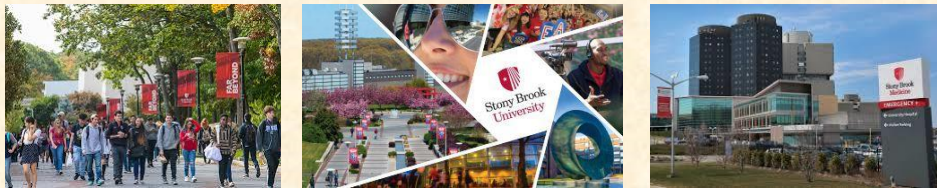


## Using Simulation to Promote Career Development in Undergraduate and Graduate Nursing Students

School of Nursing

Santina Abbate PhD, MPA, MS, RN, NE-BC

Kathleen M. Gambino EdD, RN



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- Large, public university on Long Island
- Approximately 60 miles east of NYC
- Affiliated with Stony Brook University Hospital, only tertiary care institution in Suffolk County
- Approximate graduation rate per year:

Pre-licensure: 80 Basic Baccalaureate

80 Accelerated Baccalaureate

Post-licensure: 70 RN to Baccalaureate

Graduate: 350 MS, DNP & PhD



**BACKGROUND**

2



***Attrition of both new graduate & experienced nurses is a costly, ongoing problem:***

- Average turnover rate 16.5%
- With a cost of \$44,380-\$63,400 per nurse
- More needs to be done to support the transition to professional practice

(Yarbrough et al., 2017)

***There is a positive correlation between career development & job satisfaction.***

**BACKGROUND**

3



***Career planning & development can be taught, but are often neglected components of nursing curriculum***

This may result in:

- Increased new graduate attrition rates
- Variable retention of experienced nurses
- Failure to advance to higher levels of nursing practice & education



(Tucker et al., 2019)

**BACKGROUND**

4



***Successful transition to practice & professional/academic advancement can be encouraged through the development of:***

- Strong resumes
- Superior interview skills
- Career planning



**BACKGROUND**

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***Annual Simulated Career Development Day***

***To increase retention rates & encourage professional/academic advancement by providing:***

- Undergraduate (UG) pre- & post-licensure students the tools needed to secure appropriate employment or graduate school acceptance
- Graduate students with the opportunity to practice interviewing/communication skills



**PURPOSE**

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## Pre-Simulation Preparation

- Needs assessment & pre-simulation quiz
- Pre-licensure UG nursing students: Tailored resume to mock medical/surgical job posting
- Post-licensure UG nursing students: Tailored resume to mock medical/surgical job posting **OR** graduate nursing school application
- Interview practice

Three content areas: Cover letters, Resumes & Interviewing

METHOD

Updated Jan 2022

Max 1 page

NOTE: Content formatting throughout

Include: School name, City/State, Degree, Graduation date or anticipated graduation date, GPA (if > 3.0 do not round)

NOTE: Wording of degrees, Bachelor of Science with a major in Nursing

Include: Type of unit (not name of unit), Facility name, Number of hours (Do not include course name)

Use 2-4 bullet points that:
 

- No complete sentences
- Accomplishment driven
- Start include (without task-reference don't)
- Include descriptions
- Start with action words (Proficient, Managed, Coordinated)

Good CNA Example:
 

- Managed direct of 8-12 patients
- Trained 2 newly hired CNAs in the past year
- Participated in a quality improvement project that...

Work Experience

Margins: 1/2-1 inch

**Tailor resume to job description!**  
Why? Because of Application Tracking System (ATS).

Application Tracking System (ATS)  
SMB + CSE + CS&K

Full Doc  
SMB + CSE + CS&K SMB + CSE + CS&K

Resume Type  
SMB + CSE + CS&K

Clinical Rotation Template  
SMB + CSE + CS&K

Best Action Verbs  
SMB + CSE + CS&K

One phone number

Professional email address & VM greeting

Job Competencies or Skill Set

2-3 bullets of related skills

Reverse chronological order

Q: How far back do you go?

