Abstract

RESEARCH SUBJECT: Student and Faculty Perception of High Fidelity Human Patient Simulators

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Different teaching methods need to be addressed and evaluated. Using simulations to recreate clinical experiences that are as realistic as possible is one teaching method that may facilitate learning (Feingold, Calaluce & Kallen, 2004). This study is a partial replication of the Feingold et al. (2004) study. The purpose of this study is to evaluate perceptions of the students and faculty of the value, realism, and knowledge transfer of the use of high fidelity human patient simulators. The theoretical framework for the study is Knowles’ Cognitive Learning Theory (1990). The study sample will consist of 50 nursing students in the Adult Health II course at Indiana Wesleyan University. The Nursing Simulation Lab is the setting. Permission will be obtained from Ball State University and the participating institution. A 4-point Likert scale satisfaction survey developed by Feingold et al. (2004), modified from Halamek et al. (2000), is used to obtain student and faculty perceptions of a simulation using a high-fidelity human patient simulator. The study is voluntary and data will remain anonymous. There are no identified risks to any individual or institution involved in the study. The significance of the study is to determine the value of high-fidelity simulation as an educational methodology. Nursing research in
simulation must be continued to support the teaching methodology and provide direction for evidence-based practice.