



University of HUDDERSFIELD

University of Huddersfield Repository

Bland, Marian and Ousey, Karen

The effectiveness of simulation in preparing student nurses to competently measure blood pressure in the real-world environment

Original Citation

Bland, Marian and Ousey, Karen (2010) The effectiveness of simulation in preparing student nurses to competently measure blood pressure in the real-world environment. Project Report. University of Huddersfield & UCOL, New Zealand.

This version is available at <http://eprints.hud.ac.uk/id/eprint/7560/>

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

<http://eprints.hud.ac.uk/>

The effectiveness of simulation in preparing student nurses to competently measure blood pressure in the real-world environment: A comparison between New Zealand and the United Kingdom (pilot study).

Report to:

Yorkshire and Humber Strategic Health Authority, England

and

Ako Aotearoa: The National Centre of Tertiary Teaching Excellence, New Zealand

Report prepared by:

Karen Ousey, RGN, PhD
Department of Adult and Health
Studies
University of Huddersfield
ENGLAND

Marian Bland, RN, PhD
School of Nursing
UCOL
NEW ZEALAND

February 2010

Executive summary

This research report outlines the key findings of a collaborative pilot study between the School of Nursing, UCOL, New Zealand, and the Department of Nursing and Health Studies, University of Huddersfield, England, which sought to evaluate the effectiveness of simulation in the teaching of clinical skills to Year One nursing students. The clinical skill of blood pressure measurement was selected as the focus for the research project.

Comparisons were made between the teaching and learning approaches utilised by the two institutions; students were surveyed as to the effectiveness of the simulation sessions both before and after their first clinical placement; and the clinical preceptors/mentors working with those students on that placement were also surveyed.

The findings indicate the complex nature of teaching blood pressure measurement. While students generally reported feeling some degree of confidence and competence in blood pressure measurement by the end of their first placement, the research has raised questions about what should be expected of first year student nurses in relation to this skill.

The report concludes with recommendations for changes to teaching and learning practices, and for further research.

Contents

	Page
Introduction	4
The research question and aims	5
Simulation and blood pressure measurement	5
Nursing education – an overview	6
Research design	8
Part One: Teaching and learning strategies	8
Part Two: Student perspectives	10
Part Three: Clinician perspectives	14
Implications for educational practice and further research	15
Acknowledgements	17
References	18

The effectiveness of simulation in preparing student nurses to competently measure blood pressure in the real-world environment: A comparison between New Zealand and the United Kingdom.

Introduction

Simulation has become an integral part of health professional training and development, within both academic and health care settings. Simulation has been described as an educational technique that allows interactive and, at times, immersive activity by recreating all or part of a clinical experience without exposing patients to the associated risks; simulation imitates, but does not duplicate reality, allowing for experiential learning in a risk-free setting (Maran & Glavin, 2003).

Simulation sessions are designed to support practice application and consolidate the theory covered in the modules and courses. These sessions offer the opportunity to practice key skills and knowledge required of a healthcare practitioner in a safe learning environment. Simulation training is about practicing the skill; the doing.

The Department of Nursing and Health Studies, the University of Huddersfield (UH), United Kingdom (UK) and the School of Nursing, Universal College of Learning (UCOL), Palmerston North, New Zealand (NZ) endorse the use of simulation as a teaching and learning strategy to enable the linking of theory to practice, offering the student a realistic experience of a variety of educational experiences. However, although simulation training is now commonplace, the two institutions considered it timely to review the effectiveness of the simulation training they were currently using, as well as comparing and contrasting the respective approaches taken to teaching clinical skills. One clinical skill, blood pressure [BP] measurement¹, was selected for the purposes of this review.

Two research teams worked on this project, one based at UH and the other at UCOL. The members of the project teams were:

UCOL: Marian Bland (Research co-leader), Geraldine Clear, Faye Davenport, Susie le Page.

UH: Karen Ousey (Research co-leader), Angela Hope.

The study was conducted with Year One students enrolled in the UCOL Bachelor of Nursing [BN] programme, Palmerston North campus, and with students enrolled in the Diploma or Degree in Nursing Studies at the Department of Nursing and Health Studies, UH. Data for the study was collected over the period February - September 2009.

This report outlines a summary of the key findings of the research.

¹ *Blood pressure.* The force that blood exerts against the walls of the blood vessels. It is usually measured by indirect methods, using an inflatable cuff to temporarily occlude arterial blood flow through one of the limbs. Blood pressure may be measured either manually or electronically.

The research question and aims

The question that this evaluation sought to answer was:

How effective is simulation in preparing student nurses to competently measure blood pressure in the real-world environment?

The aims were to:

- A. Compare and contrast the teaching and learning strategies used by the two Departments/Schools in the teaching of blood pressure measurement [BPM];
- B. Identify students' experiences of teaching and learning in relation to BPM prior to, and then immediately after their first clinical placement;
- C. Identify clinical mentors and nurse teachers' perceptions of whether students on their first clinical placement were able to competently measure blood pressure,
- D. To explore the implications of the research findings for other clinical simulation teaching.

To answer the question, and meet the aims, a triangulated approach was taken, involving five discrete but inter-related components:

1. A review of the literature to identify best practice for taking and recording blood pressure;
2. A comparison of current teaching practices in each Department/School in relation to taking and recording blood pressures
3. An evaluation of whether the procedure taught in each School is consistent with best practice recommendations for BPM;
4. An evaluation of students' perspectives of the effectiveness of the simulation taught prior to their first clinical placement, and their confidence/competence when performing this skill on their first clinical placement;
5. An evaluation of clinical mentors and nurse teachers' perspectives as to whether the students were able to confidently and competently perform BPM on their first clinical placement.

Simulation and BPM

BPM is considered a generic skill required in nursing, and a skill required by a range of health professionals, including nurses, for effective health assessment. Measuring BP using a manual method is a highly developed skill requiring considerable practice in order to achieve competence. The Australian Heart Foundation Guidelines for measuring BP (2008) were selected as the standard for evaluating the appropriateness of what is taught to students on this topic.

