

Background

Simulation education gives nursing students the ability to demonstrate knowledge and skills in a clinical setting while building self-confidence in clinical decision-making skills (Ahn, et. al, 2015). Simulation is a new educational concept in India. It is important to evaluate simulation scenarios for effectiveness, particularly in settings where simulation is new.

Purpose

To evaluate a nursing simulation scenario using intermediate fidelity simulation equipment in India.



Methods

A quantitative descriptive study was performed in August 2016. A convenience sample of eight nursing students in Bengaluru, India participated in an intermediate fidelity nursing simulation on bacterial meningitis (Campbell & Daley, 2013) and a simulation using a standardized patient (NLN, 2016). Students completed the Simulation Design Scale (NLN, 2005) to evaluate each scenario.

Results

Ratings were favorable in all subcategories of the scale with each item rated as agree (4) or strongly agree (5). Mean ratings for subcategories were: Objectives and Information = 4.8, Support = 7.28, Problem Solving = 4.8, Feedback/ Guided Reflection = 4.8, Fidelity (Realism) = 4.9.

Discussion

The evaluation of the implementation of simulation education will provide the opportunity to assess the impact of simulation in nursing education in India, where simulation in nursing education is just emerging. In expanding the scope of simulation education to India, the international community will gain perspective on the use of simulation in nursing education and its effects on nursing knowledge, skills, and confidence in training nursing students.

The Tool

Simulation Design Scale (Student Version)

In order to measure if the best simulation design elements were implemented in your simulation, please complete the survey below as you perceive it. There are no right or wrong answers, only your perceived amount of agreement or disagreement. Please use the following code to answer the questions.

Use the following rating system when assessing the simulation design elements:

- 1 - Strongly Disagree with the statement
- 2 - Disagree with the statement
- 3 - Undecided - you neither agree or disagree with the statement
- 4 - Agree with the statement
- 5 - Strongly Agree with the statement
- NA - Not Applicable; the statement does not pertain to the simulation activity performed.

Rate each item based upon how important that item is to you.

- 1 - Not Important
- 2 - Somewhat Important
- 3 - Neutral
- 4 - Important
- 5 - Very Important

Item	1	2	3	4	5	NA	1	2	3	4	5
Objectives and Information											
1. There was enough information provided at the beginning of the simulation to provide direction and encouragement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I clearly understood the purpose and objectives of the simulation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The simulation provided enough information in a clear matter for me to problem-solve the situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. There was enough information provided to me during the simulation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The cues were appropriate and geared to promote my understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support											
6. Support was offered in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My need for help was recognized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I felt supported by the teacher's assistance during the simulation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I was supported in the learning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem Solving											
10. Independent problem-solving was facilitated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I was encouraged to explore all possibilities of the simulation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The simulation was designed for my specific level of knowledge and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The simulation allowed me the opportunity to prioritize nursing assessments and care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The simulation provided me an opportunity to goal set for my patient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback/Guided Reflection											
15. Feedback provided was constructive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Feedback was provided in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. The simulation allowed me to analyze my own behavior and actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. There was an opportunity after the simulation to obtain guidance/feedback from the teacher in order to build knowledge to another level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fidelity (Realism)											
19. The scenario resembled a real-life situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Real life factors, situations, and variables were built into the simulation scenario.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Retrieved from http://www.nln.org/docs/default-source/professional-development-programs/nln-instrument_simulation-design-scale.pdf?sfvrsn=0

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