ABSTRACT

RESEARCH PAPER: Advantages of Clinical Simulator over Traditional Education Methods Alone

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DATE: May, 2010

New graduate nurses are expected to enter the workforce with practice readiness and competency skills of an experienced nurse. Nurse educators are using patient simulators to simulate patient experiences for students to provide a variety of experiences and skills (Alinier, Hunt, Gordon & Harwood, 2006). It has not been established whether use of simulators is advantageous over traditional educational techniques. Evaluating nursing skills will help establish the value of using simulators. This is a replication of Alinier et al. (2006) study. A between-method triangulation-classic experimental design with randomized control and experimental group, pretest/post-test and comparative descriptive design will be used with a convenience sample of at least 200 undergraduate nursing students. The purpose is to compare if scenario-based simulation training improves the quality of undergraduate nursing students’ learning specific to clinical skills, competence and perceived confidence. Differences in the control group, experiencing only traditional curriculum, will be compared to the experimental group, having simulation training in addition to traditional curriculum, in the Objective Structured Clinical Examination before and after simulation training. Findings will help
nurse educators identify whether scenario-based simulation training in nursing education improves clinical skills’ learning, students’ competence, and perceived confidence.