Faculty Perceptions of Simulation in the Early Entry Master's Program

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Learning objectives

- *1:* The learner will be able to identify faculty perceptions in using simulation in pre-licensure courses

- *2:* The learner will be able to discuss identified changes seen in student behavior following simulation

Purpose

- The purposes of this study were to identify faculty perceptions of simulation and to measure changes in specific student behaviors after simulation.

Background and Significance

- Simulation use has increased in nursing programs across the country.
- Faculty are being asked to embrace this pedagogical change which places emphasis of more realistic simulated clinical practice experiences for students.
- Faculty has approached simulation with differing perceptions and expectations.

Methods

- A mixed method approach was utilized.
- A survey, consisting of both qualitative and quantitative components, was distributed to thirty-six faculty involved in simulation in an Entry Level Master's program utilizing Human Patient simulators for pre-licensure courses.
- Faculty were informed of the study and participation was voluntary. Fifteen faculty responded (42%).

Methods cont'd

- Analysis of the qualitative date was through coding for themes and dimensions in the tradition of Corbin and Strauss.
  - Major themes were grouped and relationships identified.
  - Consensus was achieved through discussion.

- The quantitative data analysis resulted in means and distribution and percentage of change noted

Qualitative Thematic Results

- Three broad themes emerged from the qualitative data:
  - preparation
  - communication
  - evaluation

Preparation

- Faculty preparation focused on the individual course content

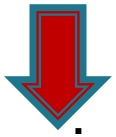
Communication

- Communication with faculty team member to enhance the scenario

Evaluation

- Smaller group sizes allowed for individual student evaluation

Quantitative Data Results

- Quantitative data revealed changes in the student performance in the clinical rotation following simulation:
  -  79% of faculty saw an increase in student knowledge
  -  37.7% described a decrease in student anxiety
  -  50% described an increase in student confidence

Conclusions

- Preparation of both faculty and students appears to influence the embracing of simulation.

Conclusions

- Faculty saw benefits and challenges to using simulation in multiple clinical groups of a course.

- Simulation is a process that is changing the dynamics of learning in nursing.

Conclusions

- Qualitative and quantitative results indicated the following changes in the clinical rotation:
  - Increased student skill acquisition,
  - Increased knowledge base; and
  - Better decision making processes

- Faculty are embracing the dynamics of simulation in student learning both in didactic content and clinical experience.

Implication for Practice

- Understanding faculty perceptions of simulation and expectations leads to the development of better training for both faculty and students.