

endangering patient safety. The evidence supporting SBE is robust: it improves clinical competency, enhances confidence, and promotes quality and safety in patient care (Griffith et al., 2022; Sim et al., 2022). Moreover, SBE aligns seamlessly with Kolb's Experiential Learning Theory, which advocates for learning through concrete experience, reflective observation, abstract conceptualization, and active experimentation.

## Our Proposed Solution

To address these issues, we propose a structured, standardized approach to simulation for all advanced practice nursing students at our institution. This initiative, supported by a \$20,000 grant, aims to develop and implement simulation experiences that are consistent across all specialties. These simulations will focus on critical competencies as measured by the Nurse Practitioner Student Competency Assessment (NPSCA) instrument, ensuring that all students meet a high standard of clinical readiness.

## Implementation and Expected Outcomes

Our quasi-experimental longitudinal study will compare the outcomes of students participating in standardized simulation experiences with those undergoing traditional training. We anticipate that the

intervention group will demonstrate superior clinical reasoning, decision-making, and overall competency. Furthermore, we expect preceptors to report higher levels of preparedness among these students, and for the students themselves to express greater confidence and readiness for clinical practice.

## The Broader Implications

The implications of our study extend beyond our institution. By providing a validated framework for standardized simulation, we aim to set a precedent for other nursing programs to follow. The adoption of such standards could lead to widespread improvements in NP education, ultimately benefiting the healthcare system as a whole by producing practitioners who are better prepared to meet the challenges of their profession.

## Conclusion

The future of nursing education lies in embracing innovative teaching methods that transcend traditional classroom instruction. Standardized simulation represents a critical step forward in this evolution. It is imperative that nursing schools recognize and act on the need for such reforms to ensure that our graduates are not only knowledgeable but also adept at applying their knowledge in real-world settings.

By addressing the need for standard-

ized simulation, we can ensure that our NP students are not only competent but also confident in their abilities to deliver high-quality patient care. This initiative is not just an enhancement of our educational practices but a necessary evolution to meet the demands of contemporary healthcare.

We call on educational leaders, faculty, and stakeholders in the nursing community to support and invest in standardized simulation initiatives. By doing so, we can collectively enhance the competency of our future nurse practitioners, ensuring they are ready to provide the highest quality of care to their patients. ■

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# Coroner Makes Connections with Forensic Nursing

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As a former Nursing Simulationist and Sim Creator, Forensic Nurse and now as a Coroner, I strongly believe that interprofessional teamwork is of great importance when providing care to others. It should be more than a concept and put into practice. I believe the quality of our healthcare is based on professional knowledge that is evidence-based. It is my continued goal to introduce these forensic nursing con-

cepts, not only verbally, but also through a practical hands-on way, while students are still learning different nursing education strategies and possible career paths.

I connected with Regis University-Loretta Heights School of Nursing, to provide the nursing students with a simulated death scenario. Through actively participating in the scenario, I wanted to help students gain experience in what to

expect when their patient not only dies, but about the information they will need to provide to the coroner for this attended, natural death scenario. This collaborative simulation experience teaches the students a small part of a forensic death investigation conducted through the Coroner's Office. During the debrief, we touched on some processes that happen after death. As Coroner, I shared that death teaches us about life, and that death does not end the cycle.

I collaborated with Stephanie Cradick, DNP, MS, RN, APRN, CCNS, ACNS-BC, Associate Professor, who was very receptive to the idea of a shared scenario. We both belong to the Colorado Simulation Collaborative, which is under the Colorado Center for Nursing Excellence, whose mission is to "lead and provide expertise in healthcare simulation, delivering high-quality training and advising on regulatory affairs to improve the quality of healthcare outcomes throughout the state of Colorado and regionally."

The School of Nursing has a well-equipped simulation lab and is very successful in preparing students. Combining these two professional teams (Nursing and Coroner/Forensic Death Investigation) will provide students an opportunity to do prep work before hand and allow professors to adjust lectures, introduce the content, and increase student's knowledge and experience. In addition to the death investigation portion, students learn about caring for their patient, completing an RN assessment, notifying the MD, contacting a mortuary, cultural differences, critical doc-

umentation, working with family, and more. These simulations can help meet the required competencies for nursing practice. In addition, providing this type of collaborative training in nursing schools can help strengthen the interprofessional networks between nurses and other agencies, and broaden the career goals for nurses.

Lastly, this death simulation can provide a step toward a student's interest in Forensic Nursing. Currently the definition of forensic nursing is expanding and includes death investigation, among others. According to the Academy of Forensic Nursing, "Forensic nursing is a unique specialty that combines the art of nursing with science and the legal system and helps to bridge the gap between medicine and law. We are a specialized group of nurses who provide comprehensive care to victims of violence, offering detailed medical forensic exams, all while placing medical well-being as the priority. A forensic nurse can be a registered nurse or an advanced-practice nurse. Specific qualities of a forensic nurse include compassionate, effective communication, excellent assessment and decision-making skills. They are organized and detail oriented."

Therefore, I believe it is critical that nursing institutions incorporate this practice into their curriculum, training, and guided practice for all students. ■

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