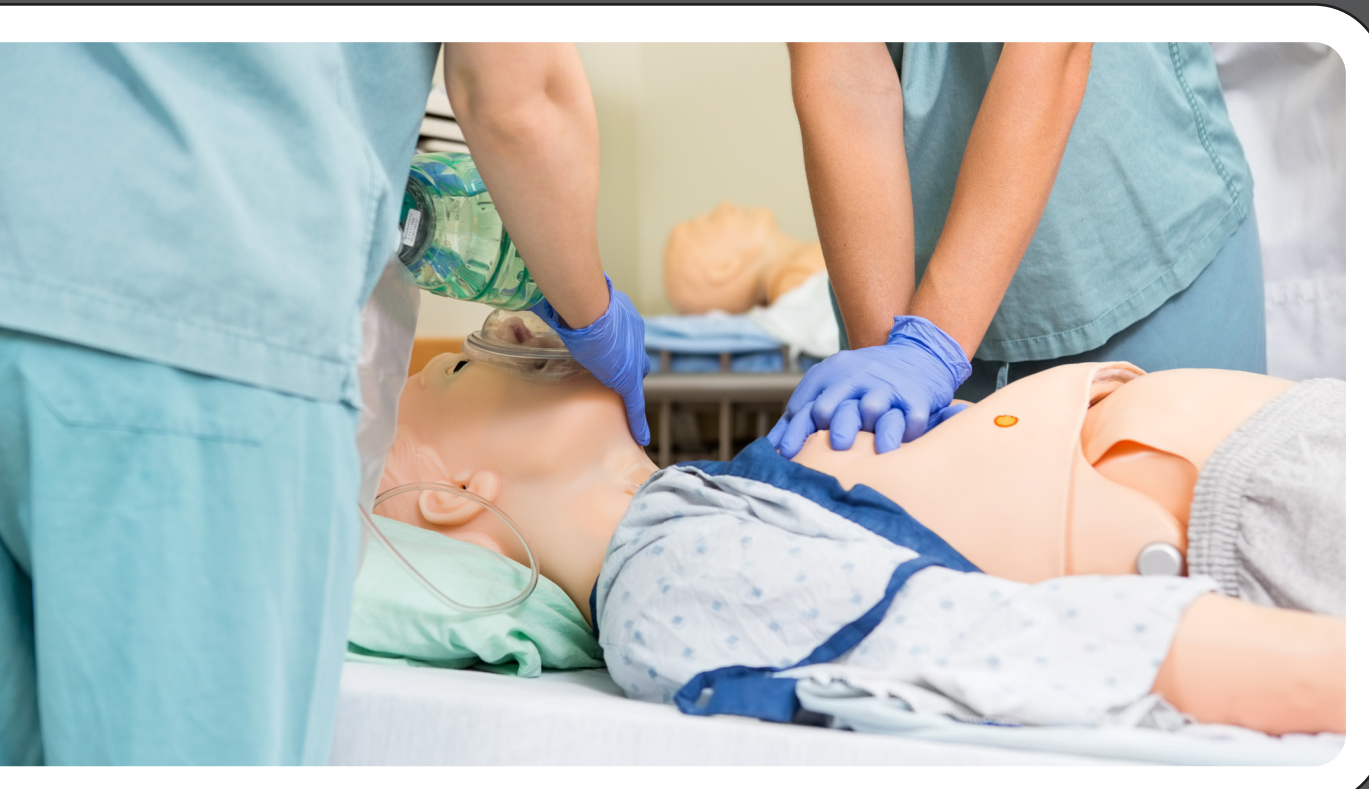


Sudden Cardiac Death and Nursing Education

The Students' Perception of the Role of Simulation

Bonacaro A., Brownie S., Fatima College of Health Sciences UAE, Nursing Department

Background



Clinical simulation is defined as any activity that mimics a real clinical environment or situation. It is used to increase understanding of how to manage clinical situations without jeopardizing patients' safety. The use of simulation in nursing education has become more common as simulation technology has become more readily available, less expensive, more effective, and more popular. Simulation is a teaching method largely used to facilitate learning of BLS (Basic Life Support and Defibrillation) techniques. This study investigates real life experiences of undergraduate nursing students related to sudden cardiac death including events occurring during their practicum. The study explores students' perception of the value of simulation as a teaching method to respond to SCD (Sudden Cardiac Death). Furthermore it explores the potential of two methods of teaching BLS techniques in order to facilitate retention of knowledge and limit resource consumption.

