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Narrated experiences of nurse educator with high-fidelity simulation: Alignment of nurse roles, values and inner most intent with simulation-based teaching in nursing education

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Statement of the Problem: High-Fidelity Simulation (HFS) is a teaching method using full-scale, high-fidelity human patient simulators, virtual reality or standardized patients to offer a high level of interactivity and realism for learners. In the recent decade, HFS has been adopted in many nursing programs to enhance nursing students' self-confidence, critical thinking, and decision-making capacities. Since nurse educator demonstrates an essential role in HFS by acting as a facilitator, it is crucial to understand their genuine experiences and thoughts toward HFS as this area is still a paucity in research. The purpose of this study is to understand the experiences of nurse educators with HFS in baccalaureate pre-licensure nursing programs in Hong Kong and how do they make sense of those experiences in terms of meaning, value and future development of HFS in nursing education.

Methodology & Theoretical Orientation: A qualitative study using narrative inquiry was adopted. In-depth semi-structured interviews were conducted with eight participants invited from all the nursing schools in Hong Kong which offer baccalaureate pre-licensure nursing programs. Knowles' Theory of Andragogy and NLN Jeffries Simulation Theory were utilized to understand the participants' personal experiences with HFS in nursing programs.

Findings: Four common narrative threads are identified: (1) Accept HFS as an unavoidable trend in nursing education which creates experiential learning opportunities for students in response to the limited opportunities of clinical practicum, (2) concern about students' engagement in HFS affected by learning initiative, level of fidelity, time, group size and debriefing style, (3) acknowledge its potential to create multidisciplinary learning and (4) willing to accept a small percentage of clinical hours substituted by good quality HFS hours.

Conclusion & Significance: The themes emerged inform and inspire every stakeholder's awareness, contributing to the future development and planning regarding the integration of HFS in nursing curriculum.

Biography

Agnes K P Mak has completed his Bachelor's degree from the Nethersole School of Nursing, the Chinese University of Hong Kong. She has worked as a Registered Nurse in the medical and surgical fields with experience in gastroenterology and clinical teaching. In 2011, she has received her Master's degree in Nursing and changed her career path from clinical to nursing education. She is currently pursuing a Doctoral degree in Education at the Northeastern University. Her research interests are nursing education, high-fidelity simulation, innovative learning and aromatherapy.

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