Perceived Effectiveness and Satisfaction of Simulated Return Demonstration on Head-to-Toe Assessment among Student Nurses in a Selected Private University

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Abstract

This study, aimed to determine the perceived effectiveness and satisfaction of simulated return demonstration on head-to-toe assessment among student nurses in a selected private university, utilized a descriptive-correlational research design. The respondents in the study were 169 level 4 nursing students in a selected private university who were distributed survey questionnaires gathering their perceived effectiveness and satisfaction of simulated return demonstration on Head-to-Toe Assessment. Descriptive and Statistical analyses, including Phi and Cramer's V, were employed to explore relationships between variables. Findings show generally high perceived effectiveness of simulated return demonstration, with participants expressing substantial satisfaction. Weak associations were observed between demographic variables and effectiveness and satisfaction, but were not statistically significant. However, a significant positive relationship was found between perceived effectiveness and satisfaction. While demographic variables showed no significant relationships with perceived effectiveness and satisfaction, a significant relationship was found between perceived effectiveness and satisfaction with simulated return demonstration. These findings provide insights into the efficacy of online simulation in nursing education, emphasizing the importance of perceived effectiveness in enhancing student satisfaction.

Chapter 1

Introduction

I. Background and Rationale of the Study

COVID-19 has become widely prevalent today and has made the usual ways no longer feasible. In response to this, the adaptation from face-to-face has gradually changed to online learning. Online simulation is an emerging innovation that hinders and limits the traditional way of clinical simulation. Generally, the essence of nursing education is to develop clinical judgment and skills that would be applied both in virtual and real-world settings. However, the drastic changes that took place with the COVID-19 pandemic undoubtedly caused paradigm shifts in the nursing curriculum and divergence from the traditional way of delivering nursing education. Nursing students became heavily dependent on the virtual mode of learning when receiving the education necessary for clinical practice and exposure to the actual hospital setting. As a consequence, the abrupt transitioning of learning environments resulted in unfavorable effects on nursing students' satisfaction with their learning experience. Moreover, among the many consequences brought about by the pandemic on nursing students, one of the considerable setbacks that nursing students face is the challenge to translate their own theoretical knowledge into practical abilities. Hence, this adverse impact on the learning process is considered a repercussion of online-based learning.

Online clinical simulations should help nursing students develop their clinical skills so that they would be able to effectively demonstrate and appreciate their efforts and learnings when brought to the real-world scenario. These clinical simulations should make the identification of knowledge and duty of performance gaps easier among student nurses. Consequently, online clinical we as are expected to help nursing students appropriately respond to the different scenarios throughout the simulation-based experience rather than the other way around.

Nursing students find it difficult to get a grasp of certain topics in virtual classes, particularly those that involve complex concepts which require comprehensive explanations or demonstrations and a set of skills to effectively impart important knowledge. This leads to a situation where nursing students struggle to apply and translate their theoretical knowledge to skills in the actual setting. Some of the possible reasons for the discrepancy in this research include the following: The different learning styles of each student; The inability to cope with virtual learning due to inconveniences such as low network bandwidth, power interruptions, media, and information literacy, and; The digital competence of both nursing students and nurse educators.

A digital simulation is a technique for raising learner engagement that lets participants assess the simulation at their own convenience in terms of location, timing, and pace. It has a distinctive overall effect on nursing student learning outcomes and offers a standardized method for clinical decision-making.

As the COVID-19 pandemic continues to affect the lives of many, this study can be utilized as evidence in the future so that not only undergraduate nursing students but other people as well can benefit from strategies for stress management in a virtual mode of learning experience.

Return demonstrations are an integral part of nursing education and in every nursing student's clinical experiences as it serves as hands-on training to develop skills and clinical judgment. It allows nursing students to exhibit new skills in various nursing procedures and receive feedback from their respective clinical instructors to improve their performance. Prior to Covid-19, return demonstrations were usually performed in the actual setting wherein the nursing students could see the live presentation of a particular nursing procedure. The actual demonstration enabled nursing students to effectively absorb information and the steps of the procedures, raise their inquiries, and translate that information by proactively participating in performing the procedures.

However, with the emergence of Covid-19, nursing schools and institutions took advantage of the currently available technology which is exhibited by integrating various mediums to still provide a quality nursing education such as video recorded return demonstrations and even the use of YouTube.

II. Objectives of the Study

General Objectives:

This study aims to determine the perceived effectiveness and satisfaction of simulated return demonstration on head-to-toe assessment among student nurses in a selected private university.

Specific Objectives:

Specifically, this study aims to:

1. Determine the age, sex, and academic performance of Student Nurses in a selected private university.
2. Determine the perceived effectiveness of simulated returned demonstration on head-to-toe assessment among student nurses in a selected private university.
3. Determine the satisfaction of simulated returned demonstration on head-to-toe assessment among student nurses in a selected private university.
4. Determine the relationship between the age, sex, academic performance, and perceived effectiveness of simulated returned demonstration on head-to-toe assessment among student nurses in a selected private university.
5. Determine the relationship between the age, sex, academic performance, and satisfaction on simulated returned demonstration on head-to-toe assessment among student nurses in a selected private university.

6. Determine the relationship between perceived effectiveness and satisfaction on Simulated Returned Demonstration on head-to-toe assessment among student nurses in a selected private university.

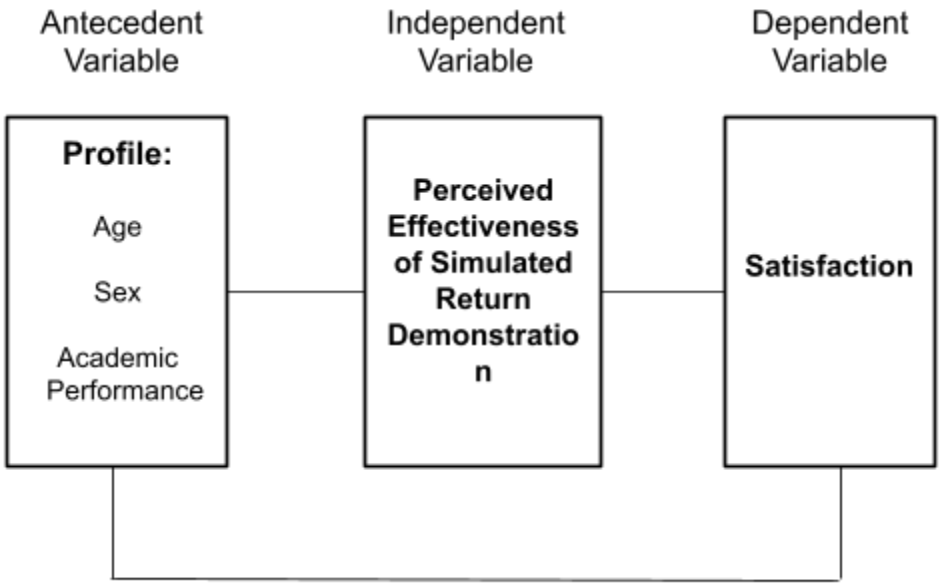
III. Hypotheses of the Study

1. There is no significant relationship between the age, sex, academic performance, and perceived effectiveness of simulated returned demonstration on head-to-toe assessment among student nurses in a selected private university.
2. There is no significant relationship between age, sex, academic performance, and satisfaction on simulated returned demonstration on head-to-toe assessment among student nurses in a selected private university.
3. There is no significant relationship between perceived effectiveness and students' satisfaction on simulated returned demonstration on head-to-toe assessment among student nurses in a selected private university.

IV. Conceptual Framework

Figure 1

Perceived Effectiveness and Satisfaction of Simulated Return Demonstration on Head-to-Toe Assessment among Student Nurses



V. Theoretical Framework

This study is anchored on the up following theories: The theory of Self Efficacy by Albert Bandura; the Theory of Theological Competency as Caring of Nursing by Rozanno Locsin; the Model to novice to expert by Patricia Benner, and the Experiential Learning Theory by Kolb.

Social Learning Theory by Albert Bandura highlights the significance of observing, modeling, and imitating the emotional responses, attitudes, and behavior of other people. It proposes that individuals acquire learning through observation, imitation, and reinforcement. This theory also examines the interaction between cognitive and environmental elements that affect human learning and behavior. In addition, the theory

conforms with classical conditioning and operant conditioning from the behaviorist learning theory. However, the social learning theory includes two key concepts that state: that mediating processes take place between the interaction of stimuli and responses and that observational learning is the process through which behavior is acquired from the environment. According to the theory, social learning occurs in four stages: attention, retention, reproduction, and motivation. In the attention stage, individuals must first focus on the behavior they are observing. This stage necessitates focus and concentration on the behavior of the model. In the retention stage, memory storage and cognitive processing are involved in which individuals are required to remember the behavior they have observed. In the reproduction stage, attempts to reproduce the observed behavior are made by the individual. This stage also involves thorough practice and refining of the behavior until it could be performed accurately. Lastly, the motivation stage requires the individual to have motivation as an adjuvant to perform a particular behavior. This stage involves reinforcement and punishment, social approval and disapproval, or other incentives.

In this study, simulated return demonstrations are associated with the model referred to in the theory in which the information through behaviors and demonstration of procedures are imitated by the nursing students, and their performance is reinforced through feedback. Nursing students undergo the four stages of social learning theory with the video of simulated return demonstrations serving as a medium for the nursing students to observe, remember, reproduce or imitate, and gain reinforcement with motivation in mind.

Rozanno Locsin's Theory of Technological Competency as Caring in Nursing focuses on technological knowledge in the context of the peaceful coexistence of nursing, technology, and caring. The "knowing persons" at the center of this practice

theory play crucial roles in participatory engagement, technology designing, and technological knowledge.

In high-tech contexts, it is expected that nurse satisfaction with applying theory-based nursing through technical knowledge would promote nurse retention.

In this study, the simulated return demonstration on head-to-toe physical assessment is expected to improve the performance and satisfaction of Level 4 nursing students of Central Philippine University. According to Nursing Education Today (2021), “another use of technology in nursing education is simulations with electronic, training manikins. Instructors can program the manikins to mimic scenarios nurses might see in clinical practice. Students can take vital signs and make decisions based on the manikin's symptoms. It is a safe environment where students can practice their critical thinking and decision-making skills, knowing the manikin would not stay dead if it dies”. Given the advanced technology available today to conduct simulated return demonstrations, it should hone the nursing student’s judgment on the clinical area and compensate for the experience that should be developed in the actual clinical setting.

Theory of Self Efficacy by Albert Bandura establishes self-efficacy as a person's opinion of his or her abilities, which has a big impact on ambition and outcome expectations. According to Bandura's self-efficacy theory, a person's motivations and choices can be influenced by how confident they are in their abilities.

One who has a high sense of self-efficacy fosters a positive mindset and experiences less stress. Conversely, a person who has a low sense of self-efficacy is less optimistic about possible outcomes such as academic performance and is more inclined to experience anxiety and depression.

The level of self-efficacy of nursing students is a beneficial factor in this study to determine the perception of their performance, and satisfaction. Self-efficacy accurately predicts motivation and behavior since it is based on feelings of control and confidence in oneself. It enables nursing students to reflect upon their performance and evaluate their competencies. Consequently, the nursing student's level of self-efficacy determines their self-confidence in the clinical area. In addition, self-efficacy influences the individual's selection of tasks, motivation, and commitment while accomplishing them.

The motivation and commitment to performing a task are also vital determinants of the outcome of the nursing student's perception of the effects of simulated return demonstration and their performance.

Model of novice to expert by Patricia Benner explains that the evolution of knowledge in different fields like nursing was through the growth of information through study and comprehension through clinical experience. As nursing students gain more experiences, their experiences serve as resources for their education.

Student nurses develop their skills and understanding through sound education and clinical exposure. In this study, a simulated return demonstration is used to depict an actual clinical scenario to hone student nurses' critical thinking and problem-solving skills. The satisfaction of Level 4 nursing students of Central Philippine University are assumed to be associated with or affected by simulated return demonstrations and expected to improve from novice to expert over time.

Experiential learning theory incorporates a wide range of cognitive styles and development issues. Students learning through simulations is related to Kolb's notion of experiential learning. Nursing students must observe, reflect and be open to experiences

that they can use to think critically in making decisions. Kolb (1981), stated that the student must exhibit four abilities to learn from experience: "(a) concrete abilities, (b) reflective observation, (c) abstract 14 conceptualization, and (d) active experimentation." During the active experimentation phase, where students are engaged in the simulation and put their abilities to use, they develop their confidence.

In this study, the satisfaction of Level 4 nursing students of Central Philippine University are assumed to be associated with or affected by his/her experiences through experimentation on simulated return demonstrations. Despite the sudden shift in the mode of learning, it is imperative that nursing students should enhance their skills in physical and psychosocial care through simulated return demonstrations. It is the experience in the clinical and simulated return demonstrations of the student nurses that facilitates the transition from a student nurse to a professional nurse.

In this study, **Perceived Effectiveness and Satisfaction on Simulated Return Demonstration on Head to Toe Assessment among Student Nurses in a Selected Private University** is assumed to be associated with or affected by his/her perception of individual competencies, technological knowing, and learning experience in the simulated return demonstration.

VI. Definition of Variables

Satisfaction. Satisfaction is a pleasant feeling that one would have after accomplishing a task that he or she set out to accomplish. Kanwar and Sanjeeva (2022) describe student satisfaction as an attitude coming from an evaluation of the student's educational experience, services, and facilities supplied by the school. A student's subjective cognitive evaluation of the value of their educational experience is known as educational satisfaction (Baker & Maupin, 2009). In this study, satisfaction is defined as the satisfaction and self-confidence of nursing students in their academic performance toward their simulated return demonstration. The level of satisfaction was scored by using a five-number linear scale with 1 denoting less satisfactory and 5 for very satisfactory.

Effectiveness. Being able to have an impact is what it means to be effective. According to Wojtczak (2002), effectiveness in the context of medical education is the degree to which a certain intervention, technique, regimen, or service, when applied in the field under normal conditions, achieves what it is intended to do for a particular population. It is a means to assess the efficacy of health services that aid in reducing the severity of a problem or improving a bad situation. In this study, effectiveness is defined as the perception of nursing students on how effective their educational resources are in developing their clinical nursing skills. Effectiveness was measured with the use of a five-number linear scale, with 1 denoting less effective and 5 as very effective.

***Return Demonstration*.** Return Demonstration is a method where student nurses apply what they have just learned that has been demonstrated by their clinical instructors. With these learning nursing procedures, return demonstration plays a great role in nursing practice (123Helpme, 2023). According to NANDA 2022, its goal is to point out relationships as they occur throughout a demonstration. These could be in the form of substance attributes, structure explanations, or procedural steps. This strategy is

widely employed in the teaching of science and nursing disciplines. In this study, return demonstration is defined as the head-to-toe physical assessment that was demonstrated by the participants to their respective clinical instructors.

Age. Age is the number of years a person has lived. The Australian Bureau of Statistics defines age as a person's age at a particular point in time. It is a calculation of how much time has passed between the date of birth and a specific moment, usually the day the data was gathered. In this study, age is defined as a description of an individual's development based on his/her biomarkers and is a response in the questionnaire.

Sex. The biological and physiological traits that distinguish between males and females in humans are referred to as sex. Eckert, et al., states that sex is a biological categorization based primarily on reproductive potential. In this study, sex is defined as the distinction between male and female respondents.

Academic Performance. Academic Performance is the measurement of student achievement across many academic topics. Teachers and school officials often assess achievement by classroom performance, graduation rates, and standardized test scores. (Regier 2011) stated that academic performance is critical for young people's successful growth in society. Students who perform well in school are better prepared to enter adulthood and attain occupational and economic success. In this study, academic performance is defined as the student's performance in school. It refers to the grades of students in the course Related Learning Experience and Health Assessment.

VII. Significance of the study

Nursing Students. This study would help them gain a better understanding of the effects of simulated return demonstration on their skills and abilities to become future nurses someday. As a result, the findings of this research could benefit student nurses by improving their perception of their competencies, enhancing student satisfaction with the educational process, and boosting student assurance in their capacity to use learned nursing techniques in a practical context.

Clinical Instructors and Administration. This study would provide clinical instructors and college administration with feedback on the possible revisions in the curriculum and the kinds of programs that should be offered to nursing students in order to help them enhance their nursing skills necessary to provide their future patients with quality health care.

Clientele. This study would help the clientele establish a friendly and trusting relationship with their healthcare providers, specifically nurses. Demonstrating confidence in performing the necessary skills to provide care and treatment would help clients more likely to trust their nurses despite that they were trained in virtual learning and having to depend on simulated return demonstrations.

