**Title:**
Implementing Simulation Courseware in a Pediatric Nursing Practicum

**Hyunsook Shin, PhD**
Kaka Shim
Yuna Lee
Hyunhee Ma
Dahae Lim
Hyojin Kim

(1) College of nursing science, Kyung Hee University, Seoul, Korea, Republic of (South)
(2) College of Nursing Science, Kyung Hee University, Seoul, Korea, Republic of (South)

**Session Title:**
Critical Thinking and Simulation

**Slot:**
1B: Friday, April 4, 2014: 10:15 AM-11:30 AM

**Scheduled Time:**
10:35 AM

**Keywords:**
critical thinking and nursing simulation

**References:**

**Learning Activity:**

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
<th>TIME ALLOTED</th>
<th>FACULTY/SP EAKER</th>
<th>TEACHING/LE ARNING METHOD</th>
<th>EVALUATION/FE DBACK</th>
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<tbody>
<tr>
<td>Example</td>
<td>Example Definitions of &quot;curriculum&quot;</td>
<td>Example 20 minutes</td>
<td>Example Name, Credentials</td>
<td>Example Lecture PowerPoint presentation Participant feedback</td>
<td>Example Group discussion: What does cultural training mean to you?</td>
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<tr>
<td>Understanding how to incorporate nursing simulation strategies into the current nursing practicum.</td>
<td>The development of nursing simulation courseware Incorporating the courseware into nursing practicum</td>
<td>10 minutes</td>
<td>Hyunsook Shin, PhD, APN, CPNP</td>
<td>Powerpoint presentation</td>
<td>Group discussion: What is the best way to incorporate simulation strategies in nursing education?</td>
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<td>Identify the evaluation outcomes after completing the integrated</td>
<td>Research method Findings - Evaluation outcomes: critical thinking, clinical</td>
<td>10 minutes</td>
<td>Hyunsook Shin, PhD, APN, CPNP</td>
<td>Powerpoint presentation</td>
<td>Group discussion: What and how do we evaluate nursing student program outcomes?</td>
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Abstract Text:

Background: There is little studies to prove the effect of simulation method on the advancement of critical thinking and clinical judgment.

Purpose: This study aims to develop the integrated pediatric nursing simulation courseware and evaluate learning outcomes of the courseware when implemented in nursing students.

Method: This study used one group, pre-test, post-post design to evaluate the developed courseware. A convenient sample (n=95) of senior nursing students was recruited from a university between Feb. to Nov. 2012. The simulation took place as a required class activity, but the pre/post-surveys were done on a voluntary basis. The developed courseware was composed of four major components including pre-learning checklist, scenario templates, evaluation tools and scripts. The courseware has four scenarios including infant vital measuring, rapport building, febrile infant simulation and emergency measure for high risk newborn with apnea. We examined learning outcomes with Yoon(2008)’s critical thinking pre and post practicum and Lasatar Clinical Judgment Rubric(LCJR, 2006) after each session. The reliability of LCJR was reported as a Cronbach’s α of .884 in this study.

Findings: Average score of clinical judgment using LCJR was 27.9 out of 44, which showed presenting of average clinical judgment among nursing students. Students showed significant improvement in their LCJR score from the first to second simulation experience. Total scores of critical thinking before and after the courseware were 95.97(±5.86) and 101.49(±8.02), respectively. The critical thinking score significantly increased. Most students agreed that they were satisfied with the simulation and were generally satisfied with the overall experience on the courseware. There are several limitations including not having control group for comparison but the findings of this study present enhanced critical thinking and clinical judgment in nursing students after implementing the courseware.