

# Using Human Patient Simulators as a Teaching/Learning Modality in Undergraduate Nursing Education

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# Purpose and Objectives

- •Purpose: midrange theory to inform pedagogy re: simulation-based learning experiences
- •Objective: investigate the social-psychological process involved in using Human Patient Simulation (HPS) as a teaching/learning modality to educate undergraduate nursing students.

# Theoretical Foundations:

- •HPS-based clinical
  = social endeavor
- •Reflects:
- symbolic interactionism
- social constructionism



(Milliken & Schreiber, 2001, p. 180).

# Study

# **Data Collection Process**



#### Semi-structured Interviews

15-18 Nursing Students & 4-6 Faculty

#### Participant Observation

2-3 simulated clinical scenarios

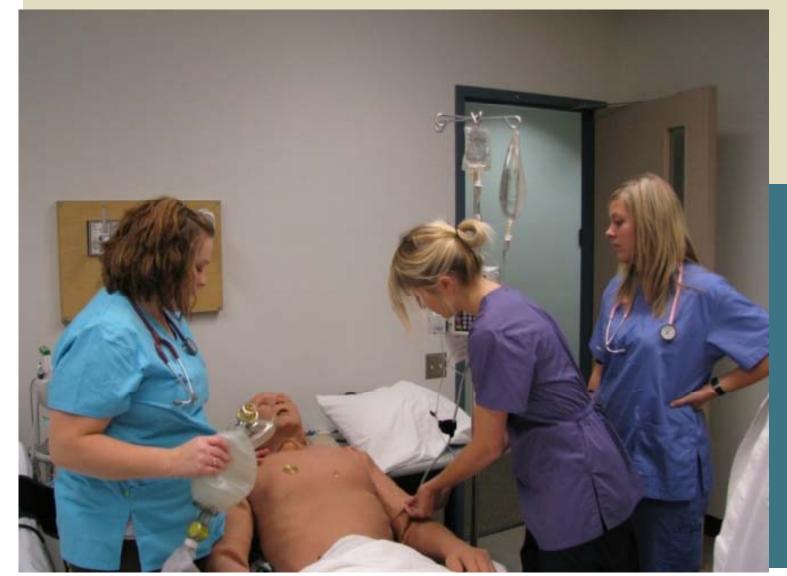
#### Constant Comparison Process (throughout)

Levelled coding/Journal/Memoing/Literature review

#### Follow up interviews

Participant/Member Checks

# Mid-Range Theory



References available on request

# Method: Grounded Theory

> From Symbolic Interactionism

The researcher's role is to investigate the socially constructed meanings that form the participants' realities and the behaviors that flow from those meanings"

#### Results

Emergence of a central theme reflecting student nurses experience with simulation

➤ Goal: contribute to knowledge re: HPS-based scenarios in undergraduate nursing education