P1-32: The Utilization of Simulation in a Clinical Child Health Nursing Course: Student Perceptions of Faculty Led Simulation

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Abstract:

Introduction: Support, FIDeLity feedback, satisfaction, and self confidence have been shown to impact student success (Fink 2003). Consistency and repetition are proven educational methods addressing these issues and should be applied to the simulation environment. The purpose of the study was to evaluate student perspectives on satisfaction, self confidence, support, and feedback regarding faculty led Child Health simulation experiences.

Method(s): A convenience sample of 41 BSN Child Health students, participated in a quasi experimental pilot study as part of a simulation collaborative project (Pelayo, 2008); with 19 students taking part in the hybrid (1/3 simulation, 2/3 traditional clinical) track. Design instruments were those used by Jeffries and Rizollo (2006) with Cronbach's alpha reliabilities of > .90. Instruments included "The Simulation Design Scale"; a 20-item tool used to evaluate the simulation experience, "The Educational Practices in Simulation Scale"; a 16-item tool which assesses for the presence of four education practices (active learning, collaboration, diverse ways of learning, and high expectations) in the simulation and rates learner importance of each practice, and "The Student Satisfaction and Self Confidence in Learning Scale"; a 13-item scale measuring perceived confidence and satisfaction regarding the simulation experience. Data analysis included descriptive statistics, Cronbach's alpha to determine reliability of the instruments in this sample, t-tests, and correlations.

Results: Although "The Simulation Design Scale" results revealed that students placed high importance on timely, constructive feedback, direction and encouragement, clear objectives and purpose, cues, and support there was a significant difference between ratings of importance and actual presence of these characteristics in the simulation (Z = -2.86, p < .004).

Discussion & Conclusions: Results substantiated a need for clear, consistent, reproducible practice among simulation faculty. An agenda and scripted reflective debriefing questions with answers may help improve student perceptions. Further research using a larger, more diverse sample incorporating simulation faculty perceptions is warranted.
Abstract History:
This abstract has not been presented or accepted for presentation in whole or in part at the SNRS or other scientific meeting.

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