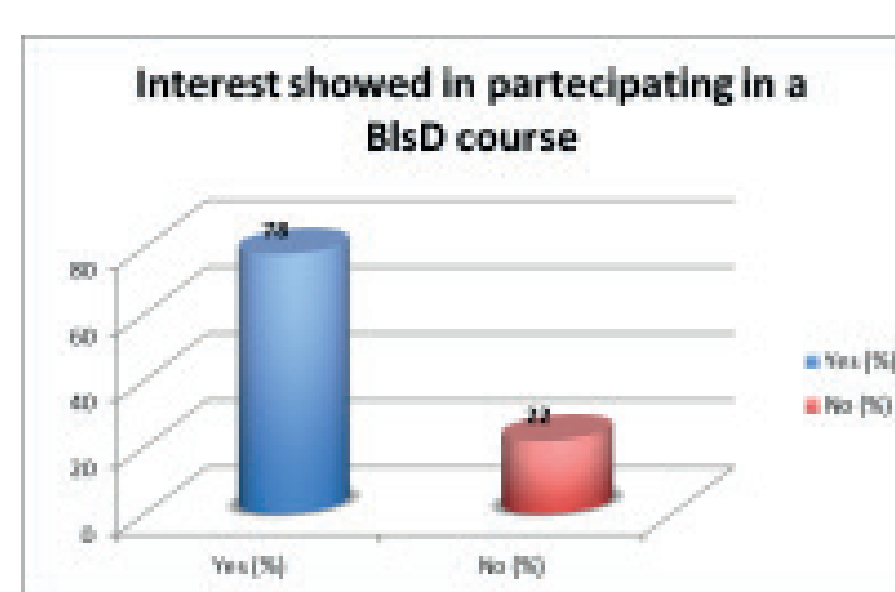
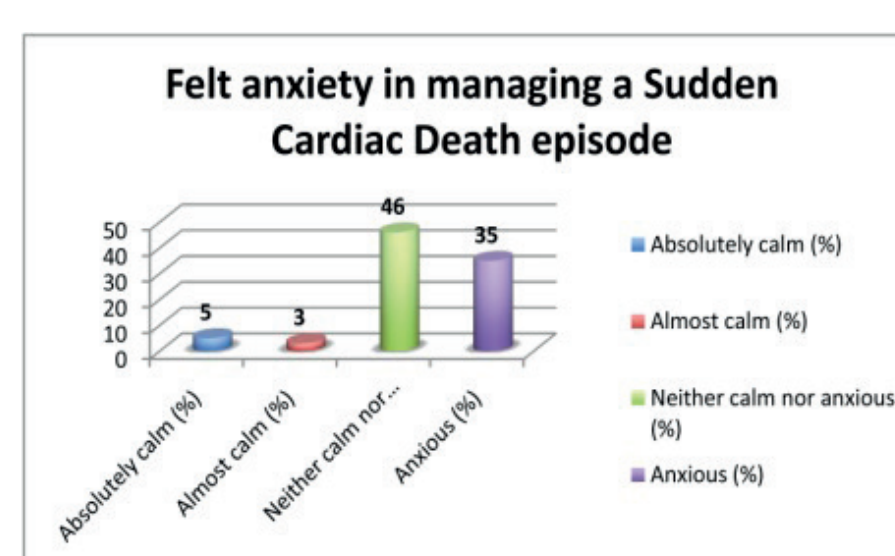
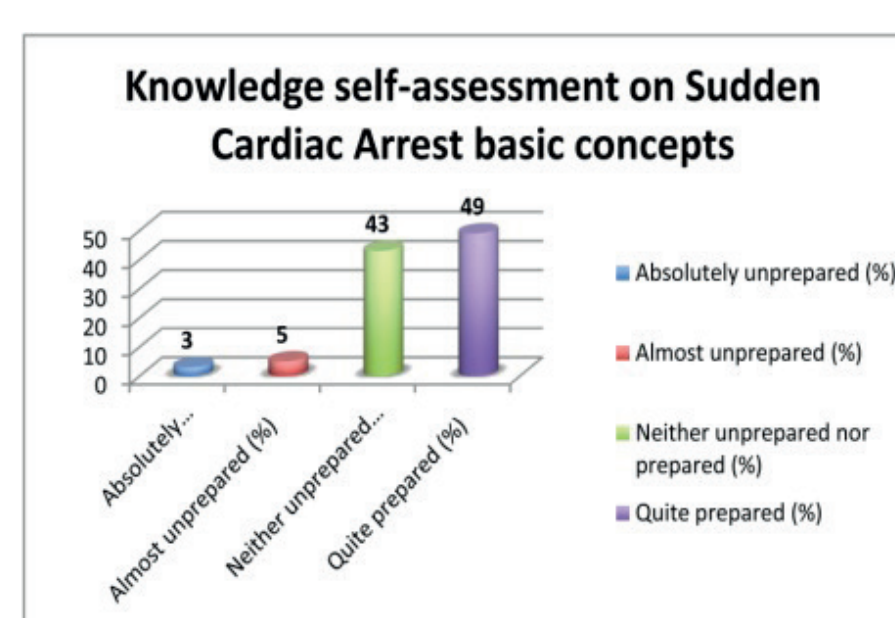
