

Public Health Congress 2019: Determining the levels of anxiety, satisfaction and confidence of nursing students in learning aspiration skills with low and high fidelity simulations- Seyda Orhan, Serife Karagozoglu- Sivas Cumhuriyet University, Turkey

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Abstract

The aim of our study was to determine the levels of anxiety, satisfaction and confidence of nursing students in learning aspiration skills with low fidelity simulation (LFS) and high fidelity simulation (HFS). This experimental type of pre-post pattern was conducted with 80 students in 2017-2018 academic periods. The study was approved by the Ethics Committee of Cumhuriyet University and informed consent was obtained from all participants. The data of the study were collected through Demographic Information Sheet (DIS), Evaluation Form of Aspiration Information and Skills (EFAIS), State-Trait Anxiety Inventory by Spielberger (STAI), Student Satisfaction and Self-Confidence in Learning Scale (SSSCLS) and Simulation Design Scale (SDS). The students were given video footage that contains the training on aspiration skills and that was prepared by the researchers, and they were asked to repeat the topic before they came to the practice. Before the skill training, a pre-briefing was given to the students of the HFS group, and the students in LFS group were informed about the preliminary stage of the application. After this stage, DIS and STAI were applied to both groups. The skill training of the HFS group was carried out with a scenario on the application of endotracheal aspiration while the application for the LFS group was conducted with a case report similar to the scenario. In accordance with the simulation method, the training in the HFS group was provided with the facilitator, and the application process in the LFS group was provided to the students without the intervention of the educator. In both groups, students were taken to the practice one by one, the training lasted approximately 20-30 minutes and the skill was evaluated by the researcher during the training.

After the application, the students in the LFS group were made discussion on the process steps, and the students in HFS group were made discussion by giving feedback via video footage during the debriefing stage. In the aftermath of the training, STAI, SSSCLS and SDS were reapplied to the students. Student's t-test, paired sample t-Test, Chi-square analysis, frequency, percentage and Cronbach's alpha analysis were used in the analysis of the collected data and the analyses were conducted by SPSS for v-23.0 statistical package program. According to our findings, there was no statistically significant difference between the pre-training and post-training anxiety levels of the nursing students in the LFS and HFS groups ($p>0.05$), the students in both groups had lower level of anxiety after training than before training and those in HFS group experienced further reduction, the knowledge and skill scores on the aspiration process, the level of self-confidence after training, the problem solving skills, and the level of reaching the goal and knowledge were significantly higher in the HFS group ($p<0.05$), and the level of satisfaction from training method was higher in both groups after training. As a result, it can be said that successful skill training can be implemented with low and high fidelity simulation, but with a well prepared scenario and the use of higher technology, students' skills of knowledge, self-confidence, reaching the goal and problem solving can be increased further. Therefore, it is recommended to use and extend the scenario-based HFS method in skills training in nursing.

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