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The Effect of Repeated Simulation Scenarios on the
Self-Confidence of Undergraduate, Baccalaureate Nursing Students

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Abstract

Nursing simulation is an innovative learning method that was introduced to nursing education to enhance and strengthen students' experiences during patient encounters. Simulation typically involves three parts: (a) briefing, (b) the simulation experience, and (c) debriefing. However, this arrangement is not fixed and can be modified according to the learning needs of students. The purpose of this study was to explore the effect of a repeated simulation experience on the students' self-confidence. This study was guided by Bandura self-efficacy believed Model. At a private university located in the Midwest, a convenience sample (N = 126) involving junior and senior students who were enrolled in two maternal-child nursing courses in the fall 2016 was recruited. A quasi-experimental one-group repeated measures design was used. The a repeated simulation experience consisted of five parts: (a) a briefing, (b) the first simulation experience, (c) debriefing, (d) the second simulation experience, and (e) evaluation. Some students experienced a scenario involving a postpartum women who was experiencing postpartum hemorrhage. Other students had a simulation involving a child who was diagnosed with cystic fibrosis and acute pneumonia. A self-reported, modified general self –efficacy Likert scale was used to measure student confidence at three times during the experience: (a) before the first simulation, (b) before the debriefing, and (c) after the second simulation. Data were analyzed by SPSS version 22. The findings showed a significant difference of students' self-confidence following the repeated simulation experience. Based on the findings, nursing faculty could adopt the repeated simulation experience as a delivery method for simulation in nursing education.

Keywords: nursing, simulation, debriefing, self-confidence, nursing education