Human Patient Simulation: Bringing the Future into the Classroom
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INACSL is an accredited ANCC provider.
• Conflict of Interest
  – All authors reports no conflict of interest
  – Julia Greenawalt (INACSL Conference Administrator & Nurse Planner) reports no conflict of interest
  – Leann Horsley (INACSL Lead Nurse Planner) reports no conflict of interest

• Successful Completion
  – Attend 90% of session
  – Complete online evaluation
Upon completion of this presentation, participants will be able to:

1. Describe large-group HPS teaching strategy
2. Describe tools used to enhance learning for active participants and vicarious learners
Background
Human Patient Simulation

– Outcomes

– Delivery

– Time
Background

Vicarious learning

Bandura

Does it work?
Specific Aims

1. Evaluate the effectiveness of integrated simulation in a didactic course

2. Describe students’ perceptions of integration simulation in a didactic course.
Design

Intervention group
N = 29
12 hours of simulation

Control Group
N = 31
12 hours of traditional teaching
Intervention

- Small-group simulation experiences
- 8 simulation scenarios
- One classroom
Intervention

- HEROS- Helping Everyone Remember Our Skills
- How to vicariously learn
- Time out
- Ask a friend
Measures

- Simulation Pre-test
- Final exam simulation content
- Final exam non-sim content
- HEROS Simulation scores
- Vicarious learner simulation scores
- Simulation Effectiveness Tool
MANCOVA:

- Simulation pre-test (co-variate)

- Final exam simulation content ($p = 0.01$)
  - Intervention group performed better

- Final exam non-simulation content ($p = 0.79$)
  - No significant differences between groups
• Paired Samples T-test
  – HEROS learning vs. Vicarious learning \((p = .69)\)
  • No significant differences between active learning and vicarious learning outcomes
Perceptions

• Simulation Effectiveness Tool
  – Range 3.5 – 4.0/4.0

• “Much more beneficial than lecture”

• “The BEST learning experience EVER!!”
Limitations

- Small-sample
- Different instructors
- Internal validity
What’s Next

• Resource effective strategies
  – Faculty time
• Need for evidence-based strategies which incorporate simulation
  – Delivery
  – Time
  – Outcomes


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