Future Researchers. This would offer future researchers a baseline for their research study. Thus, this study would help them be equipped with knowledge about perceived effectiveness and satisfaction.

VIII. Scope and Limitation

This study which aimed to determine the perceived effectiveness of simulated return demonstration on head-to-toe assessment on the satisfaction of nursing students. This study covers the head-to-toe physical assessment return demonstration that was performed by the students during the duration of their stay in the nursing school. The researchers conducted a survey questionnaire which is given to the respondents online through Google Forms to answer.

This study was conducted from November 2023 to March 2024, academic year 2023-2024. The respondents of the study were Level 4 nursing students at Central Philippine University, College of Nursing. These consist of 169 student nurses. Descriptive-correlational research was used in order to determine the perceived effectiveness and satisfaction of nursing students with simulated return demonstration physically on head-to-toe physical assessment.

Chapter 2

Review of Related Literature

Age

A research conducted in Northern Tanzania found that age did not significantly influence clinical practice performance among nursing students. Instead, factors such as anxiety, effective supervision, and the learning environment played more substantial roles in influencing students' performance during clinical practice (Moshi et al., 2022).

Additionally, a study from the International Journal of Development Research discussed practical return demonstrations and suggested that while age itself may not directly impact performance, younger students might have an edge due to better adaptability and technological proficiency (Alo, 2017).

Sex

Lubbers and Rossman's (2017) study, "Satisfaction and self-confidence with simulation learning experiences among nursing students," looks into the factors that influence nursing students' satisfaction and self-confidence after participating in simulation-based learning. The study emphasizes that crucial components such as simulation scenario realism, feedback quality, and simulation alignment with learning objectives are critical in improving students' educational experiences. These elements have been demonstrated to have a substantial impact on students' satisfaction and confidence in their learning.

Importantly, the study found no significant differences in satisfaction ratings based on the gender of the students. This implies that when the simulation and feedback are of high quality, both male and female nursing students report similar levels of

satisfaction and self-confidence. The study emphasizes the significance of prioritizing the design and implementation of simulation activities to ensure that they are effective and helpful to all students, regardless of gender.

Academic Performance

Gunay & Kılınc (2018) conducted a study that showed student nurses frequently struggle to translate their academic knowledge into clinical practices and find the clinical knowledge and skills to be lacking. The study found that nursing students encountered a range of difficulties during clinical rotations. Collaboration between nursing educators, nurses, nursing schools, and hospital administration is necessary to address these problems and provide a clinical training environment that is effective.

The use of clinical simulation has significantly increased during the past 20 years. Currently, the primary method employed in the training of healthcare workers is this teaching-learning approach. Clinical simulation is aligned with educational theories that promote the use of experiential learning and is in line with emerging paradigms in education. It boosts executive functions and encourages the growth of psychomotor skills. This educational strategy can be used to teach various healthcare subjects and is especially useful when access to clinical settings is constrained. When attempting to lower the frequency of accidents linked to errors in clinical practice or in light of the present COVID-19 pandemic issue, this is particularly pertinent (Herrera-Aliaga and Estrada, 2022).

An extensive systematic review and meta-analysis of 16 articles was done by Jahanpour et al. (2021). The study showed that nursing students' clinical competency together with their knowledge, skills, and critical thinking, is positively impacted by digital simulation. The effectiveness of digital simulation to enhance students' satisfaction was

indicated in the study's results. Student satisfaction and perceived effectiveness are crucial factors to determine the success of teaching methods.

Perceived Effectiveness

Shin, Park, and Kim (2015) conducted a meta-analysis on the effectiveness of patient simulation in nursing education. Their findings supported the notion that academic performance is a significant predictor of student satisfaction with simulation-based learning. The meta-analysis revealed that students with strong academic backgrounds showed greater improvements in critical thinking and clinical decision-making skills during simulations. This enhanced performance is often accompanied by higher levels of satisfaction, as these students are more capable of making connections between their theoretical knowledge and practical application.

Return Demonstration

Magnetico (2017) stated that the amount of time that students spend in hospitals has started to decrease due to clinical simulation, and professors are unsure if the time is giving students the same advantages as a real clinical situation.

In the study of Sawaya (2021) on Simulation-Based Medical Education, learners in specialties where managing time-sensitive, infrequent, and highly morbid circumstances is expected of them should pay particular attention to simulation-based medical education. In order to assure exposure, educators can use simulation to deliver a minimal number of simulated events during training. Simulated experiences can also help residents get ready for uncommon clinical situations when they do happen.

The use of practical return demonstration enhances nursing students' competency in the transition learnt theory into the delivery of care to patients in the actual clinical setting. According to Pingue-Raguini et al, (2020), return demonstration

provides nursing students with the opportunity to practice nursing procedures, and evaluate learning outcomes, problem-solving, and reasoning objectives. One of the most significant advantages and benefits of nursing skills demonstration-based learning is the safe training environment, which gives nursing and other medical specialties the chance to experience and practice frequently and repeatedly before engaging in real-life clinical practice, thereby lowering the risk of making medical errors.

According to Alo (2017), there is an improvement in the performance of student nurses in the hospital once they were exposed to practical return demonstrations in the skills laboratory. The application of learnt theory to the provision of care to actual patients in a real clinical setting would be significantly enhanced by the use of laboratory demonstrations of nursing skills.

The experiences of nursing students in a range of experiential learning strategies, such as Practical Return Demonstration, is an efficient way for them to gain knowledge, psychomotor abilities, and morals needed to become excellent nurse practitioners. Because of the Practical Return Demonstration (PRD), students were able to apply what they had learned from class discussions to the fullest extent possible; as a result, their understanding of nursing care was strengthened and students' confidence in providing care to their patients has improved. Students also believed that PRD had improved their psychomotor skills because of their ability to coordinate when administering a specific treatment (Alo, 2017).

The baccalaureate program is designed to prepare a competent, self-directed, general practitioner of nursing who can assume increasing responsibility and leadership in the delivery of nursing care for individuals, families, groups, communities, and societies. According to the findings of Alo's study from 2017, nursing students understand the value of practical return demonstration in the development of excellent clinical nursing practice. The student nurses' continued involvement in various

experiential learning strategies, such as Practical Return Demonstration, is an efficient way for them to get the necessary information, psychomotor abilities, and values needed to become exceptional nurse practitioners.

Devi (2019) defined skill as the capacity to carry out nursing procedures like a head-to-toe examination or a Leopold maneuver that includes an abdominal examination, as measured by a structured rating scale, to achieve the desired effect, as demonstrated by gain-in-skill scores. Videos aid in memorization of the palpation procedures, but they cannot allow for the sense of touch required to recognize the fetal parts. In a conventional demonstration, the teacher looked at the fetal parts to help students comprehend. The clinical demonstration cannot be replaced, however, video-assisted instruction can be utilized in place of the more common bedside demonstration. It is possible to perform further research using a variety of instructional techniques. Combining several teaching strategies might result in a wealth of learning opportunities.

Head-to-toe assessment is one of the fundamental skills for nursing students. Feingold et al. (2018) conducted a study showing that higher skill proficiency was observed in students who participated in simulation-based head-to-toe assessment training compared to those who underwent traditional lecture-based learning. This finding underscores the effectiveness of simulations in teaching essential clinical skills.

The realism of the simulation, facilitator expertise, and student engagement are factors that influence the perceived effectiveness of educational interventions. Blum et al. (2010) highlight the importance of realism in simulations, noting that high-fidelity simulations were more likely to be perceived as effective by students because they closely mimic real-life scenarios.

Satisfaction

According to Gebreheat, G., et al. (2022), accelerated teaching on different platforms has been brought about by the COVID-19 pandemic. The use of digital simulation can enhance student nurses' learning, boost their confidence, and lessen their fear. Digital simulation offers a cutting-edge method for educating students to handle urgent and critical situations in a timely manner because clinical placements involve unpredictable exposure to clinically significant occurrences.

For Ayaz and Ismali (2021), in certain situations, the simulation would be helpful and boost learner confidence. Through simulation, students and residents can hone their clinical abilities in a risk-free setting. Bizarre worldwide disasters offer chances to investigate simulation as a useful training tool.

Clinical simulation enhances clinical practice, critical thinking, communication, and nursing knowledge, as well as clinical decision-making, self-assurance, and satisfaction. (Omer, 2015). Clinical virtual simulation has been made possible by advancements in health simulation technologies, according to the study of Padilha et al. (2019). Clinical reasoning might be improved initially and over time with the use of clinical virtual simulation in nursing education, and nursing students' satisfaction with the educational process could also increase.

Warren et al (2016) involved High-fidelity simulation is increasingly being used in healthcare education programs (HFS). Numerous studies have shown that HFS enhances student satisfaction and learning outcomes in undergraduate nursing programs. It was conducted using the Joanna Briggs Institute's systematic review technique. The majority of research compared HFS to conventional classroom lectures or online learning. Only two studies used primary care simulations; the majority of the study scenarios included high acuity and infrequent events that occurred in acute care settings.

Utilization of both virtual reality and standardized patients to analyze nursing students' clinical performance and satisfaction levels were studied by Yang et al. (2021). As indicated by both digital simulation methods, effective students' clinical performance were noted as enhanced. Higher satisfaction on VR simulation than standardized patients were reported by nursing students. Contributions to the higher satisfaction levels were hypothesized by researchers to be reported by students drawn more into the engaging and immersive nature of virtual reality simulations. Insights into the effectiveness and satisfaction of different digital simulation methods were provided by the findings of the study, which is deemed valuable in nursing education.

Simulation-based education offers a safe and controlled environment for students to practice and hone their skills, becoming a cornerstone in the nursing curricula. Study findings by Kim et al. (2016) reveal that significant improvement in clinical competence and confidence levels is noted in simulation-based learning. The hands-on nature of simulations allows students active learning to engage in, thereby enhancing their practical skills and retention of knowledge.

Terzioglu et al. (2016) highlighted the importance of deliberate practice in varied instructional environments for the development of nursing students' competency. Such practice not only enhances psychomotor and communication skills but also reduces anxiety levels and increases satisfaction. These findings underscore the significance of competency development in ensuring patient safety and the well-being of healthcare workers.

Student satisfaction is a critical metric for evaluating the success of educational interventions. Hayden et al. (2014) reported that nursing students expressed high levels of satisfaction with simulation-based learning, specifying the hands-on experience, realistic scenarios, and the opportunity to apply theoretical knowledge in practice as key factors contributing to their satisfaction.

The design and execution of simulations play an important role in determining student satisfaction. Parker and Myrick (2010) found in their study that well-structured simulations that are integrated into the curriculum and aligned with learning outcomes lead to higher student satisfaction. Elements such as clear instructions, supportive educators, and realistic scenarios are important for a positive learning experience.

Previous educational experiences also play a role in how students perceive and benefit from simulations. Baptiste (2011) found that students with prior healthcare experience or higher levels of education were more likely to perceive simulations as effective and reported higher satisfaction levels. These students often have a better foundational knowledge, which enhances their engagement and learning outcomes in simulations.

Effective integration of simulation into nursing curricula requires careful planning and alignment with educational goals. Gaba (2007) proposed several best practices, including the use of standardized patients, scenario-based learning, and continuous assessment to ensure that simulations meet the learning needs of students. Successful implementation of these practices leads to improved learning outcomes and higher student satisfaction.

The long-term benefits of simulation-based training extend beyond immediate skill acquisition. A longitudinal study by Thomas et al. (2014) demonstrated that students who underwent regular simulation training during their nursing education were better prepared for real-world clinical challenges and showed greater professional competence and confidence in their early careers. This underscores the lasting impact of simulation on nursing practice.

In a study entitled "Clinical Teaching Strategies in Nursing," of Oermann and Gaberson (2014), explore the use of return demonstrations, in which students observe and then recreate clinical procedures to develop practical skills and confidence. While

these demonstrations are beneficial for teaching psychomotor skills, Oermann and Gaberson point out that there is limited evidence relating them to higher academic performance. Academic success in nursing requires a wide range of capabilities in addition to clinical skills, such as theoretical knowledge, critical thinking, and problem-solving abilities, all of which are influenced by study habits, intrinsic motivation, and cognitive ability. Oermann and Gaberson emphasize that academic achievement is influenced by a variety of factors, not just clinical skills. Effective study habits, intrinsic motivation, cognitive abilities, and a supportive learning environment are all important factors in students' academic success.

Billings and Halstead (2015) investigate several teaching approaches in "Teaching in Nursing: A Guide for Faculty," which includes return demonstrations for assessing clinical skills. They emphasize that return demonstrations are helpful for hands-on skill instruction and building student confidence in clinical situations. However, the authors point out that the effect of return demonstrations on academic success is not extensively documented.

According to Billings and Halstead, a variety of criteria determine academic performance in nursing, including theoretical understanding, critical thinking, and the ability to integrate and apply knowledge. Return demonstrations may not directly boost these areas of academic performance. While return demonstrations are valuable for practical skill development, a holistic approach that encompasses multiple teaching modalities is necessary to achieve overall academic success.

Blum, Borglund, and Parcells (2010) explored the impact of high-fidelity nursing simulation on student self-confidence and clinical competence. Their study demonstrated that simulation-based learning significantly improved students' confidence levels and clinical skills. The use of high-fidelity simulations allows students to engage in realistic clinical scenarios, providing valuable hands-on experience in a safe and controlled

environment. This study underscores the importance of incorporating simulation-based learning into nursing curricula to enhance student learning outcomes.

Foreign Studies

The focus of healthcare professionals' perceptions of digital health competence, according to Jarva et al. (2022), is the capacity to deliver patient-centric care by assessing the necessity and potential for implementing digital health services in conjunction with more conventional techniques. Jarva, et al. recommended a solid foundation for digital health research, but future research should emphasize the illuminating elements that influence the development of digital health competence.

Distance learning is becoming the primary method of instruction for nursing students due to the COVID-19 pandemic's current state of urgency. The students begin the new normalcy after months of adjusting to the confinement conditions and implementing online teaching methods.

In the Spanish study on nursing students' experiences after the rapid switch from classroom instruction to online learning during the first month of confinement due to COVID-19, The e-learning imposes additional constraints on older students who have responsibilities to their families and jobs, live in rural areas, and have limited access toward electronic resources. Although in-person instruction is preferred, internet instruction has made it possible to replace theory while simultaneously highlighting the value of clinical experiences in nursing students' education. Online learning goes beyond just taking classes online (Ramos-Morcillo, A. J., et al.,2020).

Simulation is referred to as a method utilized to “substitute or augment the real experience with guided activities that imitate the key elements of the real world in a dynamic and interactive way. (Gaba, 2007, p.126). According to the study conducted by Koukourikos et al., (2021), one of the main issues with nursing education is the

disconnect between theory and practice. Nursing students face difficulties while trying to put their theoretical knowledge into practice because it is a universal problem. Learning becomes more challenging due to the disconnect between theory and practice, and a lack of nursing principles limits a student's ability to transition into the nursing profession. This is achieved by having a solid grasp of healthcare science, which successfully combines nursing theory and practical skills. A teaching strategy that moves in this direction is simulation. The study revealed that the integration of virtual simulation into the education process presents opportunities for students to train skills and clinical experience as it is an environment where they can practice without putting the patient’s safety at risk. Simulation-based education increases the satisfaction of nursing students with the learning process while enhancing their comfort and self-confidence in their performance.

The use of digital simulation allows nursing students the opportunity to practice their clinical skills in preparation for real-world scenarios. Through this simulation, nursing students' decision-making and critical thinking skills are enhanced. According to Beuk (2021), in nursing education, digital simulation provides many different activities which include patient simulators, role-playing, and real-life virtual clinical environment. New and seasoned nurses are trained in true-to-life clinical scenarios with the aid of simulation-based educational interventions. This provides adequate knowledge, would save patients' lives, and prevent them from causing danger due to malpractices. Utilizing the digital simulation enables both the nurses and student nurses to practice handling uncommon emergencies and life-threatening situations. This simulation-based program helps by providing feedback. By incorporating digital simulation into the nursing curriculum, student nurses and nurses can practice often, learn on their own, and use different learning methods.

In the clinical setting, newly graduated nurses struggle to provide safe nursing care to their patients because they lack the critical thinking skills, self-confidence, and competency to give high-quality care (Alharbi et al., 2022). As it should be, when caring for patients, nursing students need to be confident. The current study conducted by Alharbi et al., (2022), confirmed that after their human patient simulation experience, the students were satisfied and gained self-confidence. Furthermore, providing objectives before the digital simulation increased the student's self-confidence and satisfaction.

