



Introduction

- ❖ Simulation is a technique that uses a situation or environment which is created to allow individuals to experience a representation of a real event for the purpose of practice, learning, or to gain understanding of systems or human actions (<http://sirc.nln.org/>). Students actively involved in simulation exercises use higher order of learning and decision making skills which enhances and reinforces critical thinking (Jeffries, 2012).
- ❖ Nursing students are taught the skill of medication administration in the nursing care of patients and is considered a high volume, high risk process.
- ❖ Simulation may be a method of instruction that is perceived by students as enhancing their learning and may result in improved student learning outcomes.

Purpose

The purpose of this descriptive, comparative, correlational study was to evaluate if students were satisfied and felt confident with learning the skills of safe medication administration using current teaching strategies in the Foundations of Professional Nursing Practice course (discussion and hands on activities) and Adult Health Nursing course (above plus simulation) and to compare differences between students in these two courses.

Methods

- ❖ Prelicensure nursing students enrolled in the Foundations of Professional Nursing Practice course and in the Adult Health Nursing course.
- ❖ Students participated as assigned in their respective course's medication administration skills lab in the Simulation Learning Center.
- ❖ Upon completion of the skills lab, students were invited to participate in the study and if they consented, were given a packet with the study information,
 - Demographic questions
 - 5-item Likert scale strongly disagree to strongly agree NLN Student Satisfaction with Learning
 - 8-item Likert scale NLN Self Confidence in Learning



Results

Correlation Coefficients Among Study Variables

Variable	1	2	3	4	5
1. Nursing course	----	----	----	----	----
2. Gender	.08	----	----	----	----
3. Previous experience	-.16	.10	----	----	----
4. Satisfaction with learning	.29**	.08	-.19*	----	----
5. Self-confidence in Learning	-.10	-.09	-.06	.648**	----

Correlation significance: * $p = .07$ ** $p = .01$

Comparing Foundations and Adult Health Students on Satisfaction with Learning and Self Confidence in Learning

Course	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i> test	df
	Satisfaction with Learning				
Foundations	48	22.58	2.29	2.82**	85
Adult Health	39	23.87	1.88		
	Self Confidence in Learning				
Foundations	48	35.2	3.28	.92	83
Adult Health	37	34.54	3.38		

Conclusion

- Overall, both student groups reported high levels of satisfaction and self confidence in their learning.
- There was a significant difference in satisfaction with learning between Foundations students and Adult Health students. Adult Health students who used simulation were more satisfied with their learning.
- There was not a significant difference in self-confidence in learning between the groups. Content being taught, parenteral medication administration, and the realism when using simulation may explain the lower self-confidence in learning scores.

References

- Jeffries, P.R. (2007). *Simulations in nursing education: From conceptualization to evaluation*. New York: NY: The National League for Nursing.
- Simulation. (n.d.). In SIRC- National League for Nursing Glossary online. Retrieved from <http://sirc.nln.org/mod/glossary/view.php?id=183&mode=letter&hook=&sortkey=&sortorder=>