



Needs Assessment

All students need an opportunity to participate in the care of a childbearing family during labour, birth, postpartum and neonatal periods (Canadian Association of Schools of Nursing (CASN), 2017). Access to these experiences may be limited due to low census, multiple learners on the unit and patient choice.

We needed to design a standardized learning experience to ensure all students had the opportunity to practice nursing care with a childbearing family.

We also wanted to identify knowledge gaps early in the semester to assist students in maximizing their clinical time with this population.

References

Canadian Association of Schools of Nursing, (2017). Entry-to-practice competencies for nursing care of the childbearing family for Baccalaureate programs in nursing. <https://www.casn.ca/wp-content/uploads/2016/09/FINAL-CHILDBEARING-FAMILY-COMPETENCIES-revised.pdf>

Dreifuerst, K.T. (2015). Getting started with debriefing for meaningful learning. *Clinical Simulation in Nursing*, 11(5), 268-275. DOI: <https://doi.org/10.1016/j.ecns.2015.01.005>.

International Nursing Association for Clinical Simulation and Learning (2015). Standards for best practice: SimulationSM <https://www.inacsl.org/inacsl-standards-of-best-practice-simulation/>

Replacing Clinical Time with Progressive Simulation

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Learning Outcomes

- Conduct a focused assessment of a labouring/delivering/postpartum/newborn to identify current status and signs of potential complications
- Plan and initiate safe nursing care of a labouring/delivering/postpartum/newborn
- Demonstrate effective communication with the patient, family and health care team

Simulation Design

- Progressive simulation follows one family during labour, vaginal delivery, postpartum assessment and initial newborn assessment
- Modalities: Standardized participant, medium and high fidelity manikins
- Placement of simulation at midpoint in semester gives students a chance to solidify knowledge and set goals to further learning
- Inclusion of personal learning outcome by student
- Faculty preparation included run through of each simulation to ensure cues and prompts were appropriate to the level of learner and learning outcomes
- Plus-Delta debriefing style

(International Nursing Association for Clinical Simulation and Learning (INACSL), 2015)

Post Simulation Evaluation

- Faculty felt students could achieve deeper learning by adopting Debriefing for Meaningful Learning© (Dreifuerst, 2015)
- “The progressive simulation ... was one of the greatest learning experiences I have had during this program... it [was] ... such a great way to solidify the information we learned... Having the four simulations was a valuable way to consider client care as a whole, and how complex the nursing role is...” (G. Passi, student)
- “Overall I felt the sim allowed us the opportunity to play a role we otherwise never would get to experience... The opportunity to make real time decisions and truly play the role of the labour nurse independently was so valuable and I utilize the feedback from that experience often.” (K. Brown, student)

Next Steps

- Adaptations for pandemic to a virtual platform
- Addition of graded assignment following simulation to facilitate translation to clinical practice
- Improved evaluation of learning and transfer of knowledge to clinical setting
- Expand scenarios to follow the family into the community for a newborn home visit and first immunizations