

FSS and VEMS. The study was approved by the University of Hertfordshire Ethics Committee (protocol number: aHSK/PGR/UH/03692(2)). Final-year adult nursing students studying at the university were targeted for this study. Control (FSS) and experimental (VEMS) groups were exposed to the same scenarios which included two deteriorating postoperative patients. Students were asked to evaluate the effectiveness of the simulation session with the Simulation Effectiveness Tool-Modified (SET-M) [2].

Results: The students found VEMS to be effective for their learning and confidence as they marked it 43.70 (SD: 9.11) out of 57. The pre-briefing part scored 2.41 (SD: 0.61), the learning scored 2.19 (SD: 0.50), the confidence subscale scored 2.25 (SD: 0.57), and the debriefing part scored 2.51 (SD: 0.53), all out of three points.

Implication for practice: This may suggest that students found the VEMS session a useful learning activity which also contributed to developing their confidence. Based on the pilot study questionnaire data, it could be argued that VEMS can be a valuable simulation approach in nursing education as it does not rely on technology and is easy to facilitate anywhere.

REFERENCES

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Figure 1: Phase 1.

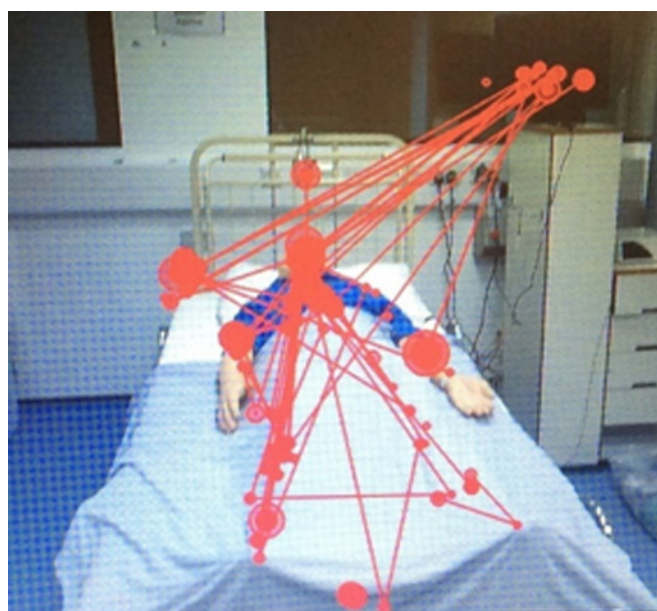


Figure 2: Phase 3.

Implications for practice: Encourage the use of an algorithm from the end of the bed to recognize a deteriorating patient and teach simulation with the HPS monitor switched into the off mode. Training through the observation of gaze patterns may help develop the design of simulation alongside augmented or mixed reality technology for the future.

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AN OBSERVATIONAL STUDY: AN EXAMINATION OF EYE MOVEMENTS WHEN ASSESSING A DETERIORATING HIGH-FIDELITY PATIENT SIMULATOR

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Background: Simulation has been identified as one of the principles to improve patient safety [1]. To increase and advance the research with eye-tracking and simulation, the researcher piloted a longitudinal, exploratory study of eye movement. Eye tracking is considered a novel method in assessing gaze behaviour in simulation has the potential to teach novices expert eye gaze [2,3].

Aim: The aim of this study was to explore the gaze patterns of healthcare students when assessing an HPS.

Simulation activity outline: A longitudinal study was conducted between 2014 and 2015 at three different time points (3, 6 and 12 months) with a final transfer study (with or without a patient monitor).

Method: The study was conducted in a simulated environment with student paramedics and operating department practitioners (N = 6). Participant eye movements were measured whilst participants assessed a simulated patient with and without a monitor.

Results: The images represent the gaze behaviour of 1 participant at testing phase 1 (Figure 1) and phase 3 (Figure 2). The gaze pattern changes and the participant demonstrates a more holistic approach when assessing a patient in phase 3 without monitor 3.