PII-18: Learning with Standardized Patients: Skill Acquisition and Transfer in Nurse Practitioner Students

Author List:
Presenting Author: Tonya Rutherford-Hemming
Additional Author:

Presenting Author: Tonya Rutherford-Hemming

Address: 5278 Eastwood Court
Plainfield, Illinois 60586
United States
Ph: 8152678708
Fax:
Email: aUNCheel@gmail.com
Institution: Loyola University Chicago

Presentation Preference: Student poster submission

Abstract Categories:
Research Interest Groups (RIGs): Education
Thematic Areas: Interdisciplinary Research

Abstract:
Introduction: The purpose of this study is to determine whether nurse practitioner students who participate in simulated learning with standardized patients transfer that learning into clinical practice environments. The effects and influences of simulation experience on skill acquisition, and skill performance is described. Further, students who participate in standardized patient simulation will be assessed for growth in self-efficacy as providers. Research Questions: 1) Does competency of students in a standardized patient setting differ from their competency in a clinical setting? 2) How do students describe the effect of a standardized patient simulation on their clinical competence? 3) Does self-efficacy change among students who participate in standardized patient simulation and how do students describe it? Significance: Despite the growing popularity of clinical simulation in nursing curricula, research to date using standardized patients is limited. Only a handful of studies address the use and efficacy of standardized patients or whether the use of standardized patients by nurse practitioner students reliably facilitates transfer of skill acquisition from laboratory to clinical practice. Until this gap is closed, the thought that simulation assists in reliable skill acquisition and transfer is hypothetical. This study informs existing data in the area of simulation efficacy. It contributes to the understanding of effective instructional methods and provides guidance to faculty using simulation technology, thus, supporting both process and program improvement.

Method(s): Mixed. Students will be video recorded during the simulation experience and the observational data, along with observation of the student in clinical practice, will be used. Students also will be interviewed regarding their experiences.
Results: In progress

Discussion & Conclusions: While there is a sense that such simulation improves learning opportunities, little is known about the processes that students use to integrate such learning into their ongoing practice. Little is also known about the direct clinical translation of simulated skills into clinical settings. This study represents one of the first systematic investigations of the processes by which students transfer simulated skills into direct clinical practice. The outcomes of this investigation could serve to structure templates of simulated instruction directly transferable to advanced practice by nurse practitioners.

Abstract History:
This abstract has not been presented or accepted for presentation in whole or in part at the SNRS or other scientific meeting.

Financial Disclosure:
No, I (or a member of my immediate family) have not received something of value* from or own stock (or stock options) in a commercial company or institution related directly or indirectly to the subject of my presentation.

FDA Disclosure:
I will not be describing any pharmaceutical and/or medical device.

Non-Exclusive License:

Submitted by:
aUNCheel@gmail.com