As far as relevant to job description.

Always default to recruiter's instructions

General formatting:
 

- Helvetica font recommended
- 12pt, 10pt
- Dates: YES: June 2017 or Fall 2019
- Dates: NO: 01/2012
- Past tense if in the past
- Present tense if presently involved
- Use 3rd person (not 1st person)
- Screen for typos, grammatical errors
- Capitalize proper nouns
- Headings should stand out
- Do not include graphics or photos

ANNA SMITH

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Suffolk, NY 11770

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anna.smith@stonybrook.edu  
Lakeland, Anna Smith

**PROFESSIONAL OBJECTIVE:**

• Graduated and Hospital progressive Registered Nurse with 12 months of clinical experience with patient skills, strong critical care, and problem-solving leading to strong medication management skills

• Highly developed skills in providing consistent delivery of quality care and timely access to necessary resources, excellent RN-positive patient evaluation, extensive knowledge of EHR software.

**EDUCATION:**

Stony Brook University  
Bachelor of Science degree with a major in Nursing, Magna Cum Laude GPA: 3.8 May 2019

Stony Brook, University Hospital  
Psychiatric Unit  
Medical Surgical  
Catheter/Acute Care Unit  
Pediatric Unit, PCT, Pediatric Emergency Department  
Department of Nursing Education and C&I

Community Clinical Rotation  
Pediatric Acute Care Unit - Psychiatric Rotation  
Community Clinical Rotations  
Long Island Veterans Home, North Ridge Primary School

125 hours

Stony Brook, NY

**RELEVANT EXPERIENCE:**

Stony Brook Medical Center, Department of Orthopedics  
 • Completed formal orientation, preceptor or co-ordinator, Trauma Respite and Home Placement  
 • Prepared and assembled electronic medical records in trauma, trauma triage patient and physician.  
 • Scheduled follow-up appointment and tracked 100% development rate weekly per week.  
 • Arranged for hospital admission, PT/Therapy care/transfer medical equipment for 80+ patients per week.

Stony Brook, NY  
January 2018 to May 2018

Stony Brook, NY  
May 2017-August 2017

Stony Brook, NY  
November 2016

Placed for clinical rotation: Present  
 • Completed orientation, preceptor and plan rotation course involving those who have contributed to the organization for 100% patients.  
 • Managed routine rotations in the organization from local and regional sites and covered those rotations.  
 • Informed service populations of the agency's resources and utilized excellent communication skills with clients.

Stony Brook, NY  
February 2017

**KEY SKILLS AND ABILITIES:**

Learning & Review: Psychiatric Skills Day, Stony Brook School of Nursing, Stony Brook, NY  
February 2017

Implementing Lab Values, Stony Brook School of Nursing, Stony Brook, NY  
November 2016

Pediatric Skills Day, Stony Brook School of Nursing, Stony Brook, NY  
November 2016

**ADDITIONAL EXPERIENCE:**

Completed 1200 hours: Front Desk, Nurse, Case, MR Clinical Reporting, Controlling, Microsoft Office

La Trobe University, Australia  
 NY State Council Progressive Registered Nurse, Expanded RNCEX July 2018  
 American Heart Association, AHA course through October 2018  
 American Heart Association, AHA course through August 2018

**CURRENT AND RELEVANT SKILLS:**

National MR Society, Infusion Therapy, IV, Acute Care, Stroke Care Department, Stony Brook Medical Center

METHOD

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## Pre-Simulation Preparation, cont.

