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Original Citation

Ousey, Karen (2010) Real World Or Out Of This World? An Evaluation Of The Effectiveness Of SiRe. In: 2010 UK Simulation in Nursing Education Conference, 9-10 June 2010, University of Huddersfield. (Unpublished)

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Real World Or Out Of This World? An Evaluation Of The Effectiveness Of Simulation In Teaching Blood Pressure Measurement

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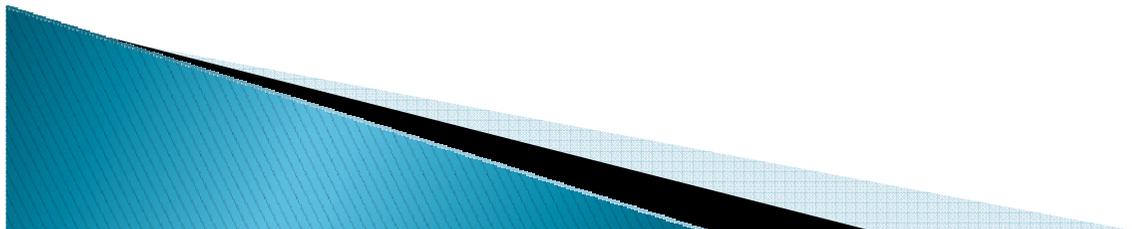
Simulation research overview

Collaborative pilot study involving

- Department of Nursing and Health Studies, University of Huddersfield, UK
- School of Nursing, UCOL, NZ

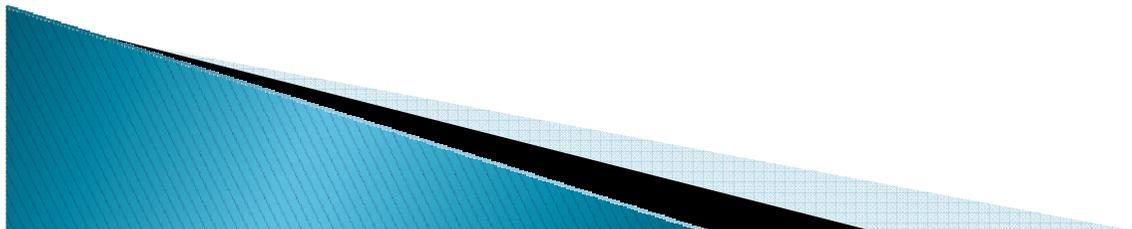
Funding from

- Yorkshire & Humber Strategic Health Authority, UK
- Ako Aotearoa, NZ



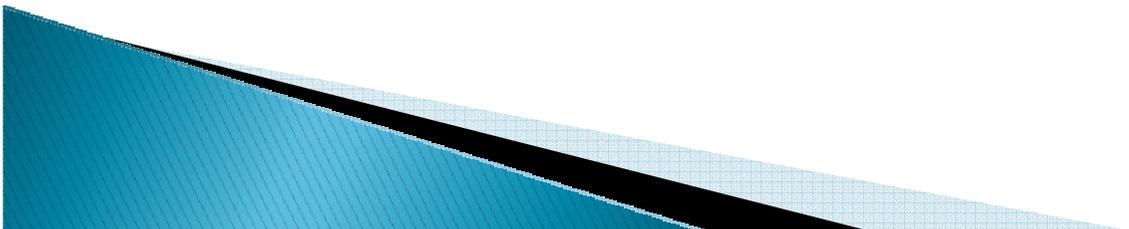
Simulation

- ▶ Widely used teaching and learning strategy for a variety of clinical skills
- ▶ About practising the skill, the doing
- ▶ Reviewing the effectiveness of our teaching strategies



