Midterm Check-up: The Experience of “Being With” or “Isolated From” Simulation in the Lab

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Objectives

1) the learner will be able to utilize formative course evaluation as a means of course improvement

2) the learner will be able to minimize the effect of imposed research variables on all student groups
Study Purpose

• To determine how the course could be enhanced

• To consider the effect of simulation/non-simulation for all student groups
Background

• Part of a larger study to consider simulation in beginning undergraduate skills/assessment course

• Course is mixed
  – Accelerated and traditional students
  – Simulation and non-simulation labs
Sample

• Entry level BSN students \((N = 53)\) originally 59---6 lost to attrition or other variables
  – 67.9% Caucasian; 9.4% Caribbean
  – 88.7% female
  – Mean age: 30 years \((SD = 9.63)\)

• Enrolled in either
  – Traditional laboratory \((n = 16)\) or
  – Simulation-enhanced laboratory \((n = 37)\)
Focus Group Question

How has participating (or non-participation) in simulation impacted your confidence about entering the hospital clinical setting?
Findings (Emergent themes for all groups)

- Disconnect between the didactic course and lab
- Inconsistency in content between lab days
- Inefficient scheduling of student time
Course improvements (effect)

• immediate didactic course changes included
  – the addition of an audiovisual enhanced lecture to demonstrate lab expectations using a simulated scenario
  – increased communication between didactic and lab faculty
  – obtaining additional lab equipment to facilitate student involvement
Findings Specific to Simulation Group

-Simulation is “fun”
-“this works for me because I like a hands-on approach to learning”
- “I like working within a group”
- “I think everyone should get this opportunity”
Findings Specific to Non-simulation Group

- “I wondered what they were doing”
- “I don’t see a difference in the practice setting between myself and peers; sometimes they ask me questions about how to do things”
- “We still learned as much and met the course objectives”
- When asked-no feelings of being at a disadvantage
Recommendations

• Use of some form of formative course assessment
  — Particularly when changes in format or content of course occur
  — To consider research impact for all students
References


Questions???