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Effect of simulation on knowledge of advanced cardiac life support and confidence of nursing students in Jordan

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Simulation is an important teaching strategy that may help enhance student's knowledge and skills. However, no studies were conducted to examine the effect of the simulation experience on student's knowledge in the provision of ACLS and confidence in carrying out advanced cardiac life support skills. This study examined the effect of simulation on nursing students' knowledge of advanced cardiac life support (ACLS) and confidence in applying ACLS skills. An experimental, randomized controlled (pre-test-post-test) design was used. The experimental group (n=40) attended an ACLS simulation scenario, a 4-hour PowerPoint presentation, and demonstration on a static manikin, whereas the control group (n=42) attended the PowerPoint presentation and a demonstration only. A paired t-test indicated that post-test mean knowledge of ACLS and confidence was higher in both groups. The experimental group showed higher knowledge of ACLS and higher confidence in applying ACLS, compared with the control group. Traditional training involving PowerPoint presentation and demonstration on a static manikin is an effective teaching strategy; however, simulation is significantly more effective than traditional training in helping to improve nursing students' knowledge acquisition, knowledge retention, and confidence about ACLS.

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