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The Use of ‘Simulation Ward’ Teaching Model to Promote Undergraduate Nursing Students’ Clinical Competence

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Abstract:

What problem was addressed?

The shortage of practicum venues, the busy and complex clinical environment are not favourable for nursing students preparing to be a registered nurse as it minimise the time for coaching and students hardly have the opportunities to participate in high-risk procedures. The emergence of simulation-based education is widely used to supplant students’ learning opportunities; however, in general, a simulation activity is one simulator to a group of students which is insufficient for students learning.

What was tried?

A “Simulation Ward” teaching model is designed to address the above problems. Thirty-five Year IV undergraduate students recruited to participate in three to six ‘Simulation Ward’ sessions. In each session, three nursing students looked after four to five human simulators, including a standardized patient. Two teachers independently assessed students’ clinical competence after each session.

What lessons were learned?

This project proved “Simulation Ward” model enhanced students’ competence and safe practice. Students had significant improvement in the domains of knowledge, skills and attitude. Besides, simulation teachers gained experience in various roles of simulation teaching and had overcome the challenges in conducting few scenarios within a session, a systematic debriefing and technology trouble shooting.