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

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

Data Collection Process

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semi-structured Interviews</strong></td>
<td>15-18 Nursing Students &amp; 4-6 Faculty</td>
</tr>
<tr>
<td><strong>Participant Observation</strong></td>
<td>2-3 simulated clinical scenarios</td>
</tr>
<tr>
<td><strong>Constant Comparison Process (throughout)</strong></td>
<td>Levelled coding/Journal/Memoing/Literature review</td>
</tr>
<tr>
<td><strong>Follow up interviews</strong></td>
<td>Participant/Member Checks</td>
</tr>
</tbody>
</table>

Study

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

References available on request.