The study conducted by Alqurashi and Alhojailan (2021) aimed to examine the effectiveness of digital simulation-based learning in nursing education. To determine how technology-enabled learning activities impact nursing students' contentment and views on usefulness, an analytical synthesis and quantitative summary of relevant investigations was performed by the scholars. A significant increase in the nursing students' satisfaction and perceptions of clinical skill development effectiveness was brought about by Digital simulation-based learning. The findings of the study reveals particularly significant because digital simulation-based learning was demonstrated as an efficient method for nursing education. This research can be used by nursing educators and curriculum developers as a helpful reference in seeking to integrate innovative and effective instructional approaches into their programs.

Fernández-Alemán et al.'s (2021) studied an effective teaching technique in nursing education that is referred to as digital simulation. 38 studies were utilized in a systematic review revealed that a positive impact on students' satisfaction with their educational experience has been noted with digital simulation, and recognition of their perceived effectiveness in developing their clinical skills was noted. As student nurses practice their skills in a controlled, immersive environment prior to real-life clinical experience, digital simulation enables a cost-effective and safe approach to strengthen the students' confidence and competency. Some advantages identified by digital

simulation compared to traditional approaches are immediate feedback, promotion of active learning, and use of cost-effective materials and equipment. It was concluded that clinical skills, knowledge, and self-assurance of nursing students are augmented and implies that a promising tool for nursing education is utilized, which is digital simulation. The findings of the study reveals digital simulation-based learning as an effective and innovative approach to nursing education.

Future studies recommend incorporation of comprehensive research designs and evaluation of the long-term outcomes of digital simulation on clinical skills and patient outcomes of student nurses. Standardized guidelines and best practices developed for utilization of digital simulation in nursing education were requested to ensure consistency and quality across higher educational institutions. Overall, the study brings the attention of digital simulation as a valuable teaching approach in nursing education, enhancing students' clinical skills, knowledge, and confidence in a safe and cost-effective manner.

Integration of digital simulation with face-to-face on-campus simulation in the nursing education system is highly recommended by the current literature. The use of digital simulation can enhance student nurses' knowledge acquisition, boost their confidence, and lessen their anxiety, according to research findings from Geberheat et al. (2022). Digital simulation offers a cutting-edge method for educating students to handle urgent and critical situations in a timely manner because clinical placements involve unpredictable exposure to clinically significant occurrences. More crucially, by enabling in-depth discussion and reflective practical dialogues, the blending of self-paced learning with facilitated synchronous debriefing enhances students' learning experiences. As a result, students can continue honing their simulation skills at any time, anywhere, and at their own speed utilizing any electronic device in a secure setting.

Also, as global internet penetration increases, digital simulation would become a collaborative and affordable part of simulation in low- and middle-income nations.

According to Díaz-Guio, et al. (2021). Online-synchronized clinical simulation: an efficient teaching-learning option for the COVID-19 pandemic time that despite the COVID-19 pandemic's promotion of social isolation and online conference-based learning, student satisfaction levels tend to decline. Online-synchronized simulation is a productive substitute for traditional health sciences teaching and learning in the new normal. It allows for the training and development of non-technical skills as well as the improvement of declarative knowledge in medical students without having to raise costs or sacrifice the learners' perception of realism. It's crucial to perform a sufficient briefing, give cases more time, and conduct structured debriefing in order to achieve this. Having said that, it is recommendable that in a face-to-face modality, the procedural aspects be complemented in the simulation centers with the appropriate biosafety protocols.

Experiential educators work under the premise that: educational goals can be effectively met by letting the learner’s educational experience through practical return demonstration to let them assimilate and be influenced by the educational process. They also typically are aware that experiences alone are not inherently good for learning (Smith, 2001). As a result, experiential learning aims to put together groups of experiences that are supportive of educational objectives (Kolb, 1984). Nursing students were able to use what they had learned in class in real-life scenarios and practice procedures in the laboratory. Continued experience in a range of health organizations, if appropriate, is the way to achieve progressively competent performance as the student advances in understanding the interrelatedness of the numerous concepts and abilities required to plan and administer nursing care.

The nursing baccalaureate program is made to prepare a competent, self-directed general practitioner of nursing who can take on increasing levels of

responsibility and leadership in the provision of nursing care to people, families, organizations, communities, and societies.

The use of video in nursing education classes provides an easy, innovative, and user-friendly way to engage today's nursing students. Video presentations can be easily adapted into nursing courses at any level, whether a fundamental course for undergraduate students or a theoretical foundations course for graduate students. Increasingly, nursing students enter nursing programs experienced in the latest communication technologies and knowledgeable about various media offerings.

A critical component of the learning process in simulations is feedback. A study by Cantrell (2008) emphasized that immediate and constructive feedback during simulation significantly enhances students' perceived effectiveness of the learning experience. Feedback gives knowledge of the students' strengths and areas for improvement, promoting a more effective learning environment.

Eccles and Wigfield's (2002) article delves into the theoretical framework of motivational beliefs, values, and goals. It explores how individuals' beliefs about their abilities, the importance of tasks, and their goals influence their motivation and engagement in educational activities. This theoretical perspective provides insights into understanding students' attitudes and behaviors toward learning, which can be relevant in the context of nursing education.

Hayden et al. (2014) conducted a comprehensive longitudinal study that examined the impact of simulation-based learning in prelicensure nursing education. The study replaced traditional clinical hours with simulation experiences and assessed the outcomes in terms of student competence and preparedness for clinical practice. This study provides valuable evidence supporting the effectiveness of simulation as a substitute for traditional clinical training, highlighting its potential to enhance nursing education.

Cantrell (2008) emphasized the critical role of debriefing in clinical simulations. Debriefing sessions provide students with opportunities for reflection, feedback, and discussion following simulation exercises. By engaging in debriefing sessions, students can gain insights into their performance, identify areas for improvement, and integrate new knowledge and skills. Cantrell's study highlights the importance of incorporating debriefing practices into simulation-based learning activities to maximize learning outcomes and promote student growth.

A study by Dearmon et al. (2013) examined the effectiveness of simulation-based orientation for baccalaureate nursing students preparing for their first clinical experience. The researchers found that students with higher academic performance not only exhibited greater clinical competence but also reported higher satisfaction levels with the simulation-based orientation. This increased satisfaction can be attributed to their ability to understand and apply the theoretical principles they have learned in the classroom. These students are more adept at recognizing the relevance of simulation exercises to real-world clinical situations, which enhances their engagement and perceived value of the training.

Synthesis

This study discusses the use of digital health competence and clinical simulation in nursing education. Jarva et al. (2022) focus on the importance of delivering patient-centric care by integrating digital health services with conventional techniques. In this modern world, using advanced technological methodologies combined with clinical simulation produces a powerful combination.

The use of digital simulation has become a huge contributing factor in helping students, especially during the breakthrough of the unexpected COVID-19 pandemic. Distance learning, specifically online classes, has become the primary mode of education since face-to-face classes are initially strictly prohibited and highly discouraged. Integration of digital health services in nursing education plays a role in the advancement of clinical techniques.

Clinical simulation enhances clinical practice, critical thinking, communication, and nursing knowledge. Collaboration between nursing educators, nurses, nursing schools, and hospital administrations is one of the ways to address students' needs when they find themselves having difficulties in translating their academic knowledge into clinical practice. It also improves clinical decision-making and self-assurance. Simulation-based education increases the satisfaction of nursing students in terms of the learning process while enhancing comfort and gaining self-confidence in their performances. Moreover, the use of practical return demonstration in nursing education enhances students' competency in applying learned theories to patient care in clinical settings, providing them with opportunities to practice procedures, evaluate learning outcomes, and develop problem-solving skills. Practical return demonstration along with experiential learning strategies such as video-assisted instruction contributes to the acquisition of knowledge, psychomotor abilities, and values necessary for nursing students to become competent and confident practitioners in the future. The combination

of various teaching strategies including educational videos from the internet and clinical demonstrations, can create a rich learning environment that facilitates skill development and enhances students' understanding of nursing care. Through the help of digital learning and the application of conventional techniques, students are able to learn and gain confidence in both clinical and critical situations.

The reviewed literature highlights the significant role of simulation-based education in enhancing nursing students' skills, confidence, and satisfaction. Factors such as the realism of simulations, the quality of feedback, and the integration of simulations into the curriculum are critical for perceived effectiveness and satisfaction. Sociodemographic variables also influence these outcomes, suggesting the need for tailored educational approaches. These insights provide a strong foundation for understanding the dynamics of simulated return demonstrations and their impact on nursing education.

Chapter 3

Methodology

Research Design

The completion of questionnaires to be distributed to the respondents was done. The research design utilized in this study was descriptive-correlational. Its goal was to elucidate and recognize the relationship between variables without establishing a cause-effect relationship.

Relationships between variables were analyzed after collecting the data of profile, perceived effectiveness, and satisfaction from the sample. The focus of attention was to not manipulate or control the variables but to delineate the relationship and patterns between them.

To examine common relationships in an actual setting, a descriptive-correlational research design is used. This research design let researchers look into the extent and direction of relationships between the antecedent, dependent, and independent variables. It also allowed researchers to evaluate the strength of relationships, and whether defined variables predicted or analyzed others.

The data collection method that was used in this descriptive-correlational research included survey questionnaires. Statistical techniques, such as correlation analysis, regression analysis, and factor analysis, were employed to analyze the data and identify relationships between variables.

Study Population and Sampling

The target population of this study was 169 out of the 300 Level 4 Nursing Students of Central Philippine University in the Academic Year 2023-2024.

In this study, random sampling was utilized to gather a sample size of the level 4 nursing students enrolled in the course Related Learning Experience, which had clinical simulation.

Slovin's Formula:

$$n = \frac{N}{1 + Ne^2}$$

Where:

n = sample size

N = population size

e = margin of error

Solution:

n =?

N = 300 - 6 = 294

e = 5% or 0.05

$$n = \frac{294}{1 + 294(0.05)^2}$$

$$n = \frac{294}{1 + 294\ (0.0025)}$$

$$n = \frac{294}{1 + 0.74}$$

$$n = \frac{294}{1.74}$$

$$n = 168.96 \sim 169$$

Description of Study Participants Inclusion/ Exclusion Criteria

The participants that are chosen were based on the following criteria:

1. A Level 4 nursing student of Central Philippine University for Academic Year 2023-2024.
2. Those who have completed the Health Assessment Nursing Subject.
3. Those who have experience with simulated return demonstration as an educational method for learning head-to-toe assessment.
4. Are willing to participate in the study and sign the informed consent.

The following are excluded:

1. Those who are not a Level 4 nursing student of Central Philippine University for Academic Year 2023-2024.
2. Those who have not completed the Health Assessment Nursing Subject.
3. Those who have no experience with simulated return demonstration as an educational method for learning head-to-toe assessment.
4. Are not willing to participate in the study and sign the informed consent.

Research Instrument

The questionnaire was researcher-made and validated by experts which was handed in person and online through Google Forms. This survey measured the dependent variable, which was the sense of satisfaction among students. The questionnaire employed a likert scale that measured from numbers 1 to 5 for effectiveness and satisfaction respectively, with 1 denoting very low extent, 2 low extent, 3 moderate extent, 4 high extent, and 5 very high extent, reflecting their perceived effectiveness and satisfaction after the procedures were performed. The academic performance of the respondents was measured after obtaining their grades on their Related Learning Experience and Health Assessment subject. The questionnaire included questions that address (a) the effectiveness of every procedure in the head-to-toe physical assessment performance checklist, and (b) the satisfaction of the student nurses on every step of the head-to-toe physical assessment return demonstration. The simulation's coverage of all required skills and students' confidence in their ability to execute these skills were both taken into account when calculating student satisfaction and perceived effectiveness. The instrument's reliability was determined using Cronbach's alpha, which utilizes a satisfaction value of 0.94. A three-part structured questionnaire is being used here.

Part one brings about the socio-demographic data, including age, sex, and academic performance. Academic performance inquired on the grade that the students obtain in their Health Assessment nursing subject during the second semester, school year 2020-2021. The researchers created this section to have the ability to analyze the interactions between satisfaction and demographic variables.

Part two Perceived Effectiveness Survey. This part included questions that aim to gather opinions and perceptions of the participants on simulated return demonstration of Head-to-toe Physical Assessment. Items were based on common practices in survey design and the questions included are commonly used in research studies related to perceived effectiveness.

Part three covers Satisfaction on Simulated Return Demonstration among Student Nurses. The questions assess students' satisfaction following the simulation session. Cronbach's alpha was also used. Using a Likert Scale, parts two and three of the survey gauge participants' levels of effectiveness and satisfaction with the claims.

Ethical Considerations

Seeking approval from the RERB office

Prior to the conduct of the study, the researchers sought approval and suggestions from the Research Ethics Review Board (RERB) office of the Central Philippine University (CPU). The permission certificate was obtained. Ethical guidelines such as voluntary participation, informed consent, anonymity, privacy, and confidentiality were observed by the researchers throughout the conduct of the study.

Risk Assessment

The potential physical, social, psychological, and legal harm of the study was identified as negligible. If there was any, the participants would wish not to disclose any sensitive experience. The participants were provided with information about the nature of the questionnaire and their responses were kept confidential.

Benefit Assessment

This study can benefit nursing students in gaining a better understanding of the effects of simulated return demonstration on their skills and abilities to become future nurses someday. It would also benefit Clinical Instructors for the possible revisions in the curriculum and the kinds of programs that should be offered to nursing students in order to help them enhance their nursing skills necessary to provide their future patients with quality health care. For the recipient of care, this would help them to establish a friendly and trusting relationship with their healthcare providers, specifically nurses. And lastly, for the future researchers, this would set as a baseline knowledge for their research study.

Withdraw Criteria of Participants

The respondents' participation was entirely voluntary. If they choose not to participate or to withdraw from the study, they could do so without penalty or other consequences.

Anonymity and Confidentiality of Respondents

The anonymity and confidentiality were all maintained by nondisclosure of the participants' names and identities in the data collection, analysis, and reporting of research findings and results. Privacy and utmost confidentiality must be adhered to before, during, and after the conduct of the study. All collected data were solely used for the fulfillment of the study and other purposes it would do best.

Disposal of Research Material or Data

The electronic copies were stored in a computer that only the researchers had access to for five years and would be destroyed/deleted at the end of this study.

Voluntary, Non-coercive recruitment of Respondents

Prior to data collection, the voluntary participation of the respondents was prompted, which in accordance with research ethics, offers them a choice to accept or reject being respondents, and are free to opt in or out of the study at any period of time. An agreement to participate was obtained after a clear and thorough explanation of the research and data collection process. A written consent form stating the individuals' permission to participate in the study was completed and secured. The said participants were adequately informed on the nature, purpose, objectives, and procedures behind the study using a cover letter attached to the front of each questionnaire.

Incentives or compensation of participants

After the respondents successfully answered the questionnaire, no token incentives or compensation were given to the participants.

Disclosure or Declaration of Potential Conflicts of Interest

We, the researchers of Central Philippine University, hereby declared that we had no financial, personal, or professional interests that could potentially present a conflict of interest in the research conducted for this study. This commitment to transparency ensures the integrity and objectivity of the research findings. This statement had been reviewed and approved by the [Relevant Institution or Ethics Committee] to ensure compliance with ethical research standards.

Dissemination Plan

The result of the study was shared with our research adviser and research panel. The research study would be deleted/destroyed after 5 years.

Provision for study-related injuries and Psychosocial Support

This study carried a low risk to participants, as all data collection was performed through surveys and there are no interventions or procedures that pose potential risks to the participants. In the case of study-related injuries, the CPU clinic is available to provide immediate medical attention, a school counselor would also be available to provide immediate emotional support.

Validity of Instruments

The following activities established the instrument's content and face validity:

1. An extensive literature review on the satisfaction of nursing students with their clinical learning experience, particularly with simulated return demonstrations, was conducted.
2. An impartial expert opinion was used to determine face validity. Copies of the questionnaires were sent to three clinical and academic nursing specialists. They assessed the questionnaire based on a checklist that includes items on the standards of clarity, relevance, simplicity, breadth, appropriateness, length, and completion time.

Comments received from the experts and students were the basis of the minor revisions to be made to the questionnaire.

Reliability of Instruments

Content reliability was evaluated through a pilot test, administering the questionnaire survey to 30 student nurses. It was assessed based on length, appropriateness, breadth, clarity, relevance, simplicity, and finishing time. By meticulously examining these parameters, the researchers ensured a comprehensive evaluation of the reliability of their instrument.

