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## Exploring the effect of trauma care simulation on undergraduate critical care nursing students' attitude at college of nursing, in Jeddah: an intervention study

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**Background:** Patient safety has become a priority and pre-requisite for the provision for effective quality care. Simulation is seen as one method to ensure patient safety as this method allows for the attainment of skills and promotes the transference of these skills into safe clinical practice.

**Method:** A pretest posttest research design was used. 34 Female critical care students were conveniently sampled from the College of Nursing, Jeddah, at the King Saud bin Abdul-Aziz University for Health Sciences. Data collection occurred in three phases: first phase pre-simulation phase which included administering the KIDSIM Attitudes Questionnaire; second phase was the simulation on a trauma patient with hypovolemic shock; third phase was administering the KIDSIM Attitudes Questionnaire and Simulation Design Scale.

**Results:** The majority of the students have positive attitudes in both pre-and post-simulation practice in relation to the relevance of simulation (with Mean+SD 4.3+0.6 pre-and 4.4+0.5 post) with no significant difference between pre-and post-simulation practice. Approximately, two thirds of students were able to care for a trauma patient with hypovolemic shock. Student's feedback about the simulation practice highlights that the majority of students provided positive feedback regarding the simulation session attended.

**Discussion:** One of the significant finding related to leadership provided during simulation was to ask non-response team members to leave when they are distracting. In addition, the results of this study revealed that within a team context, the roles on non-leading members of the team are just as important for good team functioning as the role of the leader.

**Limitations & Recommendations:** Limitations include space triangulation with a small sample size. Recommendations for future research propose qualitative studies to address the phenomenon at hand especially within a Saudi Arabian context.

### Biography

Jennifer de Beer is a critical care nurse who has worked within the critical care area 10 years. She has branched out into nursing education since 2006 teaching critical care and emergency nursing. She is currently working as an Assistant Professor at King Saud bin Abdulaziz University for Health Sciences, where she teaches critical care nursing and nursing research.

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