The effect of standardized in-patient exposure on nursing student's satisfaction and self-confidence at Shalamar Nursing College, Lahore

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A B S T R A C T

Standardized in-patient is clinical tool for teaching and learning of healthcare professionals. Simulation has been used from decades for nursing education. The utilization of standardized in-patient during clinical rotation not only improve undergraduate nursing student's knowledge but also enhances critical thinking, communication skills, clinical practices and improve their level of satisfaction and self-confidence. A quasi experimental study has explored the effect of standardized in-patient exposure on nursing student's satisfaction and self-confidence. This research was conceded at College of Nursing, Shalamar Hospital Lahore. The enrolled nursing students were experienced through clinical simulation but this study introduced them with standardized in-patients. The outcome of study highlighted an overall satisfaction with standardized in-patient exposure. The means score indicated that their level of self-confidence was constructed after the exposure to standardized in-patients.

The undergraduate nursing students have revealed the agreement that the training method and approaches introduced in the standardized in-patient exposure were effective. In addition, the clinical nursing instructors and faculty did not embarrass them in front of patient and other healthcare professional. The undergraduate nursing students indicated strongly agreement that they were confident to identify the clinical manifestation of disease, indulged the knowledge into practice, and developed the skills to assess patients with anomalies and intervene accurately. Their self-confidence amplified while performing health assessment and effective intervention.

**Keywords*:* *Standardized in-patient, Simulation, Self-confidence, Satisfaction*

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INTRODUCTION

Simulation is used for teaching and learning at college for clinical training among nursing and other healthcare professionals. Standardized in-patients are considered an effective resolution to replace simulation because; healthcare professionals are facing challenges of inadequate learning opportunities [1]. Standardized in-patients provide reality based clinical situation, so that undergraduate nursing students can understand and intervene accordingly, when it happens during their clinical practices after graduation [2]. On the other hand, students are exposed to clinical scenario in a simulated learning environment and waiting for uncommon and rare situation occurs in real life and do not know how to intervene[3]. However, simulation can be replaced along a continuum to standardized in-patient exposure.

Standardized in-patient exposure drives the nursing and other healthcare professional for adequate clinical opportunities [4]. Moreover, SP allows the health care practitioners to acquire experience and skills safety issues. SP exposure ensures the nursing students to have adequate clinical background and ease the transition from student to professional practitioner [4]. The researches specified that SP exposure have advantages to the undergraduate nursing students [5]. It enhances the clinical practices, critical thinking, communication skills [6], self-confidence and satisfaction [7].

This study is based on standardized in-patient exposure nursing education, which is part of health assessment in nursing education curriculum. The outcomes of SP exposure includedas; clinical knowledge, skill performance, critical thinking, decision making, satisfaction and self-confidence. This aim of study was to examine the undergraduate nursing student's satisfaction and self-confidence related to their exposure to standardized in-patients.

The Aim of Study

This study was piloted to investigate the undergraduate nursing student's satisfaction and self-confidence that implied by Jeffries, (2007) model[8].The aim of study was to examine the undergraduate nursing student's satisfaction and self-confidence while performing physical assessment skills on standardized in-patients.

Study Setting

This study was carried out at Shalamar Hospital, College of nursing, Lahore involving Bachelor of Science in Nursing (BSN) students. The college entertains two undergraduate nursing programs: 1) Bachelor of Science in Nursing (BSN) and 2) Post RN Bachelor of Science in Nursing. The standardized in-patients were utilized during health assessment course to meet the clinical credit hours in Shalamar Hospital. The five standardized in-patients were recruited with medical and surgical diagnosis as; Pneumonia, ARDS, COPD, Ulcerative Colitis and Acute appendicitis.

Study Sampling

78 undergraduate nursing students were entertained through convenience sampling technique, those who enrolled Health Assessment course covering assessment techniques.

