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THE IMPACT OF SIMULATION ON PEDIATRIC NURSING STUDENTS' KNOWLEDGE, SELF-EFFICACY, SATISFACTION AND CONFIDENCE

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The simulation technology is rapidly expanding and has been used in several nursing programs around the world and in Saudi Arabia too. The aim of this study was to evaluate the effect of using a simulation based scenarios on the pediatric nursing students' knowledge, self-efficacy, satisfaction, and confidence. This study used Bandura's social cognitive learning theory as a theoretical framework. One hundred and fifty eight, third year baccalaureate nursing students enrolled in a pediatric nursing course participated in the study. Data was collected using demographic data profile questionnaire, knowledge questionnaire, learner satisfaction and self-confidence in learning questionnaire and the general self-efficacy. The simulation activities were conducted in the pediatric nursing lab. The simulation activities consisted of three respiratory problems and one cardiac scenario. High and low fidelity simulators were

used. The majority of the students was unmarried (96.84%) and had no previous experience in simulation. There was a significant statistical difference in pre- and post-test knowledge and self-efficacy scores. Students were satisfied with the simulation experience and their self-confident scores were higher after the simulation session. That post simulation self-efficacy was positively correlated with satisfaction ($r=.46$, $P=0.001$) and self-confidence ($r=.50$, $P=0.001$). Satisfaction with simulation was also positively correlated with self-confidence ($r=0.46$, $P=0.001$). Although the interpretation of the study results is limited due to the short time frame between the pretest and the posttest. This study provides a stepping point for understanding how simulation may affect the pediatric nursing students' knowledge, self-efficacy and confidence.

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