A Study of Faculty Feelings and Attitudes Regarding Replacement of Up to 50% of Traditional Clinical With Simulation

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ABSTRACT

INTRODUCTION

The importance of nursing faculty in the utilization of simulation in nursing education would seem 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 the attitudes and feelings of nursing faculty about simulation substitution. The focus of this research project was to gather data from a convenience sample of ADN faculty at a specific nursing program. The expected outcome of this survey study was to identify themes in attitudes and feelings about replacing traditional clinical with simulation.

REVIEW of LITERATURE

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

❖ LITIGATION
❖ Student are "practicing"
❖ Staff fear of malpractice minimizes number of preceptors available

❖ CRITICAL THINKING SKILLS
❖ Use of simulation to teach critical thinking skills in a safe environment was supported by all surveyed participants

❖ FACULTY ATTITUDES & FEELING:
❖ Paucity of scholarly evidence on faculty opinions

METHOD AND TOOL

METHOD

❖ Descriptive
❖ Qualitative
❖ Researcher-created tool
❖ Purposeful sampling
❖ Descriptive Statistics

Survey Participation by Highest Degree
■ BSN ■ Doctorate ■ MA ■ MS ■ MSN ■ Did Not Participate

DATA COLLECTION INSTRUMENT (researcher-created)

❖ *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.
- Do you believe anything will be absent from the nursing student's experience if simulation replaces 50%?
- Describe your initial professional feelings when you heard that the evidence shows that nursing programs can replace up to 50% of traditional clinical with simulation and achieve the same results as a 100% traditional clinical program.
- Describe your professional feelings after having time to reflect upon the concept of replacing up to 50% of traditional clinical with simulation.
- Please provide additional information you feel the survey did not cover on the possibility of replacing up to 50% of traditional clinical with simulation.

THEME ONE

STUDENT PREPAREDNESS FOR PROFESSIONAL PRACTICE

"Pro" Simulation - 50% of Respondents

❖ Provides "real" clinical experience
❖ Ensures similar experiences for all students
❖ Offers safe experiential environment
❖ Provides experiences not often found in "traditional" clinical program
❖ Allows written and video documentation of students
❖ Facilitates opportunities for student debriefing and self-reflection

"Con" Simulation – 50% of Respondents

❖ Assigns more value to traditional clinical experience
❖ Primarily utilizes for learning and practicing
❖ Ineffectively replaces traditional clinical
❖ Impedes development of communication skills, working with "real" professionals, working in the "real" environment
❖ Concerned students do not value simulation and apply necessary effort to maximize learning experience
❖ Difficulty replicating the chaos and rapidly changing environment experienced in traditional clinical experience

THEME TWO

EXCITEMENT AND RESIGNATION

25% Excited
Evidence supports what we believe

75% Resigned or Neutral
Difficult to find rich clinical experiences for students

Maximum substitution recommended by excited

Minimum substitution recommended by resigned

50% ⬆   ⬇ 10%

POSSIBLE SOLUTIONS

- Simulation as substitute for clinical experience during initial clinical
- 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 consistencies
    ❖ Validation occurs knowing others share same concerns
    ❖ Increased understanding by enthusiasts for concerns of those with reservations
    ❖ Potential for positive suggestions after feeling heard

RECOMMENDATIONS FOR FUTURE RESEARCH

❖ Expand research
  ❖ Larger sample sizes
  ❖ Survey all entry level pathways (Diploma, AD, BSN)
  ❖ Survey Rural, Urban, and Suburban programs
❖ Modify survey
  ❖ Professional Information
    ❖ Eliminate educational identifiers
    ❖ Add question for whether respondent has taught in a program currently substituting simulation for 50% of traditional clinical
  ❖ Change response anchors to True/False or Likert-scale response to determine intensity of feelings and attitudes.
  ❖ Ensure each survey item specifically addresses only one concept to prevent varying interpretations of the question

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