

## **NURS-FPX4065 Assessment 1 Sentinel U Acknowledgment**

Student Name

Capella University

NURS-FPX4065: Patient-Centered Care Coordination

Professor Name

Month, Year

## **Sentinel U Acknowledgment and Practicum Readiness**

This assessment documents acknowledgment of the Sentinel U virtual simulation requirements and reflects on readiness to engage in the care coordination practicum experiences in this course. Virtual simulation provides a safe, structured environment for developing care coordination competencies before applying them in real-world settings. By engaging with these simulations, students build the skills and confidence needed to coordinate care effectively.

### **Acknowledgment of Simulation Requirements**

I acknowledge that I have reviewed and understand the requirements for the Sentinel U virtual simulation experiences in this course. These simulations are designed to develop care coordination skills through realistic, interactive scenarios that mirror the complexities of actual practice. I understand that completing these simulations is a required component of the course and that they prepare me for the care coordination responsibilities of professional nursing practice.

I commit to engaging fully with the simulation activities, reflecting on my performance, and applying the lessons learned to my development as a nurse. Active engagement with the simulations is essential to gaining their full benefit, and I am prepared to approach them with seriousness and dedication. Through thoughtful participation and reflection, I will maximize the learning value of these experiences.

Understanding and acknowledging the simulation requirements is the first step in a structured process of developing care coordination competencies. By clarifying what is expected and committing to full engagement, I establish a foundation for productive learning. This

acknowledgment reflects my readiness to undertake the simulation experiences and to develop the skills they are designed to build.

### **The Value of Virtual Simulation in Care Coordination**

Virtual simulation offers significant educational value. It provides a safe environment in which to practice complex care coordination skills without risk to actual patients. In simulation, students can make decisions, observe their consequences, and learn from mistakes without the potential for harm that exists in real clinical settings. This safety makes simulation an ideal context for developing competencies.

Simulations allow learners to make decisions, observe consequences, and refine their approach through repetition and feedback. The opportunity to practice repeatedly and to receive feedback supports skill development and builds confidence. Research supports simulation as an effective method for developing clinical reasoning, communication, and coordination skills (Cant & Cooper, 2017). These competencies are central to effective care coordination.

For care coordination specifically, simulation enables practice in managing transitions of care, coordinating among providers, and engaging patients and families in care planning. These complex, multifaceted tasks benefit from the opportunity to practice in a realistic but safe environment. By developing these skills through simulation, students prepare to coordinate care effectively in their professional practice.

### **Reflection on Practicum Readiness**

Engaging with the Sentinel U simulations supports my readiness for the care coordination practicum. Through these experiences, I will strengthen my ability to assess patient needs,

develop coordinated care plans, communicate with interdisciplinary teams, and engage patients as partners in their care. These competencies are essential to effective care coordination and to success in the practicum.

I recognize that effective care coordination requires not only clinical knowledge but also strong communication, organization, and advocacy skills. Care coordination involves bringing together the contributions of many providers and aligning them around the patient's needs, which demands strong interpersonal and organizational abilities. The simulations provide an opportunity to develop these skills in preparation for the practicum.

I approach the practicum with a commitment to applying evidence-based practices, reflecting on my experiences, and continually improving my care coordination competencies. By bringing this reflective, growth-oriented mindset to the practicum, I will maximize my learning and development. I am prepared to engage fully with the practicum experiences and to develop the competencies needed for effective care coordination.

### **Personal Commitment to Care Coordination Development**

Developing strong care coordination competencies is a personal and professional priority for me. I recognize that care coordination is a complex skill that requires ongoing development, and I am committed to using the simulation experiences and the practicum to build my abilities. This commitment reflects my understanding of the importance of care coordination to patient outcomes and my dedication to providing high-quality, patient-centered care.

I also recognize that effective care coordination is increasingly central to nursing practice as healthcare becomes more complex and as patients with chronic conditions require care from multiple providers. By developing my care coordination competencies now, I prepare myself for

the demands of contemporary nursing practice. I view the simulation experiences not merely as a course requirement but as an opportunity to develop skills that will serve me and my patients throughout my career.

As I engage with the simulations and the practicum, I will seek feedback, reflect on my performance, and continually work to improve. This growth-oriented approach reflects my commitment to lifelong learning and professional development. By embracing this approach, I will maximize the value of these learning experiences and develop the competencies needed for effective care coordination.

### **Conclusion**

Acknowledging the Sentinel U simulation requirements marks the beginning of a structured journey to develop care coordination competencies. Virtual simulation provides a valuable, safe environment for building the skills essential to effective care coordination, allowing students to practice and refine their abilities before applying them in real settings.

By engaging fully with these experiences and reflecting on my readiness, I prepare myself to deliver coordinated, patient-centered care in the practicum and in professional practice. The simulations, combined with thoughtful reflection, will strengthen my competencies and build my confidence. I am committed to making the most of these learning opportunities as I develop the skills needed for effective care coordination.

## References

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