Nursing-2013
OMICS Group Conferences
Accelerating Scientific Discovery
International Conference on
Nursing & Emergency Medicine
December 2-4, 2013 Las Vegas, USA

The effect of a model demonstration during debriefing on students' clinical judgment, self-confidence, and satisfaction during a simulated learning experience

Amy Weaver
Youngstown State University, USA

Abstract

Debriefing is considered an integral component of the simulated learning experience. Through debriefing, students reflect upon their learning during the simulation. Since the use of patient simulation in nursing education has increased significantly, investigation into effective simulation teaching strategies are necessary. Conducting a model demonstration during debriefing can serve as one of these strategies. Thus, the investigation of effective debriefing methods during simulation is warranted. The use of a model demonstration during debriefing that demonstrates the actions expected of the student during a simulated patient scenario has not been investigated. The purpose of this study was to determine if there was a difference in self confidence, satisfaction, and clinical judgment between baccalaureate nursing students who received a model demonstration as part of the usual structured debriefing versus those who received the usual structured debriefing. Students' satisfaction with the model demonstration was also examined. This study measured students' self-confidence and satisfaction after debriefing of simulations one week apart using the Student Satisfaction and Self-Confidence in Learning Instrument. Clinical judgment was evaluated during both simulations using the Lasater Clinical Judgment Rubric. A total of 96 students participated in this study. Data were analyzed using a two-way multivariate analysis of variance test. Results revealed a statistically and practically significant difference in clinical judgment and a difference that approached statistical significance in self-confidence between the control and intervention groups. This study showed that using a model demonstration during debriefing can be effective in developing clinical judgment and self-confidence in nursing students.

Biography

Amy Weaver completed her PhD at Villanova University where she was a National League for Nursing (NLN) Jonas Scholar. She was also selected to be a NLN Simulation Leader in the National League for Nursing's Leadership Development Program for Simulation Educators. She is an instructor and coordinator of the Nursing Home Administration Program at Youngstown State University in Youngstown, OH.

aweaver@ysu.edu