### Two assignments:

1. Resume peer assessment
2. Elevator pitch



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**METHOD**

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### Dress to Impress

#### BUSINESS PROFESSIONAL

- Trimmed, well-groomed hair, no hat
- Tie that complements your suit
- Matching jacket and trousers, dark, solid colors
- Long-sleeved button-down colored shirt
- Dress socks/belt that match your suit
- Cleaned and polished dress shoes
- Neat, well-groomed hair
- Matching jacket and pants/skirt
- Briefcase instead of handbag/purse
- Conservative hosiery at or near skin tone
- Closed-toe, sensible heels or flats

#### BUSINESS CASUAL

- Trimmed, well-groomed hair
- Tie is optional
- Colored button-down shirt or a sweater
- Dress socks that match your socks or khakis
- Boat shoes or loafers
- Neat, well-groomed hair
- Cardigans, sweaters, blouses, or knee-length dresses
- Khakis, slacks, or knee-length skirts
- Closed-toe, sensible heels or flats



 **Career Center**  
MEET US AT THE FOOT OF THE ZEBRA HILL

**METHOD**

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## ***Day of Simulation***

- Virtual mock interviews conducted by graduate nursing students from leadership & education master's programs
- Feedback & debriefing of UG students by graduate students
- Graduate student interviewers earned:
  1. Clinical hour credits for participation
  2. Interview and debriefing practice



**METHOD**

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## ***Day of Simulation (cont.)***

- One-on-one resume review conducted by Career Center development specialists from the university
- Rubrics provided for both interview & resume review components of simulation



**METHOD**

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## Post-Simulation Activities

- UG nursing students:
  - Post-simulation quiz & feedback survey
- Graduate nursing students:
  - Feedback survey



**Post-Simulation Survey**

This questionnaire was created to gain data to assess student's experience with this simulation.

vanessa.athanasopoulos@stonybrook.edu (not shared) | Switch account

Feedback

The Career Development Nursing Simulation (including pre-simulation work) enhanced my overall understanding of the job acquisition process. (1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree)

1 2 3 4 5

Strongly disagree      Strongly agree

The pre-simulation work (including TBL 1) was helpful. (1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree)

1 2 3 4 5

Strongly disagree      Strongly agree

The mock interview enhanced my understanding of the interview process. (1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree)

1 2 3 4 5

Strongly disagree      Strongly agree

### METHOD

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## Post-Simulation Quiz Results

- Improved scores compared to pre-simulation quiz

## Post-Simulation Survey Results

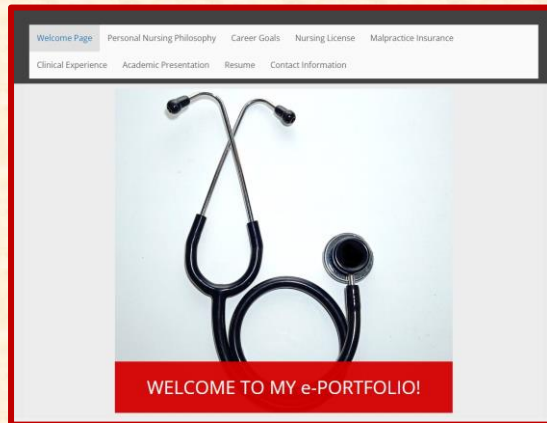
- UG nursing students reported:
  - Decreased stress
  - Increased level of preparation
- Graduate nursing students reported:
  - Satisfaction with practicing leadership, mentoring & communication skills

### RESULTS

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## Post-Simulation Activities, cont.

- E-Portfolio assignment



### METHOD

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- Interview scenario options limited for consistency
- Simulation coordination, organization & flow
- Limited opportunities to evaluate post-graduation interview skills, job acquisition & retention



### LIMITATIONS

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### ***The Simulated Career Development Day:***

- Increased self-confidence in both UG & graduate nursing students (interviewing skills)
- Improved quality of resumes submitted in UG ePortfolio assignment

***Hopefully, this confidence will lead to favorable employment, promote retention & the pursuit of professional/academic opportunities in the future.***

**CONCLUSIONS**

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***Questions?***

**QUESTIONS**

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THANK  
YOU!

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Tucker, S.J., Gallagher-Ford, L., Baker, M. & Vottero, B.A. (2019). Promoting nurse retention through career development planning. *The American Journal of Nursing*, 119(6), 62-66.

Yarbrough, S., Martin, P., Alfred, D. & McNeill, C. (2017). Professional values, job satisfaction, career development, and intent to stay. *Nursing Ethics*, 24(6), 675-685.

## REFERENCES

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