ABSTRACT

RESEARCH PAPER: Evaluating the Use of Simulation with Beginning Nursing Students

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The shift from traditional instructional methods toward student-centered learning challenges nursing faculty to create learning experiences that will develop safe and competent graduates. Current literature supports the use of clinical simulation with advanced students, but reports of simulation as a teaching strategy with beginning students are limited. The purpose of this proposed study will be to compare the effect of high-fidelity clinical simulation and a traditional skills demonstration on self-confidence and satisfaction with learning among beginning nursing students. This quasi-experimental study will replicate Alfes (2011) study and will use Tanner’s experiential learning theory as the theoretical framework. A convenience sample of 185 first-semester baccalaureate nursing students will be randomly assigned to a control or an experimental group. Demographic data will be collected and students will complete the National League for Nursing’s Student Satisfaction and Self-Confidence in Learning questionnaire. Results from this study will provide further information about how clinical simulation experiences support confidence and satisfaction in learning among beginning students.