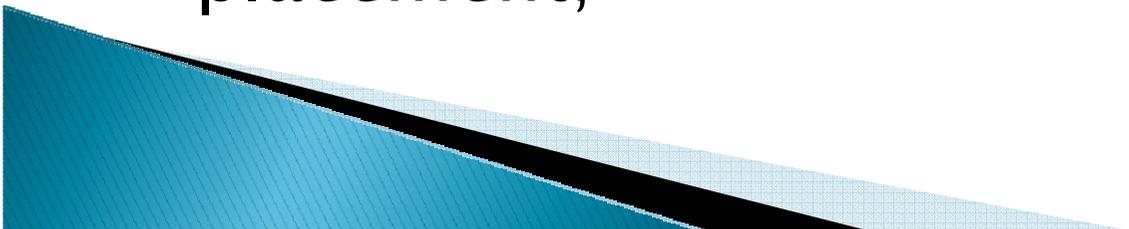
Research question

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



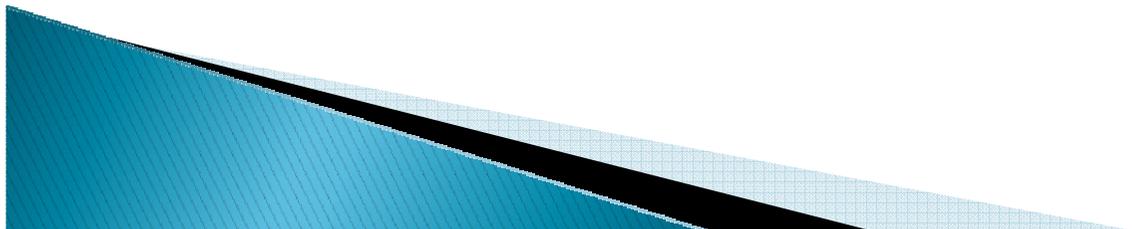
Research aims

- ▶ Compare and contrast teaching and learning strategies used by the two Departments/Schools in the teaching of blood pressure measurement [BPM];
- ▶ Identify students' experiences of teaching and learning in relation to BPM prior to, and then immediately after their first clinical placement;



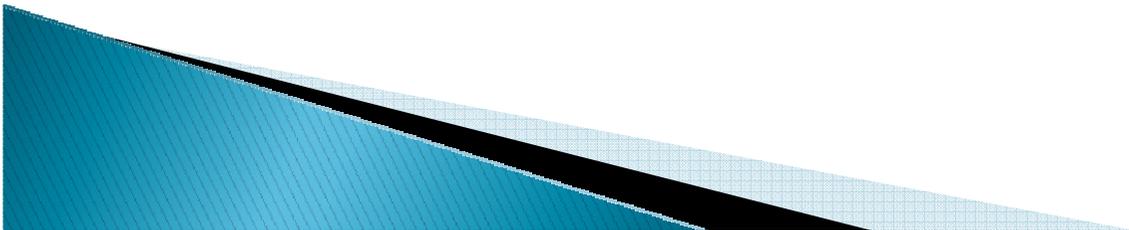
Research aims

- ▶ Identify clinical mentors and nurse teachers' perceptions of whether students on their first clinical placement were able to competently measure blood pressure,
- ▶ To explore the implications of the research findings for other clinical simulation teaching.



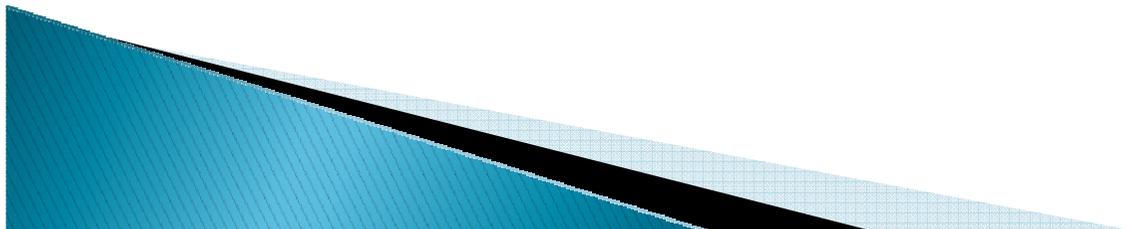
Student questionnaires

- ▶ Relevant ethics and institutional approvals obtained
- ▶ Independent people distributed surveys

