

**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



- 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 AND SIGNIFICANCE



- 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



# LITERATURE REVIEW



## **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



# PROCEDURES



## 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



# INSTRUMENT



- SECS
  - Measured perceived self-efficacy
  - Nine questions
  - Demonstrated reliability for over 10 years



# DEMOGRAPHIC 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



# RESEARCH QUESTION 1



- 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



## RESEARCH QUESTION 3



- 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



## RESEARCH QUESTION 4



- 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



## RESEARCH QUESTION 5



- 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



# IMPLICATIONS FOR NURSING EDUCATION AND PRACTICE



- 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



# CONCLUSION



- 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

