A stethoscope with a green tube and silver chest piece is resting on an open book. The background is a blurred whiteboard with some faint text. The overall scene is brightly lit, suggesting a clinical or educational setting.

BSN Students' Perception of Satisfaction and Self-confidence After Simulated Mock Code Experiences: A Descriptive Study

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Background

- Nursing shortage:
 - Faculty shortage
 - Decreasing clinical sites
- Complexity of health Care:
 - Patient acuity
 - Patient complexity
 - Patient safety
 - Patient outcomes

Background

- Simulation:
 - Provide safe and controlled environment
 - Promote collaboration among interprofessional teams
 - Trend:
 - AACN
 - NLN
 - NCSBN
 - Cedarville new health science center



Purpose

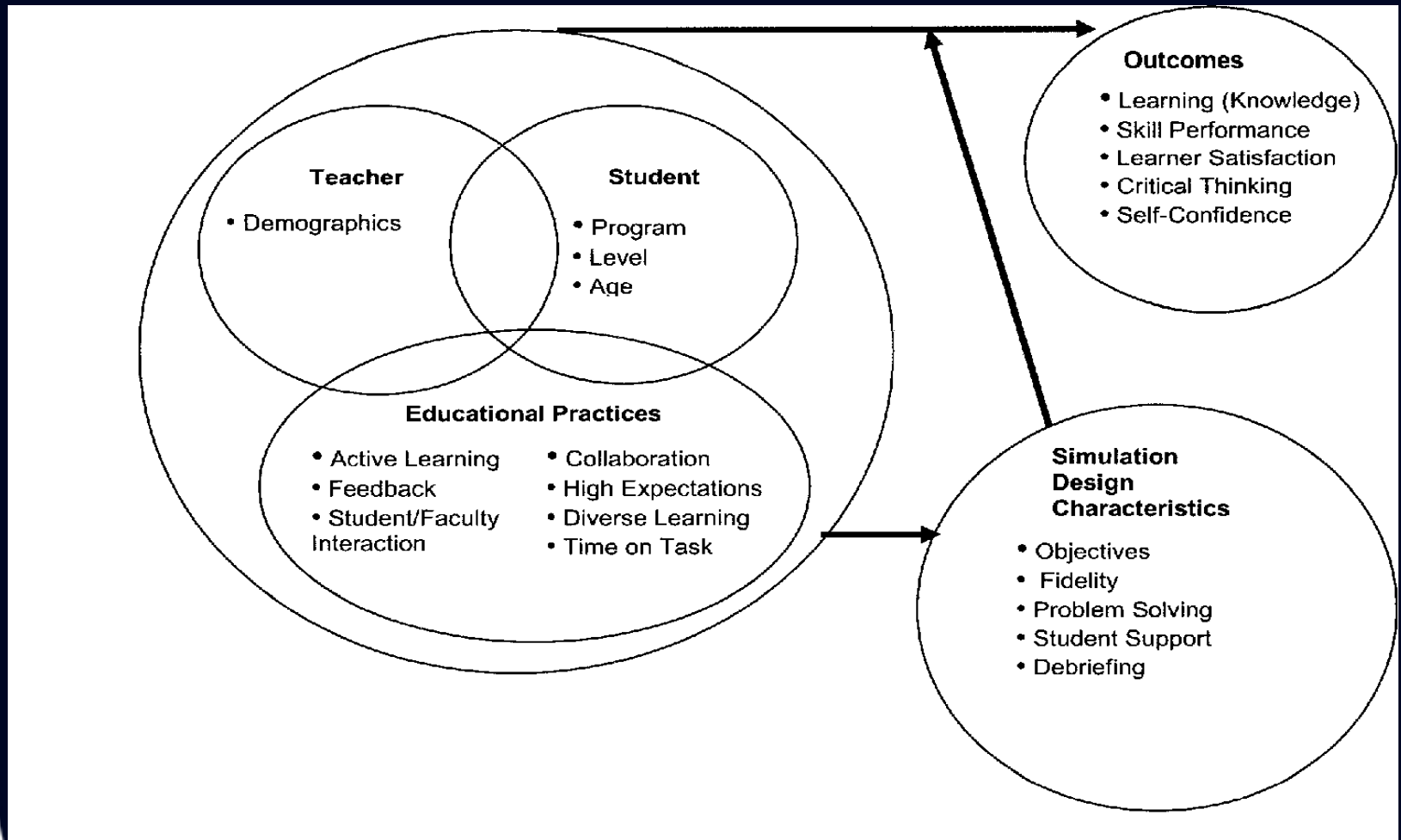
- To explore the BSN students' perceptions of satisfaction and self-confidence after simulated mock code experiences

Research Questions

- What is perception of satisfaction of BSN students after simulated mock code experiences?
- What is perception of self-confidence of BSN students after simulated mock code experiences?
- What is the relationship between student satisfaction/self-confidence and student demographic characteristics after simulated mock code experiences?

