



# Symposium on Educational Excellence 2023

## Implementing a ticket-to-simulation in response to student-centered needs

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### Keywords

Assessment of learning, Clinical teaching, Simulation

### Abstract

**Background:** To increase student diversity changes to the admission processes were implemented which led to a more diverse nursing student body (English second language, ethnicity, first in family, financial barriers, and non-traditional students). Second-year nursing students in an acute care course have two simulation sessions. Structured preparation for simulation improves nursing students learning outcomes (Hyo-Kyoung et al., 2019). Before the implementation of this intervention, students were provided preparation materials before each simulation including patient information, essential skills, and treatment guidelines, but there was no tangible way for faculty to assess student preparation other than prebriefing, simulation performance, and debriefing. After the initial simulation it was observed by clinical and simulation faculty there was a lack of preparation and ability to apply preparation materials during simulations. Faculty identified a need to provide a student-centered approach to assist in simulation preparation.

**Methods:** Students had to complete patient preparation by filling out Ticket-to-Simulation before coming to the simulation. This required students to review the primary diagnosis, pathophysiology, and medications for each patient. Faculty adopted a clinical assignment tool based on The Tanner Clinical Judgment Model (Tanner, 2006), which the students were already using in the clinical setting. To prepare for the simulation, students were expected to apply the nursing process and clinical judgment surrounding patient care. Ticket-to-Simulation completion and submission were required to attend and participate in the second simulation of the course, in alignment with the Healthcare Simulation Standard of Best Practice™ Prebriefing: Preparation and Briefing (McDermott et al., 2021).

Results: The Ticket-to-Simulation promoted and improved student preparation, performance, and confidence in the second simulation of the term. 100% of student nurses completed the Ticket-to-Simulation satisfactorily. During debriefing, students reported improved confidence in simulation. 100% of clinical and simulation faculty observed a marked improvement in student preparation, skill performance, and confidence. The patient preparation enabled the student nurses to apply the nursing process and clinical judgment in a real-time simulation activity.

Impact: Ticket-to-Simulation has been acknowledged as an evidence-based intervention by simulation faculty to be the best practice in nursing education and was implemented in other courses.

Conclusion: Ticket-to-Simulation provided a simple and efficient way for nursing students to improve preparation, engagement, performance, and confidence in simulation. It allowed faculty to meet the growing needs of nursing students with diverse backgrounds to meet the learning objectives of simulation. Ticket-to-simulation helped students in a more tangible way for experiential learning in a high-fidelity simulation environment

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1. Identify strategies nursing students could use to prepare for clinical simulation
2. Describe how ticket-to-simulation improves student preparation and performance during simulation