# Measuring High-Fidelity Simulation Instruction: Its Effects to Knowledge, Skills, and Attitudes Towards Patient Safety

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## Introduction

- Patient safety serves as one of the top priorities in determining and measuring quality, patient outcomes.
- Critics have written evidence of errors in many health care settings. The Joint Commission, the Institute of Medicine (IOM), advocated a reexamination of health care professionals' knowledge, skills, and attitudes toward patient safety. The aim of this study is to ascertain if there has been a statistically significant difference in the posttest scores of knowledge, skills, and attitudes towards patient safety between the experimental group and the control group. The participants of this study divided into two groups: experimental and control group. The intervention is a clinical simulation (scenario-based HFPS) in teaching and assessing the patient safety scenario. The results of this study may add to the existing literature through providing evidence that with appropriate method of evaluation, simulation in teaching and learning patient safety is necessary. The evidence provided by this study came from the students' perspectives, therefore their thoughts were captured and analyzed. Since the study was divided into one particular group of nursing students and non-traditional students, the results of this study may also be able to justify the use of scenario-based HFPS as an instructor to the evidence-based instruction and those who did not participate in the research. Professional Education in Patient Safety Survey (PREPS) was a reliable tool for measuring the assessment of the nursing program in the Western United States.

## Research Questions

What is the difference in knowledge, skills, and attitudes towards patient safety between the posttest scores of the experimental group and the control group posttest scores? What difference exists between the posttest scores in knowledge, skills, and attitudes towards patient safety.

## Methods

Descriptive research was used. The sample was divided into two groups, one experimental and one control group. The intervention is a clinical simulation (scenario-based HFPS) in teaching and assessing the patient safety scenario. The results of this study may add to the existing literature through providing evidence that with appropriate method of evaluation, simulation in teaching and learning patient safety is necessary. The evidence provided by this study came from the students' perspectives, therefore their thoughts were captured and analyzed. Since the study was divided into one particular group of nursing students and non-traditional students, the results of this study may also be able to justify the use of scenario-based HFPS as an instructor to the evidence-based instruction and those who did not participate in the research. Professional Education in Patient Safety Survey (PREPS) was a reliable tool for measuring the assessment of the nursing program in the Western United States.

## Design

Comparative experimental nonequivalent control group design

## Data Analysis

- **T-test** was used in determining if there was a statistically significant difference in the posttest scores of knowledge, skills, and attitudes towards patient safety between the experimental group and the control group posttest scores.

## Results

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<th>Disease Status of the Samples</th>
<th>Ethnicity of the Samples</th>
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## Recommendations

- The evidence provided by this study comes from the students' perspectives, therefore their thoughts were captured and analyzed. Since the study was divided into one particular group of nursing students and non-traditional students, the results of this study may also be able to justify the use of scenario-based HFPS as an instructor to the evidence-based instruction and those who did not participate in the research. Professional Education in Patient Safety Survey (PREPS) was a reliable tool for measuring the assessment of the nursing program in the Western United States.

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## References

Blum, B. R., & Parcells, K. T. (2010). Measuring patient safety: Linking the knowledge, skills, and attitudes toward patient safety and the evidence-based instruction and those who did not participate in the research. Professional Education in Patient Safety Survey (PREPS) was a reliable tool for measuring the assessment of the nursing program in the Western United States.