Deviations from the range of normal in BP readings can be indicators of such chronic conditions as coronary heart disease, diabetes and chronic kidney disease (Thornett, 2007), and acute conditions such as hypovolemic shock. This clearly identifies the importance of students possessing effective practical skills in the recording of BPs and an in-depth understanding of the underpinning knowledge base to be able to effectively interpret the recordings.

Simulated practice encompasses classroom learning followed by a hands-on learning opportunity based within the safe environment of a laboratory designed specifically to simulate a hospital ward or relevant health care setting. Binstadt et al. (2007) maintain that simulation permits learners to evaluate and treat high risk conditions without risking injury to a patient. Although Murray et al. (2008) and Lammers (2007) credit simulation with 'animating the curriculum' they recognise this approach has the potential to be resource intensive.

The use of simulated practice as a teaching and learning strategy within the education of health care professionals has been acknowledged by the Nursing and Midwifery Council in the UK as complementary to placement learning (NMC, 2007). Alinier et al. (2004), in their study of simulation in an undergraduate nursing curriculum, highlighted that it was essential to evaluate how effective the use of realistic simulation was as a learning and teaching strategy. They identified that although there had been no perceived difference in the level of confidence or perception of stress between the two groups of students studied, the limited period of exposure to simulation had a significant effect on the performance of the students. It had enabled students from the experimental group to improve their Objective Structured Clinical Examination [OSCE]² performance by an additional 6.67% over the students from the control group.

Simulation as a teaching and learning strategy encompassing critical thinking is recognised within the nursing context as an essential component in developing nurse thinking in the present day (Distler, 2007). Indeed Nunn (2004) acknowledges that simulation offers tuition that is constructive, realistic and highly participatory whilst representing believable working environments. Nunn also notes the value of simulation has been acknowledged in non-health related professions, such as aviation and car manufacturing. Furthermore Roberts (2000) and Wong and Chung (2002) associate the use of simulation with higher order thinking, inclusive of concepts such as problem solving, decision making and diagnostic reasoning; whilst Haigh (2007) discusses the value of simulation to the students as being associated with the 'knowing why' and the inclusion of peers in the process for discussion purposes.

Simulation may be used as learning and teaching strategy for a variety of clinical skills including the measurement and recording of blood pressure. Simulation is not a new phenomenon in clinical learning but it has gradually established a role in health care education, although Bradley (2006) claimed that there was limited research of sufficient quality to provide a robust evidence base. Baillie and Curzio (2009) explored first year student nurses' experiences of learning BPM, identifying human error as the main contributor to inaccurate recordings, with the emphasis placed upon the lack of training undertaken.

Nursing education – an overview

In NZ, a three-year fulltime BN programme leads to nursing registration, with graduates determining their practice specialty focus post-registration. Entry to the register is by degree only. In the UK students select a branch focus (adult, children, mental health, or learning disabilities) prior to the commencement of their three year programme. After completing a common first year, students then move into their chosen branch training for the remainder of their programme. Entry to the UK register is by degree or diploma.

² OSCE: A graded assessment where the student is required to demonstrate selected clinical competencies within a simulated environment.

The UK Nursing and Midwifery Council [NMC] and Nursing Council of New Zealand [NCNZ] stipulate that students must complete a minimum number of hours prior to registration. The NMC (2004) require 2,300 hours to be in theory and 2,300 to be in clinical practice. The NCNZ (2007a) does not specify the number of theory hours that are to be completed but students must have completed a minimum of 1100 hours of clinical practice. The NMC (2007) permit up to 300 hours of simulated practice learning to be included in the students' total practice hours, but in NZ simulated practice hours cannot be included in the clinical practice hours total.

The Code of Conduct for Registered Nurses (NMC, 2008), and the Competencies for Registered Nurses (NCNZ, 2007b), seek to protect the health and safety of members of the public by providing mechanisms to ensure that health practitioners are competent and fit to practice their professions. As part of their clinical placements, nursing students are also working towards demonstrating the required competencies.

Registered nurses working in those clinical placement³ settings ('mentors' in the UK, 'preceptors' ⁴ in NZ) play a major role in teaching the students, as well as assessing their clinical competence. Within the UK mentors are expected to spend 40% of their time working with students and to assess a range of competencies during the students' clinical placement. In 2007, it became a mandatory requirement that UK pre-registration students, undertaking an approved education programme, were assigned a mentor who works with them for the duration of each of their clinical placements (NMC, 2004). The NMC (2008) maintain that mentors should support students for several reasons:

- Provide support and guidance to the student when learning new skills or applying new knowledge.
- Act as a resource to the student to facilitate learning and professional growth.
- Directly manage the student's learning in practice to ensure public protection.
- Directly observe the student's practice, or use indirect observation where appropriate, (NMC, 2008, 3.2.4)

UCOL students undertaking their clinical placements are assigned a clinical preceptor, who is a registered nurse working in that agency. The student works under the direct supervision of the preceptor throughout their placement although the NCNZ has not mandated the percentage of time that must be spent working with the student. In addition, the student is also supported by a clinical lecturer from the School of Nursing. Year One nursing students at UCOL receive 30 hours direct support from the clinical lecturer during their six week placement, including tutorials and formative assessments. Although it is the clinical lecturer who ultimately accepts responsibility for signing off the student's competence, s/he will work closely with the preceptor to complete the summative assessment.

Support of students then, is a collaborative venture between the academic and practice areas ensuring that students develop the skills necessary to meet the required competencies and standards. The role of the mentor/preceptor in the clinical areas is

³ *Clinical placement*: Student learning experience that occurs in an environment where health care is delivered.

⁴ *Clinical mentor/preceptor*: A nurse employed by the health service provider who has completed training as a preceptor/mentor and who supervises the nursing practice of the student.

vital to the students' development, enriching the learning experience; maintaining an effective learning environment and allowing an understanding of the nature of nursing and the rationales underpinning their interventions (Ousey, 2009).

