Purpose of Study

To examine the effectiveness of simulation in decreasing the potential of medical errors by nursing students through increasing their self-awareness of stress, anxiety, and distractions.

Clinical Question

Can simulation increase nursing students’ awareness of stress, anxiety, and distractions to decrease the potential of medication errors?

Subjects

Nursing students at a private school within New England in their final-year of the nursing program
Number of participants: 51
Number of simulation participants: 8

Results

Participants were provided self-care education on the topics of aromatherapy, benefits of sleep, healthy eating, positive affirmations, and exercise for five weeks prior to the simulation scenario. Results suggest no significant change from pre to posttest scores in stress (p = .325), but a significant decrease in arousal (p = .021) after the simulation intervention. The frequencies of participants’ responses indicate while a benchmark of 6 for achievement of simulation learning was not achieved, 37.5% to 75% of participants reported achievement of learning. These findings support the need for nursing programs to use the teaching modality of high-fidelity simulation to ease the transition of pre-licensure students to the registered nurse role. Use of such tools may create a culture of patient safety that the pre-licensure nursing students will implement as they transition to clinical practice.

Keywords: nursing students, patient safety, medication error, stress, anxiety, distraction, simulation, aromatherapy, exercise, sleep, nutrition/healthy eating, positive affirmations