

The Use of Simulation to Facilitate a Successful Transition from Classroom to Initial Clinical Experience

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Abstract

Purpose: To determine the effects of an orientation-based simulation on nursing students' anxiety, confidence, and clinical performance.

Methodology: A mixed method, quasi- experimental study, using a convenience sample of 101 beginning nursing students, tested the effect of an orientation-based simulation on students' anxiety, self-confidence, and clinical skill performance.

Findings: The difference in anxiety scores and clinical skill competence between the control and simulation groups was not statistically different. However, 98.25% of the simulation group either "agreed" or "strongly agreed" they were confident they obtained skills from the simulation to perform necessary tasks in clinical. Additionally, participants' comments from reflective journal responses indicated participation in the simulation improved communication skills, decreased anxiety, and helped participants feel more prepared for the actual clinical experience.

Conclusion: Results suggest participating in an orientation-based simulation can decrease anxiety and increase students' confidence and preparation for clinical experiences.

Key Words: Simulation, standardized patients, clinical learning, transitions, beginning nursing students, teaching strategies