Research Design

Permission to conduct the study was obtained from the UCOL Research Committee, and the Research and Ethics Panel (SREP) at UH, and from the relevant clinical agencies where students went on clinical placement. Details of the sampling, recruitment and informed consent processes are included in the outline of the research components that follows. All data for the various research components was collected in 2009.

Raw data obtained from the study components was stored in a locked cupboard in the Schools of Nursing at either UH or UCOL. All electronic data was stored on the relevant project leads computer, and the project leads were responsible for the safekeeping of all data. Only the project leads had access to all raw data during the study. Associate researchers had access to the raw data for those components of the study for which they had accepted responsibility and/or were actively involved. The raw data will be destroyed once the formal report has been accepted. All participants will be offered a summary of the findings.

The quantitative data from each component of the research was read by an optical reader, and qualitative data extracted manually by a research assistant. A comparison was made of the similarities and differences between the two Schools of Nursing, as well as a comparison of the BPM techniques taught to students with best practice.

The components that make up this over-arching proposal have elements in common, but have been detailed separately below to ensure the design component of each is explicit.

Part One: Teaching and learning strategies.

In this component of the research, attention was focused on specific aspects of the teaching and learning strategy related to the teaching of BPM.

An information sheet and survey form was distributed during March and April by the project leads to all nursing staff at UCOL (n=3) and UH (n=11) involved in the teaching⁵ of BPM to Year One nursing students. Potential participants were asked to complete this survey, and return it in the internal mail system to the respective project leads, with a response rate of 100% at both institutions. Completion of the survey form was considered to indicate consent to participate in the study.

All the lecturers who participated in this research were registered nurses, with a nursing degree (most with Masters degrees). In addition, all but one held a formal teaching qualification. Experience of teaching students ranged from six to twenty three years.

⁵ *Lecturer/teacher/tutor*: Registered nurse engaged in classroom and/or clinical skills laboratory teaching who is responsible for teaching students clinical skills and assessing their competency at those skills

The key teaching and assessment focus in relation to BPM at both UCOL and UH were:

- Identification of need for BPM
- Checking the equipment prior to use
- Preparation of patient, including explanation
- Identifying the correct limb for conducting the measurement
- Identifying the appropriate size cuff for the measurement
- Position of the limb
- Auscultation/palpation
- Identifying the Phase I - Phase 5 Korotkoff sounds
- Recording the BP and identifying whether further action should be taken.

The complexity of the teaching and learning approaches used in relation to BPM was such that an indepth analysis and comparison between the two institutions was not possible, and requires further, more focused research. The findings from this component of the research are therefore more general in nature, and limited to several key areas.

There were a number of common elements across the two programmes in the teaching of BPM. At both UCOL and UH, students are taught the underpinning anatomy/physiology, and the process of BPM in class prior to beginning to practice the skill in the clinical skills laboratory (3.5 hours of theory at UCOL, 4 hours of theory at UH). Two hours of clinical skills laboratory time is scheduled at both UCOL and UH for the students to work in small groups with a lecturer practicing BPM. In addition, eight hours of scheduled practice time, with a lecturer present, are available to UCOL students to practice a range of clinical skills. During those sessions, students practice on each other. UH has high fidelity mannequins⁶ available, but these are not used in BPM simulation, while UCOL does not currently have this equipment.

Students can continue to practice the skill through booking unsupervised sessions as many times as they wish prior to their practice placement/OSCE. During these additional sessions the students may practice on each other; with staff members being available should they require some assistance. At UH, students are advised to restrict their total number of attempts at BPM on each other to limit the potential of arterial damage although the basis for this advice was unclear. UCOL students are encouraged to 'swop limbs' when they practice BPM, but no restrictions are placed on the total number of attempts available to them.

The student's clinical competency in BPM is summatively assessed through the OSCE, which is conducted in the skills laboratories. At UCOL, the OSCE occurs at the conclusion of the clinical skills paper, and students must pass this assessment to be able to go out onto clinical placement. UH students undertake the OSCE after their first clinical placement, and must pass in order to progress into their branch programme.

Throughout the theory and practical teaching of BPM, a variety of learning and teaching resources are used. In both UCOL and UH a virtual learning environment contains relevant information for the students to access (Moodle for UCOL, Blackboard for UH); indicative reading includes anatomy and physiology text books; nursing care text book; journal articles; videos demonstrating the application of the skill; interactive web based

⁶ *High fidelity mannequin*: Full body mannequin, which can be programmed to simulate physiological conditions of various medical scenarios and responses to intervention (Hammond, 2004, Maran & Glavin, 2003).

anatomy and physiology learning packages; sessions in the skills lab, including lecturer demonstrations; observation of the student undertaking the skill by the lecturer and the use of a double headed stethoscope⁷ to support the student when measuring BPs. While UCOL staff all reported that the staff:student ratio in the clinical skills lab was 1:10, staff at UH reported a ratio range of between 1:7 – 1:10.

The nursing lecturers at both institutions were mostly able to describe in some detail how the nursing component of BPM was taught (the resources used, the number of hours in the skills lab etc). However, their knowledge of what was taught in the anatomy/physiology sessions was generally limited or lacking. This is of concern because of the potential for overlapping/conflicting or incomplete information being given to students.

Part Two: Student perspectives

In this component of the project, an evaluation was undertaken of student's perspectives of the effectiveness of the BPM simulation prior to undertaking their first clinical placement, and then immediately after that placement.

All Year One nursing students at UCOL (Semester One intake, Palmerston North campus) and at UH (January intake) in class on a specific date(s) were surveyed. The first questionnaires were distributed between February and April, at the end of the scheduled teaching of the skills paper, but before students went on their first clinical placement. The second questionnaires were distributed to students immediately on their return to class following that placement (April - September).

An independent person, not directly associated with either School/Department of Nursing, met with students during scheduled classroom time to distribute the questionnaires. Potential participants were given written and verbal informed about the study, and their questions answered to ensure they understood:

- the nature of the project
- any likely benefits or burdens
- how much and what was asked of them
- that they did not have to participate
- that they could withdraw from the project at any time without penalty
- how their privacy and confidentiality would be protected
- that they could receive feedback on the results of the project if they chose.

