

## New Graduate Nurses' Perceptions and Applications of Participating in a Multipatient Simulation

### **Mini-abstract**

Students can benefit from simulation in-that sometimes during clinicals they don't get to provide care where they are solely responsible for the patient. Students need to learn to prioritize and provide care for their patients. Learn students' perceptions and their practical application of their simulated learning experience.

**Background.** It is very important that students have an evidence based practice learning environments to benefit their future healthcare experience. Students' benefit from learning with and from other disciplines. If students learn together they will be better prepared to work together (WHO, 2010). Nowell (2016) found that students felt more confident in their ability to care for multiple patients and collaborate with other team members. This study will explore new graduate nurses perceptions of how applicable the multi patient interprofessional collaborative practice simulation was for their current work environment and more specifically how the simulation impacted their delegation and communication skills.

**Methods.** This pilot study used a mixed method design. The survey was created in Google Forms and the link was emailed to students at least four months after they had participated in the multipatient interprofessional collaborative practice (MP-IPCP) simulation. Descriptive statistics and descriptive thematic analysis was used to analyze the data.

**Results.** Of the 5 participants 75% self-reported that the MP IPCP simulation was fairly beneficial to very beneficial. When asked about replicating the MP IPCP simulation in future classes, 100% agreed or strongly agreed to continue the simulated learning experience. The findings from this study will add to the body of knowledge currently available on the practical application of simulated learning experiences.

**Implications.** Implications for nursing education include faculty being more receptive to innovative and EBP learning methods. MP-ICPC prepares students to practice safe care in a complex healthcare environment where teamwork and collaboration are essential to expand nursing science in global health. Clinical simulation standards have expanded to include guidelines for health educators to provide scenario-based, best practice interprofessional education through simulation (INACSL, 2016). New graduates need to have a smoother transition to their new healthcare roles. It should be the goal of every nurse educator that the students will be able to apply the skills learned as they transition into their future healthcare role. A promising way to prepare a collaborative 'practice-ready' health workforce is to provide students with the opportunity to participate in an interprofessional simulation.

References

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