Abstract

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USE OF SIMULATION AND CASE-BASED LEARNING TO IMPROVE NURSING STUDENTS KNOWLEDGE AND ATTITUDE TOWARDS PRESSURE INJURY PREVENTION.

Background: Pressure injuries remain a significant problem in many healthcare settings. Poor knowledge and negative attitudes towards pressure injury prevention could undesirably affect preventive care strategies. Pressure injury prevention is an index of nursing care quality. Today's nursing students are tomorrow's nurses. The course content and methods of instruction towards pressure injury prevention need to be improved by using an alternative evidence-based method besides traditional lectures. Objective: To use simulation and case-based learning to improve nursing students' knowledge and attitude towards pressure injury prevention. Design: This project utilized a 1-group pretest-posttest design using validated questionnaires to assess nursing students' knowledge and attitude before and after the intervention. Settings: The project was carried out in a nursing school. Participants involved a convenience sample of nursing students (n=35). Methods: Data was collected using two validated questionnaires to assess students' knowledge and attitudes on pressure injury prevention both pre and post-intervention. Medium-fidelity simulation and case-based learning were used as the primary means to impart information related to pressure injury prevention. Results: The overall pre-knowledge and attitude scores were significantly improved post-intervention ($p < 0.000$). Eighty percent of students expressed that the teaching methods used were helpful, effective, and motivating. Conclusions: This project demonstrated that nursing students' knowledge and attitude were enhanced through the implementation of simulation and case-based learning. To assess sustainability, it is recommended to evaluate the knowledge and attitude at the end of the semester (12-week) for the nursing students.