

Level of Satisfaction Among Nursing Students Concerning Simulators Learning at Babylon University

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Abstract

Background: Nurses and other health professionals use simulation for teaching and learning at all clinical training levels. Because there aren't enough clinical learning opportunities for nursing and other health professions programs, simulation is thought to be a viable replacement for some real-life clinical exposure hours. **Objectives:** To assess the participants' demographic characteristics and determine the Satisfaction among participants. **Methodology:** A descriptive-analytic non-probability study was done on 150 Babylon University nursing students. A questionnaire, which was used to gather data from December 1 to December 25, 2021, includes the following: 2 parts: first part: Demographical Characteristics; second part includes (A)satisfaction toward Simulators,(B) items related to challenges. Descriptive statistics used to analyze data SPSS version 26. **Results:** The highest proportion (50.7%) of the sample for the study type was morning study. The major proportion (64.0%) of the sample by gender was female. Eighty percent of the sample at Residence resides in urban areas, and all of the students are satisfied with the simulator. **Conclusions:** The highest sample percentage was the morning study ,and all samples were Satisfaction with all items related to simulators. **Recommendations:** Encourage nursing colleges to set aside money to buy equipment and high-fidelity patient simulation manikins so that they can adapt to regional and global challenges in nursing education. Virtual simulation should also be used in nursing curricula to find new ways for nursing and non-nursing students to learn in practicum courses, starting with first-year students and ending with seniors.

Keywords: Nursing Students, Satisfaction, Simulators Learning,

1. Introduction

The clinical simulation was used to simulate real-life situations so that nursing students could get more hands-on experience and learn the necessary clinical nursing skills. It was also used to reflect the future education of the practitioner through active participation, teamwork, communication, repetition, and assessment (1, 2).

Nurses and other health professionals to teach and learn at all levels where clinical training is needed use simulation. As nursing and other health professional schools face insufficient clinical learning opportunities, simulation is viewed as a viable alternative to some clinical exposure hours in the real world (3).

Clinical Simulation is "an attempt to replicate some or nearly all of the essential aspects of a clinical situation so that the situation may be more readily understood and managed when it occurs for real in clinical practice" (4). Simulation gives students real-life clinical experiences in a virtual learning environment, so they don't have to wait for rare and unusual things to happen in the real world (5).

The framework for nursing education simulation is made up of five main parts: results of the simulation, including knowledge, skill performance, critical thinking, student happiness, and self-confidence, as well as instructional approaches, instructor

characteristics, and student characteristics (6).

Simulation has been extensively deployed in clinical teaching for students and healthcare professionals. Clinical Simulation is good for nursing education (for both students and teachers) and for health care organizations (individuals, groups, and communities). Simulation's main goals as a way to teach are to improve the quality of care and make sure patients are safe (7). Many different types of simulation models, from full-body to task to standardized to virtual to computer-generated to mix, are used in nursing education to facilitate learning at varying degrees of realism (8).

A hospital-based training model that places an emphasis on routine exposure to activities and procedures has given way to a simulation-based preparation that teaches students to think critically in order to evaluate evidence with discretion. This change occurred in nursing education, which moved away from this model and toward the simulation-based preparation (9).

Based on research in the field, using simulations in the classroom should improve and foster the development of deep understanding amongst students. Achieving its full potential depends on its being seen as true by those taking part. The Simulation and the possibilities to put it into practice in a safe environment are also highly valued by students, as shown by the available data (10,11).

COVID-19 has already disrupted colleges and other academic institutions; nursing schools in particular have

substantial issues in preparing the next generation of care professionals for work in the healthcare industry (12). This pandemic necessitated the suspension of nursing students' access to clinical training placements, which impeded the completion of the nursing curriculum's learning process planning. Consequently, Simulation assisted in resolving the problem of education interruption caused by this epidemic; yet, this epidemic will forever alter the educational landscape (8). On the other hand, it is essential to gauge the students' motivation, level of contentment, and level of acceptance of the teaching method by looking at how satisfied the nursing students are. It's how well the learner can give good service while keeping a positive attitude, putting the focus on the patient at all times, and showing that they can work together in difficult healthcare settings (13).

