COMPARING ACTIVE VERSUS VICARIOUS LEARNERS’ SELF-EFFICACY DURING A PEDIATRIC END-OF-LIFE SIMULATION

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OBJECTIVES

- Differentiate between active and vicarious learning
- Examine vicarious learning as an effective pedagogy for increasing students’ perceived self-efficacy
- Explore non-traditional alternatives to integrating end-of-life (EOL) nursing care education and overcoming common pitfalls of EOL simulation

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Problem Statement

- Pediatric death is the most distressing loss
- Experiences limited
- Therapeutic communication essence of pediatric EOL care
- Without adequate EOL education students are ill-equipped; have increased anxiety; decreased self-efficacy
- **Purpose**
  - Assess effect of vicarious learning on pre-licensure students’ perceived self-efficacy in therapeutic communication (TC)

- **Significance**
  - To inform nursing education on effectiveness of two learning methods intended to improve pre-licensure nursing students’ perceived self-efficacy
EOL Education and TC
- EOL education not consistently integrated
- Increased anxiety and decreased self-efficacy

Simulation, TC, and Self-efficacy
- Decrease anxiety; promote TC
- Improve perceived self-efficacy; communication; critical thinking, clinical judgment

Simulation Debriefing
- Promote critical reflection
- Increased self-efficacy during critical reflection correlates with increased perceived self-efficacy for future events
**METHODOLOGY**

**Design**
- Quasi-experimental, repeated measures (T1, T2, T3)
- Randomized to groups (vicarious vs active learner)
- IV-group; DV-self-efficacy
- Instrument: Self-Efficacy in Communication Scale (SECS)

**Population**
- Power analysis
  - Sample size of 100 participants = 87% power
- Senior, pre-licensure BSN students
  - Maternity or pediatric course
1. Recruitment
   - Demographics
   - Baseline SECS-T1

2. Intervention (2-4 weeks later)
   - Combined-group pre-sim conference
   - Groups assigned
   - Vicarious learners in observational room

   - Pediatric EOL sim
   - Post-sim SECS-T2
   - Combined-group debrief
   - Post-debrief SECS-T3
- **SECS**
  - Measured perceived self-efficacy
  - Nine questions
  - Demonstrated reliability for over 10 years
DEMORAPHIC FINDINGS

- No significant differences between group means
  - Sex
  - Race and Ethnicity
  - Previous EOL education
  - Loss within past year
  - Primary caregiver at EOL
- Significant difference for loss of a client
  - Vicarious learners fewer losses compared to active learners
  - Magnitude of difference was small
What are the baseline perceived SECS scores among pre-licensure nursing students?

- No statistically significant differences
RESEARCH QUESTION 2

- What are the differences between pre-licensure nursing students’ post-EOL simulation SECS2 scores within groups, compared to pre-simulation experience SECS1 scores?
  - Total group - significant improvement in mean scores from SECS1 to SECS2 for all 9 items
  - By group: 3 items no significant improvement in active learner group
What are the differences between pre-licensure nursing students’ post-EOL simulation SECS scores between groups as compared to pre-simulation experience SECS scores?

- No statistically significant difference between groups from SECS1 to SECS2
What are the differences between pre-licensure nursing students’ post-debriefing SECS scores, as compared to their post-simulation experience SECS scores, a. within the total sample and b. within the learner groups?

Statistically significant increase in self-efficacy from SECS2 to SECS3 in total sample and both groups
What are the differences between pre-licensure nursing students’ post-debriefing SECS scores between groups compared to their baseline SECS scores?

No statistically significant between group difference from SECS1 to SECS3
Vicarious learning equally efficacious as active learning

Do not limit vicarious learning to EOL

Effective, inexpensive teaching methodology

Effective simulation with larger student audience

Addresses common pitfalls of simulation
  - Limited time, resources, space, and EOL care
Therapeutic communication: the essence of quality EOL care

Integration of EOL care curriculum is essential

Simulation is a viable alternative to EOL clinical experiences
CONCLUSION

- Vicarious learners: equal and sometimes greater improvement in perceived self-efficacy
- Vicarious learning: excellent alternative to traditional nursing simulation
- Non-traditional pedagogy using simulated situations may transform the way EOL care is taught and may change the perceived negatively nature of the experience
QUESTIONS