Self-Reported Gains in Knowledge & Performance by Newly Hired Nurses Completing a Simulation-Based Education (SBE) Workshop on Fundamentals of Clinical Care

The study purpose was to analyze the impact of simulation-based education (SBE) on newly hired nurses at a large regional tertiary care hospital. Across two years, 206 nurses underwent a standardized workshop designed to provide training on a set of fundamental competencies that were assessed as part of the onboarding process. All participating nurses experienced the workshop within the first 4-6 weeks of being hired. Nurses received pre-education on the 10 Signs of Vitality Assessment Process and the use of the Situation, Background, Assessment, Recommendation tool (SBAR). Using a high fidelity simulator, nurses then participated in two scenarios where they did patient assessment. Participants also practiced communication, teamwork, and escalation of care. A 5-point Likert scale (very low to very high) questionnaire asked participants to rate their knowledge and skills before and after these SBE experiences; nurses rated themselves on five to ten items. Data analyses were performed using descriptive statistics, T-tests and Pearson Correlation procedures (p≤.05). All knowledge and skill items increases were statistically significant. Nurses reported that the SBE experiences met the stated objectives (86%) and were valuable (91%) in impacting their daily work. A key finding was that nurses reported feeling more confident in using the SBAR mnemonic to respond to an emergent situation. Study limitations include small sample size, lack of long-term follow up on subsequent performance by nurses and lack of more objective measures of knowledge & skills. Further research is needed to examine the long-term impact of SBE on actual job performance.

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