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Undergraduate students' experiences of being 'in role' in simulated nursing practice as the recipients and providers of nursing care

Aim: The aim of this study is to gain understanding into the experiences of student nurses "in role" in simulated nursing practice as both the providers and recipients of nursing care.

Background: In undergraduate nursing education such things as decreased government health budgets, higher patient acuties and increased student numbers result in a reduction in the availability and quality of clinical placements (Cangelosi, 2008; Levett-Jones, Lapkin, Hoffman, Arthur, & Roche, 2011; Wilford & Doyle, 2006). Simulation, is an innovative educational strategy designed to address these concerns (Adamson, 2010). Simulation encompasses techniques, from low fidelity role-play and scenario setting to high fidelity silicone masks to computerised manikins.

Methods: Grounded Theory provided an appropriate methodology to understand participants' experiences. Following ethical clearance, 16 self-selecting year one undergraduate nursing students took part in the study. Data was gathered through semi-structured interviews until saturation was reached. Data was analysed through the constant comparative method and the process of open, axial and selective coding.

Results: Four major themes: personal engagement, learning from one another, simultaneous perspectives and changing considerations emerged from the data in this study to answer the question "What are undergraduate nurses' experiences of being in role in simulated nursing practice as the providers and recipients of nursing care.

Discussion: Participants in this study, through experiencing both the recipient and provider roles developed the ability to consider simultaneous perspectives in nursing practice. Increased patient empathy and a deeper insight into the recipient experience facilitated more patient focused care in subsequent nursing practice.

Conclusion: This mode of simulated nursing practice may provide a highly effective, low cost adjunct to year one undergraduate nursing programmes. Through experiential learning, simultaneous provider recipient perspectives may emerge to influence and guide nursing practice toward more patient focussed care.

Biography

Nancy Mc Namara is a senior nursing lecturer teaching in the Postgraduate Programme at Wintec in New Zealand. Her area of interest is simulated practice in nursing education. Although simulation is becoming very much a part nursing education, the patient role is most often assumed by a manikin. Her research explores a mode of simulation whereby students experience both recipient and provider roles in the same clinical scenario within a simulated practice environment. She had published several studies relating to a pilot programme developed to simulate clinical practice for nursing students. Collectively these studies have formed the impetus for her PhD study which is due to be completed early 2017.

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