Qualitative Themes, Sub-Themes and Student Perspective

**Genomics & Nursing**  
\( n = 12 \)

**Student Perspective**

- "Simulation allowed me to experience what it is like to provide care... to a family affected by a genetic condition."
- "It gave me the experience [needed] to explain the components of CF."
- "I was able to understand why the patient was experiencing certain symptoms."
- "I definitely feel more confident about my knowledge of CF."
- "I found it easier to explain the disease process and how we would implement this knowledge within the treatment plan."
- "The scenario enhanced my overall ability to integrate genetics/genomics into [my] knowledge base of nursing and nursing care."

**Patient Education**  
\( n = 9 \)

**Student Perspective**

- "I was able to help explain to the parent the way genetics play a role in the diagnosis of CF."
- "It gave me a chance to figure out how to explain genetics in the most understandable and non-intimidating way."
- "I learned more on what to educate a parent with children with CF."
- "I was able to understand the underlying cause of the disorder and explain it to the mother of the patient."
- "It was the first scenario... in which it was important to understand genetics to explain the disease to the family members."
- "I was able to teach the family how it is passed down and how one child may be affected and the other not."
- "I was able to help explain to the parent the way genetics play a role in the diagnosis..."
- "I learned to be able to educate patients on all aspects of genetics."
- "I was able to help explain to the parent the way genetics play a role in the diagnosis of CF."
- "It helps me to explain to the patient about the disease in an easy way..."
Teamwork

Sub-Theme
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.

Student Perspective
“Post conference furthered my perspective. It was a very positive experience.”

Communication
Students are able to employ therapeutic communication skills.

Student Perspective
“I found it easier to explain the disease process and how we would implement this knowledge within the treatment plan.”

Patient - Nurse Relationship

Sub-Theme
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.

Student Perspective
“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 information relevant to the disorders.”

Empathy
Students improved on the ability to establish a therapeutic relationship with family and patient.

Student Perspective
“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.

Student Perspective
“I found it easier to explain the disease process and how we would implement this knowledge within the treatment plan.”

Theme

Student Perspective
“It was very helpful to have the input of my group mates. They filled in all the gaps I couldn’t.”

Theme

Student Perspective
“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.

Student Perspective
“I found it easier to explain the disease process and how we would implement this knowledge within the treatment plan.”