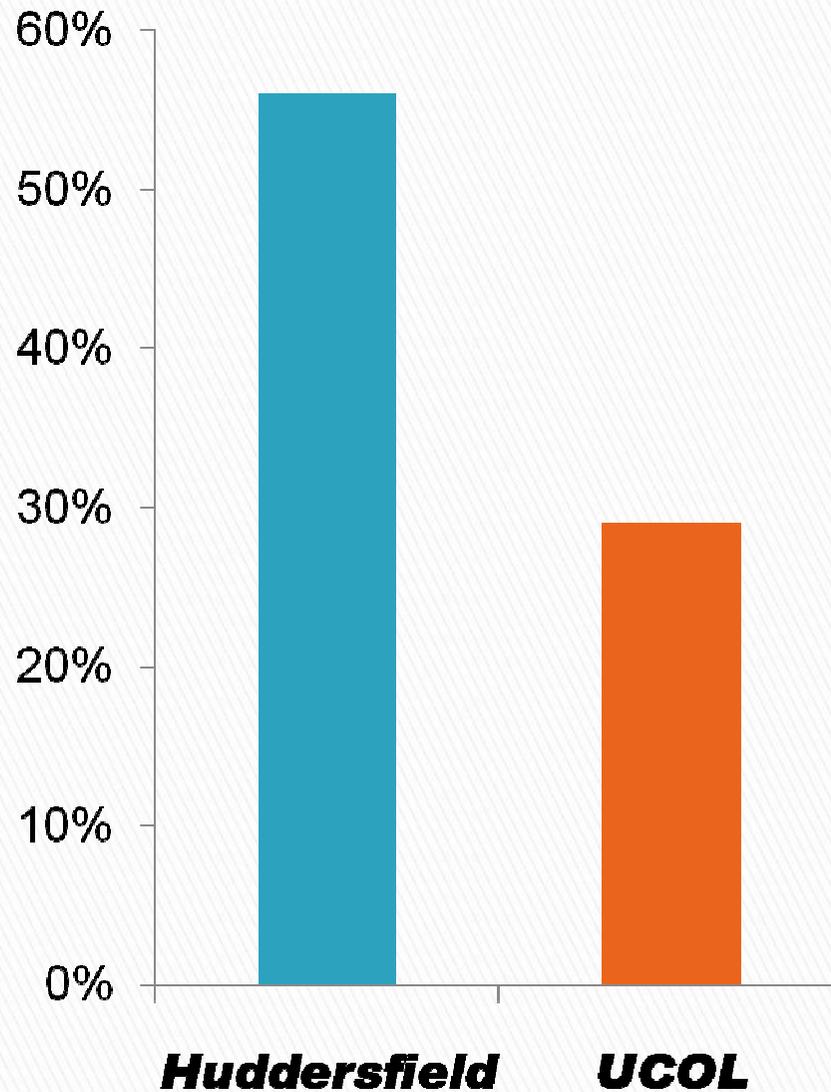


Response rates, student questionnaires

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



Previous health care experience



Twice as many of the Huddersfield students (56%) had worked in health care settings prior to starting their nursing programme as UCOL students (29%) .

Previous experience of taking blood pressure

62%

11%

Huddersfield

UCOL



Understanding of theory



Slightly higher levels of confidence at Huddersfield
but majority of students with poor level of understanding before
simulation sessions

