The purpose of this research study was to solicit the attitudes and feelings of academic and clinical nursing faculty regarding the replacement of traditional clinical experiences with simulation. The expected outcome of this survey study was to identify themes in attitudes and feelings about replacing traditional clinical with simulation.

**INTRODUCTION**

The importance of nursing faculty in the utilization of simulation in nursing education was seen pivotal; however, faculty feelings have not been the primary focus of research. Academic and clinical faculty feelings and attitudes impact the viability of this solution; thus, it is essential to solicit input from these educators.

**PURPOSE & OUTCOME**

The purpose of this research study was to solicit input from these educators. Academic and clinical faculty feelings and attitudes have not been the primary focus of research, thus it is essential to solicit input from these educators.

**REVIEW OF LITERATURE**

- Traditional clinical opportunities face challenges:
  - Availability of clinical sites
  - Competition for clinical sites

- Critical thinking skills
  - Use of simulation to teach critical thinking skills in a safe environment was supported by all surveyed participants.

- Faculty attitudes & feelings:
  - Paucity of scholarly evidence on faculty opinions

- LITIGATION
  - Student are “practicing”
  - Staff fear of malpractice minimizes clinical opportunities face

- Faculty opinions
  - Do you believe simulation should be utilized as a replacement for clinical? An adjunct to clinical?
  - Do you believe there is a maximum amount of clinical that should be replaced by simulation? If yes, what percentage?
  - Do you believe replacing traditional clinical with simulation will enhance the nursing student’s experience? If yes, please elaborate.

- 25% Excited
  - Evidence supports what we believe
  - Maximum substitution recommended by excited

- 75% Resigned or Neutral
  - Difficult to find rich clinical experiences for students
  - Minimum substitution recommended by resigned

**METHOD**

- Descriptive
- Qualitative
- Research-created tool
- Purposive sampling
- Descriptive Statistics

**DATA COLLECTION INSTRUMENT**

- Professional Information
  - Pre-licensure educational program
  - Highest degree and certifications
  - Length of time as full-time faculty
  - Taught at any other pre-licensure level in the past
  - Are you actively engaged in simulation learning your current program?
  - If yes, do you use low, medium, or high-fidelity simulation?
  - If yes, did you receive a thorough orientation to the simulation equipment you are utilizing?
  - If yes, what is your role in the simulation process?
  - Professional Opinion
    - Do you believe simulation should be utilized as a replacement for clinical? An adjunct to clinical?
    - Do you believe there is a maximum amount of clinical that should be replaced by simulation? If yes, what percentage?
    - Do you believe replacing traditional clinical with simulation will enhance the nursing student’s experience? If yes, please elaborate.

**METHOD AND TOOL**

- Descriptive
- Qualitative
- Research-created tool
- Purposive sampling
- Descriptive Statistics

**THEME ONE**

- Professional Information
  - Pre-licensure educational program
  - Highest degree and certifications
  - Length of time as full-time faculty
  - Taught at any other pre-licensure level in the past
  - Are you actively engaged in simulation learning your current program?
  - If yes, do you use low, medium, or high-fidelity simulation?
  - If yes, did you receive a thorough orientation to the simulation equipment you are utilizing?
  - If yes, what is your role in the simulation process?

**THEME TWO**

- Professional Opinion
  - Do you believe simulation should be utilized as a replacement for clinical? An adjunct to clinical?
  - Do you believe there is a maximum amount of clinical that should be replaced by simulation? If yes, what percentage?
  - Do you believe replacing traditional clinical with simulation will enhance the nursing student’s experience? If yes, please elaborate.

- 25% Excited
  - Evidence supports what we believe
  - Maximum substitution recommended by excited

- 75% Resigned or Neutral
  - Difficult to find rich clinical experiences for students
  - Minimum substitution recommended by resigned

**POSSIBLE SOLUTIONS**

- Simulation as substitute for clinical experience during initial program
- Simulation as adjunct to advanced clinical rotations.
- Design clinical “ladder” for students. Begin in the lab, progress to “real” experiences, and supplement with simulation experiences offering complex or rare occurrences
- Acknowledge faculty feelings and encourage reluctant faculty members to be part of the process.

- The feelings faculty members are experiencing in relation to this initiative will play a role in the manner in which the faculty members support the initiative. Sharing of concerns may reveal varying interpretations of the question.

- Increased understanding by enthusiasts for concerns of those with reservations
- Potential for positive suggestions after feeling heard

**REFERENCES**


**CONTACT**

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