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Development and effects of the problem-based learning integrated with simulation education

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There is a limit to provide clinical practice to improve the clinical performance of students in nursing education through simulation, which plays an important role in problem-based learning. The purpose of this study is to develop simulation education based on problem-based learning scenarios in order to verify the effect. Problem-based learning integrated with simulation education was to develop eight modules through a review of the literature; there were abdominal pain, stroke, hypoglycemia, urinary difficulty, trauma, mild dyspnea, arrhythmia and epilepsy. The participants were 32 nursing students who agree to participate in study. They had an orientation for 3 hours, and simulation education for 3 hours per each module, which lasted for 8 weeks. Pretest and post-tests were administered. The participants were asked to work in group, which consisted of 4 students. Understanding inter personal relationships, problem solving process, the nursing process self-confidence was measured immediately before applying simulation education. All students were female with an average age of 23.28 years. The interpersonal understanding the simulation after simulation education around the 41.84 points to 42.28 points higher education changes. Problem solving process before that was changed from 100.94 to 108.00 points higher scores after education. The nursing process self-confidence simulation education courses confidence around the 3.09 point to 3.78 points higher education changes after simulation. This study suggests extending the range of simulation education since there was improvement in inter personal understanding and problem solving process, there was increase of self-confidence in the nursing process from simulation training.

Biography

Dong-Hee Kim has completed her PhD from Flinders University of South Australia. She is an Associate Professor at Pusan National University. She has published several papers in reputed journals.

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