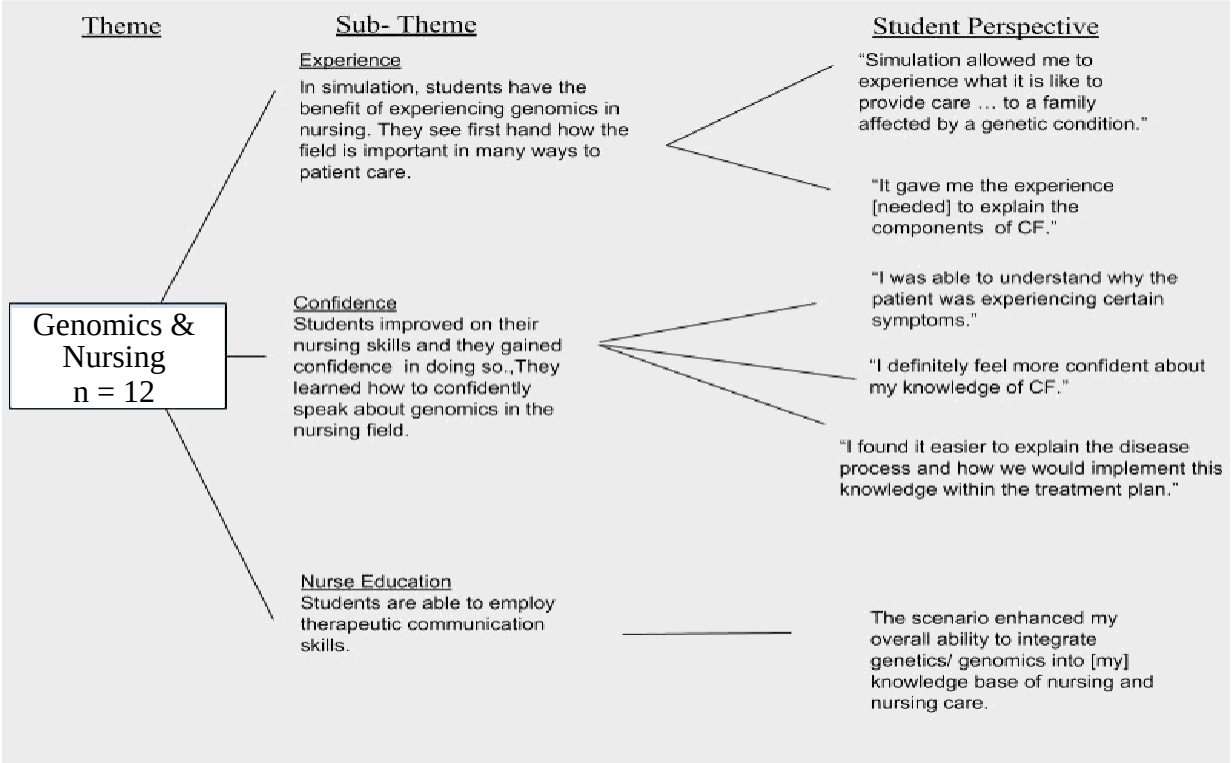
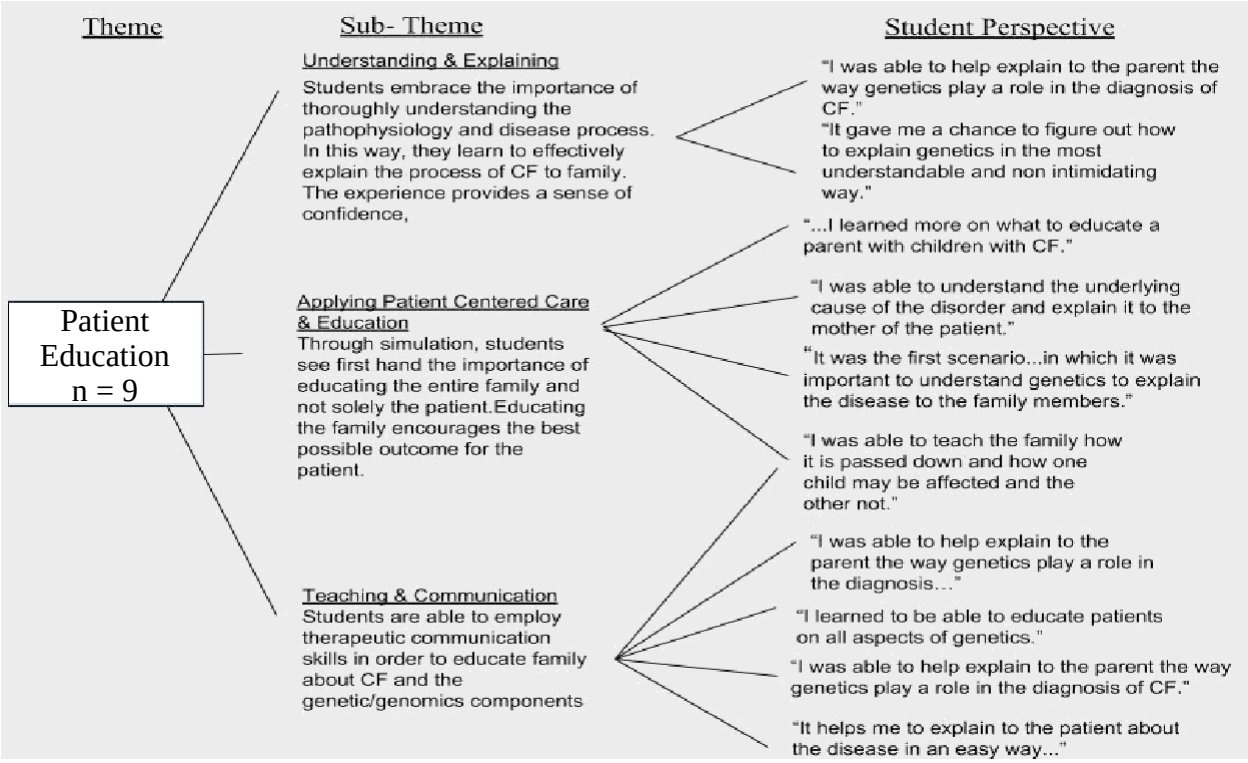
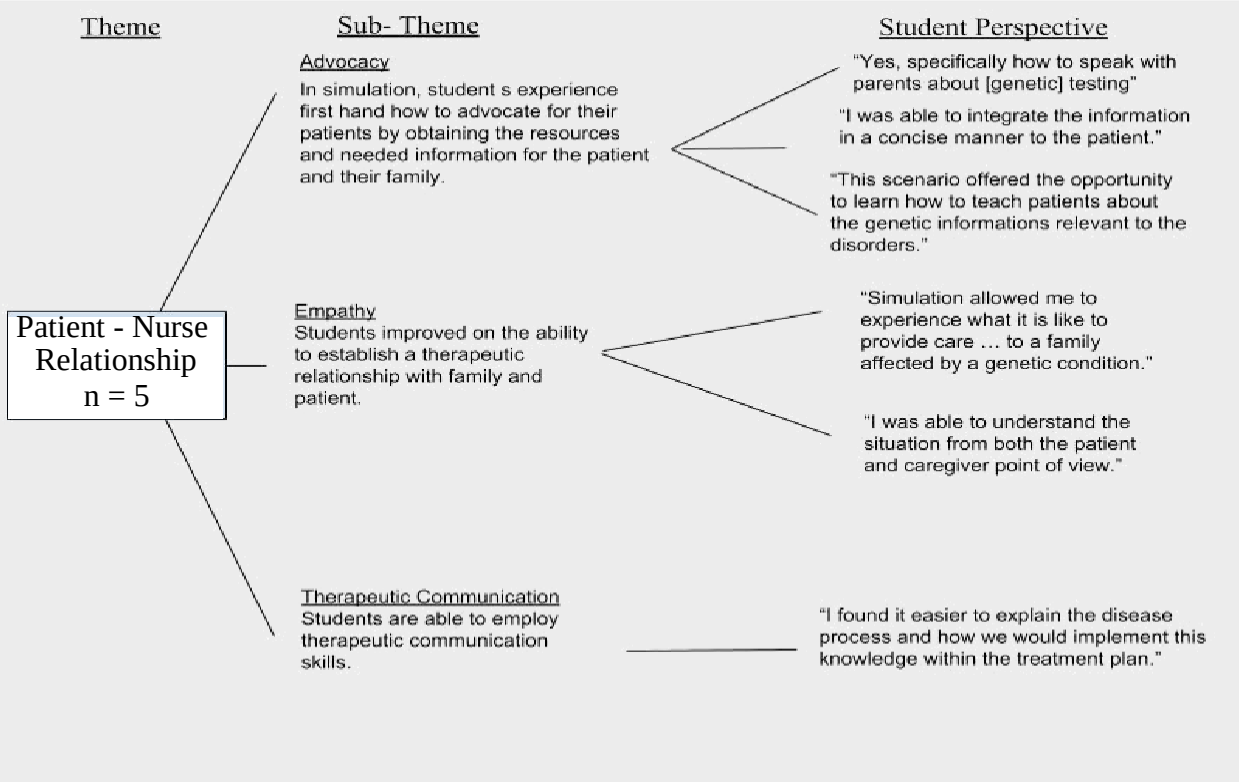
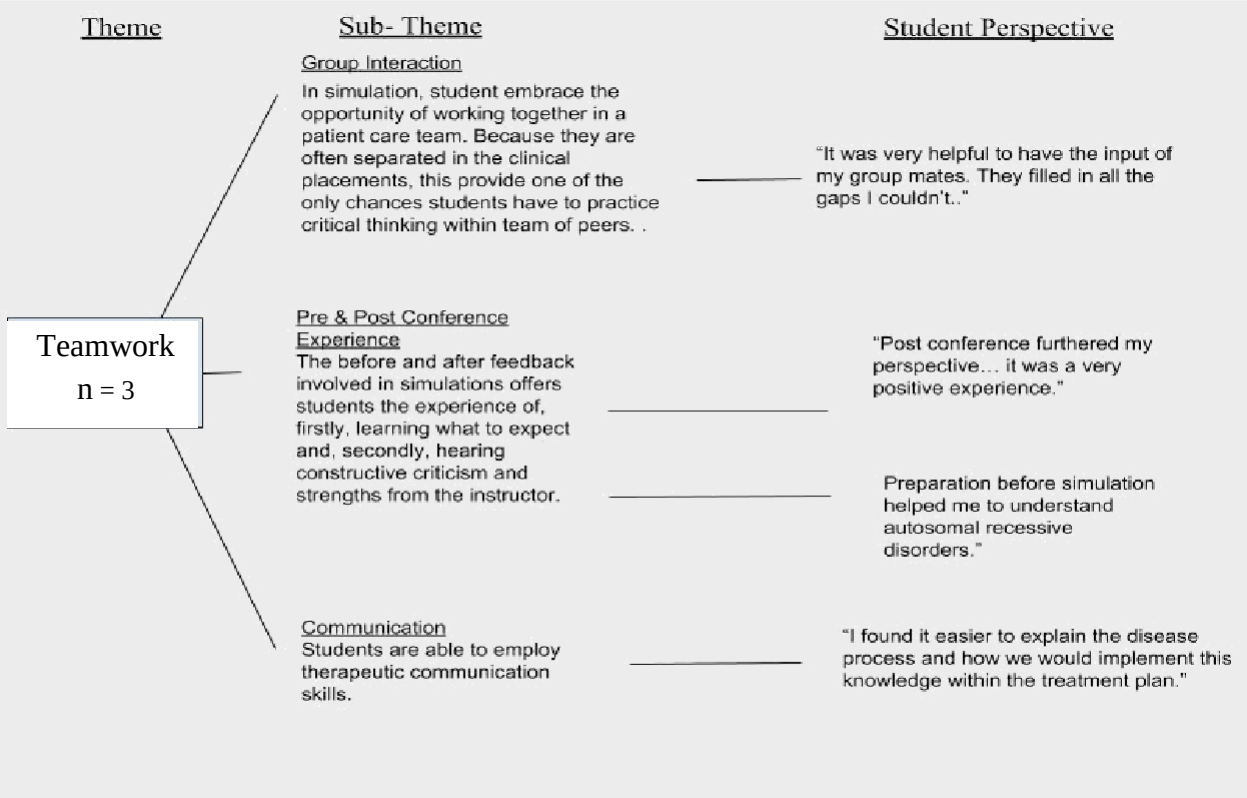
Qualitative Themes, Sub-Themes and Student Perspective






Theme
Sub- Theme
Student Perspective
Advocacy
In simulation, student s experience first hand how to advocate for their patients by obtaining the resources and needed information for the patient and their family.
"Yes, specifically how to speak with parents about [genetic] testing"
"I was able to integrate the information in a concise manner to the patient."
"This scenario offered the opportunity to learn how to teach patients about the genetic informations relevant to the disorders."
Patient - Nurse Relationship n = 5
Empathy
Students improved on the ability to establish a therapeutic relationship with family and patient.
"Simulation allowed me to experience what it is like to provide care … to a family affected by a genetic condition."
"I was able to understand the situation from both the patient and caregiver point of view."
Therapeutic Communication
Students are able to employ therapeutic communication skills.
"I found it easier to explain the disease process and how we would implement this knowledge within the treatment plan."


Theme
Sub- Theme
Student Perspective
Group Interaction
In simulation, student embrace the opportunity of working together in a patient care team. Because they are often separated in the clinical placements, this provide one of the only chances students have to practice critical thinking within team of peers. .
"It was very helpful to have the input of my group mates. They filled in all the gaps I couldn't.."
Teamwork n = 3
Pre & Post Conference Experience
The before and after feedback involved in simulations offers students the experience of, firstly, learning what to expect and, secondly, hearing constructive criticism and strengths from the instructor.
"Post conference furthered my perspective… it was a very positive experience."
Preparation before simulation helped me to understand autosomal recessive disorders."
Communication
Students are able to employ therapeutic communication skills.
"I found it easier to explain the disease process and how we would implement this knowledge within the treatment plan."