Understanding before simulation

Poor level of understanding of *theory* requirements

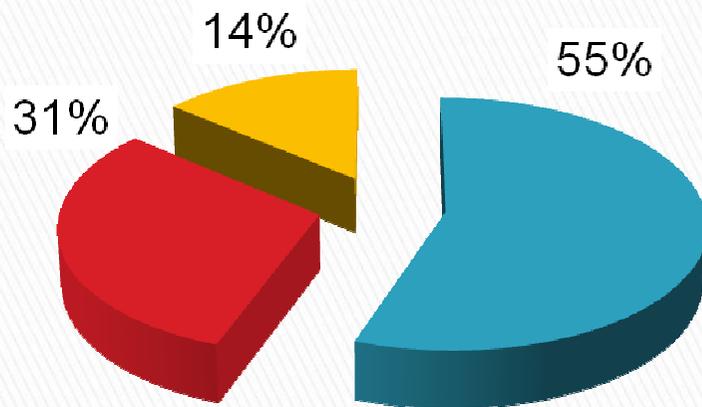
62%

Poor level of understanding of *practical* requirements

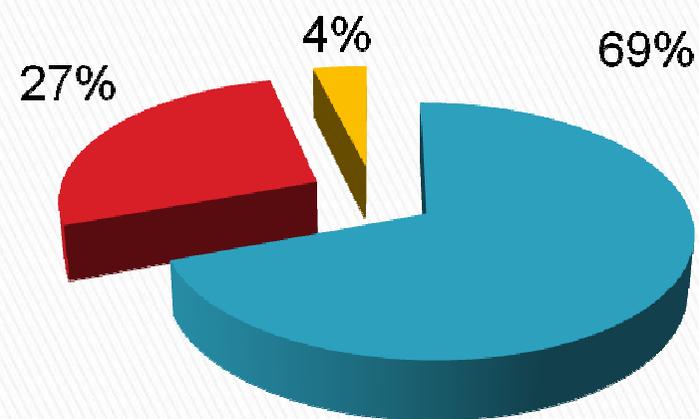
51%

Combined responses

Understanding of theory



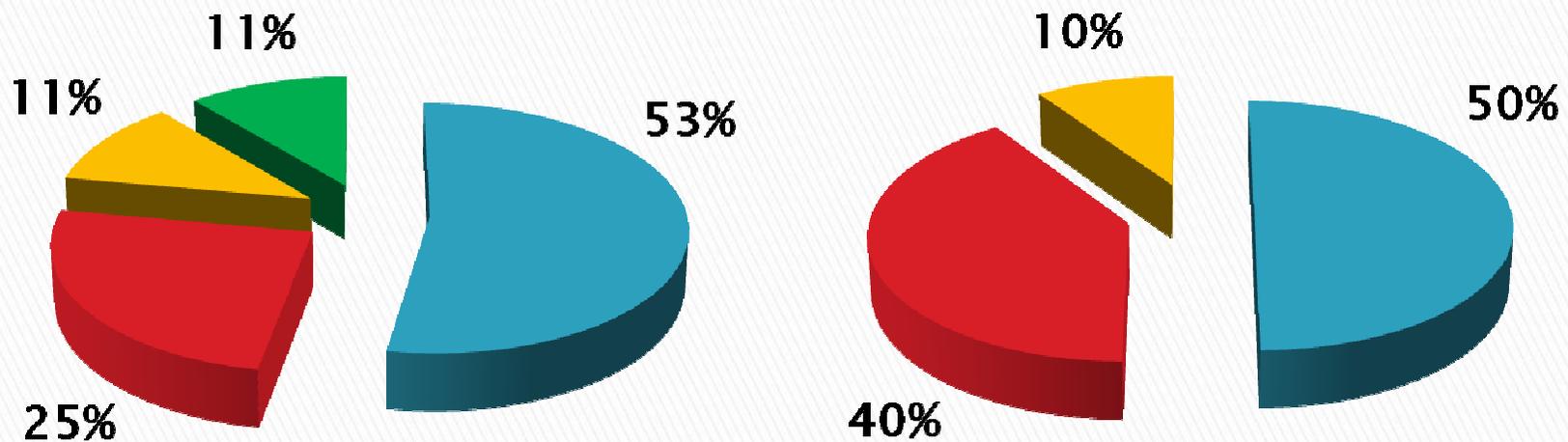
HUDDERSFIELD



UCOL

Understanding of practical requirements

■ Poor ■ Good ■ Competent ■ Confident and competent

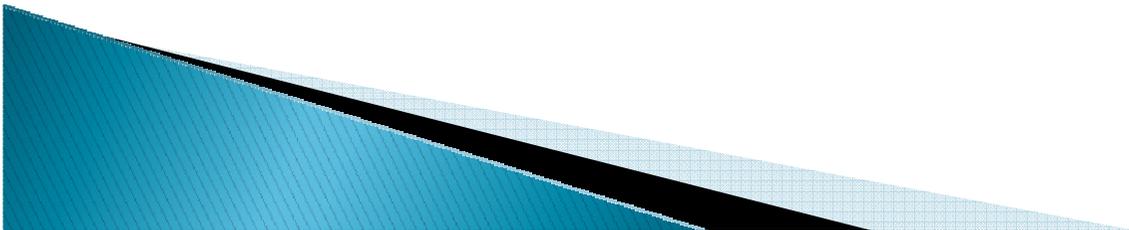


Huddersfield

UCOL

Confidence Levels

▶ **Post Simulation**



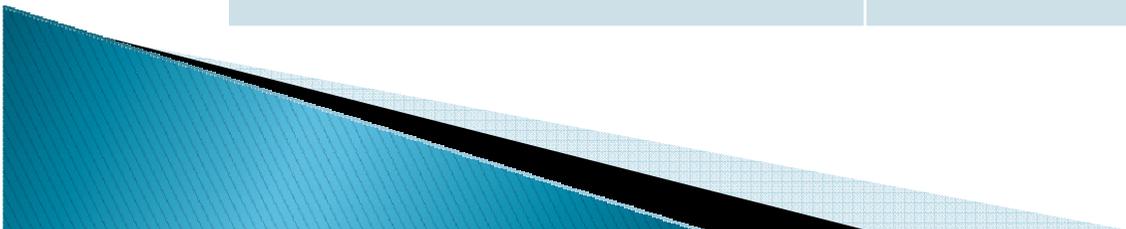
Confidence levels after simulation

Despite the fact that students at Huddersfield rated their understanding and confidence more highly than the UCOL students **prior** to the simulation, **after** the simulation they had lower confidence levels compared with UCOL students.



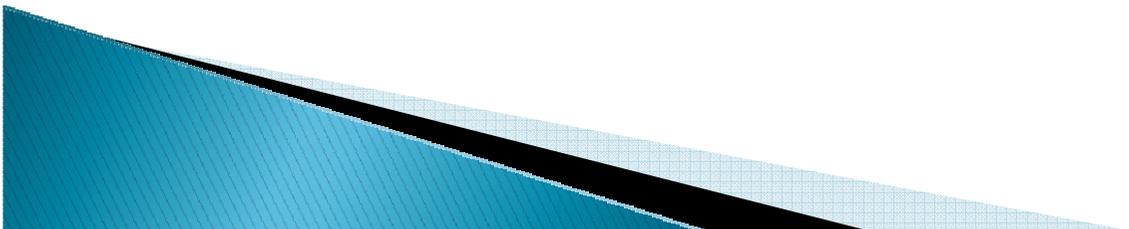
Confidence levels after simulation

	Huddersfield	UCOL
No confidence	6%	0
Some confidence	64%	27%
Quietly confident	0	13%
I am confident	14%	50%
Confident and competent	8%	10%