The survey questions were based on questionnaires adapted from the NMC/West Yorkshire Nursing Simulated Practice Pilot WYNSPP (2006) previously used at the UH, and were piloted with UCOL Year Two student nurses not eligible to participate in the research. No changes were made to the questionnaires following the pilot. Those who choose to participate in the study were asked to fill out the questionnaires at a time and place convenient to them, and then place the completed questionnaires in a specially marked box at a central location on each of the two campuses. Completed questionnaires were stored in a locked cupboard within the project leads office on their campus.

⁷ *Double-headed stethoscope*: A stethoscope that makes it possible for two people to listen to the blood pressure sounds at the same time.

The response rates for these two questionnaires indicated a high level of student interest in this research, with a combined response rate of 76.5% to the first questionnaire, and 89.2% for the second.

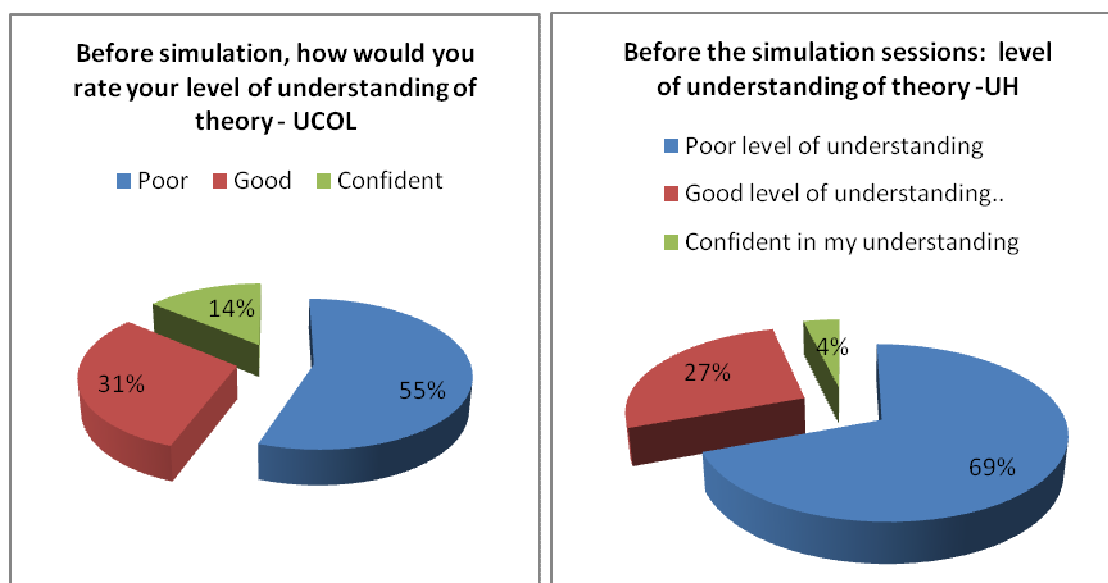
Table One: Response rates, student questionnaires

	Questionnaires distributed	Completed questionnaires returned	Response rate
UCOL			
Questionnaire # 1	60	52	86%
Questionnaire # 2	75	65	86%
UH			
Questionnaire #	55	36	65%
Questionnaire # 2	55	51	92%

The majority of students had no previous experience of BPM. Just over a half of UH students (56%), and 29% of UCOL students had been employed in health related work before commencing their nursing training. Of those, 62% at UH and 11% at UCOL had previously undertaken BPM.

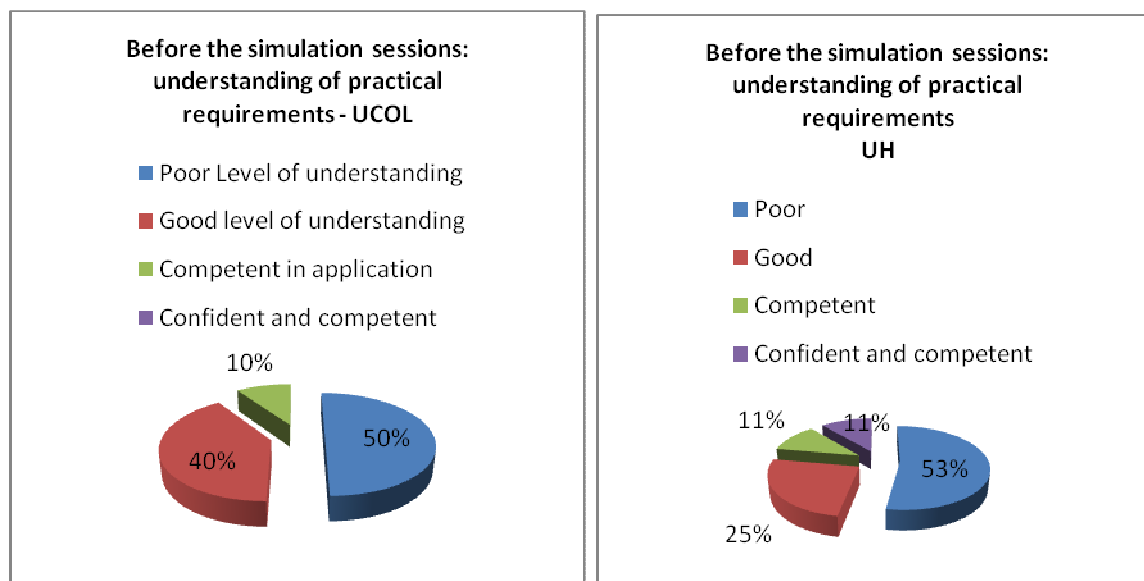
Prior to attending the simulation sessions 55 % of UCOL and 69% of UH students rated themselves as having a poor level of understanding of theory underpinning the skill of BPM; with only 14% of UCOL and 4% of UH students rating themselves as being confident in their understanding (Figures 1 & 2).

