Implications for Education

Results

- Sixteen simulations conducted
  - Eight (8) with full-body manikin
  - Eight (8) with role player

<table>
<thead>
<tr>
<th>Item</th>
<th>Manikin</th>
<th>Role Player</th>
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</thead>
<tbody>
<tr>
<td>Courtesy &amp; respect</td>
<td>2.87 (sd 0.84)</td>
<td>3.37 (sd 0.74)</td>
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<tr>
<td>Listen carefully</td>
<td>2.50 (sd 0.50)</td>
<td>2.63 (sd 0.52)</td>
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<tr>
<td>Explained things</td>
<td>2.18 (sd 0.75)</td>
<td>3.00 (sd 0.63)</td>
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Scale: 4=always/3=usually/2=sometimes/1=never

- Comments from actors:
  - Nurse did not explain what was happening until patient asked for information.
  - Nurses offered false reassurance.
  - When the nurse couldn’t get the oxygen to work, I felt anxious.

- Scores for perception of and satisfaction with nursing care were consistently lower in simulations with the full body manikin vs the role player wearing the obstetrical simulator.

Implications for Education

- Nursing care is more than technical skills.
- Selection of the appropriate type of simulator for the learning objective is important.