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Utilizing Simulation as a Standardized Clinical Experience to Support Course Objectives for Pre-licensure Nursing Students

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Presenter Disclosures Jennifer Jarin

(1) The following personal financial relationships with commercial interests relevant to this presentation existed during the past 12 months:

No relationships to disclose



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Objectives

- Support community/public health nursing (C/PHN) objectives with clinical simulation
- Introduce clinical simulation as a platform for teaching C/PHN students
- Explain the Debriefing with Good Judgment model



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Statement of the Problem

- Large variety of C/PHN clinical opportunities
(Frank, Adams, Edelstein, Speakman, & Shelton, 2005)
- Difficult for faculty to maintain a uniform approach to C/PHN education
(Callen et al., 2013; Valentine-Maher, Van Dyk, Aktan, & Bliss, 2014; Wade & Hayes, 2010)
- Supplement didactic and clinical experiences with innovative teaching methods
(Callen et al., 2013; Valentine-Maher, Van Dyk, Aktan, & Bliss, 2014; Wade & Hayes, 2010)



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Approach: Theory

- Clinical simulation is effective
(Hayden, Smiley, Alexander, Kardong-Edgren, & Jeffries, 2014)
- Simulated experiential learning enhances student critical thinking and self-confidence
(Gotwals & Yeager, 2014; Kim-Godwin, Livsey, Ezzell, & Highsmith, 2013; Wheeler & McNelis, 2014)
- Debriefing with Good Judgment reinforces reflective practice
(Rudolph, Simon, Rivard, Dufresne, & Raemer, 2007)



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UMSON Approach: Supporting Course Objectives

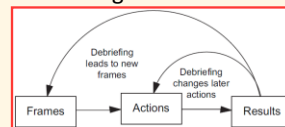
- Course objective
 - “Integrate principles of occupational and environmental health...”
- UMSON clinical sites
 - Churches
 - Schools
 - Head Start programs
 - Linkage to care
 - Re-entry programs
 - Senior housing

UMSON Approach: Clinical Simulation

- Home visit
- Learning Objectives/Themes
 - Standardized home assessment
 - Culturally-appropriate rapport
 - Medication reconciliation and teaching
 - Follow-up on client-identified goals
 - Provision of client-specific resources
- Behavioral assessment tool

UMSON Approach: Debriefing with Good Judgment

- Provide clear, evaluative judgments about learner actions with Advocacy-Inquiry method
(Rudolph, Simon, Rivard, Dufresne, & Raemer, 2007)
- Surface and clarify cognitive frames and emotions which govern actions (Rudolph et al.)



(Rudolph et al.)

UMSON Approach: Clinical Simulation Logistics

- One-bedroom apartment with health risks (2)



- Resources
 - C/PHN instructors (17)
 - Simulation instructors (2)
 - Standardized patients (4 - rotating)

Outcomes

- Standardized hands-on learning experience
- Uniform approach to meet objectives
- Participation
 - Baccalaureates (84); Clinical nurse leaders (41)
 - 4 of 17 clinical groups used the simulation to prepare for home visits at their sites

C/PHN Simulation Implications

- Provides standardized clinical experiences
- Supports fulfillment of course objectives
- Prepares students for clinical placements

Thank you for your attention.



Questions?



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