A STUDY OF THE PRE-LICENSENURSE STUDENTS’ PERCEPTION
OF THE SIMULATION LEARNING ENVIRONMENT AS HELPFUL IN
ACHIEVING CLINICAL COMPETENCIES AND THEIR PERCEPTION OF THE
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Background and Significance:
The research question of this study was: to what degree do nursing students
perceive using the High Fidelity Simulation (HFS) learning environment to be
helpful in their ability to achieve clinical competency. The significance of the
study is that the lived experience of the nursing student in the HFS learning
environment is better understood.

Purpose of the Study/Project:
The purpose of this study was to explore and describe the phenomena of student
perceptions of learning in the simulation environment and the role of the level of
reality.

Sample/Population:
A census sample: pre-licensure Baccalaureate nursing students
(N= 74) enrolled in an accredited nurse education program.

Framework:
The Experiential Learning Theory developed by David Kolb (1984) strongly
supports the way in which students learn in traditional nursing curriculum; care at
the patient bedside as an outgrowth of knowledge acquired in a didactic setting.

Method/Approach:
This study used the research approach of a sequential mixed methods
descriptive study: survey research and focus groups.

Results/Outcomes (preliminary findings OK if poster):
The data analysis reveals that for eight of the eleven items in Section II of the
survey, which covered Role Expectations and Clinical Competencies, the
students rated the simulation learning environment in the Helpful range, least
Helpful; “Evidenced Based Practice”, most helpful; “Teamwork and
Collaboration”.

Conclusions/Implications:
The positive correlation suggests that the more real the student perceives the
simulation learning environment to be, the more helpful they will find the
environment in achieving clinical competencies.
A clearer understanding of why some competencies were more challenging and
others less so was achieved. Also, recommendations by the students on how
those identified as challenging could be improved were documented for use by
simulation learning facilitators.