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Title:

The Lived Experiences of Faculty Who Participate in Simulation Instruction in an Undergraduate Nursing Program

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Abstract Describes: Completed Work/Project

Applicable Category: Clinical, Academic, Leaders, Researchers

Keywords: Development, Faculty and Simulation

Abstract Summary:

This phenomenological qualitative study explored how nursing faculty integrated simulation into their teaching practice. Implications of the study included the need to provide nursing educators with time to learn simulation theory, prepare and practice, and obtain coaching from experienced faculty.

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Abstract Text:

Purpose: The nursing shortage is a long-term global issue that has affected nursing education in general and clinical placement in particular, decreasing students' access and opportunities to practice with patients. Simulation is technology that offers a possible solution to the problem by providing educators with the ability to create realistic scenarios for educational purposes that can help address the clinical site deficit. The purpose of this phenomenological qualitative study was to explore how nursing faculty is integrating simulation into their teaching practice.

Methods: The conceptual framework utilized to guide and organize the study included both the transformative learning theory and National League for Nursing/Jeffries simulation theory. Participants ranging in experience from 3 to 7 years of integrating simulation participated in semistructured interviews. The modified Stevick–Colaizzi–Keen model was used for data analysis.

Results: The following core themes were identified: Faculty Motivation, Training and Mentoring, Best Simulation Experiences, Differences in Teaching With and Without Simulation, and Challenges Faced With Simulation. Findings revealed participants were initially unsure whether to embrace or reject the new teaching strategy. Inner motivation was the main factor participants described in accepting it. Time was also a key component for instructors and students in mastering simulation theory. A challenge described was how to manage students that did not buy in to the realism of the scenario. Instructors found creative ways to engage them. Differences in the method of teaching among participants were revealed when using simulation versus when the technology was absent. Simulation enabled students to explore equipment, learn and practice skills, and develop professional nursing attitudes. Traditional methods of teaching left students with learning gaps because of clinical placements sites limited their ability to develop competencies and confidence. Participants described best experiences as feeling excited when students connected theory with practice while performing nursing skills during a scenario.

Conclusion: Implications included the need to provide educators with time to learn simulation theory, prepare and practice, and obtain coaching from experienced faculty.