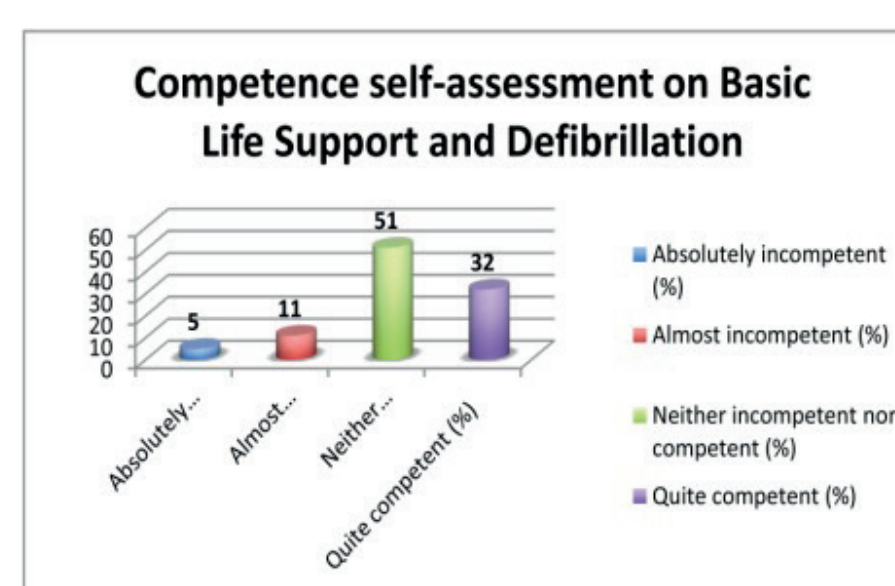
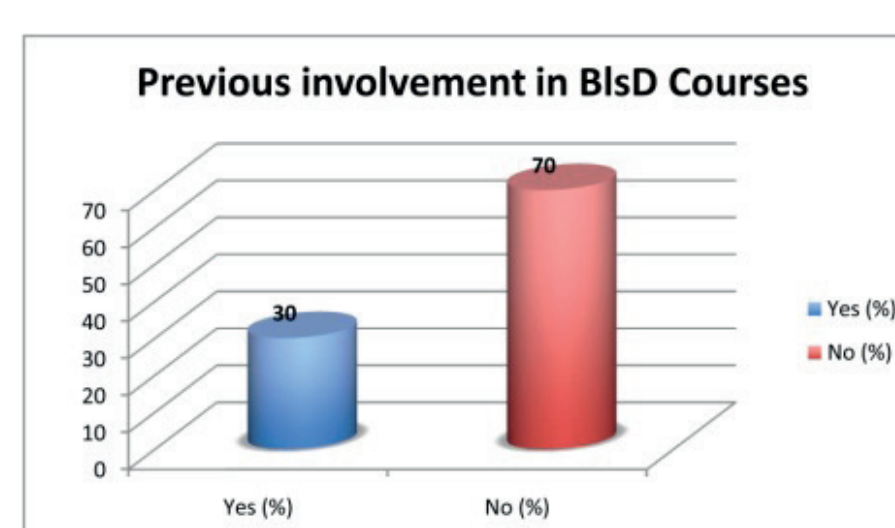
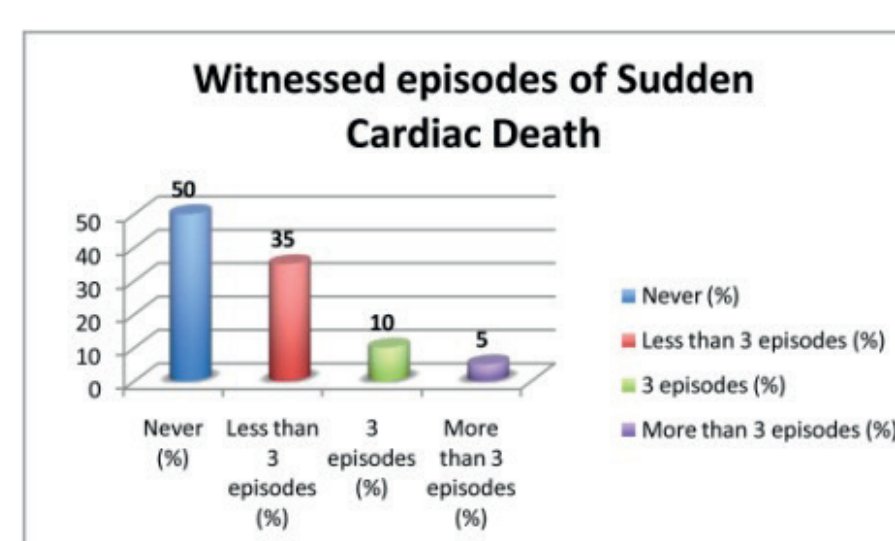
Methods

