

Simulation Use for Unit-Based Competencies: An Analysis of Perceptions of the Experienced Nurse and Novice Nurse

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BACKGROUND

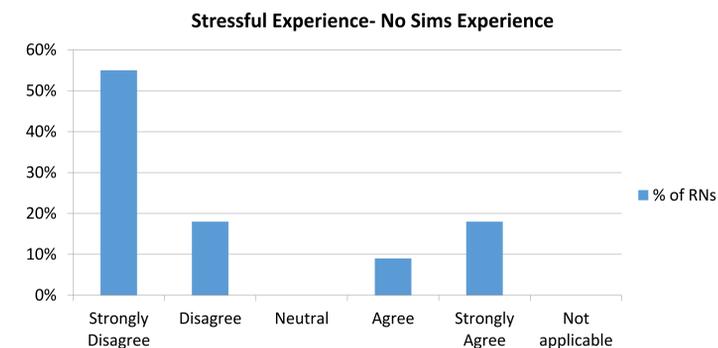
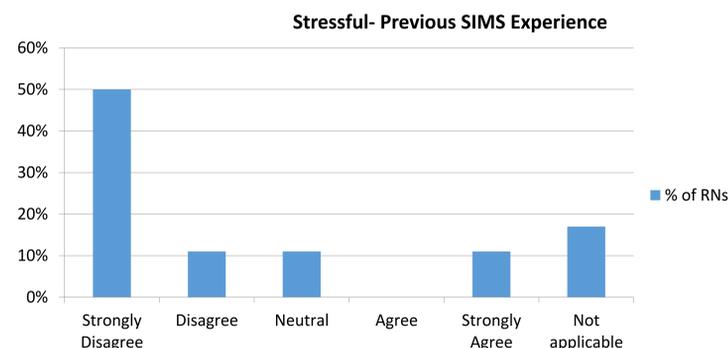
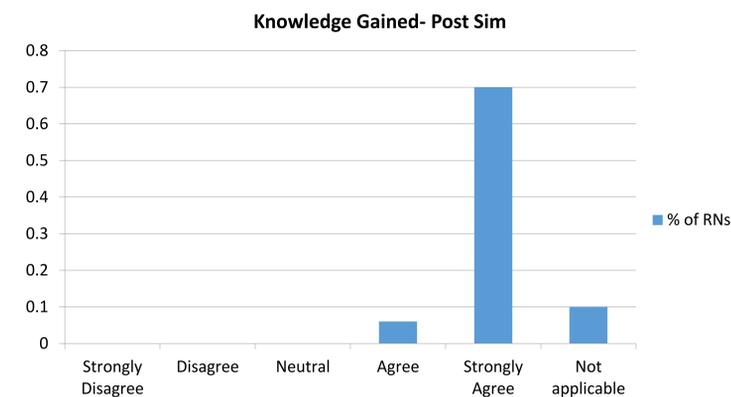
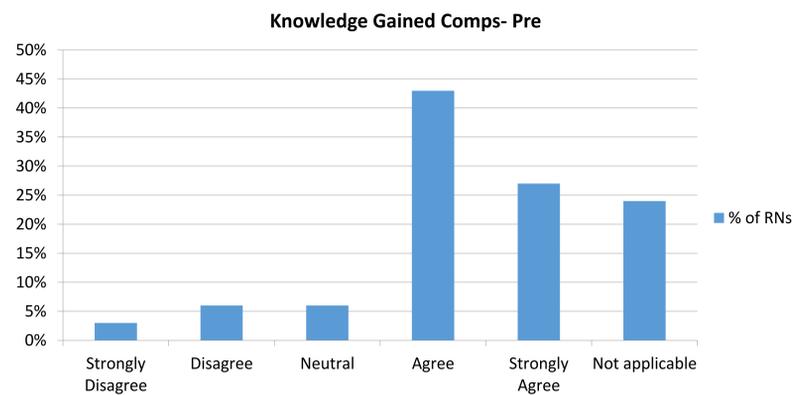
- The use of simulation in learning has been proven to enhance learning in the arena of student nurses and in new graduate nurses.
- The Joint Commission requires competencies to be performed at the origin of hire, during orientation and annually.
- Traditionally, unit based competencies have been conducted in a “fair format” with review of information via posters and demonstration.
- Unit based competencies were developed using scenarios with simulation of both mid-level and high fidelity to review and allow staff to demonstrate competencies.
- Staff approached scenarios as a team of combined nurses and nursing assistants.
- Registered Nurses completed a questionnaire before the simulation experience based on previous experience and after the simulation based on the most recent experience.
- Simulations were conducted at the local community college nursing lab.

METHODS

- The project along with questionnaire was presented and approved by the hospital Institutional Review Board.
- Demographics included age, gender, years of experience as a nurse, previous experience of the nurse related to simulation.
- A Likert Scale questionnaire was utilized.
- Nurses completed the questionnaire prior to the simulation based on previous experiences.
- After completing the simulation activity, nurses completed the same questionnaire based on the simulation experience.
- The same instructors were utilized for all days and instruction of the simulations to enhance reliability of the survey.



GRAPHS



RESULTS

- Favorable results for the simulation experience overall when compared to the results of previous experience questionnaire.
- All questions scored higher in the post simulation evaluation with one exception.
- Perception of stress were higher in the simulation experience with 53% agreeing or neutral to the statement of competencies being stressful.
- Further analysis of the question regarding stress revealed a higher rate of perceived stress in Associates/Diploma nurses vs. BSN/MSN, nurses with 3 years or less experience and nurses working only at IMH for their career.
- Surprisingly, nurses with previous simulation experience did not rate the experience much differently than no previous experience related to stress levels.

CONCLUSIONS

- Use of simulation based competencies proved to be a positive and beneficial experience for RNs overall when compared to previous experience with traditional competency methods.
- The perceived level of stress with the simulation experience generated some surprising findings with previous simulation experience not impacting stress levels significantly.
- It can be suggested that the use of the simulation lab from the local community college nursing lab may be contributing to stress levels of those nurses who are alumni.
- Novice nurses are more likely to be stressed by the simulation experience despite a higher level of exposure to simulation. Most likely, the experienced nurse has easier time adapting to the new process with a higher confidence level in skills.
- Further exploration of stress levels of the alumni could be an opportunity for longitudinal study of new grads perception of stress as the proficiency and experience of the faculty at the community college improves with simulation.
- Repeated use of the simulation process will also impact the stress level of participants in a positive way as it will not be a new experience for staff going forward.