

Interpretative phenomenological analysis exploring undergraduate nursing students' experience of interprofessional simulation in Bahrain

Faraj, S.; Parkinson, B.; Hill, G.; McGuinness, C.

Publication date:
2024

Document Version
Publisher's PDF, also known as Version of record

[Link to publication in ResearchOnline](#)

Citation for published version (Harvard):
Faraj, S, Parkinson, B, Hill, G & McGuinness, C 2024, 'Interpretative phenomenological analysis exploring undergraduate nursing students' experience of interprofessional simulation in Bahrain', RCSI Medical University of Bahrain Annual Research Conference, Bahrain, 5/03/24 - 5/03/24.

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

Take down policy

If you believe that this document breaches copyright please view our takedown policy at <https://edshare.gcu.ac.uk/id/eprint/5179> for details of how to contact us.



RCSI
MEDICAL
UNIVERSITY
OF BAHRAIN

sfaraj@rcsi.com www.linkedin.com/in/sumaya-faraj

Interpretative Phenomenological Analysis Exploring Undergraduate Nursing Students' Experience of Interprofessional Simulation in Bahrain

Faraj, S.¹, Parkinson, B.², Hill, G.², McGuinness, C.³

¹Royal College of Surgeons in Ireland, Medical University of Bahrain,

² Glasgow Caledonian University, ³ Scottish Government



Scan me



INTRODUCTION

The Higher Education Institutions (HEIs) need to ensure that students possess the required clinical competencies.¹ Several HEIs have driven their strategies toward offering inter-professional education (IPE) to their students with many studies reporting positive effects of IPE on student learning.^{2,3}

IPE refers to educational activities that involve two or more professions who can learn with, and from each other in the same context to achieve learning outcomes.^{2,3}

Interprofessional simulation (IPS) is a form of IPE which occurs when two or more members from different health care professions participate in experiential and shared learning that is reflective and focuses on authentic clinical scenarios.⁵

IPS has been identified as an effective educational approach that enhances teamwork, collaboration, communication and other clinical competencies among health care providers.^{4,5}

Clinical decision-making has not been studied comprehensively under interprofessional simulation, particularly its impact on nursing students. Clinical decision-making is a fundamental aspect of the healthcare practice. Learning with others in interprofessional simulation can help develop the knowledge and experience with clinical decision-making.⁶