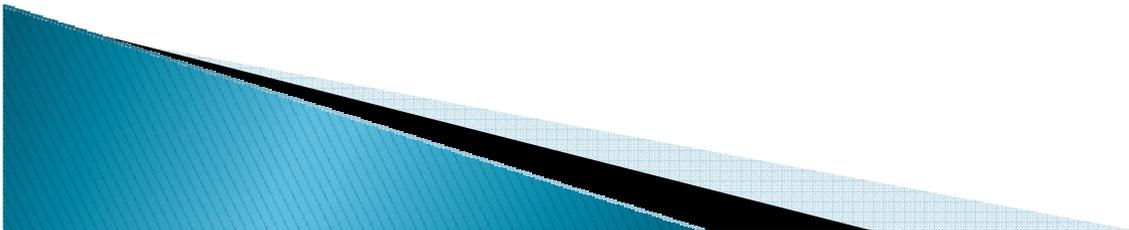


Lecturer confirmation

- ▶ Majority of students had a manual BP measurement confirmed by a lecturer using a teaching stethoscope
- ▶ This gave most students more confidence

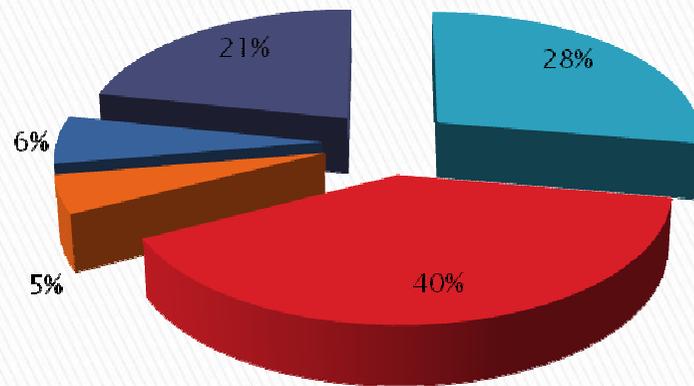


▶ Post Clinical Practice



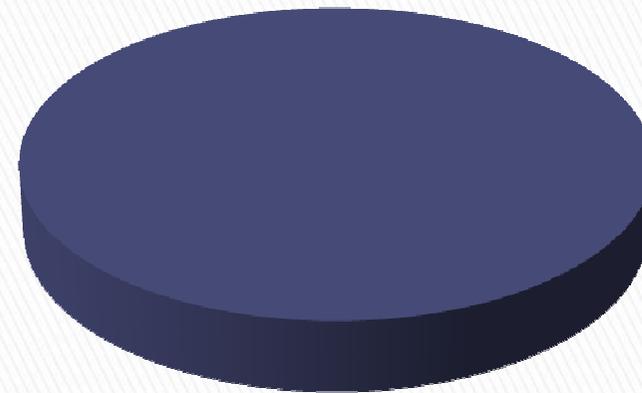
Experience of undertaking manual BP measurement in clinical placement

■ never ■ 1-5 times ■ 6-10 times
■ 11-15 times ■ over 15 times



Huddersfield

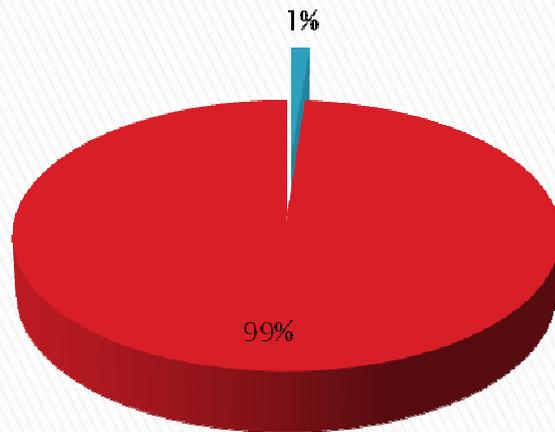
■ never ■ 1-5 times ■ 6-10 times
■ 11-15 times ■ over 15 times



UCOL

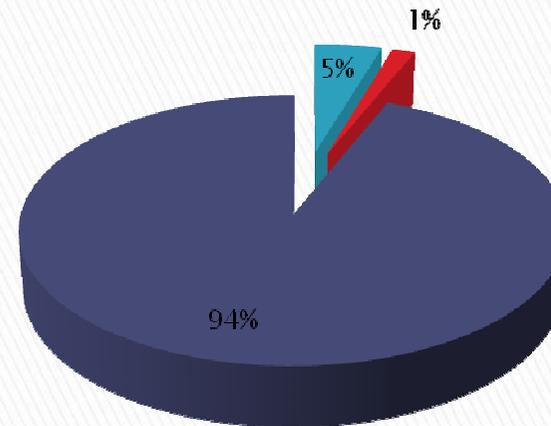
Experience of undertaking electronic BP measurement in clinical placement