2. Methodology

1. The study design: A descriptive-analytic study.
2. Sample of the study: Non-probabilistic (purposive) sampling used here includes 150 nursing

students from Babylon University.

3. The setting of the study: University of Babylon, college of nursing, data collected from the 1st to 25th of December 2021.

4. Instruments: For this research, a questionnaire was developed. There were two components to the instruments:

Part 1: Demographic Data

This part concerns personal information, including (5) items (type of study, gender, Residence, occupation, economic status).

Part 2 :

A: Questions related to Satisfaction toward simulators (12) items .

B: Items related to challenges toward simulators (7) items. This data is scored (3, 2, 1) based on how strongly you agree, neutrally, or strongly disagree with each statement. The data was evaluated with the help of SPSS (Statistical Package for the Social Sciences) (26).

3. Results

	Morning	76	50.7	49.3
Type of Study	Evening	74	49.3	100.0
	total	150		100.0
	Gender	"Male"	54	36.0
Gender	"Female"	96	64.0	100.0
	total	150		100.0
	Residence	Urban	121	80.0
Rural		29	19.3	100.0
total		150		100.0

Table (1) shows the highest percentage (50.7%) (64.0%) (and 80.0%) of the sample were morning

study, female, and were living in urban respectively.

Item	No. and Percents	frequency
In addition to training on real patients, patient simulators are beneficial.	Disagree	6
	Neutral	24
	Agree	120
	Total	150
Increasing the use of simulators in training is something I would like.	Disagree	7
	Neutral	25
	Agree	118
	Total	150
Learning through simulations is an effective method of instruction.	Disagree	7
	Neutral	26
	Agree	117
	Total	150
Learning using simulations increased interest in the subject.	Disagree	13
	Neutral	32
	Agree	105
	Total	150
I was able to implement what I learned thanks to simulation-based learning.	Disagree	13
	Neutral	31
	Agree	106
	Total	150
There should be more simulation-based learning in the courses.	Disagree	9
	Neutral	44
	Agree	97
	Total	150
Simulated learning helps me remember information	Disagree	11
	Neutral	32
	Agree	107
	Total	150
Learning through simulations gave students a somewhat realistic experience	Disagree	6
	Neutral	44
	Agree	100
	Total	150
Learning through simulations improved my communication abilities.	Disagree	10
	Neutral	51
	Agree	89
	Total	150
I had no problems adjusting to the simulated setting.	Disagree	14
	Neutral	41
	Agree	95
	Total	150
Clinical decision making was enhanced by the use of simulation	Disagree	15
	Neutral	37
	Agree	98
	Total	150
The use of simulations to enhance learning led to greater gains in psychomotor competence.	Disagree	17
	Neutral	39
	Agree	94
	Total	150

Table (2) shows the highest percentage of students response towered all item on Satisfaction is agree .

Item	No. and Percents	frequency	Percent	Cumulative Percent
Table (3): Distribution of Items related to challenges (No. 150)				
It was hard for me to pretend that the mannequin was a real patient.	Disagree	44	29.3	29.3
	Neutral	56	37.3	66.7
	Agree	50	33.3	100.0
	Total	150		100.0
I was given the chance to practice at the skills laboratory by the instructor.	Disagree	14	9.3	9.3
	Neutral	34	22.7	32.0
	Agree	102	68.0	100.0
	Total	150		100.0
The chance to view the high-fidelity simulators was provided to me.	Disagree	43	28.7	28.7
	Neutral	47	31.3	60.0
	Agree	60	40.0	100.0
	Total	150		100.0
I am content with the instructor's job and degree of expertise in the skills lab.	Disagree	12	8.0	8.0
	Neutral	43	28.7	36.7
	Agree	95	63.3	100.0
	Total	150		100.0
The amount of time set out for skills-lab is appropriate.	Disagree	23	15.3	15.3
	Neutral	46	30.7	46.0
	Agree	81	54.0	100.0
	Total	150		100.0
When practicing in the skills lab, student cooperation is crucial.	Disagree	8	5.3	5.3
	Neutral	41	27.3	32.7
	Agree	101	67.3	100.0
	Total	150		100.0
The skills-laboratory facilities are adequate	Disagree	39	26.0	26.0
	Neutral	51	34.0	60.0
	Agree	60	40.0	100.0
	Total	150		100.0

Table (3) shows the highest percentage of all item its agree ,except (It was challenging for me to treat the mannequin as if it were an actual patient was neutral).