Figures 1 & 2 – Students’ self assessment of level of understanding of theory



In relation to the level of understanding students had of the practical skills associated with BPM prior to the simulation session 50% of UCOL and 53% of UH students rated their level of understanding as being poor; with no UCOL students and just 11% of UH students rating themselves as being confident and competent (see figures 3 & 4).

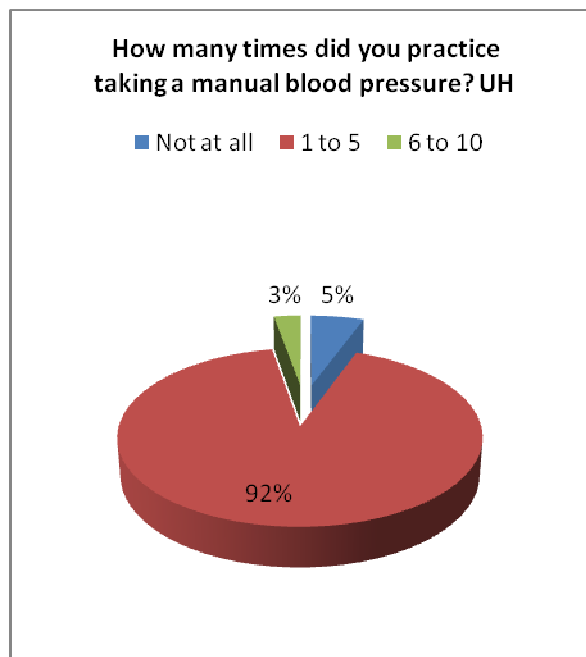
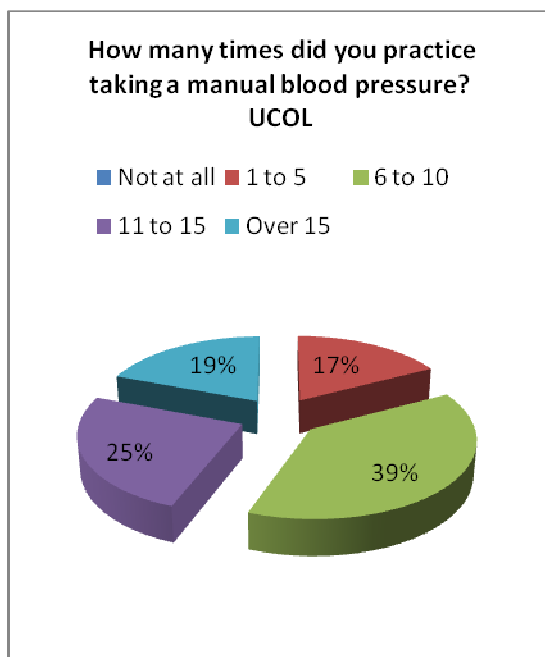
Figures 3 & 4 – Students perceived understanding of practical requirements prior to simulation



Following the simulation sessions 88% of UCOL students and 63% of UH students reported feeling well prepared to undertake BPM, meaning 10% of UCOL and 37% of UH students did not feel well prepared. Unfortunately the questionnaire format did not offer students the opportunity to qualify their responses. By the conclusion of their first clinical placement however, 99% of UCOL and 100% of UH students stated that they now believed they has a good understanding of the relationship between theory and practice, and felt confident in the application of theory to practice.

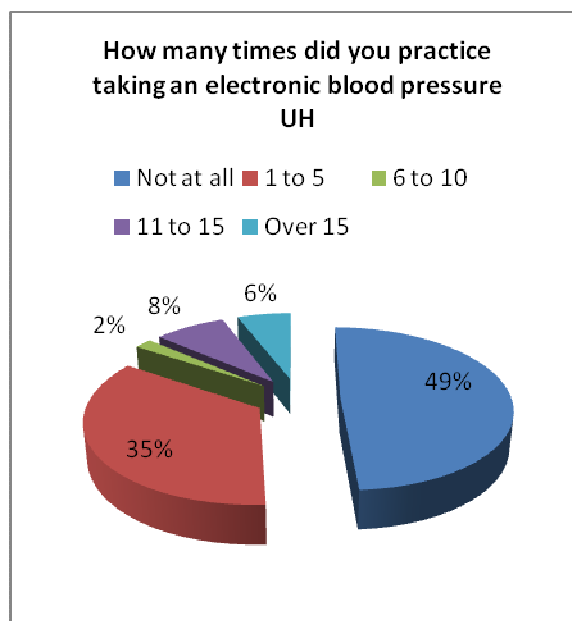
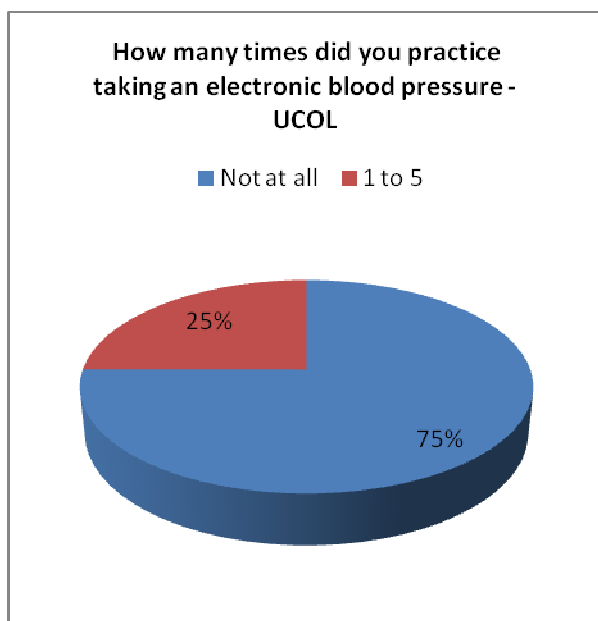
During the simulation sessions students had the opportunity to practice the skills of measuring BPs both manually and electronically. Interestingly students at UCOL reported practicing taking manual blood pressures more often than their UH counterparts (73% of UCOL students reported practicing 6+ times, whereas the majority of UH students, 92%, practiced manual BPM between 1-5 times).

