

Paper 27 - Demonstration

How high fidelity simulation can develop and enhance clinical examination skills

Amanda Miller
Jane Roberts
Angela Lee

Amanda Miller	University of Salford	a.miller@salford.ac.uk
Jane Roberts	University of Salford	j.f.roberts@salford.ac.uk
Angela Lee	University of Salford	a.e.lee@salford.ac.uk

Abstract

Registered nurses studying at the University of Salford (UoS) have the opportunity to develop and advance their clinical examination skills by undertaking a module specific to examining children. Students are taught to examine the systems of the body using skills of auscultation, palpation and percussion. Through utilisation of high fidelity mannequins the normal and altered physiology can be identified. Learning needs are identified and further developed in clinical practice with the support of a suitably qualified practitioner.

Practising clinical examination skills on children is not assured and potential obstacles relating to consent, co-operation and opportunity must be considered. The use of simulation overcomes these issues.

Wilford and Doyle (2006) purport that the facilitation of simulation enables the learner to perform clinical skills in a realistic environment which can be further applied to the practice setting.

An evaluative study by Baillie and Curzio (2009) established that a high percentage of students and facilitators reported that simulation supports learning from mistakes. In turn, students can repeatedly practice a skill without causing harm to patients and receive instant feedback on their performance (Traynor et al, 2010).

Aim:

The aim of the presentation is to demonstrate how experiential learning using simulation technology, deepens the student's understanding and recognition of abnormal physiology in children.

Outcomes:

Delegates will be introduced to the technology utilised in the College of Health and Social Care at the UoS.

By the end of the demonstration the delegates will understand how clinical examination skills can be taught, practised and assessed in a safe learning environment.

Delegates from various professional disciplines will recognise the opportunities available to enrich learning by the use of simulation technology.

The demonstration will involve a ten minute presentation on the background and research regarding the use of high fidelity simulation. The testimonies from previous student's experiences will be discussed. This will be followed by the demonstration of using the simulators to detect normal/abnormal physiology. The delegates will then have an opportunity to participate.

References

Baillie, L. and Curzio, J. (2009) Students' and facilitators' perceptions of simulation in practice learning. *Nurse Education in Practice*. Vol 9. 297-306.

Traynor, M., Gallagher, A., Martin, L and Smyth, S. (2010) From novice to expert: using simulators to enhance practical skill. *British Journal of Nursing*. Vol 19 (22) 1422-1426.

Wilford, A. and Doyle, T.J. (2006). Integrating simulation training into the nursing curriculum. *British Journal of Nursing* 15 (17), 926-930.