

Bye, B. (2008). Evaluation of high fidelity simulation within a health assessment course (Doctoral dissertation, Towson University, 2008).

Dr. Beverly Bye

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Dissertation Abstract

The purpose of this quasi-experimental research is to investigate the impact of a high fidelity simulation on knowledge and confidence levels among undergraduate baccalaureate nursing students within a Health Assessment course. Today's healthcare workers are surrounded with the ever-changing technology in addition to high patient acutities. The challenge for nurse educators is to prepare nursing graduates not only to perform clinical skills, but to be able to integrate theoretical knowledge into the clinical setting at a time when nurse educators are as few as the nurses on the patient care units. Clinical sites are becoming limited as the number of practicing nurses on hospital units decreases. Moreover, there is a growing shortage of nurse faculty. Due to the decrease in nurse educators and limited clinical placements in hospital settings, innovative teaching methodologies to teach clinical and assessment skills need to be integrated within nursing programs. The participants in this study were first semester junior level nursing students from three baccalaureate level Health Assessment classes. Two classes of approximately 15-20 students each were exposed to simulation- an actor (standardized patient) or a high fidelity simulator while the third group experienced a traditional classroom and lab -not simulation. A pre and post test was designed to measure knowledge learned and a survey instrument was used to measure student confidence levels after the learning experience. It is expected that results will impact the development and integration of innovative teaching modalities for nurse educators.