

Students Response to Deteriorating Patients from Simulation to Nursing Practice: A Narrative Study of Undergraduate Nursing Students

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Abstract

Purpose: The purpose of this study is exploration of the power of simulation-based education on nursing students' preparedness to respond to deteriorating patients in clinical practice. With clinical placement opportunities declining, understanding how students navigate simulation-based learning into real-world translation is essential for improving nursing education and clinical patient outcomes.

Research Methodology: A narrative research design was implemented to examine personal experiences of senior undergraduate nursing students at a private university in the Western United States. Twelve students participated in semi-structured zoom interviews. Designed questions permitted them to share and describe simulation experiences and implications for readiness of clinical practice. Experiences were analyzed to identify narrative patterns and themes, describing student's perceptions, decision making, and emotional responses in simulation and clinical practice.

Key Findings: Three clear themes emerged through the exploration of these experiences:

1. Simulation Experiences Translates to Clinical Practice: students consistently reported through application of lessons learned in simulation that they felt more prepared in clinical practice.
2. Importance of Realism in Simulation: Realism, teamwork, repetition, guided pre-briefing and debriefing proved to be impactful and essential elements of simulation.
3. Emotional Regulation and Coping: Simulation helped students to improve confidence and respond more effectively in emergent clinical situations.

Significance and Implication of Results: Research findings imply that simulation enhances clinical judgement, critical thinking, student confidence, and emotional resilience among nursing students. Incorporating simulation with realistic scenarios can better prepare students for patient care and the transition from nursing student to clinical nurse.

Keywords

Nursing education, simulation based education, critical thinking, nursing theory, clinical preparedness.