Faculty Perceptions of Simulation in the Early Entry Master's Program

Anna Marie Hefner, RN, MSN, MaEd, CPNP
School of Nursing, Azusa Pacific University, Azusa, CA

Linda L. Hansen-Kyle, PhD, RN, CCM
Nursing, Azusa Pacific University, San Diego Campus, San Diego, CA
Learning objectives

1: The learner will be able to identify faculty perceptions in using simulation in pre-licensure courses

2: The learner will be able to discuss identified changes seen in student behavior following simulation
The purposes of this study were to identify faculty perceptions of simulation and to measure changes in specific student behaviors after simulation.
Simulation use has increased in nursing programs across the country.

Faculty are being asked to embrace this pedagogical change which places emphasis of more realistic simulated clinical practice experiences for students.

Faculty has approached simulation with differing perceptions and expectations.
Methods

- A mixed method approach was utilized.

- A survey, consisting of both qualitative and quantitative components, was distributed to thirty-six faculty involved in simulation in an Entry Level Master’s program utilizing Human Patient simulators for pre-licensure courses.

- Faculty were informed of the study and participation was voluntary. Fifteen faculty responded (42%).
Methods cont’d

- Analysis of the qualitative date was through coding for themes and dimensions in the tradition of Corbin and Strauss.
  - Major themes were grouped and relationships identified.
  - Consensus was achieved through discussion.

- The quantitative data analysis resulted in means and distribution and percentage of change noted.
Qualitative Thematic Results

- Three broad themes emerged from the qualitative data:
  - preparation
  - communication
  - evaluation
Preparation

- Faculty preparation focused on the individual course content
Communication

- Communication with faculty team member to enhance the scenario
Evaluation

- Smaller group sizes allowed for individual student evaluation
Quantitative Data Results

Quantitative data revealed changes in the student performance in the clinical rotation following simulation:

- 79% of faculty saw an increase in student knowledge
- 37.7% described a decrease in student anxiety
- 50% described an increase in student confidence
Conclusions

- Preparation of both faculty and students appears to influence the embracing of simulation.
Conclusions

- Faculty saw benefits and challenges to using simulation in multiple clinical groups of a course.

- Simulation is a process that is changing the dynamics of learning in nursing.
Qualitative and quantitative results indicated the following changes in the clinical rotation:

- Increased student skill acquisition,
- Increased knowledge base; and
- Better decision making processes

Faculty are embracing the dynamics of simulation in student learning both in didactic content and clinical experience.
Understanding faculty perceptions of simulation and expectations leads to the development of better training for both faculty and students.