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Simulation in an undergraduate nursing programme: How do students rate their learning?

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The aim of this research was to evaluate student learning from a newly introduced simulation program. The n=158 second semester nursing students taking part in a 40 hour simulated nursing practice program reported significant learning in the areas of basic skills, clinical documentation collaboration and care. In this subsequent study students were asked to rate their learning in the areas identified. Students were asked to complete a questionnaire at the start of their simulated practice program by rating their knowledge, understanding and perceived competence in different areas of practice. At the end of the program students were asked to re-rate their knowledge, understanding and perceived competence in the identified areas of the learning. Student scores were recorded and analyzed three ways using descriptive statistics. Overall, the analyses showed a statistically significant difference between students' pre and post scores. Students' highest post-test score was in their understanding of the patient experience. This study provides evidence that the program significantly improved students' ability to confidently make clinical decisions, complete professional documents and maintain a therapeutic patient relationship. Similarly, the program appears to have significantly improved students' understanding of issues directly relevant to patient care such as reason for admission and diagnosis, patients' experience and competencies in providing patient care.

Biography

Nancy McNamara is currently pursuing her PhD from Central Queensland University in Australia. She is a Senior Nursing Lecturer working in the Postgraduate Nursing Program in the Centre for Health and Social Practice at Wintec in New Zealand. She has an interest in simulation in nursing education and has published several papers in reputed journals.

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