■ 11-15 times ■ over 15 times



Huddersfield

■ never ■ 1-5 times ■ 6-10 times
■ 11-15 times ■ over 15 times

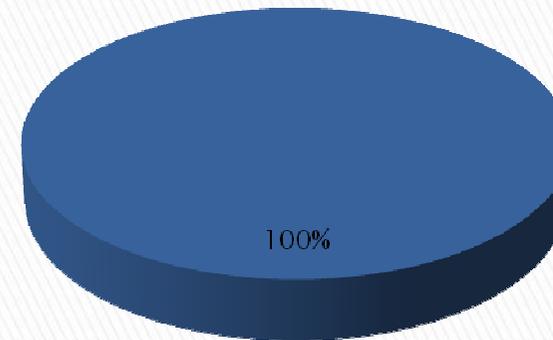
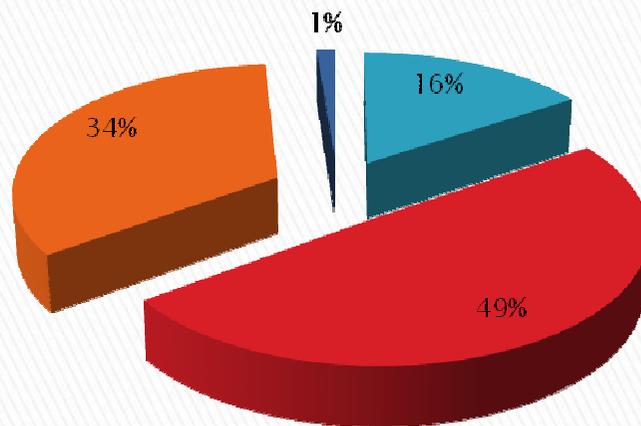


UCOL

Registered nurse supervision whilst taking & recording blood pressure on first clinical placement

■ Never ■ Once or twice ■ Sometimes ■ Every occasion

■ Never ■ Once or twice ■ Sometimes ■ Every occasion



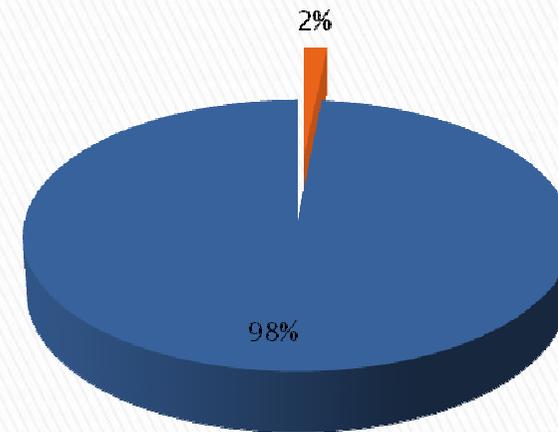
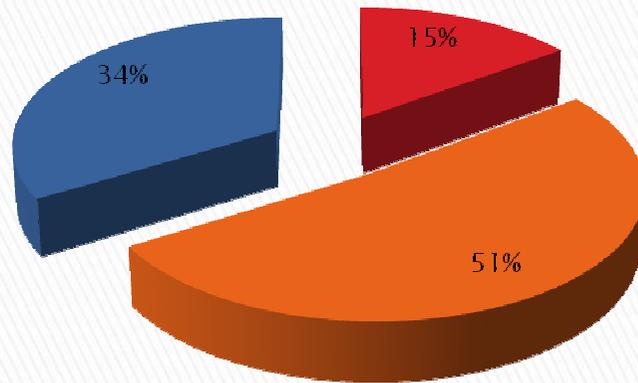
Huddersfield

