

# Reducing pressures on practice whilst enhancing competence and confidence in students

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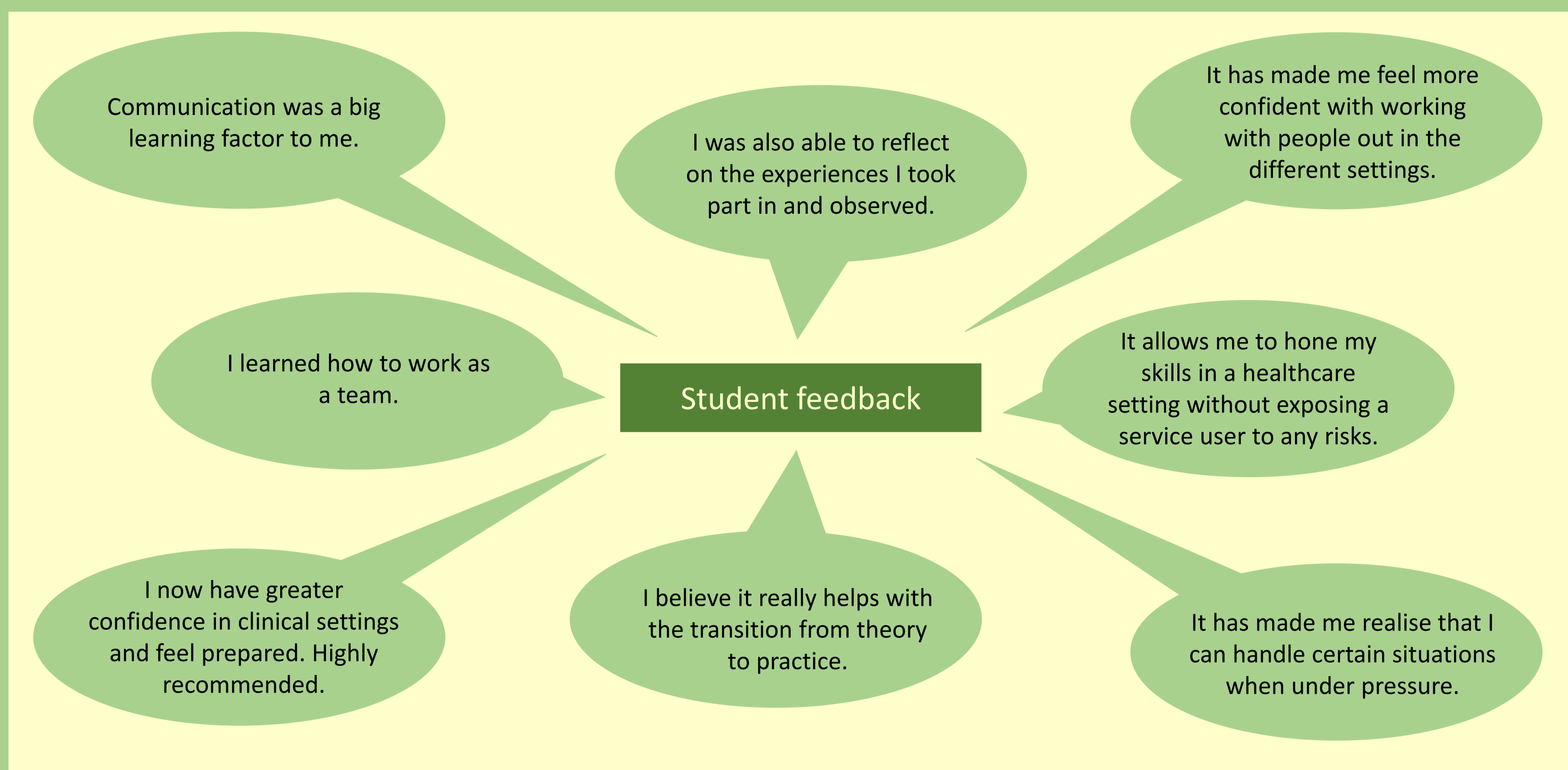
## Challenges

1. Pressures on placements from removing the cap on student numbers.
2. Potentially increased demands from students, who will become 'consumers' when bursaries cease.
3. Reduced availability and increasing busyness of placement areas (Brooks, Moriarty and Welyczko, 2010).

These factors combine to make providing an appropriate range and quality of student placements increasingly difficult. In addition, students often report feeling unprepared for practice, despite good theory and skills teaching.

## Could simulation help?

- . Increasingly used to evaluate clinical and non-technical skills (NTS) competencies.
- . Useful for complementing practice.
- . An important contributor to the patient safety agenda.
- . Students undertaking appropriate simulated placements are equal in competence and readiness for practice to those undertaking 'traditional' placements (Hayden et al, 2014).
- . Up to 300 hours of student nurses' total placement time may be spent in simulated learning (NMC, 2010)



## What we did

- . One week of simulated scenarios, NTS training and debriefing, plus reflection on the emotional aspects of care, for first year adult, child and mental health nursing students.
- . Mostly low-tech simulation, plus a small amount of high-tech.
- . The complexity of the scenarios progressed during the course of the week.

## Outcomes

- . Rapid development of the NTS competencies, which are essential to patient safety.
- . Participants were better able to combine their clinical and NTS as the week progressed.
- . Students reported increased confidence in applying clinical and NTS in practice following the week of simulated learning.
- . Positive feedback on students' enhanced clinical and NTS competencies reported by mentors.
- . The potential for the programme to reduce some pressures on placement areas and to complement practice.

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### References:

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- Hayden, J.K., Smiley, R.A., Alexander, M., Kardong-Edgran, S. and Jeffries, P.R. (2014). The NCSMN national curriculum study: a longitudinal, randomized, controlled study replacing clinical hours with simulation in pre-licensure nursing education. *Journal of Nursing Regulation*, 5(2), supplement.
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