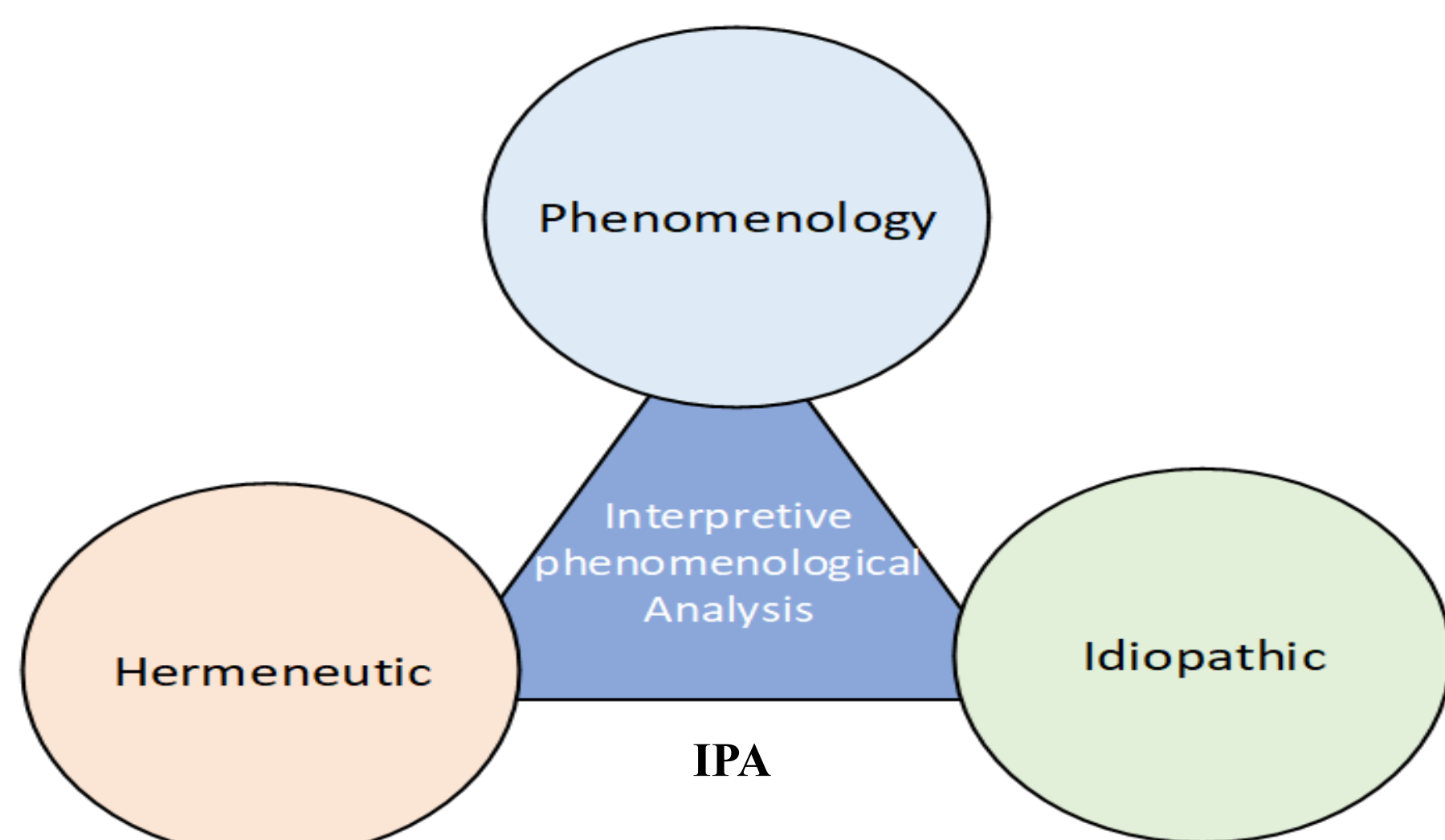
AIM

To explore student nurses' perceptions of their experiences of clinical decision making while on placement following participation in IPE simulation with medical students



METHODS

Design: Qualitative Interpretative phenomenological analysis IPA.⁷ Figure 1



Sampling: Non-probability purposive homogenous sample of 6 undergraduate nursing students who had experienced IPS and had clinical practice post the IPS.

Data collection: Semi-structured individual interview was conducted through Microsoft Teams.

Data analysis: IPA was used to analyze each case separately. Figure 2

Integration of Learning and Professional Identity
"I realized that even if you don't have a clear basic knowledge of what you can do, you can try to step forward."

Dynamics of Interprofessional Relationships
"we were trying to clarify each other doubts by supporting each other and talking together as a team."

Emotional Journey and Engagement
"It was really interesting and fun to be involved in a simulated session with the medical students."

Navigating the Professional Self-confidence
"before the simulation lab I was not aware of what I was going to do next, but after the simulation session, I realized some specific skills."

From Unpreparedness to Adaptive Learning
"It was a bit hard, but it's something I feel like everyone should do."

Promoting Effective Communication for Team Integration
"I always want to know why we're doing something, so I asked the team."

Reflective Practice Leading to Professional and Personal Development
"I did not really know what that meant, but I knew it's something very important for t patient in critical setting."

Holistic Care and Patient Advocacy as Core Nursing Values
"We learn to look at everything holistically. How does doing one thing affect everything else."

