البحث الثامن

The Effect of Simulation-Based Training on Nursing Students' Communication Skill, Self-Efficacy and Clinical Competence for Nursing Practice

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Introduction:

Nurse educators use many activities in clinical simulation as patient simulators for transiting student to professional nurse through more opportunities to patient care. The simulation aims to provide students with the artificial replication of the real world situation to be knowledgeable, skillful and critically thinkers by applying complex scenarios in a safe environment.

Competence-based learning (CBL) uses creative methods of teaching in the nursing degree are increased and it focuses on what students learn and not on the time spent in the classroom. One of the main methods used for improving the development of competence in nursing education is clinical simulation.

Aim of This Study:

To evaluate the effect of simulation-based training on nursing students' communication skill, self-efficacy and clinical competence for nursing.

Research Hypothesis:

There are a difference in students' communication skill score, self-efficacy clinical competence between the study group pretest and posttest whom participated in the simulation-based training in course required of nursing practice.

Subjects and Methods:

Study Design:

Quasi-experimental one-group pretest-posttest was used for this study.

Study Setting:

This study was conducted at nursing department—College of Applied Medical Sciences, medical surgical and critical simulation labs in University of Bisha, Saudi Arabia. The medical labs contain moderate-fidelity medical and critical simulators.

Sample:

A convenience sample of 100 junior students from third and fourth years' undergraduate nursing students. Participants' Students must be enrolled in the basic and advance adult health care and critical care courses of the undergraduate nursing program and whom not receive any training in all simulators related to program requirement prior to participating in this study

Instruments:

Data were collected by four tools:

Tool I: **Demographic data:** it includes gender, age, semester work, and previous experience with simulation related course program.

Tool II: Communication skill: It was adopted from Yoo, and adapted by researchers to evaluate nursing students' ability to communicate.

Tool III: Students Self Efficacy (SSE): is adopted by Yang and Park. To assess perception about the ability to cope with a variety of different situations in life. The average time to complete the tool is 4 - 5 minutes.

Tool IV: Clinical Competence (CC): Adopted from Freeth and Fry, it is used to assess perception of nursing students about teaching and learning in clinical skill center. The average time to complete the tool is 15 - 20 minutes. It revealed the highlighting the students were positive about learning with the clinical skill centers.

Results:

- The finding of the present study revealed a significant statistical difference between the pre and post high fidelity stimulation (HFS) intervention ($p < 0.001$).
- It reveals that a significant statistical difference in self-efficacy from pre and post-intervention ($p < 0.001$). Also, improved means scores for the post-intervention

- Results of this study reported that improved mean scores clinical competence posttest simulation intervention compared with pretest simulation

- There was a significant relation between gender and clinical competency ($p < 0.05$). While no significant relation between communication skill, self-efficacy, clinical competence and the study level, previous experience of simulation ($p > 0.05$).

Limitations of the Study:

- The current research was limited by small sample size, so these findings cannot be generalized.

- The participants were not randomly selected and not control study.

Conclusion and Recommendations:

The findings of this research showed that students simulation-based program improves the mean scores of communication skill, self-efficacy and clinical competence after participation of simulation-based training. There is significantly correlation between gender and clinical competence.

Future research, integrate the multiple-patient simulation as a teaching-learning strategy in the nursing curriculum. Also, replication of the study with a larger sample of students from different universities during the bachelor science of nursing program may have more generalized effect.

مقدم البحث **توقيع مقدم البحث**

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