

# Welcome

## Human Patient Simulation: Bringing the Future into the Classroom

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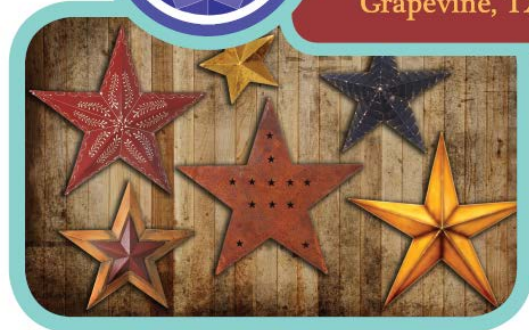
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## Continuing Nursing Education



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- Conflict of Interest

- All authors reports no conflict of interest
- Julia Greenawalt (INACSL Conference Administrator & Nurse Planner) reports no conflict of interest
- Leann Horsley (INACSL Lead Nurse Planner) reports no conflict of interest

- Successful Completion

- Attend 90% of session
- Complete online evaluation



# Objectives

Upon completion of this presentation, participants will be able to:

1. Describe large-group HPS teaching strategy
2. Describe tools used to enhance learning for active participants and vicarious learners



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- Background
- Specific Aims
- Intervention
- Measures
- Data Analysis
- Perceptions
- Limitations and Conclusions
- What's next?

# Background



## Human Patient Simulation

- Outcomes
- Delivery
- Time

Vicarious learning

Bandura

Does it work?



1. Evaluate the effectiveness of integrated simulation in a didactic course
2. Describe students' perceptions of integration simulation in a didactic course.

## Intervention group

N = 29

12 hours of simulation

## Control Group

N = 31

12 hours of traditional teaching



# Intervention

- Small-group simulation experiences
- 8 simulation scenarios
- One classroom



- HEROS- Helping Everyone Remember Our Skills
- How to vicariously learn
- Time out
- Ask a friend



Control variable

Simulation Pre-test

Intervention vs. control

Final exam simulation content  
Final exam non-sim content

Intervention group

HEROS Simulation scores  
Vicarious learner simulation scores

Intervention group

Simulation Effectiveness Tool

## MANCOVA:

- Simulation pre-test (co-variate)
- Final exam simulation content ( $p = 0.01$ )
  - Intervention group performed better
- Final exam non-simulation content ( $p = 0.79$ )
  - No significant differences between groups

- Paired Samples T-test
  - HEROS learning vs. Vicarious learning ( $p = .69$ )
    - No significant differences between active learning and vicarious learning outcomes

- Simulation Effectiveness Tool
  - Range 3.5 – 4.0/4.0
- “Much more beneficial than lecture”
- “The BEST learning experience EVER!!”



- Small-sample
- Different instructors
- Internal validity



- Resource effective strategies
  - Faculty time
- Need for evidence-based strategies which incorporate simulation
  - Delivery
  - Time
  - Outcomes



# References

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