Abstract

RESEARCH PAPER: High-Fidelity Nursing Simulation: Impact on Student Self-Confidence and Clinical Competence

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The development of safe nursing practice is a priority for nurse educators. High-fidelity simulation (HFS) is used to enhance the clinical experience of students by simulating real-life clinical situations. By providing HFS, nursing educators hope to increase student competence and confidence in the clinical setting. The purpose of this study is to examine the relationship between HFS and student self-confidence and clinical competence. This study is a replication of Blum, Borglund, and Parcell’s (2010) study. Tanner’s Clinical Judgment Model (2006) is the theoretical basis for this research study. Clinical judgment and confidence will be measured using selected items from the Lasater Clinical Judgment Rubric (LCJR) (2007) Self-confidence will be measured using student responses from the four areas of calm/confident manner, well-planned interventions/flexibility, evaluation/self-analysis and commitment to improvement.

The study will take place in an associate degree (ADN) nursing school in the Midwest United States. The sample will be 25 students in the second medical-surgical course of the program. Students will be enrolled in a traditional or simulation enhanced laboratory program. Findings will provide information for nurse educators on student outcomes from HFS compared with a traditional laboratory learning experience.