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Perception of satisfaction and self-confidence with highfidelity simulation among nursing students in government universities

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Background: High Fidelity Simulation as a Teaching-Learning Methodology is usually implemented by the teaching institutions in the world. Several studies were conducted proving the significance of this method on improving the students' learning. With the several factors that hinder the students' clinical learning experiences, it is necessary to determine the students' viewpoint regarding the use of HFS in increasing their confidence and satisfaction.

Research Aim: The aim of this study is to assess the student perceptions regarding Satisfaction and self-confidence toward High Fidelity Simulation as a learning.

Research Methodology: A cross-sectional correlation descriptive design was used in this study which was conducted at King Saud University (KSU) and Princess Nourah University (PUN) in Riyadh. A quota stratified was used to recruit the participant female Saudi and non-Saudi BSN student with HFS experience.

Results: This study found out that the Fidelity (Realism) is the most important factor in learning related to HFS. The students were satisfied and confident in utilizing HFS. Significant correlations between the profile of the participants' age and student academic Level and the key of the simulation features were shown. It was also found out that there were significant correlations between age and marital status with self-confidence in learning through HFS.

Conclusion: Simulation as teaching method is as effective tool as a real-life without life threatening of the patient and promoting students' performance. Future studies are needed to examine other learning outcomes such as clinical competence, motivation among student using HFS as a learning strategy.

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