022). This current model does not provide the necessary training and lends to new graduate nurses feeling a sense of transition shock, being overwhelmed and underprepared as they enter the professional workforce (Blodgett et al, 2016; Ross et al., 2022).

Nursing turnover on the job in first 2 years

Turnover rate: 30%-50%
Recruitment Average: 86 days
Vacancy rate: 9.9%

(NSI Nursing Solutions, Inc., 2024)

\$3.9M
to
\$5.8M
per year

Theoretical Framework

Faculty bridged this readiness for practice gap by creating an innovated, multi-patient simulation experience using the International Nursing Association for Clinical Simulation and Learning (INASCL): Healthcare Simulation Standards of Best Practice (2021), to guide integration, use and advancement of simulation-based experiences within an academic setting (Watts et al., 2021). HSSOBP™ consists of the following individual Standards:

- Professional Development (NEW)
- Prebriefing: Preparation and Briefing (NEW)
- Simulation Design
- Facilitation
- The Debriefing Process
- Operations
- Outcomes and Objectives
- Professional Integrity
- Sim-Enhanced IPE
- Evaluation of Learning and Performance
- Simulation Glossary

Project

Students participate in a multi-patient simulation, grouped in teams of two, beginning with a facilitator led prebrief, and deliver care for standardized patients (SPs), portraying, a variety of patient acuity diagnoses. The event ends with SPs delivering feedback, students engaging in a mock code, INASCL Standard facilitator debriefing and a guided student reflection. Student objectives include, executing leadership skills, prioritization, clinical reasoning and clinical judgment, appropriate task delegation, time management, safety, effective quality care, and teamwork.

Results

Student evaluations reflect feelings of less stress, and a sense of achievement in meeting clinical competencies.

Conclusion

This simulation provides a real-life experience promoting the transfer and integration of knowledge for students into their professional nursing practice.

Grant

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HRSA NEPQR SET Grant Work Objectives 2.2.5 Faculty Recruitment and Development

	Current
CHSE Certification	12
CHSOS Certification	2
IMSH Conference Attendee	4
INACSL Conference Attendee	3
CBExchange Conference – Presenters	3

