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Georgia State University
Graduate Program in Health Professions

Thesis Announcement

From:	Division Head
Cc:	Graduate/Doctoral Program Coordinator Office of Academic Assistance Advisor

RE: Defense Date

<input type="checkbox"/> Health Professions – Nutrition Thesis <input checked="" type="checkbox"/> Health Professions – Respiratory Therapy - Thesis

Student Name: Fahad Al Enazi	Date: (i.e. January 23, 2012) March 10, 2017	Time: (AM/PM) 12:30pm
Location: Urban Life	Room#: 1240	Thesis Chairperson: Dr. Gardenhire

Thesis Title:
Healthcare Students' Perceptions of Simulation Education at an Urban University

Abstract:
See Attached

Signature Division Head- Nutrition:	Signature Division Head- Respiratory Therapy: 
Committee Member	Committee Member 
Committee Member	Committee Member 
Committee Member	Committee Member 

This form should be sent to web coordinator after approval from Division Head Nutrition/Respiratory Therapy.
Created 1/31/2012, approved

Abstract:

BACKGROUND: Health care institutions use patient simulation as a standard aspect of training health care students with practical skills before they graduate and encounter with real patients. Simulation can foster the learning process of clinicians as it mimics clinical scenarios. To enhance the health care learning environment, it is essential to examine students' perceptions toward the use of simulation in health care programs and to which degree the simulation courses influence their learning process and will assist educators initiate an effective simulation course.

PURPOSE: The study's purpose was to evaluate the perceptions of students' use of simulation in nursing, respiratory therapy, physical therapy, nutrition, and occupational therapy programs.

Method: Data were collected through a descriptive survey. The survey presented in 4-point Likert scale and consisted of 10 questions. The survey was administered to a convenience sample of undergraduate and graduate students who are enrolled in nursing, respiratory therapy, nutrition, physical therapy, and occupational therapy programs at an urban university.

RESULTS: Two hundred and fifty students (N=250) were surveyed from five different programs; Physical therapy students accounted for 29.2%; followed by Nursing students 28%; Respiratory Therapy students 27.6%; Occupational Therapy students 7.6%; and nutrition students 7.2%. The majority of participants were female (70.4%) while male students represented 29.6% of the population. Almost 58% of participants reported that they did not have any experience working in a health care setting. The majority of students (95.2%) reported that they engaged in a clinical simulation experience in their health care program. The study findings indicate students' overall perceptions have a high agreement with the statement that simulation experience was a valuable learning experience with mean = 3.52 (SD ± .577). Students demonstrate a high agreement that simulation should be an integral part of clinical experience with a mean of 3.48 (SD ± .599). Moreover, Students reported that simulation debriefing experience support their understanding and reasoning (mean=3.47, SD ± .598). The study findings revealed that previous simulation experience, and clinical experience have no significant effect on students' perception toward simulation. However, female students reported that they experienced more nervousness during simulation than male students (P value = 0.001).

CONCLUSION: Health care professional students have a good perception toward simulation education and feel that simulation should be integral part of education. Further studies with higher number of participants and different institutions is recommended.