

ABSTRACT

RESEARCH SUBJECT: Human Patient Simulators as a Form of Experiential
Learning for Baccalaureate Nursing Students

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Although traditional classroom lecture provides the theoretical basis for baccalaureate clinical practice, experiential learning encounters are also critical. However, clinical settings cannot always provide comprehensive learning experiences for every student. To address these gaps in clinical education other types of interactive teaching approaches need to be considered. One such approach uses Dewey and Kolb's theory of experiential learning. Brannan, White, and Bezanson's 2008 study will be replicated to test these approaches. The purpose of this study will be to compare the effectiveness of traditional classroom lecture with the use of a Human Patient Simulator (HPS) in teaching specific nursing content to baccalaureate nursing students with regard to cognitive skills and confidence levels. All baccalaureate nursing students enrolled over two semesters in an adult health nursing course at a Midwestern university will be included in the sample. Each student will be randomly assigned to either the lecture (control) group or the lecture with the addition of HPS (experimental) group. All students will be given information to provide informed consent for this study as well as the option to decline. The Acute Myocardial Infarction Questionnaire: Cognitive Skills Test (AMIQ) and the Confidence Level Tool (CL) will be used to collect data in pre- and post-tests for both groups. The

findings from this study will support the use of the HPS as a valuable and constructive teaching tool.