

# The ThORPIE Model: An outcome focused model of integrating high fidelity simulation into an undergraduate nursing curriculum

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**Abstract.** Adequate ‘behind the scenes’ preparation is often viewed as being critical to the success of high fidelity simulation (Arthur, Levett-Jones, & Kable, 2013; Maas & Flood, 2011). Preparation elements frequently cited include: setting the scene, briefing the faculty, rehearsing the scenario, and the briefing of the participants prior to entering the simulation. This may be acceptable in vocational based simulations as it is assumed the participants already possess a wealth of clinical experience that will influence their performance during the simulation (think novice to expert). However, this ‘assumed’ knowledge and skill set is unlikely to be replicated or evident in undergraduate health professional students. Consequently, the degree of immersion during the high fidelity simulation is arguably threatened due to factors such as unrealistic performance criteria, ineptitude and loss of self-confidence. Alternatively, this lack of prerequisite knowledge, skills and clinical reasoning may result in the session being perceived as merely a ‘fun’ learning activity wherein only superficial learning has been encouraged.

In order to address this problem, this presentation will describe an innovative approach that offers meaningful simulation experiences during which deep learning is fostered within undergraduate nursing programs. This model is thought to improve the work readiness of graduates via minimising the theory/practice gap that exists in undergraduate healthcare curricula.

**Method.** In an attempt to address this problem, an outcome focused model of integrating high fidelity simulation into an undergraduate third year level nursing subject was created – ‘ThORPIE’ (Figure 1). ThORPIE extends beyond simply defining and publishing a set of learning outcomes that need to be achieved by the end of the scenario. The model fosters success by addressing the foundational concepts of teaching when implementing a scenario.

With the development of the highly innovative “Theoretical overview/Review/Practice/Immersion/ Evaluation” (ThORPIE) model for integrating simulation; students are introduced to the scenario during a didactic lecture, engage in self-directed learning of associated clinical skills and/or knowledge before being immersed into the simulation experience. The aim being to encourage development of clinical reasoning problem solving skills to eliminate the theory practice gap. The initial piloting of this model has led to a recognition of its value and potential for further development.

**Results.** ThORPIE provides a framework for building simulation curriculum that is organised and systematic fashion, with clear design characteristics and learning outcomes. This has important implications for nursing education and curriculum development. Furthermore, it offers a streamlined approach to offering simulation to large cohorts.

A key lesson learnt from this project was the need to undergo formal evaluation. Therefore, using the ‘Quality Indicators for the Design and Implementation of Simulation Experiences’ (Arthur et al., 2013) developed as part of the Australian Learning and Teaching Council (ALTC) project, the ThORPIE model has been refined and is once again being used to enhance learning in the Bachelor of Nursing Sciences program. This application of the model will be evaluated using the ‘Satisfaction with Simulation Experience (SSE) Scale’ that was also developed as part of the ALTC project.

## References.

Arthur, C., Levett-Jones, T., & Kable, A. (2013). Quality indicators for the design and implementation of simulation experiences: A Delphi study. *Nurse Educ Today*, 33(11), 1357-1361. doi: <http://dx.doi.org/10.1016/j.nedt.2012.07.012>

Maas, N. A., & Flood, L. S. (2011). Implementing High-Fidelity Simulation in Practical Nursing Education. *Clinical Simulation in Nursing*, 7(6), e229-e235. doi: <http://dx.doi.org/10.1016/j.ecns.2010.04.001>



Figure 1. ThORPIE