Figures 5 & 6 – Practicing manual BPM



UCOL students were scheduled to undertake their OSCE assessment immediately after the completion of teaching for this paper, which may be one factor that contributed to the differences in practice rates. Fewer students (just 25% of UCOL and 51% of UH students) had practiced electronic BPM (Figures 7 & 8).

Figures 7 & 8 – Practicing electronic BPM.



During their first clinical placement 21% of UH students did not have the opportunity to measure BPs manually whereas 100% of UCOL students undertook manual BPM. In comparison 100% of UH but only 66% of UCOL students measured BPs electronically during their placement. This may be attributed to the type of clinical placement area the students were allocated to; UH students went to either an acute hospital or primary care placement whereas the majority of UCOL students went to residential aged care where electronic BPM would not be routinely undertaken. However when the students practiced BPM in the skills laboratories there was little evidence that the type of BPM selected (manual or electronic) was congruent with the type of measurement most commonly

undertaken in their subsequent clinical practice. This is exemplified by the fact that UH students had very little experience of undertaking and practicing electronic BPM despite the fact they would be attending an acute placement area where this skill would be used.

It was interesting to note that five UCOL students commented they would have liked to be able to practice BPM on a range of patients of different ages, including older people, as they believed this would have better prepared them for BPM during their clinical placement. Thirty students (5 at UCOL, 25 at UH) identified that they would like to have more blood pressure measurement simulation sessions prior to attending the clinical practice areas to further develop their confidence and competence.

Despite the complexities associated with learning to do BPM, especially manual BPM, students felt empowered when they developed competency in this skill. One student commented that *'Learning to perform the blood pressure on a patient was fascinating and an empowering experience in the early steps of being a student nurse. I can't wait to use my new skill in the practicum'*.

Project Three: Clinician perspectives

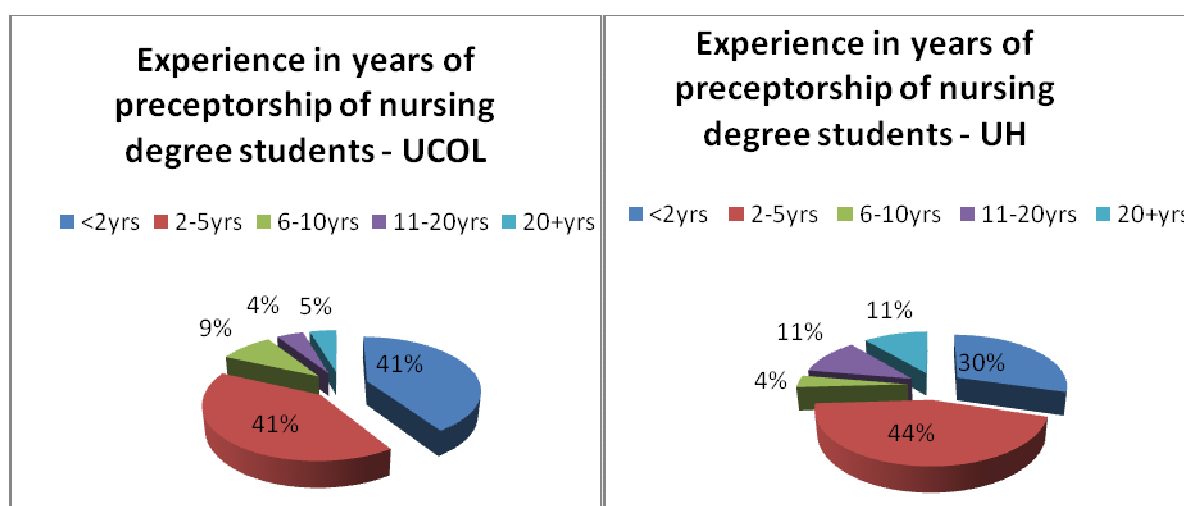
This last component of the project sought to establish the perspectives of clinical mentors and nurse teachers about the readiness of students to confidently and competently perform BPM on their first clinical placement. Upon completion of the first clinical placement for students, a survey form and information sheet was distributed by the researchers to the clinical mentors and nurse teachers/clinical lecturers who worked with the students. The project leads distributed these directly to the nurse teachers/clinical lecturers, and asked them to them to distribute surveys to the relevant clinical mentors/preceptors. Potential participants were asked to complete the anonymous survey, and return it in the pre-paid envelope provided. The completion of the survey form was considered to indicate consent to participate in the study.

The roles of clinical lecturer (UCOL) and nurse teacher (UH) are very different in relation to their direct involvement in the student clinical experience, and as comparisons are therefore unable to be made of their responses, their data has not been included in the report. Instead, attention is focused here on the responses of the clinical mentors/preceptors.

The response rate from clinical mentors/preceptors was disappointing, and may be due to the demands of the clinical area being such that completion of a survey form was not considered a priority. Of the 75 preceptor questionnaires distributed by UCOL, the response rate was 22 (29.3%). A similar response rate (30%) was received by UH (21 of the 70 mentor questionnaires distributed).

The experience of the respondents in relation to preceptoring nursing students was similar.

