

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

**SOCIALLY
CREATED
KNOWLEDGE**

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

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”

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

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