

ABSTRACT

RESEARCH PAPER: Student's level of self-efficacy obtained with clinical simulation
STUDENT: Ann Boeglin
DEGREE: Masters of Science
COLLEGE: College of Applied Science and Technology
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A common problem for nursing educators continues to be finding enough clinical sites for all nursing students. The option of incorporating clinical simulation experience into the clinical schedule may be a beneficial teaching and learning method. "Use of clinical simulation in nursing education provides numerous opportunities for students to learn and apply theoretical principles of nursing care in a safe environment" (Bambini, Washburn, & Perkins, 2009, p. 79). The purpose of this study is to determine if self-efficacy in student nurses is increased by use of HFS as a teaching/learning method. This is a replication of Bambini, Washburn, and Perkins' (2009) integrated, quasi-experimental, repeated-measures study. The framework for this study is self-efficacy theorized by Bandura (1977, 1986). The population for this study is junior level baccalaureate nursing students from a school of nursing in the Midwestern area of the United States. These students are required to participate in the clinical simulation experience as part of the curriculum for obstetrical rotation prior to actual clinical experience within the hospital setting. Results from this study will help guide nursing educators in use of clinical simulation as part of students' clinical experiences to increase self-efficacy.