Figures 8 & 9 – Years of experience of preceptoring/mentoring

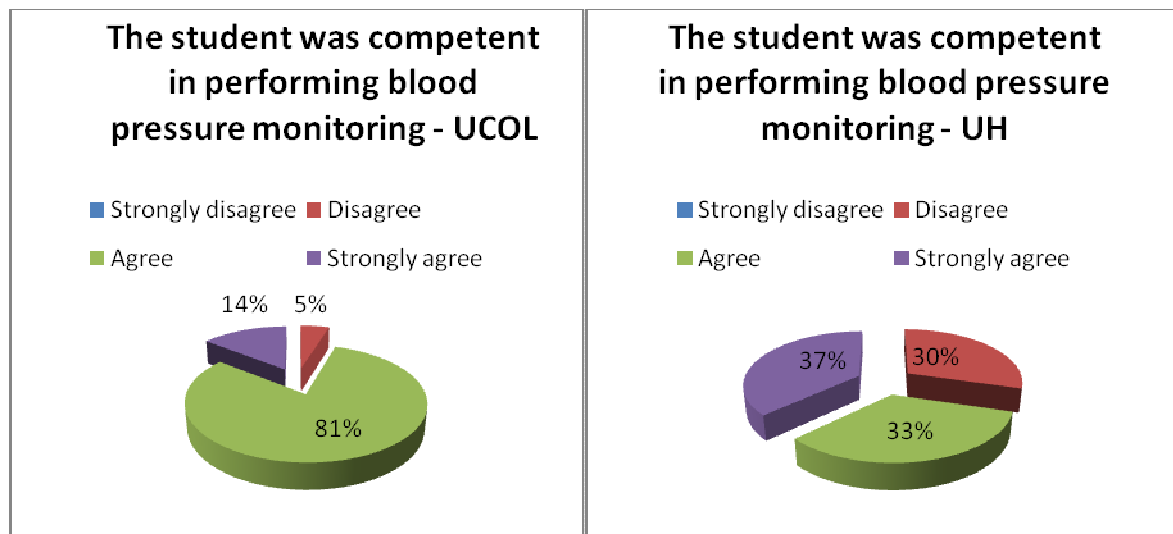


Although there were some very experienced preceptors/mentors among the respondents (18% for UCOL with 6+ years of experience, and 23% for UH), many of the preceptors had relatively limited experience in this role. For instance, 41% of the UCOL preceptors and 30% of the UH preceptors had less than 2 years experience.

Most preceptors/mentors (100% UCOL, 85% UH) considered that the students were able to prepare for, measure and record blood pressure. The students were also considered to have a good understanding of the relationship between theory and practice (86%

agreement UCOL, 81% UH). As the following figures demonstrate, students' competence in performing BPM was also rated highly.

Figures 10 & 11 – Student competence in BPM



Almost 80% of the UCOL preceptors and 70% of UH mentors agreed or strongly agreed that the student was competent in BPM, with 20% and 30% of students respectively not considered competent. Most preceptors/mentors also agreed or strongly agreed that students understood the results of the BPM (87% UCOL, 78% at UH). Although preceptors/mentors identified that some students were unable to demonstrate competence in BPM, 75% of UCOL preceptors and 96% of UH mentors considered the simulation sessions prepared the students effectively. The rating from UH is surprising when they deemed 30% of the students as not being competent in BPM, and raises questions about the criteria mentors/preceptors use to determine competence, and the extent of additional teaching that occurs during the clinical placement.

In the second student questionnaire, 100% of UCOL students, and 84% of UH students reported they were always supervised by a registered nurse when undertaking BPM. Surprisingly then, when the preceptors/mentors were asked if the student was always supervised by a registered nurse, 68% at UCOL, and 46% at UH reported they were not. The students who were not supervised every time, were reportedly supervised 'most times' (40% UCOL, 59% UH). One possible explanation for this finding may be that once the preceptor/mentor had confirmed the student was competent in BPM, they no longer felt it necessary to supervise the student on every single occasion they were performing this skill.

Implications for educational practice

The original aims of the research project have been used to frame the discussion of the findings and the implications for educational practice and further research.

A. Compare and contrast the teaching and learning strategies used by the two Departments/Schools in the teaching of BPM

Following data analysis it was apparent that the learning and teaching strategies, and associated resources, were similar across both UH and UCOL in relation to teaching BPM. However, the complexity of teaching this skill was not fully captured in this pilot study, and further research is required to enable a detailed comparison and analysis.

Theory underpinning the skill of BPM was taught prior to practice in the skills laboratory. All students were supervised by a lecturer, generally on a 1:10 staff/student ratio while practicing the skill during simulation sessions, and all students were offered additional practice opportunities. Interestingly some of the lecturers were not fully conversant with the theory taught in the anatomy/physiology sessions which led to the potential for repetition, and/or conflicting or incomplete information being given to students. Arguably there is a need to develop clear guidance for lecturers as to the content of anatomy/physiology sessions that allows them to ensure skills session reinforce, rather than repeating, information previously given to students.

One major difference between the two institutions was that UH allowed for 300 hours of simulated practice to be included in the total clinical hours each student accumulated NMC (2006) whereas New Zealand had no allowance for simulated practice. The pressure educational institutes in both NZ and the UK are experiencing in accessing sufficient clinical placements for nursing students is such that further consideration of the role of simulated clinical hours in undergraduate nursing education is now urgent.

B. Identify students' experiences of teaching and learning in relation to BPM prior to, and then immediately after their first clinical placement;

From the data, students identified that they enjoyed and benefited from the simulation sessions and felt confident that they could link theory to practice. They highlighted that they would have liked the opportunity to practice for longer, and to practice on people of different ages, to further prepare them for the patients they would meet in the clinical areas. A large percentage of UH students stated that they did not feel prepared to undertake BPM on clinical placement. It would be beneficial to interview students either individually or as a group to understand their anxieties of undertaking BPM in the clinical areas and to adapt the teaching and learning strategies, if necessary, to overcome these anxieties.

C. Identify clinical mentors and nurse teachers' perceptions of whether students on their first clinical placement were able to competently measure blood pressure.

The majority of preceptors/mentors were satisfied with the student's abilities to effectively undertake the skill during their first clinical placement area. Student support in the clinical areas from their preceptors/mentors varied, with some students stating that their preceptors/mentors supervised them at all times doing BPM, in comparison with other students who stated that they were largely unsupervised when undertaking this skill. It is important that preceptors/mentors are well prepared, and then receive regular updates to further their understanding of the collaborative nature of nurse education. Whilst it is mandatory in the UK for mentors to attend an update every year, it is not currently mandatory in NZ. There needs to be close partnership working between academia and clinical areas to ensure preceptors/mentors receive continued support from lecturers to develop the student's clinical skills in line with NCNZ and NMC competencies.

