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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

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

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