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## Standardized patient simulation model focused on communication: Senior undergraduate nursing student satisfaction

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The literature indicates that simulation can contribute to student learning. This pilot study aimed to identify and measure of student satisfaction using standardized patient (SP) simulation. The research question stated ‘What is the role of SP simulation, focusing on patient/family communication during an invasive procedure?’ A quasi-experimental study was conducted in a public university in Brazil, in which, 17 out of 44 senior undergraduate students simulation was done. Upon completion, debriefing and a focus group interview were done with the group. In addition, all students have completed their validated instrument Satisfaction Scale with Clinical Simulations Experiments (SSCSE). This Likert scale instrument was developed in Portugal and further validated in Brazil. The SSCSE consists of 17 statements. Number 01 indicates the lowest level of satisfaction and 10 indicates the highest level of satisfaction. It is noteworthy that all of the 17 participants had exposure to two or more high-fidelity simulation experiences during their program. On the SSCSEs, the average satisfaction rate/measurement for each statement ranged from 8.7 to 9.9. The lowest score was 5 in three statements in relation to communication interaction between peers and between students and nursing faculty. A score of 10 was achieved on the other twelve statements. The overall satisfaction per participant ranged from 8.1 to 9.9. Thus overall satisfaction score averaged at 9.37. In conclusion, the results of this study pilot indicate student satisfaction in participating in a SP simulation, focused on communication with patients/family. Future recommendations may include using SP simulation in undergraduate curriculum to strengthen communication, including communication during invasive procedures participated in the pilot. The simulation focused on communication, specifically requesting authorization from patient/family to carry out venepuncture procedure. Each session incorporated two students per session, for a total of eight sessions. One session had three students participate in the nursing.

### Biography

Fernanda Santos Nogueira de Góes has her expertise in nursing education, professional education, resources and tools applied to teaching process, such as technologies, simulation and tools to guide the teaching learning process in nursing education. She is a Nursing Professor at University of Sao Paulo at Ribeirao Preto College of Nursing PAHO/WHO Collaborating Centre for Nursing Research Development.

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