Table(4): Assessment of participants according to the level of Satisfaction		
Level of satisfy	F	%
Low	3	2.0
Moderate	35	23.3
High	112	74.7
Total	150	100.0

Table (4) findings showed that (74.7%) of students had a high level of Satisfaction.

Table 5: Assessment of students according to challenges		
Level of challenges	F	%
Low	7	4.7
Moderate	64	42.7
High	79	52.7
Total	150	100.0

Table (5) findings showed that (52.7%) of students had high challenges.

4. Discussion

The highest percentage (49.3%) of the sample were morning study, and This finding is a similarity with the study of (14) done in Spain found that (83.4%) of the sample were morning studies. Concerning the gender of the study (64.0%) of the sample were female, This finding is in the same line with study (15) done in United States found that (82%) of the sample were female . The highest percentage (80.0%) of the

sample were live in urban , This finding is unconformity with study of (16) done in Egypt found that (33. %) of the sample lived in rural. The highest percentage (80.0 %) of the sample agreed that (Patient simulators are an important supplement to studying with actual patients.); this finding is the similarity with a study (8) done in Spain, which found that (95.8%) of the sample agreed with the result of the study. The highest percentage (78.7 % , 100%,78.0 % ,70.0 % , 70.7 %) respectively , the sample agreed with (17) study done in Egypt in the items (they would like more training with simulators, Simulation-based learning is an effective learning

approach, Simulation-based learning made the subject more engaging, Simulation-based learning helped me apply what I've learned).

According to the item (Simulation based learning helped me retain knowledge) the result of present study is in agreement with study of (18) done in Saudi found that (61%) of the sample were agree that Simulation helped them retain knowledge as well as in the same line with Simulation-based education offered a quasi-realistic experience.

The result of this study reveals that most of the students agreed in simulator Cooperated ,skill; this result is in the same line with a study done in Saudi (18) According to the majority of students, simulation-based learning enhanced their knowledge retention, abilities, and communication and created a conducive learning environment.

According challenge of the simulator the result of the present study shows that most students assurance on effect of simulator on their knowledge and the response of student in agreement with study done in Saudi (18).

Part 4: Discussion of level of Satisfaction:

Table (4) findings showed that (74.7%) Students exhibited a high degree of Satisfaction..

The findings of current study are in the same line with (Cremonini et al., 2015) whose results indicated that Students expressed a higher level of Satisfaction with their training experiences.

Part 5: Discussion of challenges

Table (5) findings showed that (52.7%) of students had high challenges.

The current study's finding is consistent with (18), Researchers found that students were content with both the instructional strategy and the use of mannequins in class. Most students believed that Scenario-Based Learning (SBL) enhanced their knowledge retention, skill development, and communication skills, despite a few drawbacks.

Conclusions and Recommendations

5. Conclusions

1. The majority of the sample consisted of morning students..
2. The majority of the sample was female, and they reside in urban areas.
3. All sample were Satisfaction Toward Simulators.
4. The all sample was Satisfaction Toward all of items related to challenges, except I found it challenging to treat the mannequin as if it were a real patient.
5. Most students have a high level of Satisfaction
6. More than half of the students were satisfied according to learning-based stimulation environment challenges.

6. Recommendations

The researchers recommend the following based on the results of the above-mentioned current study:

1- Encourage nursing schools to set aside money for equipment and high-fidelity patient simulation manikins so they can deal with problems in their own communities and around the world.

2- Using virtual simulation as a way to teach should be part of the nursing curriculum. This would help develop new ways of learning for practical courses in nursing and other fields, starting with first-year students and going all the way up to seniors.

3- Creating full training programs for nursing teachers in many specialties so they can learn how to plan, practice, and reflect on simulation-based learning experiences that match the stated learning goals of the nursing curriculum.

4- Develop more quantitative studies to look at how well a large group of nursing students and teachers learn from high-fidelity simulation experiences.

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