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EXAMINING THE IMPACT OF PRIOR CLINICAL EXPERIENCE AND LEARNING OUTCOMES DURING HIGH-FIDELITY SIMULATION IN NURSING EDUCATION

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Background: High-fidelity nursing simulations (HFS) offer risk-free, realistic situations that provide learners the opportunity to develop skills in an environment that mimics the clinical setting. There has been an increase in popularity of HFS use in nursing programs, prompting an increase in guidelines and design of HFS as a supplement to traditional clinical time.

Objectives: The purpose of this study is to conduct a secondary analysis of data to determine if previous healthcare experience impacts learning outcomes during HFS simulation.

Method: The study design used secondary analysis of a study entitled, “Simulation and Curriculum Integration: Does Simulation Improve Clinical Competence ” conducted by Dr. Tamara Poole (2017). The sample used in this study was a convenience sample of thirty students enrolled in DePaul University’s master of science in nursing program. Knowledge, critical thinking and skills, and clinical judgment were measured using pre- and post-tests, the Creighton Competency Evaluation Instrument and the Lassater Clinical Judgment Rubric, respectively.

Results: The result of this study show there was a significant difference in learning outcomes among students with varying years of prior healthcare experience. There was a statistically significant difference in years of healthcare experience and critical thinking and skills among students who completed the repeat baseline simulation and the advanced simulation. There were no statistically significant differences among knowledge, and clinical judgment and years of prior healthcare experience.

Conclusion: Findings suggest there is a difference between students with healthcare experience and learning outcomes during HFS. There is a need further research that focuses the impact of student characteristics and learning outcomes to improve design and implementation of HFS.