UCOL

My mentor made me question what I did

■ Strongly disagree ■ Disagree ■ Agree ■ Strongly agree

■ Strongly disagree ■ Disagree ■ Agree ■ Strongly agree

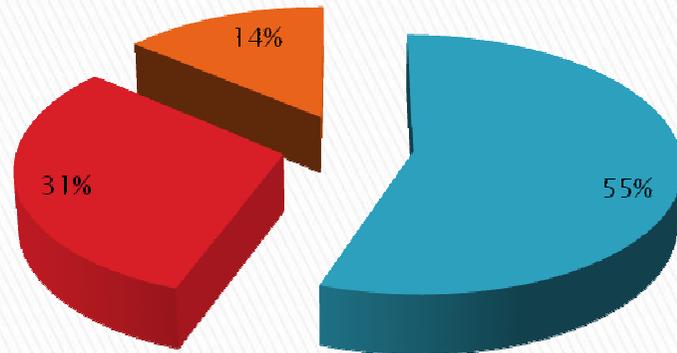


Huddersfield

UCOL

Level of Understanding (practical) – UH

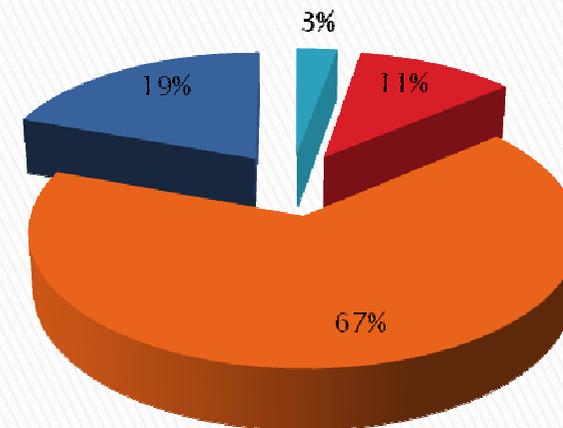
■ Poor ■ Good ■ Confident



Prior to simulation

My knowledge and understanding has increased

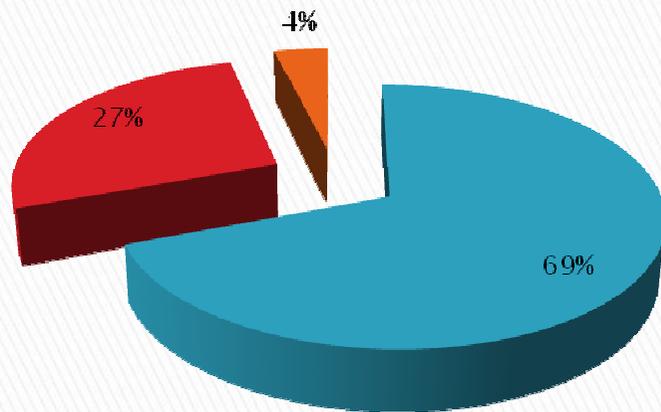
■ SD ■ D ■ A ■ SA



Post simulation

Level of Understanding (practical)– UCOL

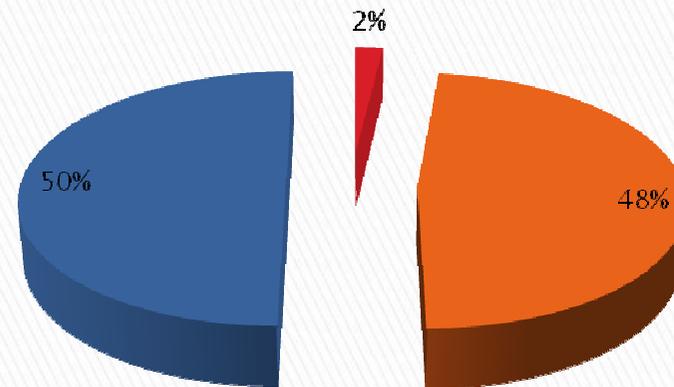
- Poor level of understanding
- Good level of understanding..
- Confident in my understanding



Prior to simulation

My knowledge and understanding has increased

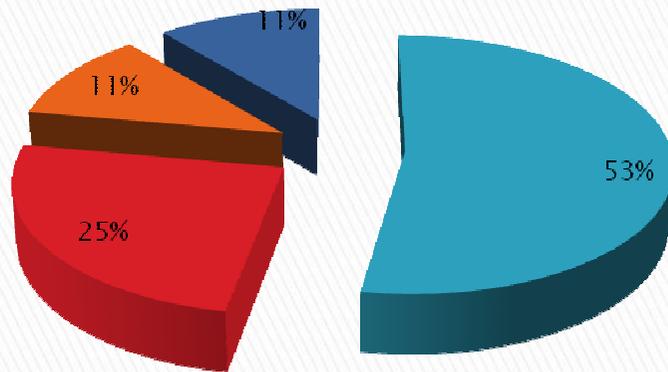
- SD
- D
- A
- SA



Post simulation

Level of Understanding – UH

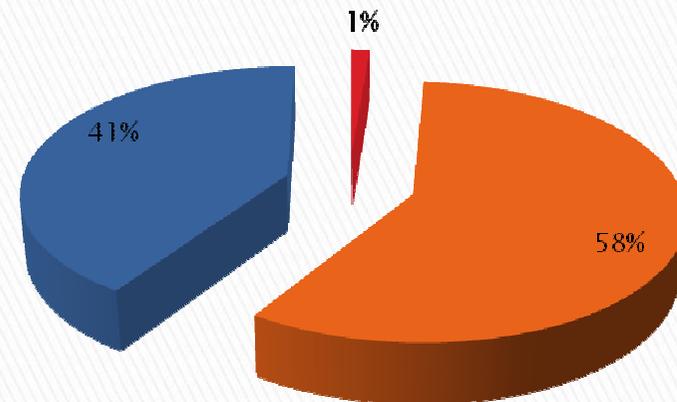
■ Poor ■ Good ■ Competent ■ Confident and competent