Data Collection

Data collection was conducted via in person and online surveys, specifically Google Forms. There have been roughly 8 hours of clinical simulation practice for BSN students. Each student was given a link to the study questionnaire online after finishing their simulation session. The survey collected information about each student's satisfaction perception. In this study, it is important to note that no compensation was provided to participants for their involvement, ensuring that the responses were driven solely by intrinsic motivation and not influenced by external incentives.

Upon the completion of data collection, the researcher input the data into the spreadsheet for data analysis for the dependent variable. Data cleaning took place to ensure the validity of all data. No data was out of context or missing from this research study. Descriptive statistics was done on the dependent variable for each data set when data cleaning is finished. Tables provided access to descriptive statistics, such as the mean, median, mode, standard deviation, and range.

Following the completion of descriptive statistics, a correlational analysis was used to assess the degree of the linear relationship between the variables of the study. Results indicating positive value for correlation coefficient, indicates positive correlation,

which refers if the perceived effectiveness increases, the perceived satisfaction increases as well.

Data Processing and Statistical Analysis

Data collected were analyzed through the Data Analysis tool, SPSS, with guidance and help from a statistician. Descriptive Analysis and Correlation was used to determine the significant relationships between variables.

Chapter 4

Results and Discussion

Chapter four delves into the comprehensive examination of the perceived effectiveness and satisfaction of simulated return demonstration on head-to-toe assessment among student nurses within a specific private university in Iloilo. This chapter summarizes the completion of efforts aimed at addressing various objectives. Firstly, it investigates the encompassing age, sex, and academic performance, among student nurses. Furthermore, this chapter explores the intricate relationships between demographic factors and both perceived effectiveness and satisfaction levels. By elucidating these layers, the chapter attempts to provide an understanding of the efficacy and satisfaction of simulated return demonstration as a pedagogical tool in nursing education.

Sociodemographic factors on nursing students such as age, sex, and academic performance were important in determining the perceived effectiveness and satisfaction of simulated return demonstration on head-to-toe assessment. A total of 169 respondents from level 4 nursing students in selected private universities participated in our study. The following graph shows the distribution of respondents in terms of age, sex and academic performance.

Sociodemographic Data

Table 1 shows the personal characteristics of the participants by age, sex, and academic performance. The data reveals that the majority of the respondents were aged 22 years old, 69.2% or 117 out of 169 respondents, 23 years old, 22.5% or 38 out of 169 respondents, 21 years old, 7% or 8 out of 169 respondents, 24 years old, 3% or 5 out of 169 respondents, and 25 years old 0.6% or 1 out of 169 respondents. In terms of sex,

more than 81.7% or 138 out of 169 respondents are females compared to males that are only 18.3% or 31 out of 169 respondents. In terms of academic performance, 37.9% of respondents had a grade of 1.75, while 30.2% of respondents had a grade of 1.5. This figure also depicts that 14.2% of respondents had a grade of 2.0, while 11.8% of respondents had a grade of 1.25, which is the lowest grade amongst all respondents.

Table 1

Profile of Respondents in terms of Age, Sex and Academic Performance

Profile of Respondents	*f*	*%*
Age		
21	8	4.7
22	117	69.2
23	38	22.5
24	5	3.0
25	1	0.6
Sex		
Male	31	18.3
Female	138	81.7
Academic Performance		
1-1.5	76	45.0
1.51-1.75	64	37.9
1.76-2.5	29	17.2
Total	**169**	**100.0**

Perceived Effectiveness of Simulated Return Demonstration on Head-to-Toe Assessment

The perceived effectiveness and satisfaction of the simulated return demonstration on the Head-to-Toe Assessment among respondents was measured on a Likert scale, characterized by assigning them a level of perceived extent: with 'very high extent', 'high extent', 'moderate extent', 'low extent', and 'very low extent' as the rating categories. A specific set of criteria was used to determine the extent of the perceived effectiveness and satisfaction. This allowed the researchers for a standardized assessment of the respondents' perceptions on effectiveness and satisfaction based on a predefined criterion.

Mean Score	Description
4.21 - 5.0	**Very High Extent**
3.41 - 4.20	**High Extent**
2.61 - 3.40	**Moderate Extent**
1.81 - 2.60	**Low Extent**
1.00 - 1.80	**Very Low Extent**

Table 2 indicates the respondents' level of perceived effectiveness simulated return demonstration on head-to-toe assessment. The overall results indicated that similar levels of effectiveness were observed among the respondents. 2 out of 31 questions had effectiveness rated as “very high extent” based on the criteria established by the researchers, while 29 questions were rated as effective to a “high extent”. These

results suggest that the simulated return demonstration on head-to-toe assessments was perceived as effective among the respondents, conveying the importance of the role of head-to-toe assessments in the medical setting.

The results of this study, similar to the study by Alqurashi and Alhojailan (2021), indicate that digital clinical simulation-based learning is an effective method of delivering knowledge in nursing practice. The study conducted by Alqurashi and Alhojailan (2021) investigated the effectiveness of digital simulation-based learning in nursing education, exploring its impact on nursing students' contentment and perceptions of clinical skill development effectiveness. A synthetic analysis and quantitative summary of relevant investigations were used to gather evidence. As supported by the results, this study suggests that digital simulation-based learning resulted in a significant increase in nursing students' satisfaction and perceptions of effectiveness in developing clinical skills, pointing towards it as an efficient method for nursing education. This research can serve as a helpful reference in integrating innovative and effective instructional approaches into nursing programs.

The systematic review by Fernández-Alemán et al. (2021) investigated the effectiveness of digital simulation in nursing education, focusing on students' satisfaction and perceived effectiveness in developing clinical skills. A systematic review of 38 studies showed that digital simulation positively impacts students' satisfaction with their educational experience and enhances their perception of developing clinical skills. The study concluded that digital simulation is cost-effective, safe, and an effective tool for nursing education, with benefits such as immediate feedback, promoting active learning, and using cost-effective materials and equipment. The results provided in the study, which indicates that most of the respondents had a "high extent" rating for the effectiveness of digital simulation-based learning, are in line with the findings of

Fernández-Alemán et al's study, as it shows that most of the respondents perceived the effectiveness of the digital clinical simulation to be generally high.

The table result indicates that there was a high perceived effectiveness of the simulation activity, with multiple factors influencing this perception. One of the factors mentioned in Blum et al.'s study (2010) is the realism of the simulation. High-fidelity simulations, which closely mimic real-life scenarios, were found to be more effectively perceived by students compared to low-fidelity simulations. This suggests that the simulation activity in this study was perceived as highly realistic and effective, likely contributing to the high scores in Table 2.

Cantrell's (2008) study highlights the critical importance of feedback in the simulation-based learning process. Immediate and constructive feedback during simulations helps students to perceive the learning experience as more effective. The feedback provides knowledge of students' strengths and areas for improvement, thereby promoting a more effective learning environment. The table result shows the students perceived the simulation activity as highly effective which was consistent with the study. Thus, it can be inferred that the high perceived effectiveness of the simulation activity discussed in the table might also be due to using constructive feedback during simulation. This would allow students to better understand their performance and identify areas where they can potentially improve.

The study conducted by Yang et al. (2021) compared the effectiveness of virtual reality (VR) simulation and standardized patient (SP) methods in analyzing nursing students' clinical performance and satisfaction levels. The results showed that both methods enhanced the students' clinical performance, but VR simulations were found to have higher satisfaction levels among the students due to their immersive and engaging

nature. The findings of this study suggest that VR simulations are an effective and satisfying method for nursing education.

The results of Table 2, indicate that the respondents perceived the simulated return demonstration on head-to-toe assessment as highly effective. This finding is supported by the study conducted by Feingold et al. (2018), which showed that students who participated in simulation-based head-to-toe assessment training demonstrated higher skill proficiency compared to those who underwent traditional lecture-based learning. This suggests that simulations are an effective way to teach essential clinical skills, highlighting the importance of incorporating hands-on experience in nursing education.

Table 2

Perceived Effectiveness of Simulated Return Demonstration on Head-to-Toe Assessment among Respondents

Item	Extent of Effectiveness (%)					
	Low	Moderate	High	Very High	Mean	Description
3. I am sure that I have always washed my hands before starting the assessment and always provide privacy.	0.0	2.4	22.5	75.1	4.73	Very High
5. I can confidently do my gloves before starting the assessment.	0.0	4.1	39.2	56.2	4.52	Very High
17. I can confidently palpate the brachial, ulnar and radial pulses	0.6	17.2	46.2	36.1	4.18	High

and assess for the capillary refill during assessments.						
29. I do not forget to inspect the lower extremities and in palpating for edema, skin temperature, capillary refill time, muscle size, and tone of legs and feet.	0.6	19.5	49.1	30.8	4.10	High
18. I know how to test the ROM of the wrist and test rapid alternating movements of hands during an assessment.	1.2	22.5	42.0	34.3	4.09	High
23. I know where to pinch to assess mobility and turgor during physical assessment.	0.0	25.4	40.8	33.7	4.08	High
10. I know the purpose of why I should inspect the external nose and how to check the patency of airflow through the nostrils.	0.6	20.1	56.2	23.1	4.02	High
16. I am confident on how to palpate the tenderness, swelling and temperature of the shoulder and arm properly and perform the range of motion test of the shoulders and elbows.	1.2	24.3	50.9	23.7	3.97	High
30. I can palpate for pulses (femoral, popliteal, posterior tibial and dorsalis pedis)	1.8	29.6	40.8	27.8	3.95	High

confidently during physical assessment.						
31. I know and confidently perform the testing of ROM of hips, knees and ankles during an assessment.	0.6	32.0	39.6	27.8	3.95	High
6. I can efficiently examine the client's head, hair, and face for symmetry facial features, expressions, and skin conditions.	0.0	28.4	49.1	22.5	3.94	High
1. I Am confident that I know and gather the equipment needed in assessing a body system.	0.6	28.4	48.5	22.5	3.93	High
8. I can confidently inspect the external eye structure, pupils for equality of size, shape, and reaction to light and perform the visual acuity test.	1.8	24.9	51.5	21.9	3.93	High
11. I can easily inspect the client's lips, teeth, gums and how hard and soft palate for color and integrity by asking to open their mouth wide using a tongue blade and penlight.	1.2	27.8	49.1	21.9	3.92	High
13. On the assessment of the neck, I always inspect the neck	2.4	24.3	52.1	21.3	3.92	High

for lesions, masses, swelling and I know how to test its range of motion.						
2. I am confident that I can explain the procedure and its purpose to my client concisely.	0.6	27.8	52.1	19.5	3.91	High
4. I am able to gather accurate information on the client's general appearance including posture/gait, hygiene/grooming, body/breath odor, and signs of distress and document findings accurately.	1.2	27.2	54.4	17.2	3.88	High
9. I can easily inspect, palpate the external ear and mastoid process.	3.0	27.8	50.3	18.9	3.85	High
7. I know where and how to palpate the temporal arteries and look for tenderness, swelling, and crepitation when examining the client's temporomandibular joint.	1.8	33.1	47.3	17.8	3.81	High
25. I can confidently auscultate heart sounds, rate, and rhythm during physical assessment.	3.0	36.1	38.5	22.5	3.80	High
24. I can confidently palpate, auscultate and inspect the apical pulse and the apex, left sternal	2.4	34.3	46.2	17.2	3.78	High

border and base of the heart for any abnormal pulsations during physical assessment.						
12. I always inspect clients tonsils and tongue for color, size and exudates during physical assessment.	1.2	34.3	50.9	13.6	3.77	High
22. I am confident in noting for the quality and pattern of respiration and in observing the intercostal spaces during physical assessment.	2.4	34.9	46.2	16.6	3.77	High
15. On the assessment of the neck, I always inspect and palpate carotid arteries as well as auscultating for bruit.	3.6	33.7	46.7	16.0	3.75	High
28. I can feel the aortic pulse confidently during an assessment.	3.0	37.3	42	17.8	3.75	High
19. On the assessment of the posterior and lateral chest, I know that it is effective to inspect the configuration of the scapulae and chest wall as well as to note the posture and use of accessory muscle during breathing.	3.6	37.3	43.8	15.4	3.71	High

26. During the assessment of the abdomen, I always inspect the overall abdomen, aortic pulsations or peristaltic waves as well as in auscultating for bowel sounds.	3.0	40.8	40.8	15.4	3.69	High
27. I know where to percuss and palpate over four abdominal quadrants for masses, liver, spleen and kidneys for enlargement and irregularities effectively.	4.7	37.9	43.2	14.2	3.67	High
14. I am confident that I know the location and how to palpate the lymph nodes, trachea and thyroid gland for visible enlargement and masses.	5.9	36.7	43.2	14.2	3.66	High
21. I can effectively percuss and auscultate the posterior chest and how to properly inspect the anteroposterior diameter of the chest, slope of ribs and color during assessment.	4.7	45.0	40.8	9.5	3.55	High

20. I can easily palpate for tenderness, sensation, crepitus, masses, and how to evaluate the chest expansion at level T9 and T10 during assessment.	9.5	46.2	37.9	6.5	3.41	High

Perceived Satisfaction of Simulated Return Demonstration on Head-to-Toe Assessment

Table 3 defines the level of perceived satisfaction with simulated return demonstration on head-to-toe assessment among respondents. The results of the perceived satisfaction of simulated return demonstration on head-to-toe assessment among respondents survey indicated a considerable degree of satisfaction amongst the respondents. 2 out of the 31 questions imply a satisfaction of a “very high extent” based on the criteria established by the researchers, and 29 out of 31 questions are of “high extent” of satisfaction. The findings demonstrated simulated return demonstration on head-to-toe assessment as successful in meeting the needs and expectations of the respondents and implied that the utilization of head-to-toe assessments, results ultimately in their overall satisfaction.

The study conducted by Alharbi et al. (2022) found that nursing students who participated in a human patient simulation experience gained self-confidence in providing care for their patients. Additionally, providing objectives before the simulation increased the students’ self-confidence and satisfaction. Based on the results, Table 3 indicated that the simulated return demonstration was generally satisfactory among the nursing students. The researchers' criteria indicated that 2 out of 31 questions had a

“very high extent” of satisfaction, while 29 had a “high extent”. The findings of this study were inclined with the study mentioned above. It can be inferred that the simulated return demonstration on head-to-toe assessment has met the needs and expectations of the respondents and was ultimately yielding overall satisfaction due to the inclusion of objectives prior to the digital simulation.

The study conducted by Yang et al. (2021) aimed to analyze nursing students' clinical performance and satisfaction levels when utilizing both virtual reality and standardized patients. The results of Table 3 are consistent with the findings of the study conducted by Yang et al. (2021). Both digital simulation methods, i.e. virtual reality and standardized patients, enhanced the clinical performance of the nursing students. However, the study found that the satisfaction level of the nursing students was higher in virtual reality simulation compared to standardized patients. This is attributed to the immersive and engaging nature of virtual reality simulations, which draws students more into the simulation and enhances their satisfaction. Overall, the study provided valuable insights into the effectiveness and satisfaction of different digital simulation methods in nursing education.

The results provided in table 3 demonstrate that there was a high level of satisfaction among the respondents in the simulated demonstration of head-to-toe assessment. This finding corroborates with the study conducted by Jahanpour et al. (2021), which found that digital simulation has a positive impact on nursing students' clinical competency, knowledge, skills, and critical thinking. Furthermore, the study by Jahanpour et al. also indicates that digital simulation can enhance students' satisfaction and perceived effectiveness, thus playing an important role in ensuring the success of teaching methods.

The results of Table 3 indicate that the respondents perceived the simulated return demonstration on head-to-toe assessment as successful in meeting the student nurses' needs and expectations, also indicating the satisfaction of respondents with the activity. Similarly, the study conducted by Hayden et al. (2014) reported that nursing students expressed high levels of satisfaction with simulation-based learning, attributing factors such as hands-on experience, realistic scenarios, and the opportunity to apply theoretical knowledge in practice as key contributing factors to their satisfaction. These findings underline the effectiveness of simulation-based learning in meeting the needs and expectations of nursing students and ultimately resulting in overall satisfaction.

