Preparing Students for Clinical Practice: The students’ perspective
by Nancy McNamara
Research Context

• Within the Bachelor of Nursing Programme at Wintec in New Zealand
Introduction

• The Perfect Storm (Hinshaw, 2008)
# Simulated Practice Programme

<table>
<thead>
<tr>
<th>Simulation</th>
<th>Day One</th>
<th>Day Two</th>
<th>Day Three</th>
<th>Day Four</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Patient admission</td>
<td>A day in the ward</td>
<td>A day in the ward</td>
<td>Patient Discharge and Referrals</td>
</tr>
<tr>
<td></td>
<td>The unconscious / bedridden patient</td>
<td>Patient Manual Handling/ Personal Hygiene</td>
<td>Multi-Disciplinary Meeting discharge planning</td>
<td></td>
</tr>
<tr>
<td>Simulation Plus</td>
<td>Day One</td>
<td>Day Two</td>
<td>Day Three</td>
<td>Day Four</td>
</tr>
<tr>
<td></td>
<td>Admission Process</td>
<td>Elimination</td>
<td>Collaborative Care Referral Process</td>
<td>Discharge Process</td>
</tr>
<tr>
<td></td>
<td>Documentation</td>
<td>Fluid Balance</td>
<td>Simulated Patient Experience</td>
<td>Case Study Audits</td>
</tr>
<tr>
<td></td>
<td>Time Management</td>
<td>Medication Management cont’d</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to Medication Management:</td>
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<td></td>
<td></td>
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</tbody>
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Study Aim

• To evaluate the quality of the simulation programme from the students’ perspective in terms of their learning and overall experience.
Method/Methodology

• Descriptive study design.

• Kolb’s experiential learning theory provided a theoretical framework.

• 158 Self selecting participants

• Questionnaire, two parts:
Clinical practice simulation has assisted my learning in this module,
Part 2:
Which sessions did you enjoy the most?

- All sessions
- Practical
- Documentation
- Professional process
- Multi Disciplinary meeting
- Equipment
- Patient experience
- Manual handling
For future simulated practice in this module I would......
For Future Simulated Practice in this Module I
Would ........ the personal response

- Enjoy attending
- More experienced
- No surprises
- Integrate knowledge...
- Ask more Questions
- Use time more effectively
- Prior learning
- Better documentation
- Self preparation
During the Weekly Sessions I learnt most about...
Favourite Part of Simulation

- Hands on practical
- Documentation
- Patient experience
- Professional teamwork/communication
- Skill demonstrations
- Realisation that I love "being" a nurse
- Critical thinking
- Safe environment to learn
- Clinical tutors

Series 1
Overall Themes

• Hands on skill acquisition
• Student as patient
• Documentation/charting
• Professional teamwork/communication
• Realism
• Critical thinking/clinical decision making.
Hands on Skill Acquisition

• Safe supportive environment
• Peer learning

• “...I did really well looking after.....and everyone ese thought so too, they were asking me questions”

• “...feeling like a real nurse”
Student as Patient

• Insight into the patient experience

• “...I've never been a patient before and I just didn't think that the bed pan would be so hard and horrible to sit on”

• “…I had to act confused and the others laughed at me, that's so rude, I'd hate to be laughed at”.
Documentation/Charting

• 45% of students said they learned most about documentation/charting

• “…I would like to have seen the observation and medication charts and assessment documents prior to starting”
Teamwork/Communication

• Students

  “I hated it to start with and I thought it sucked that we couldn't work with our friends, we didn't even know each other and I didn't know what to do……but they ended up being really cool and we worked together really well, I feel a bit better about working with people I don't know now”.
Critical Thinking/Clinical Decision Making

- Debriefing DML tool
- No mention

- “…just part of practice? … of course”.
Overall the simulated practice programme was well supported by students with 100% agreeing that the programme should continue.
Recommendations

• Age, gender and ethnicity of participants be noted.
• Students with previous practice be identified.
• A validated tool be used
• All students attend the workshop prior to practice
• Learning be quantified.