D. To explore the implications of the research findings for other clinical simulation teaching.

The teaching of clinical skills is far more complex than was first anticipated and more focussed research is required into the teaching and learning strategies used to develop the clinical skills of nurses.

The effectiveness of simulation in preparing the student nurse for their occupational role requires further exploration as does the extent to which mentors/preceptors value their role in preparing and supporting student nurses to undertake clinical skills. The replacement of some clinical hours with simulated hours in nurse education curricula, which would also reduce the demands on clinical areas, is currently the subject of intense nursing discussion internationally.

The key question that has arisen from this research, and which has implications for other clinical simulation teaching, relates to the anticipated outcomes of such teaching. Further consideration is required of the appropriate expectations of first year nursing students, and what degree of confidence/competence is achievable in the range of clinical skills they are taught. In addition, further exploration is required into the most appropriate timing of the OSCE following the teaching of clinical skills.

Conclusion

This pilot study has confirmed that the teaching and learning strategies, including simulation, used to educate Year One nursing skills in BPM are, in the main, generally effective. A number of areas for further research have also been identified.

Acknowledgements

The research team would like to acknowledge the generous support provided by Yorkshire and Humber Strategic Health Authority, England and the Ako Aotearoa, Centre for Teaching Excellence, New Zealand. In addition, thanks are extended to the numerous students, mentors/preceptors and clinical teachers who participated in this research and to Veronica Wilbourn for her contribution to data analysis.

Contact details

Karen Ousey, RGN, PhD Principal Lecturer/ Divisional Head Acute and Critical Care (UH)	Marian Bland, RN, PhD Associate Professor (Nursing), UCOL
Department of Nursing and Health Studies Harold Wilson Building University of Huddersfield, Queensgate, Huddersfield West Yorkshire, England HD1 3DH Phone: 0044 (0) 1484 473462 E-Mail: k.j.ousey@hud.ac.uk	School of Nursing UCOL Private Bag 11022 Palmerston North, NZ Phone : +64 6 9527001 ext 70423 Email : m.bland@ucol.ac.nz

References

- Alinier G., Hunt, W.B., & Gordon, R. (2004). Determining the value of simulation in nurse education: Study design and initial results. *Nurse Education in Practice*, 4, 200–207.
- Baillie, L., & Curizo, J. (2009). A survey of first year student nurses' experiences of learning blood pressure measurement. *Nurse Education in Practice*, 9(1), 61-71.
- Binstadt, E.S., Walls, R.M., White, B.A., Nadel, E.S., Takayesu, T.D., Barker, T.D., Nelson, S.J., & Pozner, C.N. (2007) A comprehensive medical simulation education curriculum for emergency medicine residents. *Annals of Emergency Medicine*, 49(4), 495-504.
- Bradley, P. (2006). The history of simulation in medical education and possible future directions. *Medical Education*, 40, 254–262.
- Distler, J.W. (2007). Critical thinking and clinical competence: Results of the implementation of student-centred teaching strategies in an advanced practice nurse curriculum. *Nurse Education Today*, 7, 53-59.
- Haigh, J. (2007). Expansive learning in the university setting: The case for simulated clinical experience. *Nurse Education in Practice*, 7(2), 95-102.
- Hammond, J. (2004). Simulation in critical care and trauma education and training. *Current Opinion In Critical Care*, 10(5), 325-329.
- Heart Foundation (Australia). (2008). *Heart Foundation guide to management of hypertension: Measuring blood pressure*. Retrieved 7 February 2010 from http://www.heartfoundation.org.au/Professional_Information/Clinical_Practice/Hypertension/Pages/default.aspx?gclid=CIT-iOKz3J8CFRciagodgBe0Hw.
- Lammers, R.L. (2007) Simulation: The new teaching tool. *Annals of Emergency Medicine*, 49(4), 505-507.
- Maran, N.J., & Glavin, N.J., & Glavin, R. (2003). Low-to-high-fidelity simulation: A continuum of medical education? *Medical Education*, 37(Supp 1), 22-28
- McCallum J. (2007). The debate in favour of using simulation education in pre-registration adult nursing. *Nurse Education Today*, 27(8), 825–831.
- Murray C., Grant, M.J., Howarth, M.L., & Leigh, J. (2008). The use of simulation as a teaching and learning approach to support practice learning. *Nurse Education in Practice*, 8(1), 5-8.
- Nunn, A. (2004). Almost the real thing. *Nursing Management*, 11(7), 7 14-18.
- Nursing and Midwifery Council. (2004). *Consultation on a standard to support learning and assessment in practice*. London: Author.
- Nursing and Midwifery Council (2006). *NMC simulation and practice learning project*. London: Author.

- Nursing and Midwifery Council. (2007). *Essential skills clusters (ESCs) for pre-registration nursing programmes: Annexe 2 to NMC Circular 07/2007*. London: Author.
- Nursing and Midwifery Council. (2008). *Standards to support learning and assessment in practice: NMC standards for mentors, practice lecturers and lecturers*. NMC, London
- Nursing Council of New Zealand. (2007a). *Handbook for nursing departments offering programmes leading to registration as a registered nurse*. Wellington: Author.
- Nursing Council of New Zealand. (2007b). *Competencies for registered nurses*. Wellington: Author.
- Ousey, K. (2009). Socialization of student nurses: The role of the mentor. *Learning in Health and Social Care*, 8(3), 175-184.
- Roberts, J.D. (2000). Problem solving skills of senior student nurses: An exploratory study using simulation. *International Journal of Nursing Studies*, 37, 135-143.
- Thorntott, A. (2007) New skills for HCA's: Taking a blood pressure. *British Journal of Healthcare Assistants*, 10(3), 133- 135.
- Wong, T.K.S, & Chung, J.W.Y. (2002) Diagnostic reasoning processes using patient simulation in different learning environments. *Journal of Clinical Nursing*, 11(1), 65-72.