ABSTRACT

RESEARCH PAPER: High Fidelity Simulator Use in Nursing Education: Effects on Confidence Levels and Cognitive Skills

STUDENT: Polly Straub Spengler, RN, BSN

DEGREE: Master of Science

COLLEGE: College of Applied Sciences and Technology

DATE: May, 2014

Traditional clinical practice opportunities in nursing education may not provide a full range of experiences for development of cognitive skills and confidence. High fidelity simulator (HFS) use may be an effective method for providing experiential learning in clinical practice in nursing education (Brannan, White, & Bezanson, 2008). The purpose of this study is to compare the effectiveness of two teaching methods, a traditional classroom lecture and the use of HFS, on cognitive skills and confidence when instructing junior nursing students about acute myocardial infarction. This study is a modified replication of Brannon et al. (2008). The framework for the study is Kolb’s Experiential Learning Theory (1984). Junior level nursing students will be sampled from a Midwestern university adult health nursing course. A convenience sample will include spring and fall participants in the course. The study is a quasi-experimental, pretest and posttest comparison group design. Confidence level will be measured using a questionnaire developed by Madorin and Iwasiw (1999) and adapted by Brannon et al. (2008). Cognitive skills will be measured using parallel forms of the Acute Myocardial Infarction Questionnaire (AMIQ) developed by Brannon et al. (2008). The findings from this study will contribute to the growing body of knowledge related to HFS use in nursing education.