

## Abstract

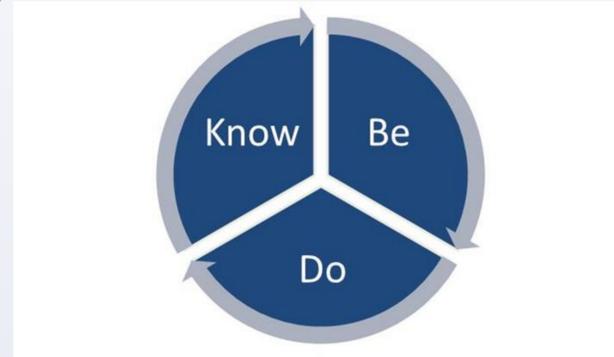
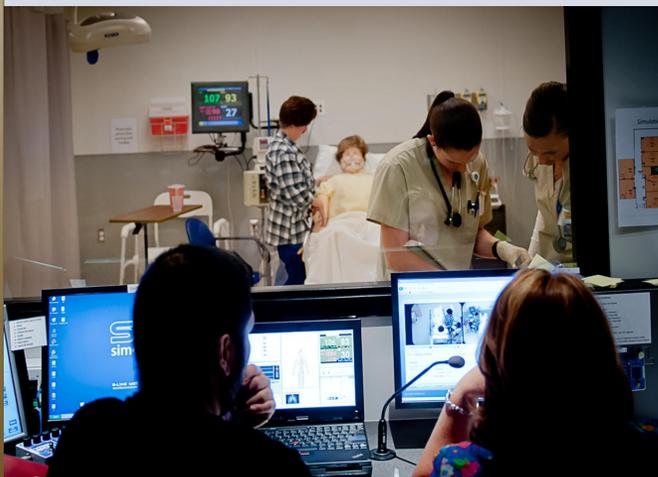
The simulation lab provides a safe learning environment for students to explore the diverse patient care issues seen in the clinical setting. This makes the simulation lab an ideal setting for teaching caring science. This study adds to the small body of research on infusing caring science in simulation learning.

## Purpose

To explore how faculty teach nursing students about caring in the simulation lab.

## Background

Literature on high fidelity simulation focuses on tasks, technology, and development of clinical judgment and confidence. Current literature on simulation and caring broadens the focus, including communication skills and students' perceptions of caring activities (the DOING of caring). However, there is little information in the literature about helping students discover the KNOWING and BEING aspects of caring.



## Learning Framework

Before initiating the study, faculty participated in an educational session on the Know-Be-Do framework, which draws upon Watson's Science of Human Caring:

**KNOW:** Core Knowledge

What do students need to know in order to apply the ideas from Watson's Caritas Processes?

**BE:** Inner Consciousness

What state of mind and intentionality by students is needed to apply ideas from Watson's Caritas Processes?

**DO:** Behavioral Activities

What activities in the simulation lab reflect application of ideas from Watson's Caritas Processes?

## Photo Caption

Faculty and technician facilitate a scenario behind a one-way-window

## Method

Phenomenology was the study method. The researchers wanted to understand more about how faculty infused aspects of caring in simulation teaching and learning. The focus was on faculty activities during the debriefing process, illustrated below:



Data collection involved journals written by faculty after each session with students in the simulation lab. Nine faculty responded to the question:

*"What did I learn today about infusing caring in simulation learning?"*

Content analysis was conducted by three faculty experienced in simulation and knowledgeable about caring science.

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## Results

Four themes emerged:

- 1. Understanding caring science.**  
*Faculty benefit by having experience in identifying all aspects of caring, including knowing, being, and doing.*
- 2. Utilizing scenarios that are well written and faithfully executed.**

*Content matches students' knowledge level in the program.*

- 3. Establishing a safe learning environment.**

*Relationships among students and faculty are respectful and mistakes are used for learning.*

- 4. Demonstrating skill in the debriefing process.**

*Faculty are able to encourage student reflection and discovery of knowledge.*

## Conclusions

A well written and executed scenario, within a safe environment, is the basis for teaching caring in simulation lab. Faculty who used the Know-Be-Do framework during debriefing were able to help students discover more of the whole, revealing more aspects of caring in the learning situation.

## Reference

Watson, L. (2008). *Nursing: The philosophy and science of caring* (Rev. Ed.). Boulder: University Press of Colorado.