

# Using Simulation to Enhance Critical Thinking, Communication Skills and Safety in Beginning Level Nursing Students

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## Background

This poster presents an overview of incorporating simulation technology in a fundamentals course to prepare beginning level nursing students for their first clinical experience.

## Purpose

The Fundamentals of Safety and Quality in Patient-Centered Care course is designed to introduce beginning level nursing students to the nursing process, basic nursing skills, safety, and the role of the nurse as a member of the interdisciplinary health-care team.



Emphasis is placed on physiological and psychosocial factors which contribute to holistic and safe patient-centered care.

## Methods

The beginning level nursing students develop basic nursing skills through theory, competency labs and simulation activities during the first ten weeks of the semester.

The last five weeks of the semester involve “live” patient care experiences in the acute care healthcare setting. The goal is for the beginning level nursing students to deliver safe, accountable, patient-centered holistic nursing care with compassion, caring and respect for the patient’s dignity and individuality.



Specially designed simulations utilizing Elsevier Evolve Simulation Learning System (SLS) are scheduled at two different times during the first ten weeks of the skill labs. Certain competency skill check offs are selected for return demonstration, as well as creating the ability to assess, reinforce, enhance, and evaluate QSEN competency and KSA’s development.



The faculty facilitates a clinical experience in a safe and non threatening environment for the fundamental nursing student prior to attending the first clinical experience in an acute care setting. The emphasis is on guiding the nursing student to incorporate beginning level QSEN competencies, improve professional communication, and build self-confidence and self-awareness prior to beginning clinical.

Following the individual student simulation experience, immediate verbal feedback is given and a debriefing session is held after all of the student simulations are completed that day.



## Summary

During the simulation, students have 20 minutes to assess, diagnosis, plan, implement and evaluate appropriate nursing interventions required for the simulated patient. In addition, the student is required to complete the mandatory competency skill check offs during this time frame.

Prior to these simulations, the Lab Coordinators have the simulations set up and obtain upper classmen volunteers for the patient voices.

All sessions are videotaped and later viewed by the student privately. The student makes observations about their performance during the simulation, writes a reflection summarizing their experience, and has the opportunity for further discussion during the debriefing session.

## Survey: Student Reaction to Post Simulation Video

Data has been collected from the students that support the positive simulation learning experience which increases their confidence as they move into new practice settings.

### The students are asked the following questions:

1. Briefly state how you felt during the simulation?
2. After watching the video how do you feel about your assessment skills and communication skills?
3. What was most valuable to you during this experience?
4. How will this influence how you prepare for clinical and provide patient care?

