Using Evidenced-Based Simulations to Enhance Care of Vulnerable Populations

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Overview

- Background
- Description of two evidence-based simulations focused on vulnerable populations
- Implications for educational practice
Poll #1

How comfortable are you with simulation as a teaching strategy?

A. No experience

B. Limited (mostly observational experience)

C. Experienced (pre-brief and debrief with students, help with running simulations)

D. Lots of experience (have written a simulation, developed or adapted simulations, or written a book on it 😊)
Background

- Significance and relevance to educational practice
- Care of vulnerable populations

Shi & Stevens 2005; Aday, 2001; deChesney, 2008; Byrne et al, 2015; Kelly et al, 2016 and Rosenberg & Hobart, 2015
Two Simulation Studies Focused on Vulnerable Populations

Experiencing Poverty Simulation

Decreasing Fear and Stigma related to Schizophrenia
Experiencing Poverty Simulation

Purpose: to determine the impact of a poverty simulation on undergraduate nursing students’ attitudes towards poverty.

Methods: Multisite quasi-experimental comparison of tx and control (N=178)
Decreasing Fear & Stigma related to Schizophrenia Simulation

Purpose: to determine if participants demonstrate
   a) greater knowledge;
   b) reduced negative attitudes
   c) greater empathy; and
   d) greater behavioral intent to interact

Methods: Multisite quasi-experimental comparison tx and control (N = 145)
Poll #2

- Does your current curriculum include vulnerable population focused simulation?
  
A. No
B. Yes with mannequins
C. Yes with live actors
D. Yes with live actors and mannequins
Implications for Educational Practice

- Impacting learner attitudes and behaviors
Poverty Simulation Findings

- Significant improvement on global – attitudes regarding cause and outcomes of poverty at post-test for intervention compared to control
- Experimental group showed significant increase in a structural perspective on poverty (view that the living conditions associated with poverty contribute to poor health)
Poverty - Global Score - ANCOVA

F = .7467; p = .007
Poverty Explanation (n=178)

Experimental
Chi square 5.17, p = .023

Control group
Chi square 3.7; p = .054

Displayed in percentages
Decreasing Fear and Stigma
Simulation Findings

- Treatment group significantly decreased their level of negative perceptions
- No difference in empathy or knowledge (as measured)
Implications for Educational Practice

- Learner preparation
Poverty - Global Scores (Pretest below 78)

F = 6.135; p = .015
Model-based slopes for Intervention X LOF interaction on Fear/Dangerousness
Model-based slopes for Intervention X LOF interaction on Help/Interact
Implications for Educational Practice

- Translation opportunities


Institute of Medicine (2010). The Future of Nursing: Focus on Education.

References


Questions or Comments?

Image accessed 3-6-18: http://1.bp.blogspot.com/-QeaaRLxC6fI/UHTScJfFSrl/AAAAAAAAByo/XH7mpkAxfLM/s1600/stigma.jpg