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## CARING BEHAVIOURS – The effects of a blended approach to learning

<sup>1</sup>Jennifer C F Loke, <sup>2</sup>Bryant K Lee and <sup>1</sup>Emma Bush

<sup>1</sup>University of Hull (England)

<sup>2</sup>Hull York Medical School (England)

The growing need for nurturing non-technical caring behaviours amongst nursing students may have resulted in the increasing emphasis on high fidelity simulation scenario learning. Given the current resources in higher education, many nursing faculties faced challenges in using this advanced but costly technology. That being the case, digital technologies such as podcasting were encouraged to allow open access learning to reduce cost. In light of the developments in higher education and also, in the context of limited evidence regarding the use of podcasting with simulations on caring behaviours; a mixed-methods design was employed to investigate the blended approach to learning using medium fidelity simulation scenarios and podcasting. The second year full time undergraduate nursing students at a University in North England were potential participants. Students who consented were assigned to intervention and control groups. While all participants received low and high fidelity simulation learning sessions, the intervention group received an additional medium fidelity simulation scenario and podcasting learning session. Students' caring behaviour were evaluated at various stages of the research. Students from the intervention group were invited to participate in a focus group discussion to share their perspectives on the various simulation learning strategies and their effects on their learning of caring behaviours. Both quantitative and qualitative findings supported the blended approach to learning. There are implications for nursing faculties to carefully craft a blended approach for nurturing student caring behaviours. The application of our study is not only important to nursing, but also to all who engaged in simulation teaching.

### Biography

Dr Jennifer Loke, a lecturer at the University of Hull, is a Senior Fellow of the Higher Education Academy. She was awarded the Professor Sir Ron Cook International Scholarship in 2012 which has provided her the opportunity to extend her research work outside the UK. Dr Loke is committed to integrating research with pedagogic practices, in the hope to benefit learners who are responsible for delivering nursing care and also, service users who are receiving the care. She is also keen on supporting others' learning; this paper is a research project she led and supported the learning of colleagues and students. Her research interests include caring behaviours, critical theories, simulation learning and leadership and management in healthcare. Learn more about Dr Loke at <http://www.kwlee.karoo.net/>

[j.loke@hull.ac.uk](mailto:j.loke@hull.ac.uk)

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