Effects of simulation-based learning on nursing student competences

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Background: To bridge nursing education and the clinical practice setting, simulation-based learning (SBL) has blended with nursing curricula. However, evidence as to whether SBL affects student competences is controversial.

Purpose: The aim of this study is to explore the effects of SBL on student perception of nursing competences.

Research Design: Kolb's (1984) Experiential Learning Theory is the theoretical base for implementation of SBL. A pre-test-post-test group design was used with students undertaking self-report surveys at the onset and end of the semester. This study was conducted at a university of science and technology, located in the northern part of Southern Taiwan. A total of 170 sophomore students who has taken basic medical-surgical nursing curricula were invited to participate in this study. Three simulated scenarios were added to the basic medical-surgical nursing curricula, and the effects of simulation training on student perception of nursing competence were examined. Each scenario was required approximately 1.5 hours to complete. A Chinese version Simulation-Based Learning Evaluation Scale (SBLES) that consisted of 5 subscales: professional knowledge, nursing process, patient safety, communication, and attitude of reflection was distributed to the participants before and after the course. Data analyses included descriptive statistics and Student's t test.

Result: 130 students completed and returned questionnaires (response rate=80%). The participants were predominantly female (99%) with an average age of 19.04 years (SD=0.28). They had an average of 3 weeks clinical practice experience in hospital. The finding showed that nursing process, patient safety, and attitude of reflection were significantly different between before and after three scenarios.

Conclusions: These findings suggest simulation-based learning (SBL) might increase nursing students' particular competences. This study also reflects Kolb's (1984) Experiential Learning Theory. The authors recommend that whether SBL could be applied in different curricula needing further examination.

Biography

Chang-Chiao Hung was born in Kaohsiung, Taiwan. She received her BSN from Emory University, USA, in 1997, MSN from University of South Alabama, USA, in 1999, and her Ph.D. in Nursing from University of North Carolina at Chapel Hill, USA, in 2011. She is currently an Assistant Professor of Nursing at the Chang Gung University of Science and Technology. Her research interests have been in the areas of patient safety, organizational behavior, and nursing education

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