

Head-to-toe in 5 minutes.

College of Marin ADN program.

Mary Pieper-Warren RN, MS; Edward Avrutin RN, MS.

What is this all about???

- 10 short assessment scenarios
- Focus on both physiological and physical environment of care
- Exercise in assessment and critical thinking skills
- **Why simulation?**
- Powerful psychomotor activity in a safe environment
- Studies?
- Our observations with use of METI post-simulation evaluation tool

METI post sim tool results

- **Observed over 2.5 years**
- **Four categories:**
 - **fidelity of simulated experience**
 - **teaching category (how helpful is the instructor)**
 - **Circumstantial category: class size, time frame etc.**
 - **Learning outcomes category: improvement of assessment skills and critical thinking.**

Learning outcomes category

92-98% satisfaction with outcomes consistently over 2.5 years!!!!!!!!!!!!!!

Learning objectives.

The learner will:

- 1) Recall the process for head-to-toe assessment (knowledge)
- 2) Identify assessment findings (knowledge)
- 3) Practice head-to-toe assessment skills (application)
- 4) Differentiate normal and abnormal findings (analysis)
- 5) Plan first-line intervention (synthesis)
- 6) Assess the effectiveness of the nursing process during debriefing (evaluation)

REFERENCES.

Brannan, J. D., White, A., & Bezanson, J., L. (2008, November). Simulator effects on cognitive skills and confidence levels. *Journal of Nursing Education*, 47(11), 495-500. Retrieved June 27, 2009, from CINAHL with Full Text database

A quantitative, quasi-experimental design study reports on the effectiveness of two instructional methods in teaching specific nursing education content (Brannan, White, & Bezanson, 2008). The study purpose was to examine the effects of traditional lecture instruction and instruction using a human patient simulator (HPS).

Bambini, D., Washburn, J., & Perkins, R. (2009, March). Outcomes of clinical simulation for novice nursing students: communication, confidence, clinical judgment. *Nursing Education Perspectives* 30(2). Retrieved July 4, 2009 from Gale Power Search.

An integrated quasi experimental design study reports on the effectiveness the teaching-learning strategy of simulation on nursing students' self-efficacy (Bambini, Washburn, & Perkins, 2009, March). The study purpose was to evaluate the teaching method of simulation to increase novice nursing students' confidence and self efficacy.

Smith, S. J., & Roehrs, C. J. (2009, March). High fidelity simulation: factors correlated with nursing student satisfaction and self-confidence. *Nursing Education Perspectives* 30(2). Retrieved July 4, 2009, from Gale Power Search.

A descriptive, correlational design study examined the influence of student demographic and simulation design characteristics on student satisfaction and self-confidence (Smith & Roehrs, 2009).

Deglin, J.H. & Vallerand, A.H. (2009). *Davis's drug guide for nurses*. (11th. ed). Philadelphia: F.A. Davis.

DeYoung, S. (2009). *Teaching Strategies for Nurse Educators* (2nd ed). Upper Saddle River, N.J: Prentice Hall.

Lewis, S.L., Heitkemper M.M., Dirksen, S.R., O'Brien, P.G. & Bucher, L. (2007). *Medical-surgical nursing: assessment and management of clinical problems*. St. Louis, Missouri: Mosby Elseiver.

Prescott, S., & Garside, J. (2009, February). An evaluation of simulated clinical practice for adult branch students. *Nursing Standard*. 23(22). Retrieved March 25, 2009 from Academic Search Complete database.

A mixed quantitative qualitative study evaluated simulation strategies for adult nursing students (Prescot & Garside, 2009). Study purpose was to evaluate simulation in teaching adult nursing students. The study concluded that students regarded simulation as positive and that participation in simulation helped increase confidence levels and promoted understanding of the application of theoretical concepts to patient care.

Lasater, K. (2007, November). Clinical judgment development using simulation to create an assessment rubric. *Journal of Nursing Education*, 46(11). Retrieved June 28, 2009, from CINAHL Plus with Full Text database.

A qualitative-quantitative design study investigated the development of a clinical judgment rubric (Lasater, 2007). Study purpose was to use simulation to develop a clinical judgment rubric. This study makes an important contribution to the evaluation of student performance in simulation. The Clinical Judgment Rubric provides students with clear performance expectations.