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Simulation education in emergency nursing

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Abstract

Reports and surveys have concluded that patient safety is a major problem. It has been estimated that approximately 50,000-100,000 US patients die every year due to adverse events. According to Republic of Turkey Health Ministry data it has been estimated that 10,280-22,990 Turkish people die every year due to adverse events. The Institute of Medicine (2003) recommends that "all health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, patient safety and informatics because it has been noted that poor communication contributes to patient risk. The Joint Commission (2012) has identified poor communication as the leading cause of patient and system errors.

Health profession students do get a lot of specific and factual details in the various health specialties, but they get little or no training in team skills. They learn about the roles and responsibilities of health care team members, but because of limitations imposed by protocol at the clinical site, students are not often afforded the opportunity to communicate directly with other members of the healthcare team. However, the same students upon graduation are expected to perform as part of a larger system-that of a highly functional healthcare team. Reese, Jeffries, and Engum also pointed out that nursing and medical students have barely any knowledge of the roles and responsibilities of the other disciplines.

Health profession curriculaa rechanging from traditional isolated learnings ilos to curricula that provide more interactive learning between and among individuals from various health professions; however, innovative strategies must be developed and implemented in health profession curricula that advance the skills and competencies necessary for interprofessional collaborative practice. Simulation is seen as an effective educational strategy that may provide an effective way to increase patient safety, decrease the incidence of error and improve clinical judgment. The underlying theme in simulated learning activities is the concept of practice in a ''no-risk'' environment, providing students an opportunity to build their confidence, apply their knowledge, enhance technical, critical thinking and crisis management skills. This also affords educators the opportunity to verify the competence of health professionals in a safe, interactive environment, before they enter the clinical setting. Ultimately, this should be of benefit to patient safety and patient outcomes in the real-life working environment, although this has yet to be proven.

Many hypotheses have been developed with a focus on outcomes-based education that imply that the use of simulation in the collaborative education of health professionals will allow practice without risk, therefore leading to a reduction in medical errors and improved patient outcomes, but most of the evidence that highlights the benefits of simulated learning for students is limited to studies of only one isolated discipline, primarily medicine or nursing, and very few studies in or with professionals in applied health. Therefore it is important to create a simulation training program related to emergency nursing with trauma patients.

Biography

Fusun Terzioglu graduated in first place from Hacettepe University School of Nursing in 1989. She won the İhsan Dogramacı Superior Merit Award and Student Science Incentive Award. She earned her pilot's license from Republic of Turkey Ministry of Transport. She studied about counseling on assisted reproductive techniques at Liverpool Women's Hospital Reproductive Medicine Unit in United Kingdom on the British Council Research Scholarship. She is an active member of Thematic Network leadership work group. She studied as a research scholar at Kent State University College of Nursing in 2006 for 3 months. She was promoted to assistant professor in 1998, associate professor in 2006 and professor in 2012. She worked as a Vice Chair of Nursing Department, Coordinator of Erasmus Programme, Head of Strategic Planning Group and board member of Hacettepe University Women's Research and Implementation Center (HUWRICH) between 2009 and 2011. She is member of national and international nurses' organizations such as INDEN and Sigma Theta Tau. She has been working as a director of nursing services at Hacettepe University Hospitals since 2012; and Founding Dean Faculty of Nursing between 2012-June 2013.

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