Table 3

Perceived Satisfaction of Simulated Return Demonstration on Head-to-Toe Assessment among Respondents

Item	Extent of Satisfaction (%)						
	Very Low	Low	Moderate	High	Very High	Mean	Description
3. How satisfied are you in washing your hands before starting the assessment and always providing privacy?	0	0	10.1	29.6	60.4	4.50	Very High
5. How satisfied are you in gloving before starting the assessment.	0	1.2	10.7	42.0	46.2	4.33	Very High
17. How satisfied are you in palpating the brachial, ulnar and radial pulses and assess	0	.6	22.5	45.6	31.4	4.08	High

for the capillary refill during assessments?							
23. To what extent are you satisfied with what you know where to pinch to assess mobility and turgor during physical assessment?	0	0	27.8	37.9	34.3	4.07	High
4. How satisfied are you in gathering accurate information on the client's general appearance including posture/gait, hygiene/grooming, body/breath odor, and signs of distress and document findings accurately.	0	0	26	45	29	4.03	High
29. Rate your satisfaction as a student in inspecting the lower extremities and palpating for edema, skin temperature, capillary refill time,, muscle size and tone of legs and feet.	0	0	28.4	43.8	27.8	3.99	High
18. How satisfied are you with your performance in testing the ROM of the wrist and test rapid alternating	0	0	30.2	44.4	25.4	3.95	High

movements of hands during an assessment?							
1. Rate your satisfaction with the process of assembling/gathering equipment to the body system/region being assessed?	0	1.2	28.4	46.2	24.3	3.93	High
31. To what extent are you satisfied in performing the test of ROM of hips, knees and ankles during an assessment?	0	1.2	31.4	40.8	26.6	3.93	High
8. Are you satisfied with your performance in inspecting the external eye structure, pupils for equality of size, shape, and reaction to light and perform the visual acuity test?	0	1.2	30.8	44.4	23.7	3.91	High
2. To what extent are you satisfied with the explanation of the procedure, the reason behind it, and how you can cooperate during the assessment?	0	1.8	27.2	50.3	20.7	3.90	High

10. How satisfied are you with your performance in inspecting the external nose and checking the patency of airflow through the nostrils?	0	1.8	30.2	45	23.1	3.89	High
16. As a student nurse, how satisfied are you in palpating the tenderness, swelling and temperature of the shoulder and arm properly and performing the range of motion test of the shoulders and elbows?	0	1.2	33.1	43.8	21.9	3.86	High
6. To what extent are you satisfied in examining the client's head, hair, and face for symmetry facial features, expressions, and skin conditions?	0	0	34.3	46.2	19.5	3.85	High
30. As a student nurse how satisfied are you in your performance in palpating for pulses (femoral, popliteal, posterior tibial and dorsalis pedis) confidently during physical assessment?	0	0.6	37.9	38.5	23.1	3.84	High

11. How satisfied are you in inspecting the client's lips, teeth, gums and how hard and soft palate for color and integrity by asking to open the client's mouth wide using a tongue blade and penlight.	0	1.2	34.9	43.2	20.7	3.83	High
7. Rate your satisfaction as student nurse on where and how you palpate the temporal arteries and look for tenderness, swelling, and crepitation when examining the client's temporomandibular joint.	0	1.2	36.1	46.7	16.0	3.78	High
9. How satisfied are you in palpating the external ear and mastoid process?	0	2.4	34.9	45	17.8	3.78	High
12. How satisfied are you in inspecting clients tonsils and tongue for color, size and exudates during physical assessment?	0	2.4	33.7	47.3	16.6	3.78	High
13. On the assessment of the neck, are you satisfied with your performance in inspecting the neck for	0	1.2	39.6	40.2	18.9	3.77	High

lesions, masses, swelling and knowing how to test its range of motion?							
25. As a student nurse how satisfied are you in auscultating heart sounds, rate, and rhythm during physical assessment	0	1.8	40.2	37.3	20.7	3.77	High
15. On the assessment of the neck, are you satisfied with your performance in inspecting and palpating carotid arteries as well as auscultating for bruit?	0	1.2	36.7	48.5	13.6	3.75	High
22. How satisfied are you in your performance in noting for the quality and pattern of respiration and in observing the intercostal spaces during physical assessment?	0	2.4	37.9	44.4	15.4	3.73	High
28. As a student nurse, how satisfied are you in palpating the aortic pulse during an assessment?	0.6	1.8	39.6	40.2	17.8	3.73	High
14.To what extent are you satisfied in knowing the location and palpating the	0	3	40	42	14.8	3.69	High

lymph nodes, trachea and thyroid gland for visible enlargement and masses.							
24. .How satisfied are you in your performance in palpating, auscultating and inspecting the apical pulse and the apex, left sternal border and base of the heart for any abnormal pulsations during physical assessment?	0	4.1	42.6	36.1	17.2	3.66	High
26. During the assessment of the abdomen, are you satisfied with your performance in inspecting the overall abdomen, aortic pulsations or peristaltic waves as well as in auscultating for bowel sounds	0	1.8	46.7	37.3	14.2	3.64	High
19. On the assessment of the posterior and lateral chest, are you satisfied with your performance in inspecting the configuration of the scapulae and chest wall as well as to note the posture and use of	0	1.8	46.2	39.1	13	3.63	High

accessory muscle during breathing?							
27. To what extent are you satisfied in percussing and palpating over four abdominal quadrants for masses, liver, spleen and kidneys for enlargement and irregularities effectively?	0	3.6	43.2	40.8	12.4	3.62	High
21. How satisfied are you with your performance in percussing and auscultating the posterior chest and how to properly inspect the anteroposterior diameter of the chest, slope of ribs and color during assessment?	0	5.9	44.4	39.6	10.1	3.54	High
20. As a student nurse, how satisfied are you in palpating for tenderness, sensation, crepitus, masses, and how to evaluate the chest expansion at level T9 and T10 during assessment?	0	9.5	46.2	34.3	10.1	3.45	High

Relationship between Profile and Effectiveness

Table 4 shows the relationship between the profile in terms of age, sex, academic performance and effectiveness on Head-to-Toe Return Demonstration of nursing students.

Age and effectiveness. The null hypothesis was not rejected since the gamma coefficient of 0.117 was less than the significant difference of 0.399 which suggests a weak and non-significant positive relationship

A research conducted in Northern Tanzania found that age did not significantly influence clinical practice performance among nursing students. Instead, factors such as anxiety, effective supervision, and the learning environment played more substantial roles in influencing students' performance during clinical practice (Moshi et al., 2022).

Additionally, a study from the International Journal of Development Research discussed practical return demonstrations and suggested that while age itself may not directly impact performance, younger students might have an edge due to better adaptability and technological proficiency (Alo, 2017).

Sex and effectiveness. Table 4 shows the relationship between Sex and Effectiveness on Head -to-Toe Return Demonstration of nursing students. The null hypothesis was not rejected since Cramer's V 0.114 is less than the significant difference of 0.335 which suggests a weak and non-significant positive relationship.

Kelly et al. (2016) have indicated that while there may be differences in learning preferences and approaches between male and female nursing students, these differences do not necessarily translate into significant variations in perceived effectiveness of simulation-based learning activities.

Furthermore, research by Blum et al. (2010) found that male and female nursing students demonstrate similar levels of self-confidence and clinical competence following

participation in high-fidelity nursing simulations. This suggests that gender may not be a significant factor in determining the effectiveness of simulation-based learning experiences.

The weak and non-significant positive relationship between sex and effectiveness suggests the fact that both male and female respondents expressed different levels of effectiveness. This finding underscores the importance of considering individual differences and preferences in simulation-based learning rather than focusing solely on gender differences.

Academic performance and effectiveness. Table 4 shows the relationship between academic performance and the perceived effectiveness of head-to-toe return demonstration among student nurses. The null hypothesis was not rejected since the gamma coefficient of -0.127 was less than the significant difference of 0.241. The gamma coefficient shows a weak negative association between academic performance and the perceived effectiveness of head-to-toe return demonstration among student nurses.

In a study entitled "Clinical Teaching Strategies in Nursing," of Oermann and Gaberson (2014), explore the use of return demonstrations, in which students observe and then recreate clinical procedures to develop practical skills and confidence. While these demonstrations are beneficial for teaching psychomotor skills, Oermann and Gaberson point out that there is limited evidence relating them to higher academic performance. Academic success in nursing requires a wide range of capabilities in addition to clinical skills, such as theoretical knowledge, critical thinking, and problem-solving abilities, all of which are influenced by study habits, intrinsic motivation, and cognitive ability. Oermann and Gaberson emphasize that academic achievement is influenced by a variety of factors, not just clinical skills. Effective study habits, intrinsic

motivation, cognitive abilities, and a supportive learning environment are all important factors in students' academic success.

Billings and Halstead (2015) investigate several teaching approaches in "Teaching in Nursing: A Guide for Faculty," which includes return demonstrations for assessing clinical skills. They emphasise that return demonstrations are helpful for hands-on skill instruction and building student confidence in clinical situations. However, the authors point out that the effect of return demonstrations on academic success is not extensively documented.

According to Billings and Halstead, a variety of criteria determine academic performance in nursing, including theoretical understanding, critical thinking, and the ability to integrate and apply knowledge. Return demonstrations may not directly boost these areas of academic performance. While return demonstrations are valuable for practical skill development, a holistic approach that encompasses multiple teaching modalities is necessary to achieve overall academic success.

According to Bandura's Theory of Self-Efficacy, high levels of self-efficacy among nursing students can foster a positive mindset, leading to greater confidence in their abilities to perform well in simulated return demonstrations. This confidence can result in lower levels of stress and anxiety, allowing students to approach the assessments with optimism and determination. Conversely, students with lower self-efficacy may doubt their abilities, leading to increased anxiety and a negative outlook on their performance.

Furthermore, according to Bandura's theory, self-efficacy influences motivation and behavior. Nursing students with high self-efficacy are more likely to be motivated and committed to performing well in simulated return demonstrations, as they believe in their ability to succeed. This motivation and commitment can contribute to higher levels of perceived effectiveness and satisfaction with the assessments.

Table 4

Relationship between Profile and Effectiveness

Profile	Effectiveness							
	3.65 or below		3.66-4.15		4.16 or above		Total	
	f	%	f	%	f	%	f	%
Age								
21 to 22	44	35.2	45	36.0	36	28.8	125	100.0
23 to 25	11	25.0	20	45.5	13	29.5	44	100.0
Gamma = 0.117 (Not significant at 0.05 level) Sig = 0.399								
Sex								
Male	10	32.2	15	48.4	6	19.4	31	100.0
Female	45	32.6	50	36.2	43	31.2	138	100.0
Cramer's V = 0.114 (Not significant at 0.05 level) Sig = 0.335								
Academic Performance								
1.0 to 1.5	21	27.6	31	40.8	24	31.6	76	100.0
1.51 to 1.75	22	34.4	25	39.1	17	26.6	64	100.0
1.76 to 2.5	12	41.4	9	31.0	8	27.6	29	100.0
Gamma = -0.127 (Not significant at 0.05 level) Sig = 0.241								

Relationship between Profile and Satisfaction

Table 5 shows the relationship between profile in terms of age, sex, academic performance and satisfaction on Head-to-Toe Return Demonstration of nursing students.

Age and satisfaction. The null hypothesis was not rejected since the gamma coefficient of 0.121 was less than the significant difference of 0.370 which suggests a weak and non-significant positive relationship.

A research conducted in Northern Tanzania found that age did not significantly influence clinical practice performance among nursing students. Instead, factors such as anxiety, effective supervision, and the learning environment played more substantial roles in influencing students' performance during clinical practice (Moshi et al., 2022).

Additionally, a study from the International Journal of Development Research discussed practical return demonstrations and suggested that while age itself may not directly impact performance, younger students might have an edge due to better adaptability and technological proficiency (Alo, 2017).

According to Patricia Benner, Novice to Expert Theory, this result could indicate that the level of satisfaction with the simulations is more closely tied to the students' progression along the novice to expert continuum rather than their age. In other words, regardless of their age, students who are further along in their nursing education and clinical experience may have higher levels of satisfaction due to their increased competence and confidence in performing clinical tasks.

Overall, the weak and non-significant positive relationship between age and satisfaction suggests that other factors, such as clinical experience and level of

education, may have a stronger influence on students' perceptions of satisfaction with simulated return demonstrations in the selected private university.

Table 5

Relationship between Profile and Satisfaction

Profile	Satisfaction						Total	
	3.6 or below		3.61-4.10		4.11 or above			
	f	%	f	%	f	%	f	%
Age								
21 to 22	50	40.0	39	31.2	36	28.8	125	100.0
23 to 25	12	27.3	20	45.5	12	27.3	44	100.0
Gamma = 0.121 (Not significant at 0.05 level) Sig = 0.370								
Sex								
Male	11	35.5	14	45.2	6	19.4	31	100.0
Female	51	37.0	45	32.6	42	30.4	138	100.0
Cramer’s V = 0.115 (Not significant at 0.05 level) Sig = 0.324								
Academic Performance								
1.0 to 1.5	24	31.6	28	36.8	24	31.6	76	100.0
1.51 to 1.75	26	40.6	22	34.4	16	25.0	64	100.0
1.76 to 2.5	12	41.4	9	31.0	8	27.6	29	100.0
Gamma = -0.120 (Not significant at 0.05 level) Sig = 0.265								

Sex and satisfaction. Table 5 shows the relationship between Sex and Satisfaction on Head-to-Toe Return Demonstration of nursing students. The null hypothesis was not rejected since the gamma coefficient of 0.115 is less than the significant difference of 0.324 which suggests a weak and non-significant positive relationship.

Lubbers and Rossman's (2017) study, "Satisfaction and self-confidence with simulation learning experiences among nursing students," looks into the factors that influence nursing students' satisfaction and self-confidence after participating in simulation-based learning. The study emphasizes that crucial components such as simulation scenario realism, feedback quality, and simulation alignment with learning objectives are critical in improving students' educational experiences. These elements have been demonstrated to have a substantial impact on students' satisfaction and confidence in their learning.

Importantly, the study found no significant differences in satisfaction ratings based on the gender of the students. This implies that when the simulation and feedback are of high quality, both male and female nursing students report similar levels of satisfaction and self-confidence. The study emphasizes the significance of prioritizing the design and implementation of simulation activities to ensure that they are effective and helpful to all students, regardless of gender.

According to the Theory of Self-Efficacy by Albert Bandura, which emphasizes individuals' beliefs in their abilities to perform specific tasks and achieve desired outcomes. In the context of the study on simulated return demonstrations among student nurses, self-efficacy could influence how satisfied individuals feel with their performance.

The weak and non-significant positive relationship between sex and satisfaction suggests that gender may not significantly impact satisfaction levels with simulated return demonstrations. However, Bandura's theory suggests that individuals' beliefs in their abilities, regardless of gender, could still influence their satisfaction.

Therefore, Bandura's Theory of Self-Efficacy can provide insights into how individual beliefs about their abilities may shape satisfaction levels in the context of simulated return demonstrations among student nurses, despite the non-significant relationship between sex and satisfaction.

Academic performance and satisfaction. Table 5 shows the relationship between Academic Performance and Satisfaction on Head-to-Toe Return Demonstration of nursing students. The value of Gamma is -0.120, suggesting a weak negative association between academic performance and satisfaction. However, with an approximate significance level of 0.265, this association is not statistically significant.

Previous educational experiences also play a role in how students perceive and benefit from simulations. Baptiste (2011) found that students with prior healthcare experience or higher levels of education were more likely to perceive simulations as effective and reported higher satisfaction levels. These students often have a better foundational knowledge, which enhances their engagement and learning outcomes in simulations .

The Model of Novice to Expert by Patricia Benner, describes how individuals progress through levels of proficiency in a skill, from novice to expert, through education and clinical experience. In the context of the study on simulated return demonstrations among student nurses, academic performance could be seen as reflective of the students' stage along the novice to expert continuum.

The weak negative association between academic performance and satisfaction suggests that there may be a trend where higher academic performance is slightly associated with lower satisfaction with simulated return demonstrations. However, this association is not statistically significant, indicating that it may not be a reliable predictor of satisfaction levels.

Relationship between Perceived Effectiveness and Perceived Satisfaction

Table 6 shows the relationship between Effectiveness and Satisfaction of nursing students is directly proportional. The results suggest a very strong positive association between the effectiveness and satisfaction levels of the Head-to-Toe Return Demonstration. The Gamma coefficient as indicated in the tables shows 0.985 with an asymptotic standard error of 0.007. That is to say, as the perceived effectiveness of the return demonstration increases, the level of satisfaction among the nursing students increases as well, and vice versa. The 30.543 Gamma coefficient further adds to the strength of this relationship. To add, the p-value of 0.000 indicates that this association is highly statistically significant, this suggests that the relationship is not because of random chance but likely reflects an actual relationship between the variables.

The strong positive association between effectiveness and satisfaction coincides with theoretical frameworks in education and psychology. According to the expectancy-value theory of Eccles & Wigfield (2002), individuals are more likely to participate in activities and show higher levels of satisfaction when they perceive them as effective in achieving desired outcomes. In the nursing education context, students are expected to be more satisfied with learning experiences, such as the Head-to-Toe Return Demonstration, when they perceive them as effective in enhancing their clinical skills and knowledge.

