Evaluation of a management simulation exercise

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Aim

- The aim of this session is to provide an overview of a simulation exercise testing management skills. The rationale for the exercise will be provided as will the process of evaluation and the evaluation results.
Context

- 3 year BSc (Hons) degree in nursing (Adult/ Mental Health)
- 1 year Common Foundation Programme, 2 year branch programmes
- Blended learning
- “The Mental Health Nurse as Professional and Practitioner”
- Managing Care
Rationale

- The transition from student nurse to staff nurse is often fraught with anxieties for the prospective staff nurse (Goh & Watt, 2003).
- Gerrish (2000) identified an number of specific areas in which graduate nurses needed to develop their skills quickly including organizational and management skills.
- Simulation of clinical and management tasks improves student confidence and knowledge (Bricker & Pardee, 2011; Guhde, 2010)
- Reese, Jeffries & Engum (2010) report increased collaboration between students engaged in a simulated surgical ward.
Aims & Learning Outcomes

- The main aim of the session was to provide students with an opportunity to take charge of an acute mental health ward in a safe and non threatening environment.

- Learning Outcomes
  - By the end of the session students were able to;
    1. Demonstrate an ability to manage a singular ‘incident’ in a simulated environment.
    2. Relate an improved understanding of the complexities involved in running a ward or group of wards.
    3. Demonstrate the ability to delegate appropriate tasks and decisions.
    4. Demonstrate the ability to communicate effectively with peers, sub-ordinates, patients and their families in a simulated environment.
The ward environment

- Two four bed units in nursing skills lab set in general hospital
- Medicine trolleys, care plans, prescription kardexes and all other equipment needed was provided
- Students role play all roles
- Facilitated by lecturing/technincal staff (mental health & adult) at Ulster
Participants

- Final (3rd) year mental health branch students
  2010 - 32 students,
  2011 - 48 students
- Preparation for ‘Consolidation & Management in mental health care’ practice learning experience
- Facilitators- lecturing/ clinical skills technical staff at Ulster (2011- added student teacher)
  2010 – 2 mental health nurses, 1 adult
  2011 – 3 mental health nurses, 1 adult
Simulation Exercise

- Students provided with a booklet one week before the exercise that includes;
  - Ground rules
    - Noise
    - Threatening/abusive language
    - Expectations of staff
  - Role of ward manager and other roles
  - Roles and times they will be ‘playing’
  - Case studies
Simulation exercise

- Students split into three groups
- One for each bay and two ‘nursing officers’
- Each student takes charge for ten minutes
  - Four staff –two RN, two NA
  - Four patients
    - Each patient had at least one visitor
- Two students providing feedback
- Each student is provided a ‘challenge’ to manage
  - No advance notice
Student challenges

- Staff absence

09.15 - 09.25  W/M Fiona
S/N Brian
S/N Ciara
N/A Tommy
N/A Emma
Student challenges

- Medication errors
- Absconding
- Self harming behaviour
- Early return from pass
- Mixed gender ward
- Death on the ward
- Students challenge each other
Evaluation Process

- 5 point Likert scale completed by students
- Narrative feedback at end of Likert scale
- Group feedback facilitated by staff
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree %</th>
<th>Agree %</th>
<th>Neither %</th>
<th>Disagree %</th>
<th>Strongly disagree %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I felt safe during my time as “ward manager”</td>
<td>35</td>
<td>53.3</td>
<td>8.3</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>2. I enjoyed the experience of being in charge of the ward environment</td>
<td>43.3</td>
<td>51.7</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I feel that my understanding of the role of the ward manager has been enhanced as a result of the simulation exercise</td>
<td>55</td>
<td>41.7</td>
<td>3.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I have an increased knowledge of the problems faced by ward managers</td>
<td>70</td>
<td>30</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. The simulation exercise was enjoyable</td>
<td>68.3</td>
<td>31.7</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6. I feel that I would be more comfortable in taking charge of a ward than before the exercise</td>
<td>40</td>
<td>43.3</td>
<td>13.3</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>7. The simulation exercise was beneficial</td>
<td>75</td>
<td>25</td>
<td></td>
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</table>
Narrative feedback

- I had an enjoyable day, learned a lot from the experience, it was constructive and a good learning experience
- An enjoyable session whilst still learning
- Found this really interesting, this class was very enjoyable
- Found this an enjoyable educational lesson
- Improved confidence – thanks
- Was very enjoyable experience in which I learnt a lot under pressure
- I feel that the actual allocation of the simulation collided with other uni work. I would propose that this exercise be carried out earlier in the semester
- More time, name tags, start of module
## Group feedback

<table>
<thead>
<tr>
<th>What went well</th>
<th>Areas for improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good intentions</td>
<td>Chaotic</td>
</tr>
<tr>
<td>Fun</td>
<td>Recognition issues- identifying who was in charge</td>
</tr>
<tr>
<td>Learning from experiences</td>
<td>Not long enough in charge</td>
</tr>
<tr>
<td>Felt supported</td>
<td>Group too big</td>
</tr>
<tr>
<td>New experience</td>
<td>Noise</td>
</tr>
<tr>
<td>Safe environment</td>
<td>Lack of feedback</td>
</tr>
<tr>
<td>Able to apply knowledge</td>
<td></td>
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<tr>
<td>Teamwork</td>
<td></td>
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<tr>
<td>Delegation skills</td>
<td></td>
</tr>
<tr>
<td>Being under pressure</td>
<td></td>
</tr>
<tr>
<td>More classes like this!</td>
<td></td>
</tr>
<tr>
<td>Made you think on your feet</td>
<td></td>
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<td></td>
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</table>
Facilitators evaluation

- my personal feedback is deep learning occurred when students were guided to stop and think, it promoted critical reflection..... it really can link theory to practice as I was out in Omagh with 3rd year management students doing their assessments, they sat back and thought of the day we done the management simulation and were able to relate to same and link...!!
it was a dynamic experience fast moving that gave some of x factor of the real world, i enjoyed the experience felt a little anxious for the students but was delighted to see them making some really good decisions that were based on good judgement
Where next?

- Issue with class size
  - Risk of losing immediacy
- Longer exercise (? Up to 24hrs)
  - Liaising with service users & other HCP
- Issues with physical resources
Thank you

- REFERENCES

For further info
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