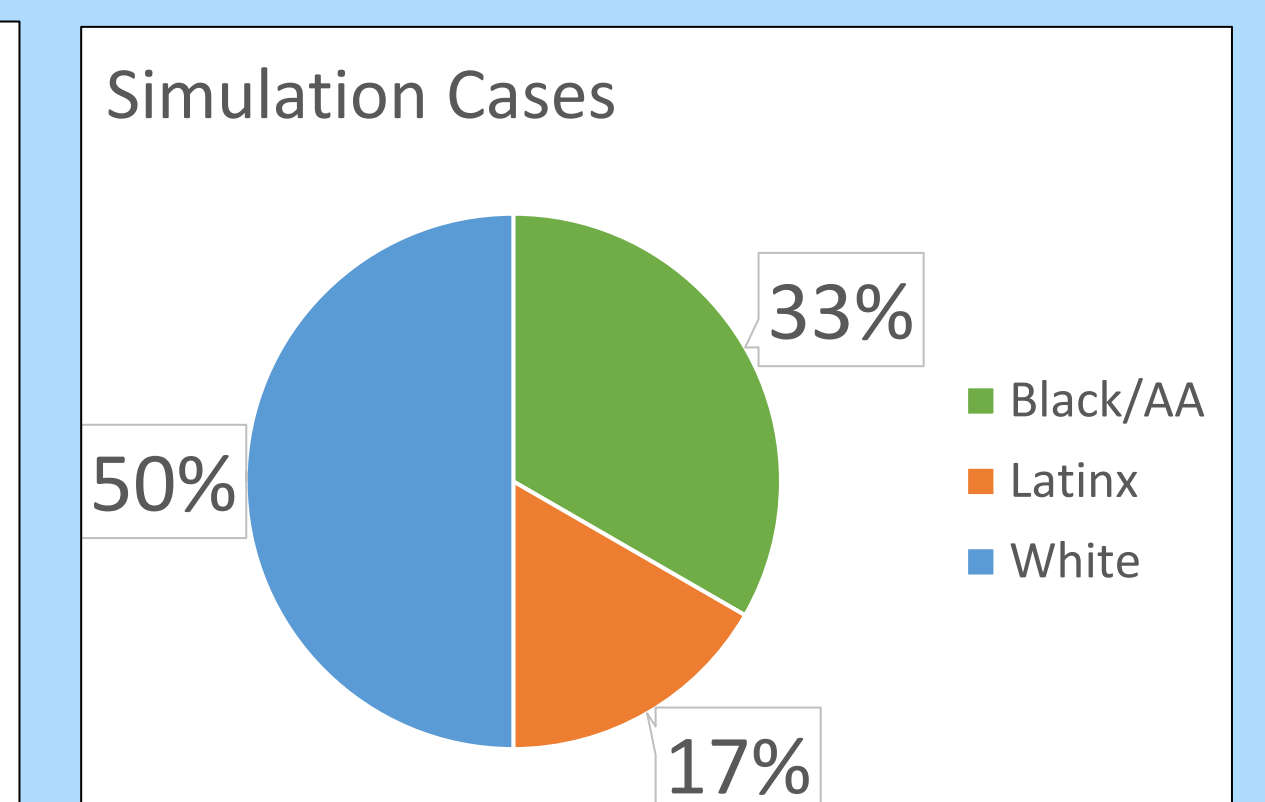
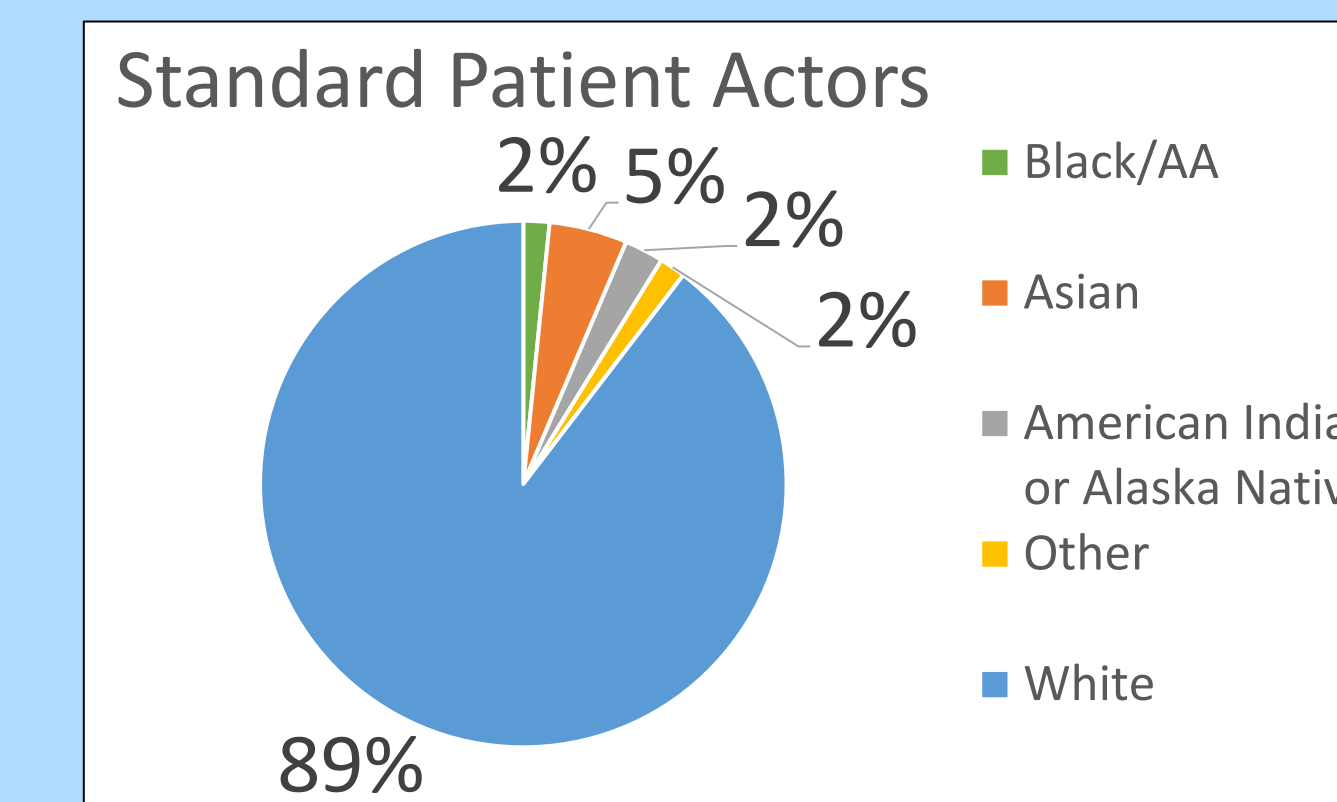


