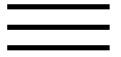


The effect of simulation learning on critical thinking and self-confidence when incorporated into an electrocardiogram nursing course.

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# The Effect of Simulation Learning on Critical Thinking and Self-confidence When Incorporated Into an Electrocardiogram Nursing Course

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### Abstract

#### Background

The purpose of this comparative research study was to demonstrate the effect of simulation activities on critical thinking and self-confidence in an electrocardiogram nursing course.

#### Method

The treatment group ( $n = 70$ ) received weekly simulation exposure in addition to lecture

(500 minutes combined total), and the control group ( $n = 70$ ) received weekly lecture (400 minutes total didactic instruction).

## Results

Critical thinking and self-confidence measures showed no significant differences between the groups, except when controlled by semester level. The second-semester senior students scored significantly higher in both critical thinking and self-confidence measures. A pre- and postsimulation measure of self-confidence demonstrated statistically significant improvement following simulation.

## Conclusions

Higher critical thinking scores were significantly related to higher self-confidence ratings, as was student employment on a telemetry unit.



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## KeyWords

Simulation; critical thinking; self-confidence; human patient simulation; nursing students

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