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Nurse Educators' Perceptions of Using High-Fidelity Simulation in Teaching
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High-fidelity simulation in nursing refers to the use of computerized manikins to offer realistic hands-on training to nursing students. The problem addressed by this dissertation was resistance among some faculty to the use of new computerized simulation technology in the nursing curriculum. The research question for this case study investigated how faculty members can incorporate simulation into the curriculum and barriers faced in setting the stage for simulation experiences for their students. The goal of this applied dissertation study was to examine the perceptions of nurse educators regarding benefits of and barriers to use of high-fidelity (computerized manikin) simulation with students in a university nursing program. Interviews were used in this qualitative case study to gather perceptions from educators in a university nursing program.

The problem addressed by this study was nurse educators' resistance to the use of computerized simulations. In nursing, use of technologically advanced, computerized manikins in high-fidelity simulation allows students the opportunity to practice skill development in a simulation before interacting with a real patient (National Council of State Boards of Nursing, 2009). Decreased availability of clinical sites for students to practice clinical skills has brought increased pressure on institutions and nurse educators to find new ways of teaching nursing students skills to improve patient outcomes in the clinical setting.

The study was based on the qualitative research method with a case study design. The theoretical underpinnings for the study were concentrated within a constructivist framework. Nursing educators were interviewed regarding their perceptions of the use of simulation in the nursing curriculum. 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. Further training and technical support to maximize effective use of simulation.

Title:

Nurse Educators' Perceptions of Using High-Fidelity Simulation in Teaching

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References:

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Abstract Summary:

Nurse Educators' Perceptions of Using High-Fidelity Simulation in Teaching. High-fidelity simulation in nursing refers to the use of computerized manikins to offer realistic hands-on training to nursing students. The problem addressed by this dissertation was resistance among some faculty to using new computerized simulation technology in the nursing curriculum.

Content Outline:

Simulation in the area of medicine and nursing has become an important part of the education of students and practicing healthcare providers. According to the IOM (2010), simulation is recommended for the environment of nursing work, as it is believed to be a method to support nurses in ongoing acquisition of knowledge and skills. "Simulation," as discussed by Gaba (2004), "is a technique—not a technology—to replace or amplify real experiences with guided experiences, often immersive in nature, that evoke or replicate substantial aspects of the real world in a fully interactive fashion" (p. i2).

Simulation has demonstrated effectiveness in training practicing nurses for new procedures, communication processes, skills, and techniques (Aebersold & Tschannen, 2013).

Student confidence and motivation. Miller et al. (2010) piloted a descriptive study on the evaluation of nursing students' perceptions using human patient simulators as an instructional tool within the curriculum of an associate degree nursing program. According to Mastrian et al. (2011), information technology is now a vital part of nursing clinical practice that continues to change and have a lasting impact on nursing education

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