

## **Practice Makes Permanent: Facilitating Deep Learning Through Simulation**

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## **Conflict of Interest/Disclosure**

The authors/presenters have no actual or potential conflict of interest in relation to this presentation

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## Workshop Objectives

1. Explain the importance of fidelity and context to develop higher order thinking skills
2. Identify the value of incorporating simulation into the student educational experience to enhance communication and patient safety.
3. Explain the relationship that exists between critical thinking/clinical judgement and translation to practice in the new graduate nurse.



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## Back Story

- 25% of new graduate nurses lack critical reasoning & problem solving skills (Saintsing, et al, 2012; Fero, et al, 2009)
- “Cue recognition is the foundation of all decision-making...” (Muntean 2017)
- 49%-53% novice nursing involved in errors (Smith & Crawford, 2002; Kenward & Zhong, 2006)
- “Primary types of errors committed by novice nurses appear to be medication, ... falls and ...delay in treatment” (Saintsing et.al., 2011 p358)
- Learning a nursing practice is often overshadowed by focusing on the task (Ironsides, McNelis and Ebright, 2014)



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# Gaps

Regardless of all the safety measures that exist...








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# Gaps

Regardless of all the safety measures that exist...

The outcome of knowing is not necessarily doing

- The ability to apply knowledge requires skill acquisition (Benner, 2001, Benner et al, 2010)
- Skill acquisition requires experience (Benner, 2001, Benner et al, 2010)
- The novice nurse doesn't have experience (Benner, 2001, Benner et al, 2010)
- Knowledge - practice gap exacerbated by increasing patient acuity and decreased LOS (Kavanagh & Szweda, 2017)



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# Strategy

Experience...is a process of reflection & reconstruction of preconceived assumption & real life situations (Benner, 2001)

- Immersive medication administration simulation scenario
- Faculty facilitated Debriefing using the PEARL model
  - Video enhanced
    - Student reflection activity



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# Concepts & Frameworks

Deep Learning  
Critical Thinking  
Presence



## Situated learning



Lave and Wenger (1991)

PEARL [debrief2learn.org](http://debrief2learn.org)

(Bajaj, K., et al, 2018)



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## What did we do to address the issue?

Skills Knowledge and Attitude.



- Didactic
- Lab with clinical instructors
- Two hours open lab practice
- Video
- Math calculation
- High stakes simulation assessment
- Facilitated debriefing
- Self reflection

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## Immersive Medication Administration Simulation



- Report/Pre brief
- Assessment data
- Medication prep
- Safety
- Patient education
- Medication administration
- Patient follow up
- Documentation
- Facilitated Debriefing
- Self reflection
- Occurrence Reporting

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## Outcome



Students reported how the real life environment assisted in their ability to incorporate more than just the skill of medication administration



Students reported stating how powerful it was to be able to use the video to review performance. Many of these students were previous athletes and commented on the benefits on video taping skill performance



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## Food For Thought

"The phenomenon of preparing to enter a high-stakes, fast-paced health care practice – a profession where patient suffering, vulnerability and even death can occur – is a sobering actuality."

"Knowledge development in clinical practice requires experiential teaching and learning through facilitated, situated cognition with reflection."



(Kavanagh & Szweda, 2017 p57)



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# Questions



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