Comprehensively, the results signifies that there is a strong and positive correlation between the perceived effectiveness and satisfaction with the Head-to-Toe Return Demonstration among nursing students. These findings highlight the importance of establishing that return demonstration is not only effective in imparting necessary skills but also satisfies the students' expectations and needs, contributing to their overall related learning experience and participation.

For Ayaz and Ismali (2021), in certain situations, the simulation would be helpful and boost learner confidence. Through simulation, students and residents can hone their clinical abilities in a risk-free setting. Bizarre worldwide disasters offer chances to investigate simulation as a useful training tool.

Clinical simulation enhances clinical practice, critical thinking, communication, and nursing knowledge, as well as clinical decision-making, self-assurance, and satisfaction. (Omer, 2015). Clinical virtual simulation has been made possible by advancements in health simulation technologies, according to the study of Padilha et al. (2019). Clinical reasoning might be improved initially and over time with the use of clinical virtual simulation in nursing education, and nursing students' satisfaction with the educational process could also increase.

Warren et al (2016) involved High-fidelity simulation is increasingly being used in healthcare education programs (HFS). Numerous studies have shown that HFS enhances student satisfaction and learning outcomes in undergraduate nursing programs. It was conducted using the Joanna Briggs Institute's systematic review technique. The majority of research compared HFS to conventional classroom lectures or online learning. Only two studies used primary care simulations; the majority of the study scenarios included high acuity and infrequent events that occurred in acute care settings.

An extensive systematic review and meta-analysis of 16 articles was done by Jahanpour et al. (2021). The study showed that nursing students' clinical competency together with their knowledge, skills, and critical thinking, is positively impacted by digital simulation.

The effectiveness of digital simulation to enhance students' satisfaction was indicated in the study's results. Student satisfaction and perceived effectiveness are crucial factors to determine the success of teaching methods.

Theory of Self-Efficacy by Albert Bandura, emphasizes individuals' beliefs in their abilities to perform specific tasks and achieve desired outcomes. In the context of the study on simulated return demonstrations among student nurses, self-efficacy could play a significant role in both effectiveness and satisfaction levels.

As perceived effectiveness of the return demonstration increases, it is likely that students who have higher levels of self-efficacy feel more confident in their abilities to perform the assessment accurately and thoroughly. This increased confidence could lead to higher levels of satisfaction with their performance.

Conversely, students with lower levels of self-efficacy may perceive the return demonstration as less effective, leading to lower satisfaction levels. Bandura's theory suggests that individuals' confidence in their abilities directly influences their motivation, behavior, and ultimately, their satisfaction with their performance.

Therefore, Bandura's Theory of Self-Efficacy provides a valuable framework for understanding the strong positive association between effectiveness and satisfaction in the context of simulated return demonstrations among student nurses, highlighting the importance of confidence and belief in one's abilities in achieving positive outcomes and satisfaction.

Table 6

Relationship between Perceived Effectiveness and Perceived Satisfaction

Effectiveness	Satisfaction						Total	
	3.6 or below		3.61-4.10		4.11 or above			
	f	%	f	%	f	%	f	%
3.65 or below	53	96.4	2	3.6	0	0.0	55	100.0
3.66 to 4.15	9	13.8	50	76.9	6	9.2	65	100.0
4.16 or above	0	0.0	7	14.3	42	85.7	49	100.0

Gamma = 0.985 (Significant at 0.05 level) Sig = 0.000

Chapter 5

Summary, Conclusions and Recommendations

Summary

The COVID-19 pandemic has led to a widespread shift from traditional face-to-face classes learning to an online nursing education. This transition has affected clinical simulation which is an important aspect of nursing education with the emergence of online simulation. This shift shows a change in nursing education with both challenges and opportunities for nursing students and the educators.

The researchers conducted the study to determine the Perceived Effectiveness and Satisfaction of Simulated Return Demonstration on Head-to-Toe Assessment among Student Nurses in a Selected Private University. The respondents of the study were Level 4 nursing students at Central Philippine University, College of Nursing. These consist of 169 student nurses. This study covers the head-to-toe physical assessment return demonstration that was performed by the students during the duration of their stay in the nursing school.

This study utilized a descriptive-correlational research in order to determine the perceived effectiveness and satisfaction of nursing students with simulated return demonstration physically on head-to-toe physical assessment. The researchers conducted a survey questionnaire using the Likert scale which was given to the respondents online through Google Forms. This survey measured the dependent variable, which is the sense of satisfaction among students. Phi and Cramer's V was used for the statistical analysis, on the other hand, descriptive statistics such as frequencies, percentages, means, and standard deviations were also used.

Findings

Based on the descriptive statistical analysis, the study findings point out that:

1. In terms of **Age**, the study reveals the age range is within 21 to 25 years old, with the majority aged between 22 and 23 years old.
2. In terms of **Sex**, the study reveals that the student nurse population is mostly women.
3. With regard to **Academic Performance,** the respondents range from 1.25 to 2.0, with a grade point average of 1.75 and 1.5 respectively.
4. With regard to **Perceived Effectiveness,** the study demonstrates a generally high level of effectiveness among participants. This is consistent with existing literature on simulation-based learning, where high-fidelity simulations are correlated with increased perceived effectiveness (Blum et al., 2010). Furthermore, the findings exhibit a significant level of satisfaction among participants with performing head-to-toe assessments. This recommends that participants perceive the effectiveness and use of the procedure and are overall satisfied with its application, in accordance with the literature on student satisfaction in simulation-based learning (Hayden et al., 2014).
5. There is no significant relationship between age and effectiveness, This indicates previous research saying that age may not significantly influence the effectiveness of simulation-based learning (Jeffreys, 2012).
6. There is no significant relationship between sex and effectiveness. This is consistent with findings suggesting that gender has minimal impact on perceived effectiveness in simulation-based learning (Kelly et al., 2016).
7. There is no significant relationship between academic performance and effectiveness, This suggests that while students with lower academic

performance may find the practice slightly less effective, other factors likely take part in a more important role in perceived effectiveness (Goh & Kim, 2019).

8. In terms of **satisfaction,** the study reveals a weak and not significant positive relationship between age and satisfaction. This suggests that as there may be differences in satisfaction levels across age groups, overall satisfaction with the simulation remains high regardless of age.
9. There is no significant relationship between sex and satisfaction, indicating that in spite of differences in satisfaction levels between male and female respondents, most show satisfaction with the simulation.
10. Moreover, There is no significant relationship between academic performance and satisfaction, This implies that while there may be slight changes in satisfaction levels based on academic performance, overall satisfaction remains high in all performance levels.
11. Lastly, with regards to **Perceived effectiveness and satisfaction,** study findings demonstrate there is a strong and positive relationship of the head-to-toe return demonstration among level 4 student nurses. This significant association suggests that as perceived effectiveness improves, satisfaction levels with the demonstration also increase, and vice versa. This supports the notion that perceived effectiveness is closely linked to satisfaction in simulation-based learning (Thomas et al., 2014). Overall, the study findings provide valuable insights into the perceived effectiveness and satisfaction of simulated return demonstration on head-to-toe assessment among student nurses, highlighting the importance of effective simulation-based learning experiences in nursing education.

Conclusion

Based on the data analysis and findings, the researchers concluded that:

1. There was no significant relationship between the age, sex, academic performance, and perceived effectiveness of simulated returned demonstration on head-to-toe assessment among student nurses in a selected private university.
2. There was no significant relationship between the age, sex, academic performance, and satisfaction on simulated returned demonstration on head-to-toe assessment among student nurses in a selected private university.
3. There was a significant relationship between perceived effectiveness and students' satisfaction on simulated returned demonstration on head-to-toe assessment among student nurses in a selected private university.

Recommendations

The findings of this study showed that student nurses perceived the head-to-toe assessment of return demonstration as effective which improved their level of satisfaction. Thus, the researchers recommend the following:

1. *Nursing students.* The findings of this study serve as a foundation in performing head-to-toe assessments in the improvement of their level of satisfaction. To optimize their learning and skills, nursing students are encouraged to engage in hands-on practice with realistic scenarios integrating simulation-based learning experiences. In addition, nursing students are encouraged to use supplementary materials including demonstration videos, online learning materials, textbooks or written checklists to reinforce learning and prepare assessment at their own

pace. Further, implementation of a system for ongoing evaluation and feedback during head-to-toe assessment return demonstrations is of importance in optimizing student learning. Nursing students shall be able to identify their areas of strength and areas for improvement. Monitoring of progress and adjusting necessary strategies for a more efficient and effective learning experience will also be made possible.

2. *Clinical instructors.* They shall possess an extensive understanding of the strengths and weaknesses exhibited by the nursing students during the simulated return demonstration on head-to-toe assessment. Thorough analysis of the findings of this study implies that the nursing professors are encouraged to tailor their approach in performance evaluation with focus on the improvement of the fundamental skills of nursing students. Integration of structured and regular practice sessions into their lesson plan are encouraged for clinical instructors. This offers individualized feedback and performance evaluation which adapts to each nursing student's learning needs. In case of students who exhibit poor performance in return demonstrations, instructors should focus on individual skill improvement including a role model approach, adding guided practice sessions, skill drills and utilization of simulation exercises.
3. *Parents*. The findings of this study will serve as an awareness to the challenges faced by the nursing students and how the simulated head-to-toe return demonstration affects their satisfaction and level of performance. Thus, for the parents, it is very essential to offer support and encouragement to their child. Understanding the demanding nature of the nursing school, we encourage the parents to provide a nurturing environment, offering words of encouragement to keep them motivated.

4. *Future researchers.* To those who will conduct a similar study about the perceived effectiveness and satisfaction of student nurses to simulated return demonstration on head-to-toe assessment, the researchers recommend that in conducting your study, consider dividing the respondents into two equal groups with one group consisting of female nursing students and the other of male nursing students. In this study, the researchers used random sampling as our research instrument, as a result, the majority of the respondents were female. The researchers recommend this approach if you consider researching more in depth regarding the relationship between sex and the perceived effectiveness of the demonstrations. Future study can gain a better grasp of any potential disparities in perception and satisfaction between male and female students.
5. *Institution*.The findings of this study shows that the simulated return demonstrations on head-to-toe assessment are highly effective among the student nurses. These demonstrations enhance their skills, making them able to deliver safe, holistic and patient centered care in the future. Thus, to the higher education institutions offering the Bachelor of Science in Nursing, the researchers recommend standardizing the nursing curriculum that integrates these simulated demonstrations as a core competency. This will ensure that all student nurses will undergo high quality learning experience by such means enhancing their clinical skills and thereby improving their satisfaction.
6. *Government.* Not all nursing schools have access to highly advanced simulation laboratories, thus, the researchers recommend that the government should allocate funds to buy such mannequins, equipment and materials needed to provide a more realistic and effective learning environment for the student nurses. In order to continuously enhance and modify the curriculum based on evidence-based practices, we encourage the government to fund continuing

research and assessment of training methodologies. These actions will help the government improve student satisfaction, raise the standard of nursing education, and eventually improve patient care results.

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APPENDIX A

INFORMED CONSENT FORM (ICF)
(VERSION No. 03-2023)

1. KEY INFORMATION ABOUT THE RESEARCHERS

Title of the Study:

Perceived Effectiveness and Satisfaction on Simulated Return Demonstration on Head-to-Toe Assessment among Student Nurses in a Selected Private University

Name of Researcher/s:
Eblacas, Mariella Angelica
Emmanuel, Ann Marielle P.
Enicola, Ezra Patrick M.
Escueta, Mary Grace L.
Eso, Mar L.
Espanto, Abiegail P.

Research Adviser: Prof. Adelfa D. Dusaran

Department/College: College of Nursing

Institution: Central Philippine University

2. INTRODUCTION/BACKGROUND OF THE STUDY

You are invited to take part in this research study. This form contains information that will help you in deciding whether to participate or not in this study/research. Before you decide to participate in this study, you will be given enough time to read and understand the contents of the informed consent. If there are words or concepts that you do not understand feel free to ask questions at any time, the researchers are willing to explain them to you and your questions will be answered to your satisfaction. The study will begin once you have signed the informed consent form.

Online clinical simulations should help nursing students develop their clinical skills so that they will be able to effectively demonstrate and appreciate their efforts and learnings when brought to the real-world scenario. These clinical simulations should make the identification of knowledge and performance gaps easier among student nurses.

The COVID-19 pandemic has significantly impacted nursing education, leading to a shift towards online learning and clinical simulations. These simulations aim to help nursing students develop clinical skills and apply them in real-world settings. However, the transition has led to challenges in translating

theoretical knowledge into practical abilities, affecting students' satisfaction and performance.

To address these issues, online clinical simulations should be used to help nursing students identify knowledge gaps and respond appropriately to different scenarios. However, students may struggle with complex concepts in virtual classes due to different learning styles, inability to cope with virtual learning due to inconveniences, and digital competence.

Digital simulations can help increase learner engagement and provide a standardized method for clinical decision-making. Return demonstrations, which are integral to nursing education, have become more accessible and effective in providing hands-on training for nursing students. By integrating technology like video-recorded return demonstrations and YouTube, nursing schools can continue to provide quality nursing education while addressing the challenges posed by the pandemic. This study aims to determine the perceived effectiveness of simulated return demonstration on head-to-toe assessment on the satisfaction of nursing students.

3. PURPOSE OF THE RESEARCH

The purpose of this research study is to determine the relationship between the perceived effectiveness and satisfaction of Simulated Returned Demonstration among student nurses in a selected private university. This in return will help both the student and institution better understand the impact of simulated return demonstration on student nurses' learning outcomes and confidence in performing head-to-toe assessments. The findings of this study will contribute to the body of knowledge regarding innovative teaching methods in nursing education, potentially enhancing the quality of education provided to future healthcare professionals.

4. TYPE OF RESEARCH INTERVENTION/DATA GATHERING INSTRUMENT

The researchers will utilize a self-report questionnaire which will be disseminated to the participants. This survey will evaluate the sense of satisfaction among students. The academic performance of the respondents will be measured after obtaining their grades on their Related Learning Experience and Health Assessment subjects.

The survey includes three parts; Part one of the survey aims to gather socio-demographic data, including age, sex, and academic performance. Academic performance will be assessed by inquiries relating to the grade that students obtained in their Health Assessment nursing subject during the 2nd semester of the school year 2020-2021. Part two will include a Perceived Effectiveness survey, gathering opinions and perceptions through questions about simulated Head-to-toe Physical Assessments, using common practices in survey design and questions commonly used in research studies related to perceived effectiveness. Part three will cover Satisfaction on Simulated Return Demonstrations among Student Nurses, assessing participants' satisfaction through questions following the simulation session. Cronbach's alpha and Likert Scale will be used to gauge participants' levels of effectiveness and satisfaction with the claims.

5. PARTICIPANT SELECTION (INCLUSION & EXCLUSION CRITERIA)

You are chosen as a participant based on the following criteria:

1. A Level 4 nursing student whose age is between 21-24 years old of Central Philippine University for Academic Year 2023-2024.
2. Those who have completed the Health Assessment Nursing Subject.
3. Those who have experience with simulated return demonstration as an educational method for learning head-to-toe assessment.
4. Are willing to participate in the study and sign the informed consent.

The following are excluded:

1. Those who are not a Level 4 nursing student of Central Philippine University for Academic Year 2023-2024.
2. Those who have not completed the Health Assessment Nursing Subject.
3. Those who have no experience with simulated return demonstration as an educational method for learning head-to-toe assessment.
4. Are not willing to participate in the study and sign the informed consent.

6. VOLUNTARY PARTICIPATION

Your participation in this study is entirely voluntary. It is your choice whether to participate or not. If you choose not to participate or to withdraw from the study at any time, there will be no penalty or other consequences, and without need to give any reason.

7. PROCEDURE

The questionnaire will be answered by the randomly selected respondents through a survey questionnaire. This study will involve both in-person and online surveys, which will be distributed via Google Forms. The researcher will provide the participants with sufficient time to read and understand the contents of the informed consent form before signing. Any questions or concerns will be addressed to the satisfaction of the participant. The study will commence only after the signed informed consent document has been received by the researchers. Also, each participant will be assigned an ID number only known to the researchers. The names of the participants will not be written or included in the forms that will be filled in by the researcher.

