



Using Deliberate Practice in Simulation to Increase Competence: A Quality Improvement Project

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Purpose

PICO: “At Loyola University Chicago pre-licensure accelerated bachelor of science (ABSN) program, does deliberate practice in simulation increase practice competence?”

* 17% of new graduates leave the profession in the first year (Blegen et al, 2018)

- AACN’s Competency Based Education Transition (AACN, 2021)

Evidence-Based Initiative

Background:

- Aviation history in simulation (FAA, 2021)
- NCSBN’s National Simulation Study (Hayden et al, 2014)
- American Heart Association’s Resuscitation Quality Improvement (RQI) (Bjanji et al, 2010)

Models:

- Grounded Theory (Miles, 2018) & Simulation-based Mastery Learning (McGaghie & Harris, 2018)

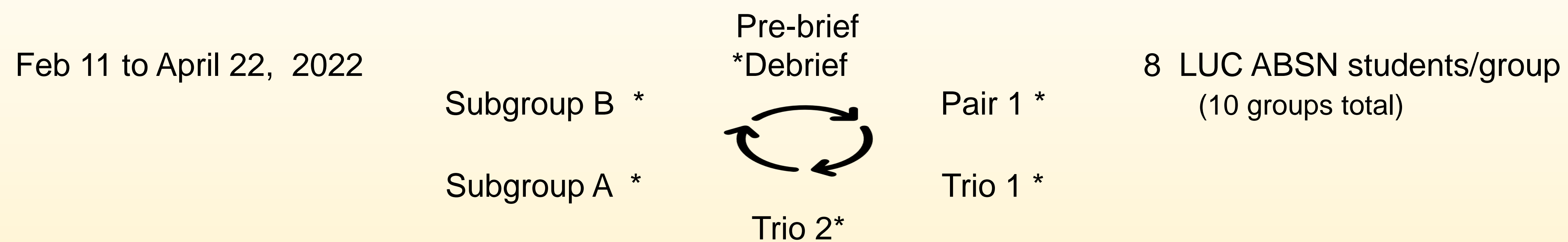
Project Impetus:

- Students requesting to repeat simulations to reinforce learning
- Closing the Transition to Practice Gap

Project Plan

A Quality Improvement Project using Rapid Cycle Deliberate Practice Model

Using a basic code simulation, project participants perform up to three separate code simulations inclusive of INACSL’s Healthcare Simulation Standards of Best Practice (pre-briefing component, simulation, and debriefing session).



Data Collection: The Creighton Competency Evaluation Instrument (Todd et al, 2014) & 1. Time to recognize no pulse and 2. Time from recognition of no pulse to first compression

IRB Reviewed with approval granted: Loyola University Chicago IRB & MNSON Research Committee
Informed Consent signed by participants inclusive of purposes of video taping **Budget:** \$2000 for gift cards if additional retention demonstration occurs

Results

Anticipated Results:

Creighton Competency Score 

Time for Recognition of NO Pulse 

Time until First Compression 

Evaluation

Pending Project Completion

Coming Soon!

Practice Implications

Proposed ideas while awaiting project outcomes:

- Project Framework – Adaptable to many simulations and setting

Recommendations:

- Incorporate into course schedule additional simulations at later time periods in semester to assess Retention of Competency

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