References

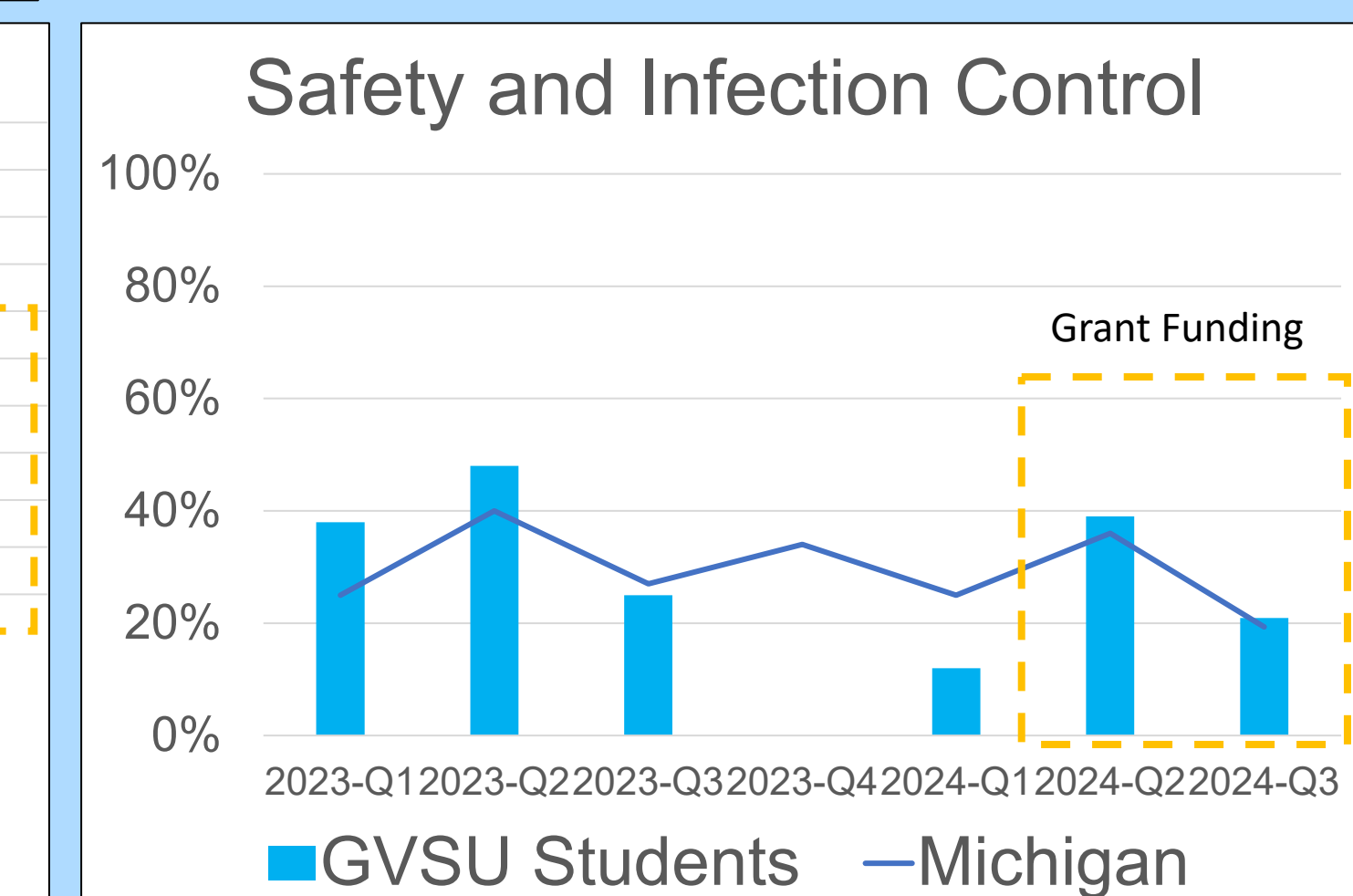
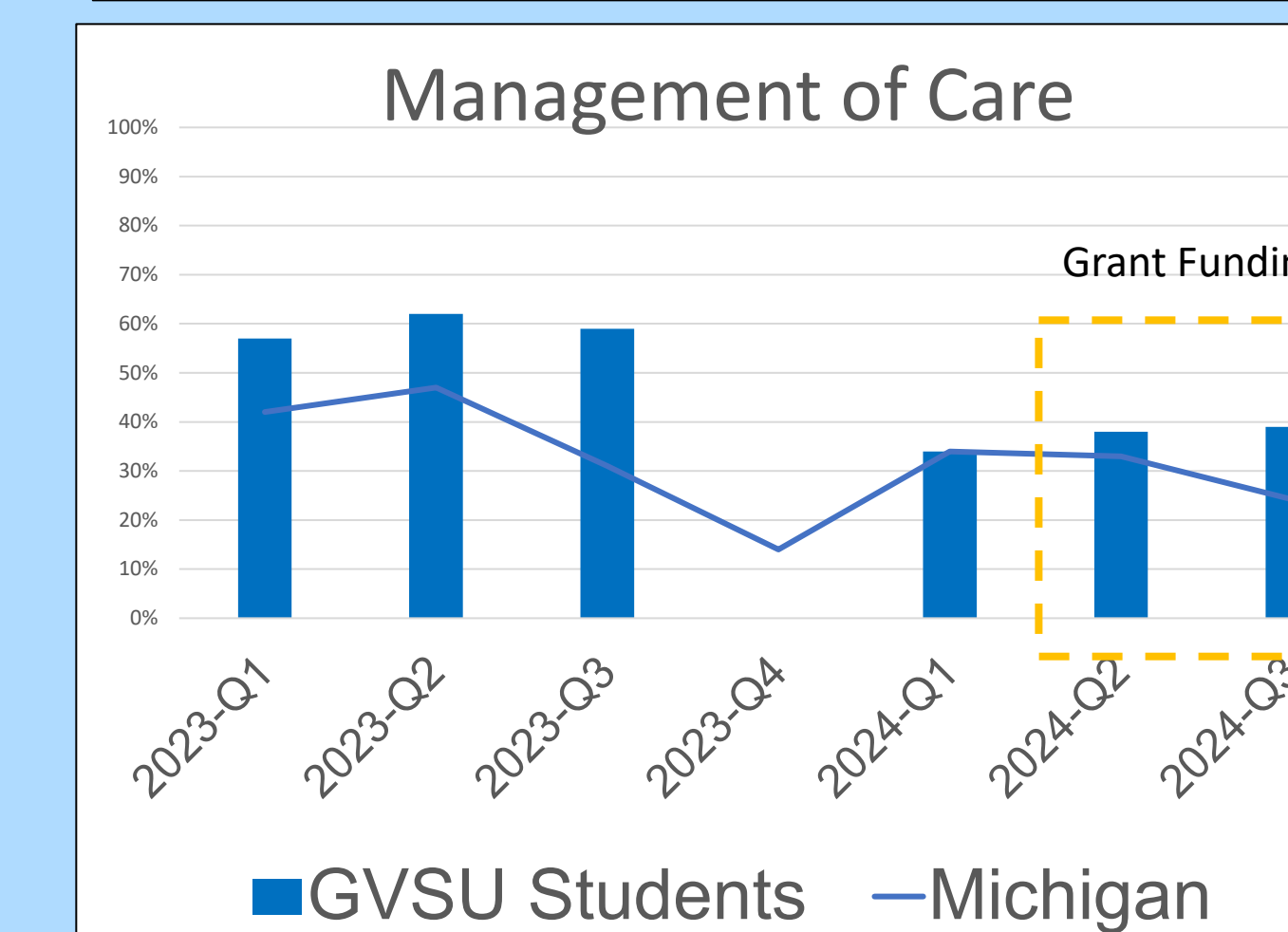
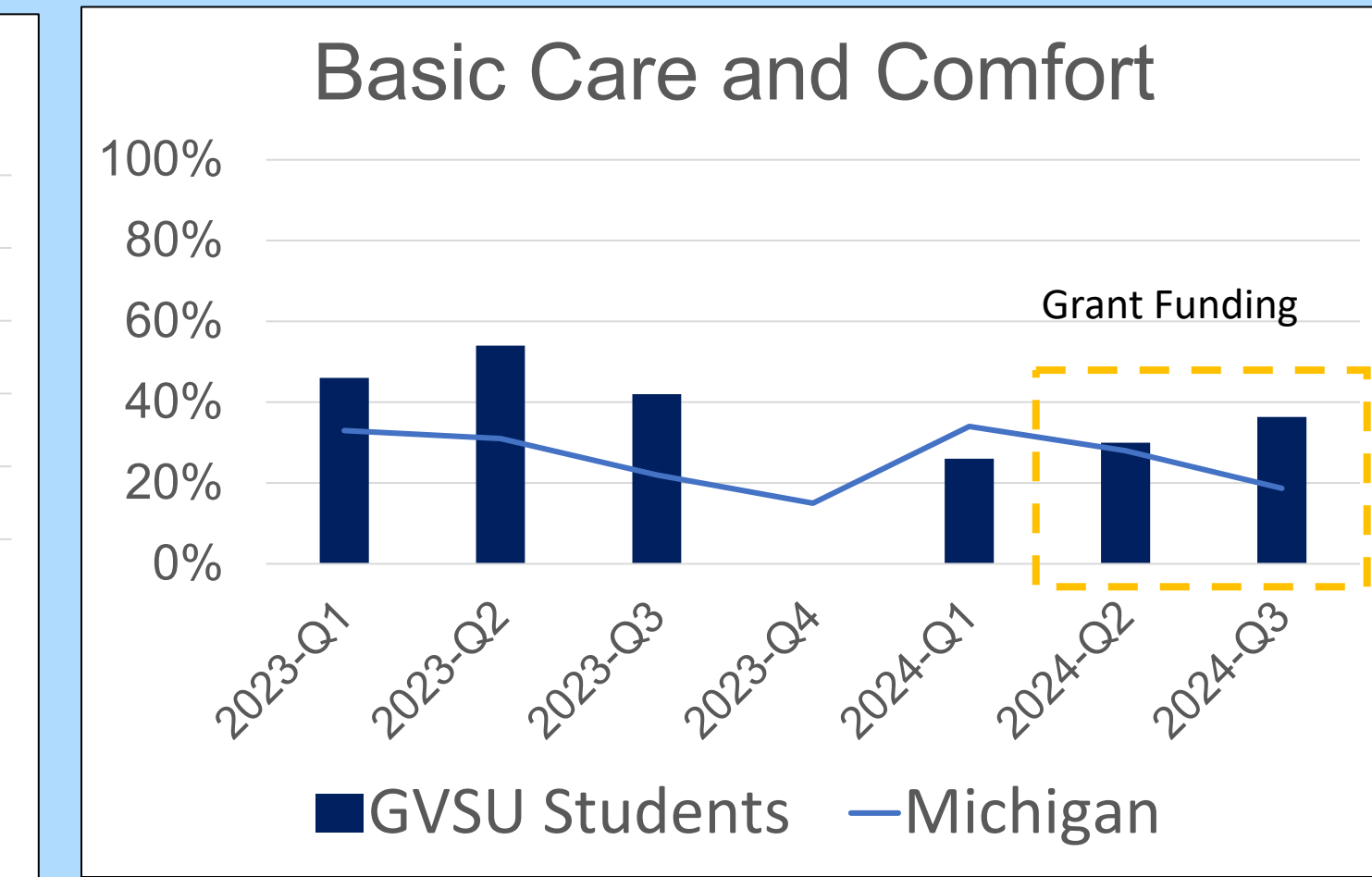
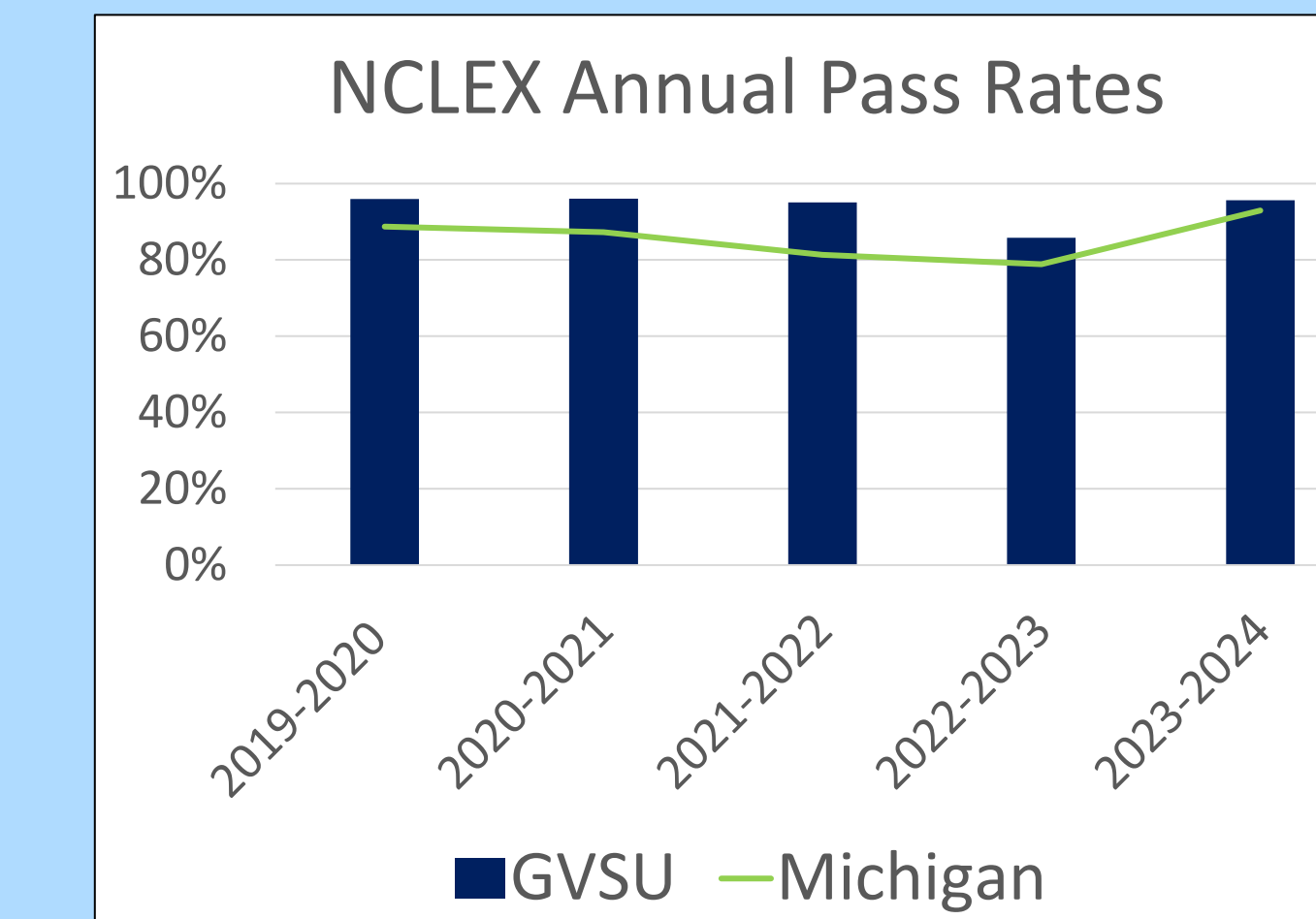
HRSA NEPQR SET Grant Work Objectives

2.1.2: Multiple-patient simulation events and scenarios reviewed after each semester. Barriers/challenges are addressed using the Plan-Do-Study-Act (PDSA).

Maternal/Child	Discharge	Homeless-ness	Aging Population	Aging Population	Behavioral Mental Health
Mary Bailey	Kyle/Kylie Miller	Carl Rogers	Agnes Taylor	Keola Akana	Janet Owens
Survivor of domestic abuse	Difficult Family Member	Diabetic	Post-operative pain	Acute renal failure	Alcohol Withdrawal
	HIV/AIDS				



2.1.4: NCLEX Pass Rates: NCLEX pass rates will be reviewed annually and assessed for overall pass rates as well as improvement in specific areas of Testing.



2.2.3 – Employment.