8. DURATION OF THE STUDY

This study will be conducted from *September 2022 to November 2023.*

You will be given 15 minutes, at most, to complete answering the questionnaire. The questions are designed to gather your perceptions about the perceived effectiveness and satisfaction of simulated return demonstration on head-to-toe assessment among student nurses. Your thoughtful responses will contribute significantly to the research findings. Your participation is greatly appreciated

9. RISKS AND INCONVENIENCES

This study carries a low risk to participants, as all data collection will be performed through surveys and there are no interventions or procedures that pose potential risks to the participants. In a case of study-related injuries, the researchers will provide medical and psychosocial support as needed in collaboration with the guidance office of the college and university clinic. The procedures and questions in this research focus on educational practices and perceptions related to simulated return demonstration on head-to-toe assessment among student nurses. The study primarily involves surveys, observations, and interviews aimed at gathering information about the perceived effectiveness and satisfaction of the educational approach. The potential risks are associated with participants' comfort level in sharing their opinions, but measures will be taken to ensure confidentiality and anonymity.

If you are uncomfortable with the questions or procedures, you do not have to answer them or proceed. The researcher will prioritize your well-being and understanding of your rights as a participant. Your decision to participate or withdraw will not affect your academic standing, and you can withdraw from the study at any point without repercussions.

10. BENEFITS

This study might help benefit the following:

Nursing Students. The study will benefit them by helping them to gain a better understanding of the effects of simulated return demonstration on their skills and abilities to become future nurses someday.

Clinical Instructors and Administration. This study will provide clinical instructors and college administration with feedback on the possible revisions in the curriculum and the kinds of programs that should be offered to nursing students to help them enhance their nursing skills necessary to provide their future patients with quality health care.

Clientele. The study will also benefit the clientele in a way where they will be able to establish a friendly and trusting relationship with their nurses as their nurses exhibit confidence in performing care skills, despite virtual learning training and simulated return demonstrations.

Future Researchers. This study will help future researchers to be equipped with knowledge about perceived effectiveness and satisfaction.

11. REIMBURSEMENTS

There is no amount that the participant needs to pay to participate in this study. The researchers will give a certificate of appreciation to each respondent who will participate in this study.

12. CONFIDENTIALITY

The information you have provided is solely for the purpose of this study. Your identity will be kept private and confidential to the extent provided by law. You will be assigned an ID number and your data will be stored with utmost respect to your privacy.

13. RIGHT TO REFUSE OR WITHDRAW

Your participation in this study is entirely voluntary. It is your choice whether to participate or not. If you choose not to participate or to withdraw from the study at any time, there will be no penalty or other consequences, and without need to give any reason. If at any time you withdraw from the study, your data will be discarded properly.

14. DECLARATION OF CONFLICT INTEREST

The researchers declare that there is no actual or apparent conflict of interest in the conduct of the study. The study's design, execution, and documentation are undertaken with the utmost objectivity and transparency, and there are no affiliations, financial interests, or personal relationships that could potentially influence the research process or the interpretation of its results. The objective of this research is to contribute to the advancement of nursing education and knowledge without bias or external influence.

15. STORAGE AND DISPOSAL OF RESEARCH DATA/MATERIALS

The *electronic copy* of the data will be kept on a computer that only the researcher(s) has/have access to. Hard copies will be stored in a safe case that only the researcher(s) will have access to for 5 months and will be disposed of after that period through secure shredding.

16. SHARING OF RESULTS/DISSEMINATION PLAN

The results of this study will be shared approximately six months after the conclusion of data collection. As a participant, you are informed that the research findings will be shared more broadly through publications in peer-reviewed journals and presentations at relevant academic conferences. Any personally identifiable information will be anonymized to protect your privacy before sharing.

17. WHO TO CONTACT

If you have any questions or clarifications regarding your participation in the study, you may contact:

Lead Researcher: ANN MARIELLE P. EMMANUEL
Address: Igbaras, Iloilo
Contact Number: 09176800833
Email address: annmarielle.emmanuel-20@cpu.edu.ph

If you have questions pertaining to your rights as a participant, you may contact:
Joy G. Raso, PhD.
Chair, CPU Research Ethics Review Board
Email: researchethics@cpu.edu.ph
Phone: 329-1971 (local 3336)

18. CERTIFICATE OF CONSENT

I have read the foregoing information, or it has been read and explained to me in a language/dialect I know and understand. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Print name of participant_____
Signature of participant _____
Date _____
MM/DD/YYYY

Statement by the researcher/person taking consent

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands that the following will be done.

1.
2.
3.
4.

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Print Name of Researcher/person taking the consent_____
Signature of Researcher/ person taking the consent_____
Date:_____
MM/DD/YYYY

APPENDIX B

Approval Letter to the Dean

CENTRAL PHILIPPINE UNIVERSITY
COLLEGE OF NURSING
The First Nursing School in the Philippines, 1906
Jaro, Iloilo City, Philippines

March 14, 2024

Melba C. Sale
Acting Dean
College of Nursing
Central Philippine University

Dear Ma'am Sale,

Christian Greetings!

In partial fulfillment of the requirements in NURSING RESEARCH II, we request permission to conduct our study entitled: "Perceived Effectiveness and Satisfaction of Simulated Return Demonstration on Head-to-Toe Assessment among Student Nurses in a Selected Private University". The 169 Level 4 nursing students of the School Year 2023-2024 who were identified by the criteria of our study were considered as our respondents.

In line with this, we assure you that all information provided will be kept in utmost confidentiality and will only be used for research purposes. With this, we seek your full support and approval to conduct our Data Gathering. Attached herewith is the informed consent and survey questionnaire that will be utilized as approved by the university research ethics.
Thank you and God bless you more!

Respectfully yours,

ANN MARIELLE P. EMMANUEL
Group Representative

Noted by:

ADELFA D. DUSARAN
Research Adviser

Approved by:

MELBA C. SALE
Acting Dean, College of Nursing

APPENDIX C

A Survey on the Perceived Effectiveness and Satisfaction on Simulated Return Demonstration on Head-to-Toe Assessment among Student Nurses in a Selected Private University

Part I. Personal and Academic Characteristics

(*Please provide the necessary information by filling in the blanks or putting a check mark (√) on or before the item that corresponds to your answers.)*

Name (optional):_____ Year Level: _____

Age _____

Sex:_____

Academic

Performance:

_____What is your grade in your previous Related Learning Experience?

_____What was your grade in Health Assessment in your first year?

Part II. Perceived Effectiveness of Simulated Return Demonstration on Head-to-Toe Assessment among Student Nurse

(*Please provide the necessary information by filling in the blanks with the information being asked or put a check mark (√) on or after the item that corresponds to your answers.)*

The following are statements about the perceived effectiveness of simulated return demonstration among student nurses. Rate the extent to which you think the following statements are effective by putting a check mark (√) on the appropriate number using the scale below. Check the criteria for scoring.

Criteria for Scoring

Use the scale below to rate the extent by which you deemed the procedures on head-to-toe assessment effective or satisfactory.

Very Low Extent……Means that the procedure is done effectively on rare occasions or never done (less than 20% of the time)

Low Extent……Means that the procedure is sometimes done effectively (20-49% of the time)

Moderate Extent……Means that the procedure is often done effectively (50-69% of the time)

High Extent……Means that the procedure is effectively performed most of the time (70-89% of the time)

Very High Extent……Means that the procedure is always or almost all of the time performed effectively (90-100% of the time)

	1 Very Low Extent	2 Low Extent	3 Moderate Extent	4 High Extent	5 Very High Extent
1. I am confident that I know and gather completely the equipment needed in assessing a body system.					
2. I am confident that I can explain the procedure and its purpose to my client concisely.					
3. I am sure that I have always washed my hands before starting the assessment and always provide privacy.					

4. I am able to gather accurate information on the client's general appearance including posture/gait, hygiene/grooming, body/breath odor, and signs of distress and document findings accurately.					

5. I can confidently done my gloves before starting the assessment.					
6. I can efficiently examine the client's head, hair, and face for symmetry facial features, expressions, and skin conditions.					
7. I know where and how to palpate the temporal arteries and look for tenderness, swelling, and crepitation when examining the client's temporomandibular joint.					
8. I can confidently inspect the external eye structure, pupils for equality of size, shape, and reaction to light and perform the visual acuity test.					
9. I can easily inspect, palpate the external ear and mastoid process.					
10. I know the purpose of why I should inspect the external nose and how to check the patency of airflow through the nostrils.					

11. I can easily inspect the client's lips, teeth, gums and how hard and soft palate for color and integrity by asking to open their mouth wide using a tongue blade and penlight.					
12. I always inspect clients tonsils and tongue for color, size and exudates during physical assessment.					
13. On the assessment of the neck, I always inspect the neck for lesions, masses, swelling and I know how to test its range of motion.					

14. I am confident that I know the location and how to palpate the lymph nodes, trachea and thyroid gland for visible enlargement and masses.					
15. On the assessment of the neck, I always inspect and palpate carotid arteries as well as auscultating for bruit.					

16. I am confident on how to palpate the tenderness, swelling and temperature of the shoulder and arm properly and perform the range of motion test of the shoulders and elbows.					
17. I can confidently palpate the brachial, ulnar and radial pulses and assess for the capillary refill during assessments.					
18. I know how to test the ROM of the wrist and test rapid alternating movements of hands during an assessment.					
19. On the assessment of the posterior and lateral chest, I know that it is effective to inspect the configuration of the scapulae and chest wall as well as to note the posture and use of accessory muscle during breathing.					
20. I can easily palpate for tenderness, sensation, crepitus, masses, and how to evaluate the chest expansion at level T9 and T10 during assessment.					

21. I can effectively percuss and auscultate the posterior chest and how to properly inspect the anteroposterior diameter of the chest, slope of ribs and color during assessment.					
22. I am confident in noting for the quality and pattern of respiration and in observing the intercostal spaces during physical assessment.					
23. I know where to pinch to assess					

mobility and turgor during physical assessment.					
24. I can confidently palpate, ascultate and inspect the apical pulse and the apex, left sternal border and base of the heart for any abnormal pulsations during physical assessment.					
25. I can confidently auscultate heart sounds, rate, and rhythm during physical assessment.					

26. During the assessment of the abdomen, I always inspect the overall abdomen, aortic pulsations or peristaltic waves as well as in auscultating for bowel sounds.					
27. I know where to percuss and palpate over four abdominal quadrants for masses, liver, spleen and kidneys for enlargement and irregularities effectively.					
28. I can feel the aortic pulse confidently during an assessment.					
29. I do not forget to inspect the lower extremities and in palpating for edema, skin temperature, capillary refill time,, muscle size and tone of legs and feet.					
30. I can palpate for pulses (femoral, popliteal, posterior tibial and dorsalis pedis) confidently during physical assessment.					
31. I know and confidently perform the testing of ROM of hips, knees and ankles during an assessment.					

Part III. Satisfaction on Simulated Return Demonstration among Student Nurses

Criteria for Scoring

Use the scale below to rate the extent by which you deemed the procedures on head-to-toe assessment effective or satisfactory.

Very Low Extent……Means that the procedure is done effectively on rare occasions or never done (less than 20% of the time)

Low Extent……Means that the procedure is sometimes done effectively (20-49% of the time)

Moderate Extent……Means that the procedure is often done effectively (50-69% of the time)

High Extent……Means that the procedure is effectively performed most of the time (70-89% of the time)

Very High Extent……Means that the procedure is always or almost all of the time performed effectively (90-100% of the time)

(*Please provide the necessary information by filling the blanks with the information being asked or put a check mark (√) on or after the item that corresponds to your answers.)*

The following are statements about the satisfaction of Head-to-toe Return Demonstration. Rate the extent to which you deem yourself satisfied with 1 denoting a very low extent and 5 denoting a very high extent to the following statements by putting a check mark (√) on the appropriate column using the scale below. Check the criteria for scoring.

	1 Very Low Extent	2 Low Extent	3 Moderate Extent	4 High Extent	5 Very High Extent
1.Rate your satisfaction with the process of assembling/gathering equipment to the body system/region being assessed?					
2.To what extent are you satisfied with the explanation of the procedure, the reason behind it, and how you can cooperate during the assessment?					
3. How satisfied are you in washing your hands before starting the assessment and always providing privacy?					
4.How satisfied are you in gathering accurate information on the client's general appearance including posture/gait, hygiene/grooming, body/breath odor, and signs of distress and document findings accurately.					

5. How satisfied are you in gloving before starting the assessment.					
6. To what extent are you satisfied in examining the client's head, hair, and face for symmetry facial features, expressions, and skin conditions?					
7. Rate your satisfaction as student nurse on where and how you palpate the temporal arteries and look for tenderness, swelling, and crepitation when examining the client's temporomandibular joint.					
8. Are you satisfied with your performance in inspecting the external eye structure, pupils for equality of size, shape, and reaction to light and perform the visual acuity test?					
9. How satisfied are you in palpating the external ear and mastoid process?					

10. How satisfied are you with your performance in inspecting the external					

nose and checking the patency of airflow through the nostrils?					
11. How satisfied are you in inspecting the client's lips, teeth, gums and how hard and soft palate for color and integrity by asking to open the client's mouth wide using a tongue blade and penlight.					
12. How satisfied are you in inspecting clients tonsils and tongue for color, size and exudates during physical assessment?					
13. On the assessment of the neck, are you satisfied with your performance in inspecting the neck for lesions, masses, swelling and knowing how to test its range of motion?					
14. To what extent are you satisfied in knowing the location and palpating the lymph nodes, trachea and thyroid gland for visible enlargement and masses.					
15. On the assessment of the neck, are you satisfied with your performance in inspecting and palpating carotid arteries					

as well as auscultating for bruit?					
16. As a student nurse, how satisfied are you in palpating the tenderness, swelling and temperature of the shoulder and arm properly and performing the range of motion test of the shoulders and elbows?					
17. How satisfied are you in palpating the brachial, ulnar and radial pulses and assess for the capillary refill during assessments?					
18. How satisfied are you with your performance in testing the ROM of the wrist and test rapid alternating movements of hands during an					

assessment?					
19. On the assessment of the posterior and lateral chest, are you satisfied with your performance in inspecting the configuration of the scapulae and chest wall as well as to note the posture and					

use of accessory muscle during breathing?					
20. As a student nurse, how satisfied are you in palpating for tenderness, sensation, crepitus, masses, and how to evaluate the chest expansion at level T9 and T10 during assessment?					
21. How satisfied are you with your performance in percussing and auscultating the posterior chest and how to properly inspect the anteroposterior diameter of the chest, slope of ribs and color during assessment?					
22. How satisfied are you in your performance in noting for the quality and pattern of respiration and in observing the intercostal spaces during physical assessment?					
23. To what extent are you satisfied with what you know where to pinch to assess mobility and turgor during physical assessment?					

24.How satisfied are you in your performance in palpating, auscultating and inspecting the apical pulse and the apex, left sternal border and base of the heart for any abnormal pulsations during physical assessment?					
25. As a student nurse how satisfied are you in auscultating heart sounds, rate, and rhythm during physical assessment					
26. During the assessment of the abdomen, are you satisfied with your performance in inspecting the overall abdomen, aortic pulsations or peristaltic					

waves as well as in auscultating for bowel sounds?					
27. To what extent are you satisfied in percussing and palpating over four abdominal quadrants for masses, liver, spleen and kidneys for enlargement and irregularities effectively?					
28.As a student nurse, how satisfied are					

you in palpating the aortic pulse during an assessment?					
29. Rate your satisfaction as a student in inspecting the lower extremities and palpating for edema, skin temperature, capillary refill time,, muscle size and tone of legs and feet.					
30.As a student nurse how satisfied are you in your performance in palpating for pulses (femoral, popliteal, posterior tibial and dorsalis pedis) confidently during physical assessment?					
31. To what extent are you satisfied in performing the test of ROM of hips, knees and ankles during an assessment?					

APPENDIX D

Central Philippine University
College of Nursing
Jaro, Iloilo city

CERTIFICATION OF RESEARCH INSTRUMENT VALIDATION

(QUANTITATIVE RESEARCH)

This is to certify that the study entitled: "Perceived Effectiveness and Satisfaction of Simulated Return Demonstration on Head-to-Toe Assessment among Student Nurses in a Selected Private University " has undergone instrument validation. Necessary changes have been checked and approved.

This certification is issued upon the request of the authors: Mariella Angelica Eblacas, Ann Marielle P. Emmanuel, Ezra Patrick M. Enicola, Mary Grace L. Escueta, Mar L. Eso, Abiegail R. Espanto. As an expert of this subject, I have reviewed the instruments and its contents as to its appropriateness and accuracy based on the problem statement, objectives, conceptual framework, and operational definition of terms.

Issued this 26th day of June, 2023 to the above mentioned student researchers in compliance with their requirements in their research subject.