Study Design and Data management

A quasi experimental design was applied. The structured questionnaire was consisted of 13 items satisfaction and self-confidence scale. This tool was adopted from NLN (2006) that measured the level of satisfaction and self-confidence of undergraduate nursing students after exposure to standardized in-patients. Pre-test teaching intervention was completed on dummy and then students were exposed with standardized in-patient for completion of posttest. The reliability of tool was calculated using Cronbach's alpha and reliability coefficient was 0.94. Likert scale was used.

Ethical Consideration

This study complied the ethical principles of respect for the patient, right to privacy, right to full disclosure, justice and autonomy[8]. The approval was permitted from Shalamar Hospital, college of nursing, Lahore, Pakistan. The study enrolled undergraduate nursing students were legalized about the purpose of research, study procedure, maintenance of confidentiality and no name was disclosed in any questionnaire.

Data Analysis

Pre and posttest was run using SPSS version 23.

Major Findings

The undergraduate nursing student's satisfaction was measured through fist five items and eight item measured confidence level with clinical learning during standardized in-patient exposure. The students showed satisfaction and agreed that standardized in-patient exposure provided a variety of learning material (M= 2.56, SD=2.03) and level of confidence also amplified as the exposure increased (M=3.75, SD= 2.69) as shown in the table.

Data analysis showed high confidence and satisfaction level in the student's ability to utilize standardized in-patients exposure and has learned critical aspects of nursing skills. The SP exposure has not only enhanced satisfaction and confidence but also developed critical thinking ability during critical conditions[7].

Pre-pot test of Standardized In-patient A-E on satisfaction and Self Confidence

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Patient A	Satisfaction Pre-Post	1.949	1.376	.156	2.259	1.638	12.508	77	.000
Patient B	Satisfaction Pre-Post	2.308	1.548	.175	2.657	1.959	13.162	77	.000
Patient C	Satisfaction Pre-Post	1.910	1.789	.203	2.314	1.507	9.432	77	.000
Patient D	Satisfaction Pre-Post	1.423	1.990	.225	1.872	.974	6.315	77	.000
Patient E	Satisfaction Pre-Post	2.564	2.036	.231	3.023	2.105	11.123	77	.000
Patient A	Self-confidence Pre-Post	1.256	1.841	.208	1.671	.841	6.029	77	.000
Patient B	Self-confidence Pre-Post	1.603	2.066	.234	2.068	1.137	6.850	77	.000
Patient C	Self-confidence Pre-Post	3.603	2.540	.288	4.175	3.030	12.528	77	.000

Patient D	Self-confidence Pre-Post	3.705	2.693	.305	4.312	3.098	12.153	77	.000
Patient E	Self-confidence Pre-Post	3.526	3.169	.359	4.240	2.811	9.825	77	.000

DISCUSSION

Nursing student's satisfaction with learning and self-confidence assessment can provide baseline for initiating and executing professional programs that enhance knowledge acquisition and clinical practices. The findings of study has showed that students were satisfied with the SP exposure and that also improved their self-confidence. The participants indicated high satisfaction because the SP has given them clear idea about the disease process and learning by this exposure enable them to improve and retain knowledge e.g. can recognize sign and symptoms of disease and intervene in the clinical practices.

The result of this study is congruent with several studies done in different professions including medical and allied health professions, where results indicated that there is high learner satisfaction with learning by the clinical simulation and that learner's confidence in their skills [9; 10; 11]. The nursing students must possess high level of satisfaction and self-confidence in their abilities to assess and perform effective intervention and recognized patient's deterioration events[12].

CONCLUSION

The results of this study ensured that use of SP as a strategy for clinical education improve student's level of satisfaction with their clinical learning and promote self-confidence. The SP exposure prepares the nursing students to become a competent nurse and speed the transition to professional career. The nursing instructors have to contrivance the SP exposure during clinical rotation, so as to utilize in the training of students and staff nurses for better outcomes.

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