Conceptual Framework

- Jeffries (2005) Simulation Model



Literature Review

- Simulation increases students' self-confidence but generated mixed feeling regarding to satisfaction
- Students feel more competent and confident in their skills after simulation
- Differences between using high fidelity human patient simulation and usual low fidelity manikin
- Increasing readiness and comfort in resuscitation

Literature Review

- Differences in knowledge retention between using high fidelity human patient simulation and traditional American Heart Association training within a short period of time
- No difference between simulation and case study presentation in a cardiac event exercise
- Deficit of formal measurement tools used to evaluate the outcomes of simulation

Literature Review

- Gaps in the literatures
 - Inconsistent results on learners' satisfaction
 - Unclear effectiveness of simulation
 - Lack of instrument validation
- Purpose of my study
 - To explore the BSN students' perceptions of self-confidence and satisfaction after simulated mock code experiences

Research Design

- Descriptive study
- Two variables
 - Students' satisfaction
 - Students' self-confidence



Participants

- A convenience sample
- Senior BSN students (50 students)
- Selection criteria:
 - Enrolled in Leadership and Management (NSG 4020)
 - Agree to participate
- Ethical Consideration
 - Approved by Institutional Review Board (IRB) of Cedarville University

Instrumentation

- **The Student Satisfaction and Self-confidence in Learning Scale**
 - Developed by National League for Nursing (NLN)
 - 13 items: 5 for student satisfaction; 8 for self-confidence
 - 5-point Likert scale
 - Cronbach's alphas:
 - 0.94 for the Satisfaction subscale
 - 0.87 for the Self-confidence subscale
 - Content validity

Data Collection

Presentation of the study (1/8/2013)



Mock code simulation in NSG 4020
(1/8/2013-1/14/2013)



Complete questionnaire and collect
demographic data (1/14/2013)



Data analysis

Data Analysis

- Statistical Package for Social Science (SPSS)
- Descriptive analysis: Demographic variables
- Independent sample t -test ($\alpha = 0.05$)
- Pearson r : Interval/ratio data
- ϕ coefficient: Nominal data

The image features a dark blue background with a white grid. On the left side, there is a glowing blue line graph with several peaks and valleys. The word "RESULTS" is prominently displayed in the center in a bold, white, sans-serif font with a red outline.

RESULTS

Demographic

Variables	Frequency (N = 50)	Percentage (%)
Age (years)		
20-21	26	52
22-23	24	48
Gender		
Female	47	94
Male	3	6
Ethnicity		
Asian	2	4
Caucasian	46	92
Other	2	4
Other College Degree		
Yes	1	2.13
No	46	97.8
Previous Simulation Experience		
Yes	50	100

Demographic (Conti.)

Variables	Frequency (N = 50)	Percentage (%)
GPA		
< 3.0	2	4.08
3.0-3.5	18	36.74
≥ 3.5	29	59.18
Number of Simulation in the Past		
≤ 3	44	88
> 3	6	12
Experience as an EMT		
Yes	5	10
No	45	90
Experience Working in Healthcare		
Yes	31	62
No	19	38
Years of Working in Healthcare		
< 2	38	76
≥ 2	12	24

Perception of Satisfaction:

- Mean: **4.49**+/-**0.53**
- Range: 2-5
 - Lowest Mean Score: **4.28**+/-**0.78** (Item # 5)
 - *“The way my instructor(s) taught the simulation was suitable to the way I learn.”*
 - Highest Mean Score: **4.65**+/-**0.60** (Item # 2)
 - *“The simulation provided me with a variety of learning materials and activities to promote my learning the medical surgical curriculum.”*

Perception of Self-confidence:

- Mean: **4.42**+/-0.41
- Range: 1-5
 - Lowest Mean Score: **4.06**+/-0.68 (Item # 6)
 - *“I am confident that I am mastering the content of the simulation activity that my instructors presented to me.”*
 - Highest Mean Score: **4.60**+/-0.49 (Item # 7)
4.60+/-0.61 (Item # 10)
 - *“I am confident that this simulation covered critical content necessary for the mastery of medical surgical curriculum.”*
 - *“It is my responsibility as the student to learn what I need to know from this simulation activity.”*

Relationships among Variables:

- Significant correlations: (Statistically)
 - Gender:
 - **Male** students had significantly higher **satisfaction** score.
 - ($\phi = 0.701, p = 0.004, n = 3$)
 - EMT experience :
 - Students who have had **previous EMT experience** showed significantly higher **self-confidence** score.
 - ($t = 2.23, p = 0.049, \alpha = 0.05, n = 5$)

Discussion

- Implication:
 - Simulations facilitate the application of theory into practice
 - Provide insight for the BSN program at CU to fully integrate high fidelity simulation into nursing curriculum for all levels of nursing students



Limitations

- Small sample size ($power = 0.40$)
- Convenience sample
- Limited generalizability

Recommendations

- Investigate the impact of design characteristics or education practice on other learning outcomes
- Explore the transferability of simulation impact from laboratory settings into real clinical situations



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