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**Student evaluation of the effectiveness of low vs high fidelity interactive learning scenarios in the psychiatric mental health nursing classroom****David Foley**Case Western Reserve University,  
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This poster will present the author's pilot study of the integration of low- and high-fidelity large group interactive learning scenarios in the didactic nursing classroom. A10 question Likert-style questionnaire was administered to a group of pre-licensure nursing students (n=54) to evaluate their preference for these two types of interactive learning scenarios vs. a traditional lecture format. In addition, the students were also asked to rate both formats' on knowledge attainment for pathology

and related pharmacology. The authors will discuss how presenting these scenarios in the didactic classroom instead of traditional simulations in the nursing resource lab (NRL) promoted more efficient use of available nursing faculty and staff resources yet still engaged students with a highly effective learning experience. A collaborative effort between the didactic instructor, NRL Manager and School of Theater (SOT) students provided expansive opportunities for learning concurrently with achieving economies of scale through efficient resource utilization. The didactic instructor utilized a digital camera and NRL mannequins as low-fidelity, low-incidence/high-risk scenarios and then authored scripts for the students to perform similar scenarios as live theater/high-fidelity scenarios in the classroom. Students rated a

strong preference for the high-fidelity scenarios, especially in terms of their ability to explore assessment skills in the comfort of the classroom, but also rated the low-fidelity scenarios highly, especially when supported by faculty Socratic questioning. Both learning formats thus demonstrate efficacy and are worthy of further development and exploration.

**Biography**

David Foley, PhD, RN-BC, MSN, MPA, is an Assistant Professor at Case Western Reserve University's Frances Payne Bolton School of Nursing. He has been a Program Manager for patients with mental illness, Director of Operations for Women's and Children's Services and in Nursing Administration for the Department of Veterans Affairs. Based on 25years' progressive administrative experience, his expertise in performance improvement led him to assignments as both surveyor and consultant. His research focuses on pedagogical methods to meet diverse learning needs as well as implementing QSEN Competencies to promote quality patient experience.

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