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Analysis of relationship between associate degree student's self-confidence in learning and their perceived presence of 5 instructional design characteristics

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Increasing patient acuity and complex health care demands the need for preparing competent graduate nurses. However, reduced availability of clinical sites exists translating to difficulties obtaining patient care experiences for nursing students. This ongoing issue demands educators to seek alternative teaching strategies. High-fidelity simulation experiences can provide a learning environment very similar to the clinical setting. The purpose of this descriptive correlational quantitative research study was to examine what relationships, if any, existed between associate degree nursing students' self-confidence in learning and their perceived presence of five instructional design characteristics in a high-fidelity simulation learning experience. The nursing student's perceived experiences were measured by the NLN Self-Confidence in Learning and Simulation Design Survey instruments. Study participants were asked to rate the level of importance of each variable (Self-Confidence and Simulation Design Instruments) on a Likert scale with the following rating: 1=strongly disagree, 2=disagree, 3=undecided, 4=agree and 5=strongly agree. The results of this study identified students' perceptions on the importance of realism and debriefing (feedback/guided reflection) in a simulation experience. Additional findings highlighted the importance to students of definitive objectives and information, which influence their self-confidence in learning within a simulation learning environment. It is evident the use of simulation as an educational tool is becoming more prevalent in the health care settings. This is especially important in response to the growing shortage of accessible clinical sites and available faculty. The findings of this study support the need for more quantitative research to evaluate the use of high-fidelity simulation experiences on nursing students learning outcomes.

Biography

Geetha Kada is a Professor of Nursing at Montgomery College of Nursing and adjunct online nursing faculty at Stevenson University, Maryland, USA. She is carrying an experience of 18 years teaching for different levels of students' namely Associate degree nursing students, Post-basic degree nursing students, Baccalaureate and Master's nursing students with experience teaching traditional, hybrid and online nursing learners. She got her PhD in Nursing Education from the Capella University, Minnesota, USA. She chairs the simulation committee at the college and is an active member of the National League for Nurses (NLN). Also, she holds active certification in BLS (Basic Life Support) and ACLS (Advance Cardiac Life Support). She has published her PhD study on Pro Quest and did a poster presentation of the study at the Catholic University, DC, USA. Besides, in 2015 along with her Medical-Surgical Nursing course team, she worked on the use of unfolding multiple patient simulations in a senior medical-surgical nursing course and the same was presented at the MAADND conference, MD, USA. She is currently working on the Western Maryland Faculty Academy Grant; a collaborative effort among the departments of nursing to prepare experienced BSN and MSN-prepared registered nurses for new roles as part-time clinical nursing faculty.

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