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The effect of scenario-based high fidelity and redo simulation methods on the medical error tendency, self-efficacy and state anxiety levels of nursing students

This study aims to define the effect of scenario-based high fidelity and redo simulation methods on medical error tendency, self-efficacy and state anxiety levels of nursing students. Our study which is designed as control group in experimental quality pre and post-test research was approved by Sivas Cumhuriyet University Ethical Committee and its consents was taken from all informed participants. The sample of the study consists of the second grade 80 students (redo simulation group n=40, single simulation group n=40) who have been trained in the Faculty of Health Sciences during the spring semester in 2017-2018 academic year. Including the single simulation group (20) and the repeated simulation group (20), a total of 40 subgroups were formed in two-student-groups. These subgroups were participated in the education of 'the simulation scenario of a patient with chronic lymphocytic leukaemia' which consists of five steps. Self-description form, the state anxiety inventory, the self-efficacy scale and the chronic lymphocytic leukaemia patient scenario skill assessment and the medical error situation evaluation checklist have been used as data collecting tools. Data have been evaluated by using Student t-Test, Mann Whitney U Test, Wilcoxon Marked Rank Test, Paired Sample t-Test, Chi-square Test, Kruskal Wallis H Test and Cronbach alfa analysis. While the self-efficacy and anxiety levels of the groups are close to each other in our study, it is determined that there is a statistically remarkable increase in self-efficacy and a decrease in anxiety of the repetitive simulation group after the training. At the first application, the skill levels and their tendency to medical errors of both groups are close to each other, but, after the second application, it is determined that there is a statistically remarkable decrease in the tendency to medical errors of the repeated simulation group and that those students correctly fulfilled the nursing attempts expected from them ($p<0.05$). The majority of the students in our study emphasized that the simulation should be repeated for the effectiveness of education. As a result, it could be said that the repeated simulation method is effective for nursing students in increasing self-efficacy, and reducing anxiety and tendency to a medical error. In this context, it is recommended to include a repetitive simulation method in nursing curriculum programs.

Biography

Hulya Kocyigit is currently working as Research Assistant at the University of Sivas Cumhuriyet, Turkey. She graduated from the Department of Nursing, Faculty of Health Sciences at the University of Sivas Cumhuriyet in 2015. She is currently a Master's degree student in the Department of Fundamentals of Nursing at the University of Sivas Cumhuriyet.

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