BACKGROUND

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.

PURPOSE

The purpose of this phenomenological qualitative study was to explore how nursing faculty integrate 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 semi-structured interviews. The modified Stevick–Colaizzi–Keen model was used for data analysis. See figure 1 for participant demographics and table 1 for interview questions.

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.

CONCLUSIONS

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