

Nursing Education Research Conference 2020

Effectiveness of High-Fidelity Simulation in Improving Student-Satisfaction and Self-Confidence With Bedside Shift Report

Grace Paul, DNP

Glendale Community College Nursing Department, Grace Paul, Glendale, AZ, USA

Purpose: The purpose of this project was to determine the effectiveness of high-fidelity simulation in improving the student satisfaction and self-confidence of nursing students while giving bedside shift report. The project used the NLN Jeffries Simulation Framework (2005) and the modified NLN Student Satisfaction and Self-Confidence in learning scale (2007). The Cronbach's alpha was .92 and .84 for student satisfaction and self-confidence subset.

Methods: A quasi-experimental comparative research design was used for this project. The participants were nursing students from the final two semesters of an undergraduate nursing program. There were 28 ($n=28$) participants in the experimental group and 33 ($n=33$) participants in the control group who were selected randomly. A proxy faculty explained the study and got individual written consents from the participants. The IP addresses of the participants on the google doc survey forms were disabled and the data secured with password. The data will be saved for five years and permanently destroyed thereafter. Ethical principles were maintained. SPSS 23 and Non-parametric testing was utilized.

Results: The Mann-Whitney U Test revealed no statistically significant difference in the level of self-confidence between the simulation group ($Md = 25$, $n = 28$) and the demonstration group ($Md = 24$, $n = 33$), $U = 499$, $z = .60$, $p = .55$, $r = .08$ and in the level of self-confidence between the simulation group ($Md = 39$, $n = 28$) and the demonstration group ($Md = 36.5$, $n = 33$), $U = 447.5$, $z = -.22$, $p = .83$, $r = .03$. The Spearman's rho correlation coefficient showed a strong, positive correlation between the two variables, $r = .87$, $N = 61$, $p < .001$, with high levels of student-satisfaction associated with high levels of self-confidence with bedside shift report. The median score on student-satisfaction from pre-strategy was ($Md = 2$) to post-program ($Md = 5$) and the median score on self-confidence from pre-strategy was ($Md = 2$) to post-strategy ($Md = 5$). The Wilcoxon Signed Rank Test showed that students who participated in either the simulation or the demonstration group were statistically more confident, $z = -6.79$, $p < .001$, with a large effect size ($r = .87$) and more satisfied, $z = -6.71$, $p < .001$, with a large effect size ($r = .86$) after the intervention. The results of this study were consistent with other studies found in the literature (Gibbs & Overbeck, 2014, Lewis, R., Strachan, & Smith, 2012, & Alfes, 2011).

Conclusions: According to the Joint Commission Center for Transforming Healthcare (2017), ineffective hand-off communication between nurses has been a primary contributing factor in adverse events. Student-satisfaction with learning positively affects self-confidence as indicated from this project. High-Fidelity simulation as well as a video demonstration with a return demonstration are effective in improving student satisfaction and self-confidence with bedside shift reporting which can help prevent adverse effects related to ineffective hand-off communication. Students practicing bedside shift reporting during high-fidelity simulation experiences while in school may assist with a smoother transition to practice regarding hand-off communication.

Title:

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Keywords:

bedside shift report, high-fidelity simulation and nursing students

Abstract Summary:

A quantitative quasi-experimental project to determine the effectiveness of high-fidelity simulation in improving student-satisfaction and self-confidence among nursing students while giving a bedside shift report. Training and practice with a standard bedside shift report as student nurses' during simulations hastens their transition from novice to expert nurses.

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First Primary Presenting Author***Primary Presenting Author***

Grace Paul, DNP

Grace Paul

Glendale Community College Nursing Department

Residential Faculty

Glendale AZ

USA

Author Summary: Grace is a certified nurse educator at Glendale Community College, Arizona. She teaches Medical-Surgical Nursing and Pathophysiology online as well as

in the classroom. She completed her undergraduate and graduate nursing programs in India, and her DNP in Educational leadership at American Sentinel University, Colorado. Her area of focus is active learning and high-fidelity simulation in nursing education. She has extensive experience in India, Ireland and in the USA.