

NURSE EDUCATORS' PERCEPTIONS OF USING HIGH-FIDELITY SIMULATION IN TEACHING

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Abstract

Purpose: Describe the perceptions of invited participants who were nursing professors using computerized simulation in their curriculum via classroom and clinical training with nursing students.

Goal: The goal of this study was to examine the perceptions of nurse educators regarding the benefits of and barriers to use of high-fidelity (computerized manikin) simulation with students in a university nursing program.

Demographics

12 female nursing educators who had used high-fidelity simulation for at least 1 year were interviewed regarding their perceptions of the use of simulation in the nursing curriculum.

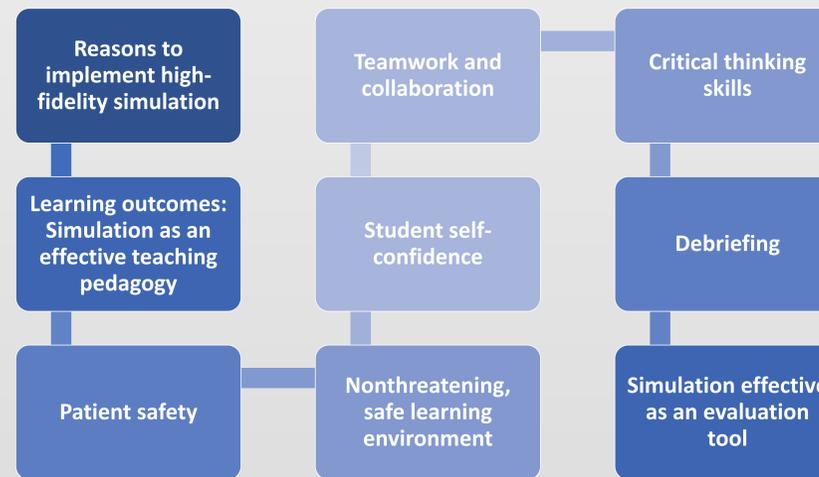
Age	
45-50	10
51-70	2
Years of Experience with HFS	
3-5	5
6-8	7
Years of Experience Teaching	
1-5	3
6-10	4
11-25	5
Nursing Education	
Master in Nursing	12
Critical Care Certification	3
Advanced Registered Nurse Practitioner	4
Doctorate	5

Methods

The research design used in this study was a qualitative, exploratory case study.

Results

Benefits of High-Fidelity Simulation as a Teaching Strategy:



Barriers to the Inclusion of High-Fidelity Simulation in the Curriculum



Recommendations to Maximize the Use and Benefits



Significance

Simulation is widely believed to be an important aspect of many types of classroom and clinical training because it provides an opportunity for students to learn valuable skills needed for real-life situations in a safe environment.

Problem: Resistance among some faculty to the use of new computerized simulation technology in the nursing curriculum.

Research Question: How faculty members can incorporate simulation into the curriculum and barriers faced in setting the stage for simulation experiences for their students.

Discussion/Conclusion

- The findings indicated that faculty believed the use of simulation to be beneficial to nursing students by increasing patient safety, improving students' critical thinking, improving learning outcomes, and increasing competency to transfer to clinical practice.
- Faculty recommended further training and technical support to maximize effective use of simulation.

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