Adaptation and Professional Growth
"This evolution has shaped my approach to clinical practice and equipped me with a newfound confidence in interacting with doctors."

Empowerment through Collaboration
"I felt empowered that time because they let us speak and heard us out."

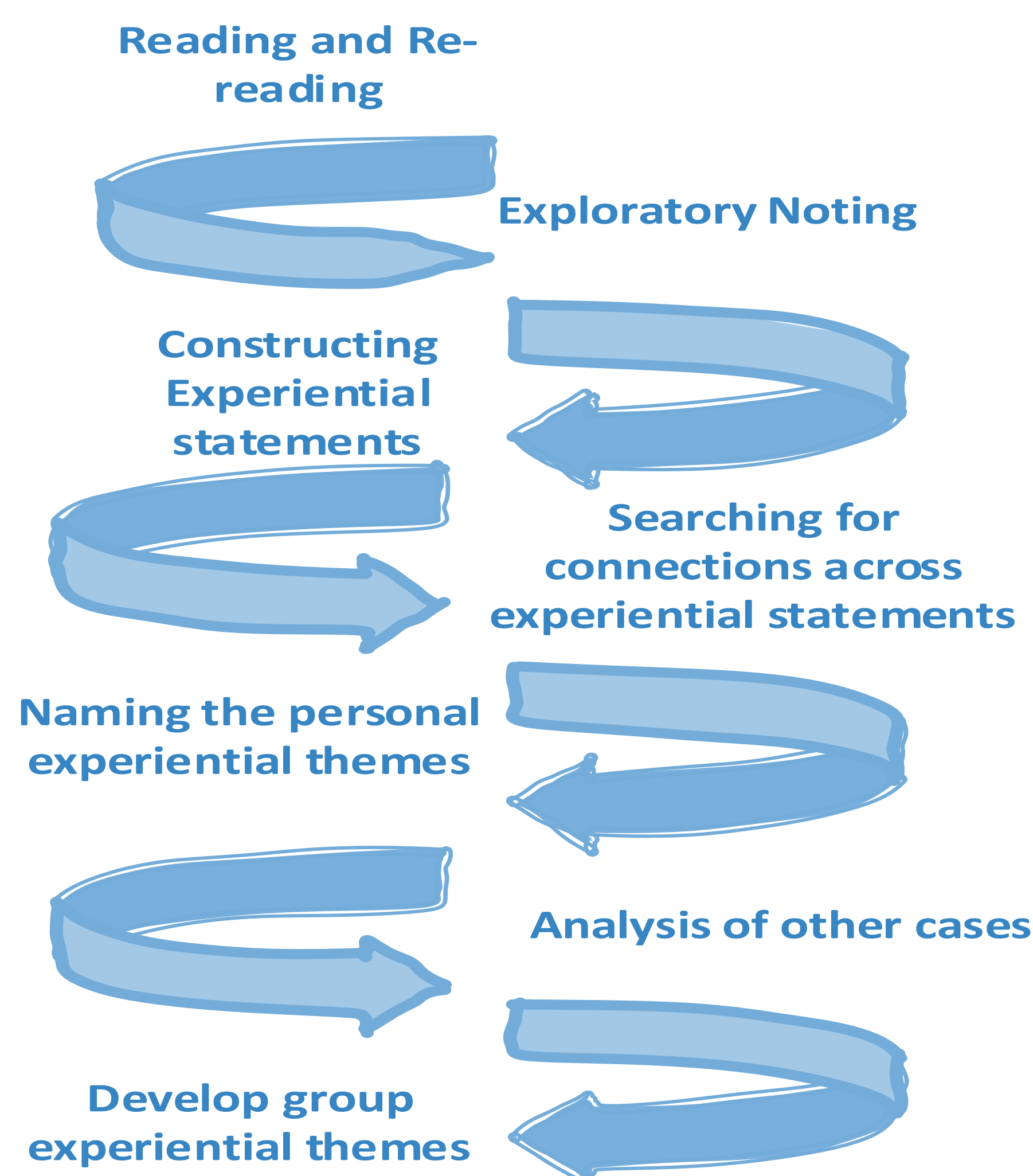
Assertiveness and Advocacy
"I was able to speak myself out and tell the medical student that no, we cannot give it (medication) anymore because we just administered it."