A sample (N=33) of nursing students was randomly selected for this prospective observational study.

Learning and a real life surveys were used.

Results

- 99 questionnaires were collected, 50 related to Low-Fidelity and 49 related to Moderate-Fidelity simulation teaching. Early evaluation demonstrated an increase of knowledge in each group. Post-test 2 showed that there are no significant differences between the two groups in terms of knowledge retention.
- 33 questionnaires about students' real life experiences were also collected.
- The real life survey showed that 50% of the students witnessed SCD.
- Despite the centrality of this syndrome only 30% of the students stated being involved in practical sessions on BLS.
- Thus, no students declared to be fully competent in performing BLS techniques and to be fully prepared in terms of knowledge.
- 78% of the studied population stated being interested in participating in a BLS course.



Conclusions

Despite the limit of small sample size, the study showed that the two teaching methods are equally effective in acquisition and retention of information on BLS techniques. However, the low-fidelity method was more efficient and less resource intensive.

Students perceived simulation as a valuable tool in order to improve their knowledge and clinical skills.

Students must be provided with more opportunities to familiarize themselves with the BLS algorithm both in a theoretical and in practical way.

This would lead to a considerable improvement of the quality of the performance and to a reduction of the level of felt anxiety.

References

- Jeffries, P. R. (2005). A frame work for designing, implementing, and evaluating simulations used as teaching strategies in nursing. *Nursing Education Perspectives*, 103-96 ,(2)26.
- Morton, P. G. (1995). Academic education. Creating a laboratory that simulates the critical care environment. *Critical Care Nurse*, 81-76 ,(6)16.
- Seropian M., A., Brown K., Gavilanes J. S., Driggers B., 2004. Simulation: Not just a manikin. *J NursEduc* 169-164 :43;