Human Patient Simulation (HPS)

- HPS-based scenarios in undergraduate nursing education:
  - Provide complex reflect reality-based clinical environments
  - It is a social endeavor, serving as a platform for social discourse among learning groups

Study Overview:

- Grounded theory study exploring the social-psychological processes that occur within HPS-based clinical scenarios
- Mid-range theory titled: “Empowering Through Fading Support”
- A process comprised of adaptive scaffolding and dynamic assessment that challenges students to realistically self-regulate and transform their frame of reference for nursing practice. (Parker & Myrick, 2012)

Performing in the Fishbowl

- Peer observation causes:
  - Stage fright; “Wall of Fear”
  - Implicit sense of judgment
- “there was that level of discomfort with having our peers watch us, you really weren’t thinking in there. You pretty much freeze up; you’re there, you’re hearing, but you’re not listening.” (SN4)

Suspending Disbelief

- “Quasi-reality” of High-fidelity HPS
  - “It’s creepy looking”
  - “Those eyes, those eyes!”
  - “Your not actually getting the whole artificial patient”

Benefits of Observation & Social Discourse?

- “But what was really powerful learning . . . was from debriefing. So maybe being in a situation and panicking and being shell-shocked… and then being given the information does have value.” (SN4)

Social Learning Theory in HPS

- Fading support is a process of Dynamic assessment & Adaptive scaffolding
- Vygotsky’s Zone of Proximal Development:
  - “Difference between what an individual can do independently and what he or she can do with assistance or mediation”
  - (Lentz, 2009)
- Process of gradually “fading support”
  - Dialectical blend of instruction and assessment
  - Actively assess the learner’s ZPD
  - When to scaffold, when to fade
  - Gradually increasing independent practice
  - From other-regulation to self-regulation
  - (Burbules, 1993; Hadwin, Wozney, & Pontin, 2005; Lajoie, 2005)

Key Recommendations

- Facilitators need flexible and adaptable approach
- Gradual introduction of peer observation and critique
- Build complexity of scenarios throughout program
- Building Trust in the learning relationship
  - Keep learning groups together
- Increased exposure to simulation
- Knowledgeable and critically reflexive faculty
  - Awareness of HPS related pedagogy
- Sufficient orientation
  - Both faculty and students

References available on request; See attached Article: Parker & Myrick (2012)