



UNIVERSITY
OF WOLLONGONG
AUSTRALIA

University of Wollongong
Research Online

Faculty of Science, Medicine and Health - Papers

Faculty of Science, Medicine and Health

2013

Factors that impact on teaching and learning using simulation

Leeanne Heaton

University of Wollongong, l.heaton@cqu.edu.au

Publication Details

Heaton, L. (2013). Factors that impact on teaching and learning using simulation. *SimHealth 2013 Conference Proceedings* (pp. 46-46). Australia: Simulation Australia.

Research Online is the open access institutional repository for the University of Wollongong. For further information contact the UOW Library: research-pubs@uow.edu.au

Factors that impact on teaching and learning using simulation

Abstract

Abstract of poster presented at the SimHealth 2013 Conference.

Disciplines

Medicine and Health Sciences | Social and Behavioral Sciences

Publication Details

Heaton, L. (2013). Factors that impact on teaching and learning using simulation. SimHealth 2013 Conference Proceedings (pp. 46-46). Australia: Simulation Australia.

Factors that impact on teaching and learning using simulation.

Leeanne Heaton

Sub-Topic: Research on theory as related to simulation

AIMS: There are differences in the activities that educational staff use when educating health care students. The aim of this this research is to uncover the types of activities used by educators in the simulated environment as well as factors that impact on delivery of a simulated educational program.

BACKGROUND: Activities used in simulation in a number of educational facilities are different. Providing the opportunity for students to engage in effective simulated experiences in the academic setting assists students to be more prepared for the workforce (Issenberg & Scalese 2008). The data identifies the various simulation modalities and activities currently being used in educating health care students and the reasons why these modalities might be used.

METHODS: The study is a simple qualitative design using semi structured interviews. Data was collected from a purposive sampling group of nine people who are actively engaged in clinical simulation and/or clinical skills laboratories related to healthcare. This research draws on the knowledge of educators working in simulation.

Result: Data reveals that there are differences in the types of activities that educators are using. Resourcing appears to have a large impact on delivery of a simulation program in some educational facilities with many of the sample group discussing the limitations being quite frustrating for them to initiate and maintain a program. Student engagement, casual teaching staff, curriculum development and organisational issues are all factors that impact on the choice of modalities and activities used in a simulated program.

Other factors that impact on learning in a simulated environment are the aligned strategies and objectives in subjects or curricula of an approved program. Participants also discuss the importance of students having more than one opportunity to be involved in an activity as well as the different learning styles of the student involved.

CONCLUSION: While the expected learning outcomes of a health care student may be the same, the methodologies used in simulation often come down to the resources that are available. This presentation provides a perspective from educators about the different methodologies used in simulation and why those activities may have ultimately been selected.

REFERENCES:

1. Issenberg, SB & Scalese, RJ 2008, 'Simulation in healthcare education', *Perspectives in Biology and Medicine*, vol. 51, no. 1, pp. 31-46.