**AIM:** To evaluate the effectiveness of HFSPS on healthcare students' confidence, competence and decision making

**BACKGROUND:** developing healthcare students require safe & supportive learning strategies & environments to develop their confidence, competence to care (Lasater, 2007). Although high fidelity patient simulation (HFPS) is commonly used to facilitate learning there may be a disconnection between the student and the simulation activity (Wolf, 2008), due to the perceived lack of interpersonal interaction and realism. Although actors as simulated patients may address this disconnection they are not able to replicate the spontaneity of student/simulator interaction (Reid-Searl K, Eaton A, Vieth L, Happell B, 2011). High fidelity silicone patient simulation (HFPS) may offer an alternative simulation modality to augment HFPS providing unscripted, knowledgeable encounters where the expert educator inside the mask facilitates the development of students skills across the domains of learning (Kable, Levatt Jones 7 Reid-Searl, 2013).

**DESIGN:**
Methodology: Quantitative descriptive study
Participants: Convenience sample of 90 first year student nurses
Data analysis: Statistical analysis using SPSS.

**RESULTS:** Student evaluations suggest that HFPS is beneficial to their learning. It positively influences their critical thinking, development of skills, ability to link theory to practice, develops their confidence & enhances their decision making.
Qualitative feedback suggests some students find the HFPS daunting however most positively report its impact on their development as healthcare professionals
- “made me feel comfortable asking for help”
- “made my group think critically & respond effectively to George”
- “learnt about my own practice”
- “had fun learnt loads”
- “made me think about what I was doing”

**CONCLUSION:** HFPS is an emerging simulation technology that has the potential to facilitate the development of students’ critical thinking, application of theory to practice, confidence, decision making and patient care skills through immersive, unscripted clinical encounters with the masked educator.
Larger evaluation studies are required to fully test its impact on students’ learning in a simulated practice environment.

**DISCUSSION:** HFPS has the potential to enhance the realism of simulated patient encounters. It facilitates 2 way interaction between the character & the student, whereby the expert uses unscripted encounters to engage the student in learning. It has the potential to positively influence students Critical thinking, confidence, competence decision making and linkage of theory and practice to assist with knowledge and skills transfer and preparation for their first clinical placement.

**What is HFPS?**
Trained, experienced educator “masked” from the students to suspend disbelief
Unscripted encounters based upon aims and objectives identified pre-encounter

**Requires:**
Educator training
Time to deliver & develop Catalogue of characters with a rich biography
Believable Experience of healthcare
Adaptable across different curricular Mobile

**Characters:**
Janet- Ex nurse.
Main carer for her mum & a profoundly disabled son
Always kept up to date
Would have liked to return to practice.

George- Retired major responsible for medics
Main carer for wife who is now in a nursing home

Granddaughter Emily (2nd year student nurse) lives with him. He helps her revise

**References**