College of Nursing
UNIVERSITY OF COLORADO
ANSCHUTZ MEDICAL CAMPUS

Multimodal simulation: Elevating learner preparedness for specialty care settings

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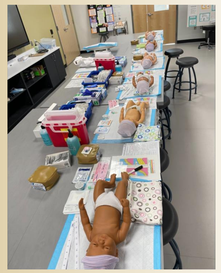
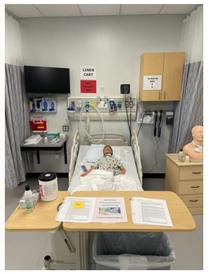
Background

- Various assessments found many prelicensure nursing students entering clinical settings with specialized populations such as obstetrics and pediatrics unprepared to navigate these environments.
- Furthermore, students often report few opportunities to practice skills in the specialty area clinical settings (Schroers et al., 2023).
- Scaffolding skills in simulation allows student to practice in a realistic and psychologically safe environment while preparing them for clinical practice (Higginson & Williams, 2018).
- Utilizing active learning approaches have been reported to be beneficial for increasing comfort and confidence in caring for these populations while improving clinical readiness (Allert & Brunel, 2021; Gibson-Young et al., 2023).
- To address this gap, a specialty skills day and two scaffolding high-fidelity simulation sessions were implemented to better prepare learners for entry-level practice. These sessions integrated Healthcare Standards of Best Practice: Facilitation and Kolb's Experiential Learning theory to create patient context-based simulation activities (INACSL Standards Committee, 2021; Kolb, 1984).

Skills Day



Obstetrics

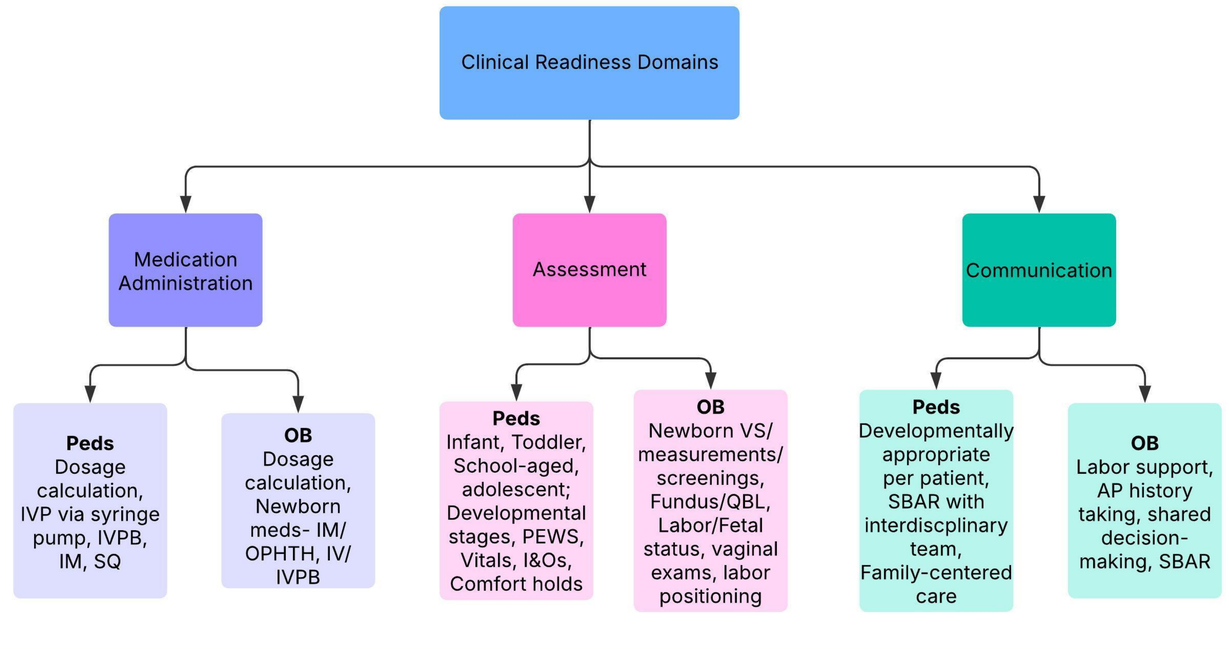


Pediatrics

Implementation and Strategies

Procedural Simulation/Skills Days:
- Two 7-hour skills days, one per specialty
- Focus on clinical readiness domains & related interventions
- Post-learning activity debrief

High-Fidelity Simulation Days:
- Two 4-hour sessions, one per specialty
- Scaffolding from skills days, increasing in complexity
- Prework assignment completed by students mirroring clinical preparation



Implications

- Clinical Education Faculty facilitate student learning in both the simulation and clinical specialty environments, giving the faculty a unique perspective on student preparedness
- Students shared feeling more comfortable and confident before taking care of patients when participating in skills sessions dedicated to specialty curriculum
- Faculty noted that students who engaged in simulation sessions before their clinical experiences were better equipped to care for patients in specialized environments than those who had clinical experiences before their simulations
- Future steps include gathering data on student preparedness beyond self-reported confidence

References