

Extended Abstract

## A new strategy in nursing education: From hybrid simulation to clinical practice

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**Clinical Background:** Various instructional methods and environments are used in nursing education to develop students' psychomotor and communication skills, reduce their anxiety levels, and enhance their satisfaction. **Objectives:** To examine the effect of three different instructional environments on the development of the students' psychomotor and communication skills and their levels of anxiety and satisfaction. **Design:** A prospective study design was used. **Methods:** The sample of the study consisted of 60 nursing students. Before the implementation of the study, the students' cognitive skills and trait anxiety levels were evaluated. The students were divided into five groups and five nursing activities (Leopold's maneuvers, teaching breastfeeding, family planning education, teaching vulvar self-examination and teaching breast self-examination) were specified for each group. They implemented these nursing activities under the supervision of a faculty member in the nursing skills laboratory, standardized patient laboratory and clinical practice environment respectively. In each instructional environment, the students' psychomotor and communication skills, state anxiety levels and satisfactions were evaluated. **Results:** The median scores for psychomotor skills [nursing skills laboratory=73.1; standardized patient laboratory=81.5; clinical practice environment=88.6] and communication skills [nursing skills laboratory=64.9; standardized patient laboratory=71.6; clinical practice environment=79.0] were found to increase as the students went on practicing in a more complicated environment ( $p<0.05$ ). Similarly, it was determined that the students' anxiety levels decreased as they were practicing incrementally [nursing skills laboratory=33.0; standardized patient laboratory=32.0; clinical practice environment=31.0]. As the instructional environments were getting more similar to the reality, the students' satisfaction levels were found to become higher. **Conclusions:** Students who deliberately practice in the instructional environments until they are competent develop their psychomotor skills while reducing their anxiety levels, and enhancing their communication skills and satisfaction. For that reason, the development of students' competency areas is thought to be effective for the enhancement of patients and healthcare workers' safety.

### **Biography:**

She graduated in first place from Hacettepe University in 1989. She won the "Öhsan Dogramac" Superior Merit Award and 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 studied as a research scholar at Kent State University College of Nursing in 2006 for 3 months. She worked as a research assistant at Hacettepe University School of Nursing in the Maternity and Women's Health Nursing Division from 1990 to 1997. Her interest subjects are sexuality and reproductive health and management and leadership. She is member of national and international nurse's organizations such as INDEN and Sigma Theta Tau. She has been working as a Director of Nursing Services at Hacettepe University Hospitals between 2012-2016 and Founding Dean of Faculty of Nursing. She has published more than 70 papers, 15 grant projects, eight books as an editor and author, and more than 100 presentations in the national and international congress. She is also invited speaker more than 60 congress and symposium. She has working as a Dean Faculty of Health Science and Director of Nursing of MLPCare.