Developing Nurse Leaders through Human Patient Simulation
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Background & Objective
Nursing education programs provide few opportunities for students to experience the role of expert and develop leadership skills in a clinical setting. Human Patient Simulation (HPS) facilitation experiences provide an opportunity for students to progress in the role of professional nurse leader, a skill deemed to be vital to the profession (AACCN, 2016). Evidence suggests that peer-assisted learning increases self-confidence, and communication skills (Awasthi & Yadav, 2015) which may contribute to leadership abilities.

Objective:
To examine the effects of HPS using peer-based facilitation to develop leadership skills and foster peer support.

Methods
Participants
BSN Nursing students
– Senior student facilitators n = 62
– Junior and Sophomore participants n = 208

Measures (analysis underway)
Authentic Leadership Questionnaire
IPIP Personality
MSCEIT Emotional Intelligence Test
Oldenburg Burnout Inventory
Student Satisfaction & Self-Confidence in Learning Scale

Four simulations for Junior-level specialty nursing courses:
OB
Gerontology
Psych
Pediatric

80 Simulations total; each included:
1 senior facilitator
1-2 junior student participants
1-2 sophomore student participants

Preliminary Results:

Seniors
The simulation was a good experience.
The simulation increased my interest in precepting in the future.
The simulation increased my interest in becoming nurse faculty in the future.
The simulation increased my confidence as a nurse leader.

Sophomores and Juniors
This simulation was a good experience.
The simulation increased my interest in facilitating a simulation in the future.
The simulation would have been better with a faculty facilitator.
The simulation increased my confidence in my nursing skills.

References

Post-Simulation Focus Group Feedback

Senior Student Facilitators:
• As a student, you don’t often have opportunities to lead and supervise other colleagues.
• It’s a little eye-opener on what it really takes to help lead somebody and not do it for them.
• It gave me a little more confidence…made me feel like I could be a leader.
• It was fun to…empower and equip them, and educate them and, like, encourage them.

Junior and Sophomore Participants:
• Made me feel more confident and able to delegate.
• Taught me that I need to speak up.
• I have to…figure out how to communicate with my other team members, how to delegate, what to delegate, so it definitely pushed us to step in that leadership role.