

## Abstract

RESEARCH PAPER: Realism, Transferability and Value: Experiences of Student Nurses and Faculty using High-fidelity Patient Clinical Simulators

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Simulated clinical scenarios using high-fidelity patient manikins is a growing teaching strategy which provides practical patient care experiences for nursing students. However, little is known about students' and faculty perceptions related to the realistic nature of the simulation experience or its value and transferability to nursing practice. The purpose of this descriptive study is to examine nursing students and faculty perceptions of clinical simulated patient care experiences related to realism, transferability of knowledge and value. The study is a replication of Feingold, Calauce, and Kallen's (2004) study using Knowles' (1990) Adult Learning Theory as the conceptual framework. A convenience sample will include approximately 4 faculty teaching and 65 ADN nursing students enrolled in the Acute Care of the Adult course in a community college in Dearborn, MI during the spring and fall semesters. A 20-item Likert-type survey based on the previous work of Feingold et al. (2004) and Halamek Kaegi, Gaga, Sowb and Smith (2000) will measure students' perceptions of simulation realism, knowledge transfer, and value of the simulated clinical experience. The faculty will complete a similar 17-item survey.

The findings will contribute to nursing's understanding of how clinical simulation can be used as a valued teaching strategy to provide realistic patient care experiences that will enhance the transfer of knowledge to actual clinical practice.