Challenges and Resilience
"it was a mess, but our knowledge were there and Ohh, we kept listening to each other."

Figure 3. The personal experiential themes

DATA ANALYSIS

Three interviews out of six were analyzed using IPA. The Personal experiential theme for each case were obtained following the IPA process. **Figure.2**



RESULTS

The identified themes (Figure No.3) explore the multifaceted experiences of nursing students, revealing a complex interplay of emotional, educational, and professional development themes.

DISCUSSION

Integrating the skills and insights derived from these themes into clinical decision-making processes enables nursing students and professionals to approach patient care with a blend of technical competence, critical thinking, empathy, and ethical consideration. These competencies are essential for making well-rounded clinical decisions that are informed by a deep understanding of the collaborative insights of interprofessional education.

CONCLUSION

The experiential learning gained through simulations, as encapsulated by the identified themes, plays a pivotal role in developing nursing students' clinical decision-making skills. By fostering adaptability, communication, reflective practice, and a holistic approach to care, interprofessional simulation contribute significantly to preparing nursing students for the complexities of real-world clinical decision-making and patient care. The forthcoming analysis of additional interviews is expected to enrich and expand upon these preliminary themes, potentially revealing new dimensions and variations in experiences.

THE IMPACT OF THE STUDY

The findings of the study may help to bridge the research gap by exploring the ways in which nursing students perceive the impact of interprofessional simulation on their clinical decision making.

REFERENCES

1. WORLD HEALTH ORGANIZATION.2010. Framework for action on interprofessional education & collaborative practice. Geneva, Switzerland: World Health Organisation; 2010. Retrieved from: http://www.who.int/hrh/resources/framework_action/en/
2. JUNG, H., PARK, K., MIN, Y. & JI, E. 2020. The effectiveness of interprofessional education programs for medical, nursing, and pharmacy students. Journal of Medical Education. 32 (2), pp.131-142.
3. SARAGIH, I.D., SUARILAH, I., HSIAO, C., FANN, W. & LEE, B., 2024. Interdisciplinary simulation-based teaching and learning for healthcare professionals: A systematic review and meta-analysis of randomized controlled trials. Nurse Education in Practice. 76, pp.103920. Available from: 10.1016/j.nepr.2024.103920 <https://www.sciencedirect.com/science/article/pii/S1471595324000490>.
4. SHUYI, A.T., ZIKKI, L.Y.T., MEI QI, A. & KOH SIEW LIN, S., 2024. Effectiveness of interprofessional education for medical and nursing professionals and students on interprofessional educational outcomes: A systematic review. Nurse Education in Practice. 74, pp.103864. Available from: 10.1016/j.nepr.2023.103864 <https://www.sciencedirect.com/science/article/pii/S1471595323003268>.
5. HAMMERA, H. & VASSETB, F. 2019. Interprofessional Learning in the Simulation Laboratory: Nursing and Pharmacy Students' Experiences. Journal of Research in Interprofessional Practice and Education. 9 (1), pp. 1-14. doi: 10.22230/jripe.2019.v9n1a277
6. ALSHEHRI, F.D., JONES, S. & HARRISON, D., 2023. The effectiveness of high-fidelity simulation on undergraduate nursing students' clinical reasoning-related skills: A systematic review. Nurse Education Today. 121, pp.105679. Available from: 10.1016/j.nedt.2022.105679.
7. SMITH, J.A., FLOWERS, P. & LARKIN, M., 2022. Interpretative phenomenological analysis : theory, method and research. London: SAGE (2nd ed).