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Effect of Step-Based Prebriefing Activities on Flow and Clinical Competency of Nursing Students in Simulation-Based Education

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KEYWORDS

clinical competency;
flow;
nursing student;
prebriefing;
satisfaction

Abstract

Background: We provided systematic prebriefing activities to investigate differences in the flow, clinical competency, satisfaction, and self-confidence of nursing students who participated in simulation-based education.

Methods: We used a quasi-experimental, nonequivalent control group, nonsynchronized design. Selected by convenience sampling, participants comprised 207 junior/senior nursing students. The interventions comprised three prebriefing steps: the control group received step 1 and the two experimental groups received steps 1 and 2 and steps 1, 2, and 3, respectively.

Results: The second experimental group showed the highest amount of flow, satisfaction, and self-confidence.

Conclusion: In simulation-based education, several prebriefing activities should be developed and integrated.

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Simulation-based education (SBE) is a practical and interactive learning method that uses a simulator or standardized patient based on clinical scenarios with design characteristics (Jeffrey, Deborah, & Barbara, 2014). Furthermore, it enables nursing students to practice trial-and-error nursing care that cannot be easily encountered in clinical settings without causing harm to the patients (Korean

Society for Simulation in Healthcare, 2010). Therefore, clinical practice hours are rapidly being replaced by simulation-based practice hours in nursing education (Arthur, Kable, & Levett-Jones, 2011). Through simulation, students gain professional skills and nursing skills (Lee, Kim, Yeo, Cho, & Kim, 2009), critical thinking and knowledge related to nursing, and enhanced satisfaction and self-confidence (Lee, So, Kim, Kim, & An, 2014; Yang, 2012). SBE is effective at improving clinical competency by comprehensively analyzing complicated clinical problems (Reid-

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Searl, Eaton, Vieth, & Happell, 2011). Such effects are successfully revealed by the flow of learners during the simulation (Oh & Kang, 2013), which also provides satisfaction and self-confidence. Flow is a state where one completely focuses on a certain activity and feels pleasure through intrinsic motivation (Csikszentmihalyi, 1975). The learners experience the greatest satisfaction when they experience flow, which enhances learning effect and performance by enhancing intrinsic motivation (Engeser & Rheinberg, 2008; Kim, Tack, & Lee, 2010). Increased flow can predict performance (Engeser & Rheinberg, 2008). It improves learners' satisfaction and confidence and is linked to increased clinical competency in nursing students.

Key Points

- We provided three step-based pre-briefing activities (oral orientation, prior experience of the simulation environment, and practice of nursing skills in an open lab) to three different groups.
- Group 1 received only oral orientation, group 2 received oral orientation and prior experience of the simulation environment, and group 3 received all three steps of activities.
- Group 3 receiving all three pre-briefing activities showed significantly highest scores in flow, clinical competency, satisfaction, and self-confidence.
- Pre-briefing is a critical element for learners to focus on simulation and achieve the objectives in simulation-based learning.

tion and Learning, prebriefing is defined as an information or orientation session held prior to the start of an SBE in which instructions or preparatory information is given to participants. The purpose of the prebriefing is to set a safe environment for participants and to assist participants in achieving the simulation objectives (INASCL Standards Committee, 2016). Suggested prebriefing activities in literature include a course introduction; overview of the scenario topic; required nursing skills, knowledge, and learning objectives; creating a fiction contract; and the introduction of a simulation environment (INASCL Standards Committee, 2016; Page-Cuttrara, 2014). A review of nursing literature revealed various prebriefing practices that may cause challenges for educators when designing and implementing prebriefing practices in their simulation programs (Chamberlain, 2015). Commonly, the presentation of

preparatory information and introduction of simulation site are done during prebriefing. A short prebriefing may not promote learners' flow during simulation due to content omission or a lack of interaction. However, learner-centered prebriefing activities that engage learners' active participation will positively impact their learning attitudes and problem-solving skills (Park, Chu, Hwang, Kim, & Lee, 2015). There has been growing interest in studying the effects of debriefing (Kim & Kim, 2015; Kim, Park, & Sin, 2013). However, few studies have addressed the effect of prebriefing on student learning, which is the first step before simulation. Therefore, we implemented various steps of prebriefing activities and investigated their effects on students' practice flow, clinical competency, satisfaction, and self-confidence. The results will provide important information for developing an efficient prebriefing protocol for simulation-based learning experience.

Methods

Design

The research question for this study was "Do step-based pre-briefing activities make a difference in nursing students' flow, clinical competency, satisfaction, and self-confidence during simulation?" To answer this question, we utilized a quasi-experimental, nonequivalent control group, nonsynchronized experimental design. To prevent the sharing of information about prebriefing activities among students, intervention and data collection for the control group was implemented first; then, interventions and data collection for the two experimental groups were consecutively conducted. Junior and senior nursing students were divided into the three groups (six groups in total, three groups for each year). The dependent variables of flow, clinical competency, satisfaction, and self-confidence were all measured posttest to compare the results.

Participants

Participants comprised 207 junior/senior undergraduate nursing students selected by convenience sampling who were attending a four-year nursing program. The sample size was determined using G*Power 3.1.9 (Faul, Erdfelder, Buchner, & Lang, 2009) based on the previous study results (Lee & Kim, 2011). With a significance level of .05, an effect size of 0.75, and a power of test of 0.90, the minimum number of samples necessary for each of the six groups was 30. Two-hundred five participants were eligible after the initial selection criteria: control group = 62, experimental group 1 = 67, and experimental group 2 = 76. One student from experimental group 1 took a leave of absence, one from the control group withdrew, and one student from the control group did not respond properly to the

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