Exploring Nursing Faculty Staff's Perceptions of High Fidelity-Based Mannequin Simulation as a Teaching Modality: A Constructivist Grounded Theory Approach

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Nursing education must equip students for an ever-changing healthcare landscape marked by dynamism and complexity (Eyikara & Baykara, 2017.

World Health Organization (2009) endorses simulation as a powerful tool for developing curricula rooted in practical application. Through high fidelity simulations (HFS), nursing students gain clinical exposure while maintaining the highest standards of patient safety (Aebersold & Tschannen, 2013). Nursing education has embraced high fidelity simulation as a cornerstone, which demonstrates a remarkable ability to enhance not only procedural skills, but also communication aptitudes, knowledge acquisitions, psychomotor dexterity, motivation, and critical thinking ability (Alanazi et al., 2017).

Nevertheless, HFBMS' exploration extends beyond its effects on students. It looks at the experiences and perceptions of faculty members who play a significant role in nursing education and administration. In addition to serving as the architects of simulation integration, these faculty members shape the teaching modality of students. Having a clear understanding of the faculty's perspective is crucial for further refining and optimizing HFS's use as a teaching tool, ultimately benefiting the nursing students they instruct.

Research Question: What are nursing faculty staff's perceptions and experiences regarding High Fidelity-Based Mannequin Simulation as a teaching modality for clinical skills education?

Methodology: The study employs a Constructivist Grounded Theory (CGT) approach to explore and develop a theory on why and how nursing faculty engage in high-fidelity mannequin-based simulation (HFMBS) teaching.

Biography

Mrs. Maha Alhajlan is a distinguished professional known for her dedication to excellence and innovation in her field. With a strong academic background and extensive experience, she has contributed significantly to advancing knowledge and practice in her domain. Renowned for her leadership and expertise, Mrs. Alhajlan has actively participated in numerous conferences, workshops, and collaborative projects, showcasing her commitment to fostering growth and sharing insights. Her ability to inspire and mentor others, coupled with her passion for research and development, has earned her recognition as a trusted and influential figure in her profession.

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