Prior to simulation

A good understanding of the relationship between theory and practice

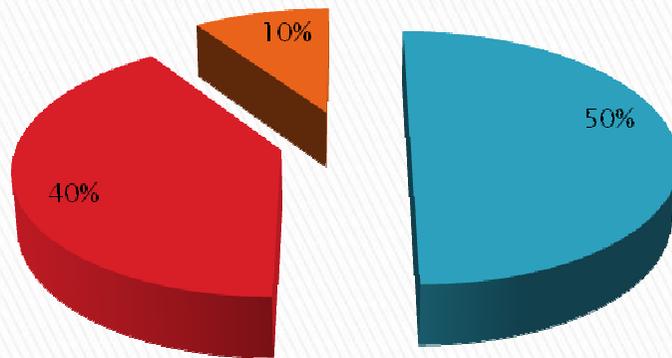
■ Strongly disagree ■ Disagree ■ Agree ■ Strongly agree



Post simulation and clinical placement

Level of Understanding –UCOL

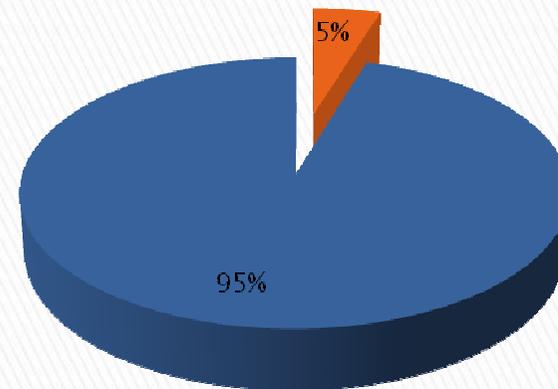
- Poor Level of understanding
- Good level of understanding
- Competent in application
- Confident and competent



Prior to simulation

A good understanding of the relationship between theory & practice

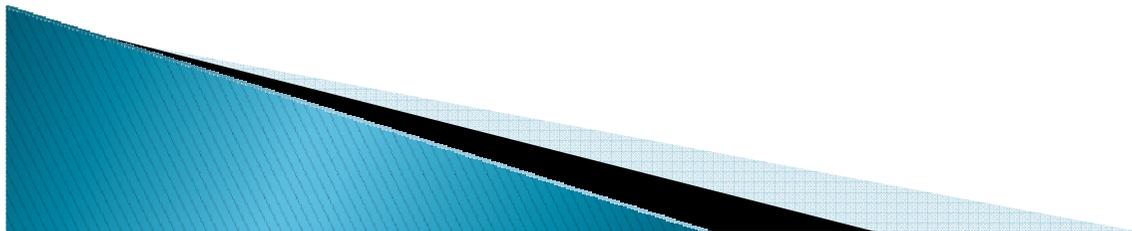
- Strongly disagree
- Disagree
- Agree
- Strongly agree



Post simulation and clinical placement

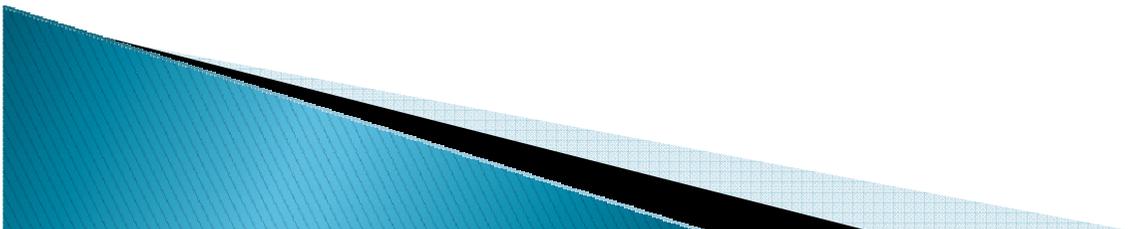
Summary

- ▶ 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
- ▶ Needs consideration:
 - What are the appropriate expectations of first year nursing students?
 - To what degree can confidence/competence be achievable?



'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'.

(UCOL student)



- ▶ Thank you for listening
- ▶ Any Questions?

