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Featured Article

Simulation Fidelity and Cueing: A Systematic Review of the Literature

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Abstract

Even as simulation use in health care education has proliferated, there are terms used in simulation design that often lack clarity, in particular fidelity and cueing. To gain a better understanding of these terms, this article reports a systematic review of the literature for attributes and definitions of fidelity and cueing. Inclusion criteria included theoretical, educational, and empirical literature across disciplines that use simulation for educational or training purposes. Excluded were publications with a nonhuman, noneducational, or primary or secondary school focus. Search strategies yielded 248 publications of which 13 met inclusion criteria. Results indicate fidelity is a multidimensional concept forming a matrix comprising physical, psychological, and conceptual dimensions. Cueing comprises two types, reality and conceptual cues, with mode of delivery enacted via equipment, environment, or patient and role characters. The article offers implications for simulation

design considering the attributes of fidelity and cueing.



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KeyWords

fidelity; cueing; simulation; instructional support

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This article is a component of the doctoral dissertation by Jane B. Paige titled "Simulation design characteristics: Perspectives held by nurse educators and nursing students." This study is in process with requirements for dissertation anticipated for completion summer 2013 for submission to the University of Wisconsin-Milwaukee.

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