

Paper Session E1: Student and Faculty Perspectives in Nursing Education

Evaluating Faculty Use of Simulation: Perceived Barriers and Recommendations

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Purpose: High fidelity patient simulation provides realistic clinical experiences for students to attain competency in the delivery of quality, safe nursing care for improved patient outcomes. However, some faculty may be resistant to implementing simulated learning. The aims were to: 1) Evaluate faculty use of simulation, and 2) Identify perceived barriers and obtain recommendations from faculty related to their use of this technology.

Theoretical Framework: The diffusion of innovations model was the framework (Rogers, 1995). The model involves: gaining knowledge, becoming persuaded, deciding to adopt, implementing, and confirming the decision to adopt the new idea.

Methods: An anonymous on-line survey was sent to 42 faculty members teaching in a baccalaureate nursing program with a 70% response rate (N = 30). The survey collected demographic information, descriptive data about faculty simulation use, and responses to open ended questions related to perceived barriers and recommendations for increasing the implementation of this teaching strategy. Content analysis was used to derive themes from the qualitative data.

Results: The sample was predominantly white (90%), female (97%) and employed full-time (93%) with a mean age of 52.1 years (SD = 12.9, range 36-70 years). Self-rated simulation proficiency was inexperienced (20%), beginner (60%), or intermediate (20%). Predominant simulation use was in undergraduate medical-surgical (50%) or community health (10%) nursing courses. Few faculty utilized simulation in graduate courses. Barriers included: lack of time, limited support, scheduling issues, and lack of realism. Recommendations were made for a designated simulation expert, more training opportunities, and better planning and implementation.

Conclusions and Implications: Although high fidelity equipment and basic training may be available to faculty, a designated simulation expert is necessary to provide the leadership to effectively implement this technology into curricula. Resources must include ongoing faculty development, support personnel, and adequate facilities. Creativity may be needed to assist some faculty to value simulated learning, particularly in specialty and graduate courses.