Respectfully,

PROF. RAYMUND H. PARTISALA

Validator

(Printed Name and Signature)

APPENDIX D

Central Philippine University
College of Nursing
Jaro, Iloilo city

CERTIFICATION OF RESEARCH INSTRUMENT VALIDATION

(QUANTITATIVE RESEARCH)

This is to certify that the study entitled: "Perceived Effectiveness and Satisfaction of Simulated Return Demonstration on Head-to-Toe Assessment among Student Nurses in a Selected Private University " has undergone instrument validation. Necessary changes have been checked and approved.

This certification is issued upon the request of the authors: Mariella Angelica Eblacas, Ann Marielle P. Emmanuel, Ezra Patrick M. Enicola, Mary Grace L. Escueta, Mar L. Eso, Abiegail R. Espanto. As an expert of this subject, I have reviewed the instruments and its contents as to its appropriateness and accuracy based on the problem statement, objectives, conceptual framework, and operational definition of terms.

Issued this 8th day of June, 2023 to the above mentioned student researchers in compliance with their requirements in their research subject.

Respectfully,

VERNA LYNN H. DUENAS

_____

Validator

(Printed Name and Signature)

APPENDIX D

Central Philippine University
College of Nursing
Jaro, Iloilo city

CERTIFICATION OF RESEARCH INSTRUMENT VALIDATION
(QUANTITATIVE RESEARCH)

This is to certify that the study entitled: "Perceived Effectiveness and Satisfaction of Simulated Return Demonstration on Head-to-Toe Assessment among Student Nurses in a Selected Private University " has undergone instrument validation. Necessary changes have been checked and approved.

This certification is issued upon the request of the authors: Mariella Angelica Eblacas, Ann Marielle P. Emmanuel, Ezra Patrick M. Enicola, Mary Grace L. Escueta, Mar L. Eso, Abiegail R. Espanto. As an expert of this subject, I have reviewed the instruments and its contents as to its appropriateness and accuracy based on the problem statement, objectives, conceptual framework, and operational definition of terms.

Issued this _____ day of June, 2023 to the above mentioned student researchers in compliance with their requirements in their research subject.

Respectfully,

Wenn Marie V. Boron
Validator
(Printed Name and Signature)

APPENDIX E

Central Philippine University
Jaro, Iloilo City
College of Nursing
The First Nursing School in the Philippines, 1906
Bachelor of Science in Nursing

ENDORSEMENT SHEET FOR ETHICS REVIEW

(Technical Panel Approval Sheet)

This undergraduate thesis proposal entitled **"Perceived Effectiveness and Satisfaction on Simulated Return Demonstration on Head to Toe Assessment among Student Nurses in a Selected Private University"**
prepared and submitted by **Mariella Angelica Eblacas, Ann Marielle P. Emmanuel, Ezra Patrick M. Enicola, Mary Grace L. Escueta, Mar L. Eso, Abiegail P. Espanto** in partial fulfillment of the requirements for the degree of BACHELOR OF SCIENCE IN NURSING, has been presented in a Proposal Review on **May 25, 2023.**.

Further, the suggestions and recommendations of the technical panel have been complied with.

This proposal is now recommended for ethical review.

	Ma. Lourdes N. Sampiano, MAN	
	Panelist	
	Alvin John H. Gustilo, MAN	
	Panelist	
	Approved by:	
	Melba C. Sale, MAN	
	OIC Dean, College of Nursing	

APPENDIX F

CENTRAL PHILIPPINE UNIVERSITY
COLLEGE OF NURSING
JARO, ILOILO CITY
(The First Nursing School of the Philippines)

JOY G. RASO, PhD.
Chair, Research Ethics Committee
Central Philippine University
Jaro, Iloilo City 5000

Dear Dr. Raso,

Christian Greetings to you!

We, the Group 4 of BSN 3C students of Central Philippine University College of Nursing, are currently conducting a research entitled, "Perceived Effectiveness and Satisfaction on Simulated Return Demonstration on Head to Toe Assessment among Student Nurses in a Selected Private University."

In general, this study aims to determine the perceived effectiveness and satisfaction on Simulated Returned Demonstration among Student Nurses in a Selected Private University.

In line with this, we would like to ask permission from your good office to conduct an Ethical review on our study.

Your favorable response regarding this matter is greatly appreciated. Thank you very much.

For further information and questions, please contact us at +63 917 680 0833 or you may email us at annmarielle.emmanuel-20@cpu.edu.ph

Respectfully yours,

Ann Marielle P. Emmanuel
Principal Investigator

Noted by:

Prof. Adelfa D Dusaran
Research Adviser

Prof. Melba C. Sale
OIC Dean College of Nursing

APPENDIX G

RESEARCH ETHICS REVIEW BOARD
CENTRAL PHILIPPINE UNIVERSITY
Lopez Jaena St., Jaro, Iloilo City, Philippines
329-1971 to 79 local 3336

ETHICAL CLEARANCE

RERB Form No.22-2
Version No.: 04
Date of Effectivity: 17 May 2023

Date of Approval: November 7, 2023

RERB Code: 2023-301-UG-EMMANUEL et al.

Protocol Title: *"PERCEIVED EFFECTIVENESS AND SATISFACTION OF SIMULATED RETURN DEMONSTRATION ON HEAD-TO-TOE ASSESSMENT AMONG STUDENT NURSES IN A SELECTED PRIVATE UNIVERSITY"*

Version No. 02

Researcher/s: **MARIELLA ANGELICA EBLACAS**
ANN MARIELLE P. EMMANUEL
EZRA PATRICK M. ENICOLA
MARY GRACE L. ESCUETA
MAR L. ESO
ABIEGAIL P. ESPANTO

Upon resubmission of the following documents, Research Proposal Chapters 1, 2, and 3 with references and Informed Consent Form, the above protocol is hereby **APPROVED** by the CPU-RERB. This ethical clearance is valid from **November 7, 2023** to **November 7, 2024**.

The researcher/s are hereby required to submit the following:

- √ Progress Report on or before **December 7, 2023** to researchethics@cpu.edu.ph
- √ Final Report Form and one (1) copy of the completed protocol **within one (1) month** after completion of the study.

For any amendment or alteration in the protocol that will change the nature, or the level of risk involved after approval, the Research Ethics Review Board must be notified through writing and accomplishing the following forms as needed: Protocol Deviation Form, Serious Adverse Events, Amendment Form, and/or Early Termination Report.

Very truly yours,

JOY G. RASO, PhD.
Chair, CPU-RERB

Date: 11/7/23

APPENDIX H

REVIEW, CONTINUING EDUCATION and CONSULTANCY CENTER
Central Philippine University
Jaro, Iloilo City
Tel. No. 329-1971 local 1008 email: rceccsec@cpu.edu.ph
Website: rcecc.cpu.edu.ph

June 1, 2023

CERTIFICATION

This is to certify that the research paper entitled **"PERCEIVED EFFECTIVENESS AND SATISFACTION ON SIMULATED RETURN DEMONSTRATION AMONG STUDENT NURSES IN A SELECTED PRIVATE UNIVERSITY"** by **Mariella Angelica Eblacas, Ann Marielle P. Emmanuel, Ezra Patrick M. Enicola, Mary Grace L. Escueta, Mar L. Eso, and Abiegail P. Espanto** have undergone Turnitin similarity checking with a passing percentage of 18% and have passed the requirements (Chapter 1-3).

Prepared by:

PINKY E. LUTERO-TONGOL
Staff -in-charged

Approved by:

LENNY ROSE P. MUCHO, EdD.
Director, RCECC

APPENDIX I

CENTRAL PHILIPPINE UNIVERSITY
Jaro, Iloilo City, Philippines

STATISTICIAN'S CERTIFICATION

This is to certify that this research study entitled, Perceived Effectiveness and Satisfaction of Simulated Return Demonstration on Head-to-Toe Assessment among Student Nurses in a Selected Private University and submitted by EBLACAS, Mariella Angelica, EMMANUEL, Ann Marielle P., ENICOLA, Ezra Patrick M., ESCUETA, Mary Grace L., ESO, Mar L., and ESPANTO, Abiegail R.,

For the degree of Bachelor of Science in Nursing is certified to have undergone statistical analysis and reviewed by the undersigned.

Issued this 5th day of June, 2024, Central Philippine University, Jaro, Iloilo City, Philippines.

PROF. TONY RAY A. CANAMAN MAED
Statistician

APPENDIX J

COLLEGE OF ARTS AND SCIENCES

CENTRAL PHILIPPINE UNIVERSITY

Department of Languages, Mass Communication, and Humanities

C E R T I F I C A T I O N

This is to certify that the research entitled **Perceived Effectiveness and Satisfaction of Simulated Return Demonstration on Head-to-Toe Assessment among Student Nurses at a Selected Private University** by Mariella Angelica Eblacas, Ann Marielle P. Emmanuel, Ezra Patrick M. Enicola, Mary Grace L. Escueta, Mar L. Eso, and Abiegail R. Espanto was checked and verified for grammar and other mechanics of writing.

Issued this 10th of June, 2024.

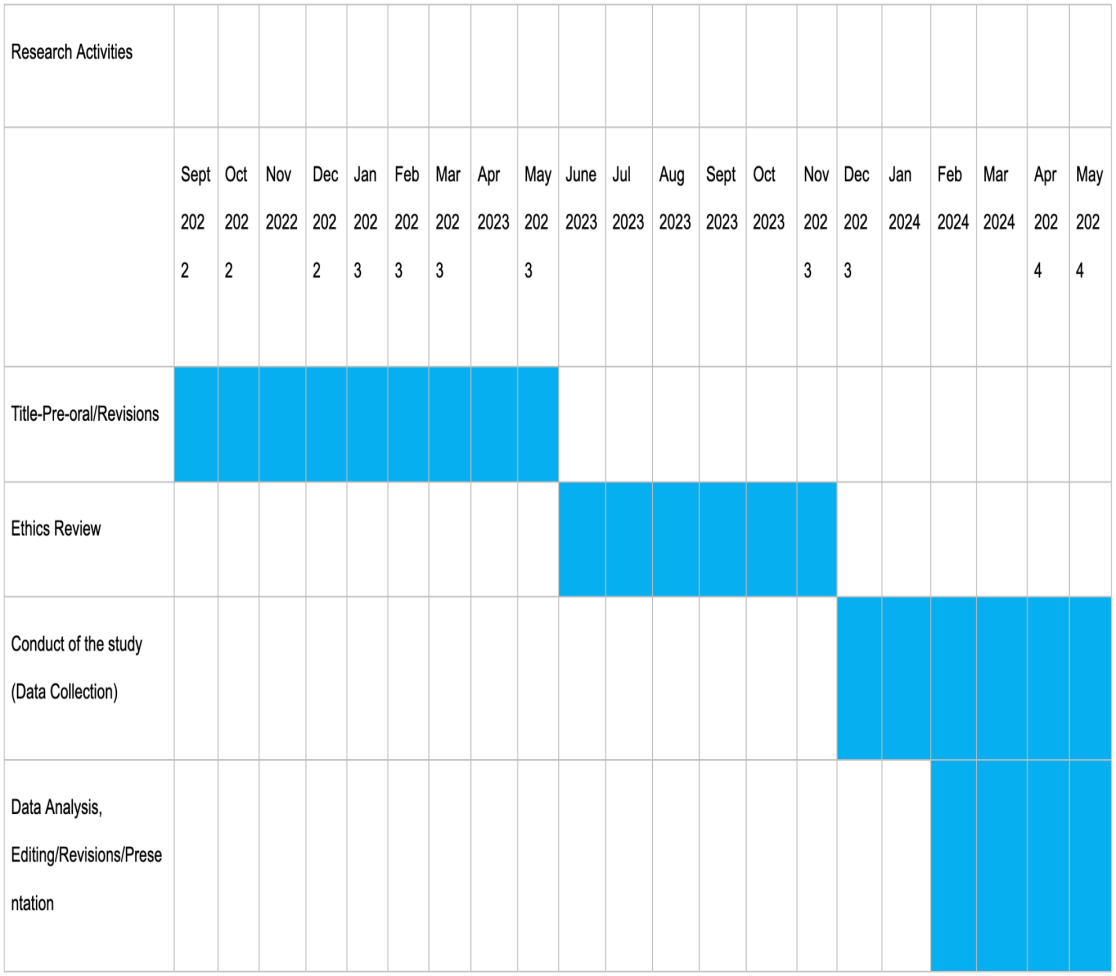
RHYS DE LA BANDA CAMACHO, MA English (major in TESOL)

DLMCH Faculty

This University

APPENDIX K

Gantt Chart



APPENDIX L

Item No.	Details	Amount
	I. PERSONNEL SERVICES	
	Honoraria	
	Statistician @ 3,000/consultation	3,000.00
	Grammarian	2,000.00
	Total of Personal Services	**5,000.00**
	II. MAINTENANCE & OTHER OPERATING EXPENSES	
	Supplies and Materials (needed equipment)	500.00
	Office Supplies (BOND PAPER, BALL PEN, PENCIL, FOLDER, ENVELOPE, PAPER CLIPS, ETC.)	500.00
	Photocopying and binding expenses	1,000.00
	Other Professional Services (tokens)	1,000.00
	Plagiarism Scan	1,200.00
	Total of Maintenance and Other Operating Expenses	**4,200.00**
	III. Indirect Cost	
	Contingency	1,000.00
	Total for Indirect Cost	**1,000.00**
	SUMMARY	
	Total for Personnel Services	5,000.00
	Total for Maintenance and Other Operating Expenses	4,200.00
	Total for Indirect Cost	1,000.00
	GRAND TOTAL	**10,200.00**

APPENDIX M

Reliability Test

Scale: EFFECTIVENESS

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.933	31

Reliability

Scale: SATISFACTION

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.940	31

APPENDIX N

Central Philippine University
College of Nursing
Jaro, Iloilo City 5000
SUMMARY OF ORAL DEFENSE REVISIONS/COMMENTS

Study Title: Perceived Effectiveness and Satisfaction on Simulated Return Demonstration on Head to Toe Assessment among Student Nurses in a Selected Private University **Date** May 29, 2023

Section/Group and Proponents: 3C/Group 4:
Eblacas, Mariella Angelica Emmanuel, Ann Marielle
Enicola, Ezra Patrick Escueta, Mary Grace Eso, Mar
Espanto, Abiegail

Area	Suggestion for revision (by Panel Member)	Revisions on page no. in the manuscript in red font
Introduction	Include Return Demonstration in an online setting, including head-to-toe physical assessment. Modify the title.	2-3
Objectives and Hypothesis	Spell out profile in the objectives.	3-5
Theoretical and Conceptual Frameworks	Add academic performance on antecedent variable	5-7
Variables & Definitions	Define and specify the scope of the study. Focus on only one simulation. It was suggested that Return Demonstration on Physical assessment will be used for the study. Include what does it mean when saying 'effectiveness'	10-13
Methodology	Clarify that descriptive-correlational will be used in the study as the research design. Explain in detail how random sampling will be done. Revise the Ethical Considerations. For the questionnaire, focus on how effective and how satisfied the students are with simulated return demonstrations.	27, 29-33

The proponents have complied with the suggested revisions and have been incorporated accordingly in the protocol.

Adelfa D. Dusaran
Research Adviser

The proponents have satisfactorily complied with the suggestions of the undersigned.

Panel Member

APPENDIX N

Central Philippine University
College of Nursing
Jaro, Iloilo City 5000
SUMMARY OF ORAL DEFENSE REVISIONS/COMMENTS

Study Title: Perceived Effectiveness and Satisfaction on Simulated Return Demonstration on Head to Toe Assessment among Student Nurses in a Selected Private University Date May 29, 2023

Section/Group and Proponents: 3C/Group 4:

Eblacas, Mariella Angelica Emmanuel, Ann Marielle
Enicola, Ezra Patrick Escueta, Mary Grace Eso, Mar
Espanto, Abiegail

Area	Suggestion for revision (by Panel Member)	Revisions on page no. in the manuscript in red font
Introduction	Include Return Demonstration in an online setting, including head-to-toe physical assessment. Modify the title.	2-3
Objectives and Hypothesis	Spell out profile in the objectives.	3-5
Theoretical and Conceptual Frameworks	Add academic performance on antecedent variable	5-7
Variables & Definitions	Define and specify the scope of the study. Focus on only one simulation. It was suggested that Return Demonstration on Physical assessment will be used for the study. Include what does it mean when saying 'effectiveness'	10-13
Methodology	Clarify that descriptive-correlational will be used in the study as the research design. Explain in detail how random sampling will be done. Revise the Ethical Considerations. For the questionnaire, focus on how effective and how satisfied the students are with simulated return demonstrations.	27, 29-33

The proponents have complied with the suggested revisions and have been incorporated accordingly in the protocol.

Adelfa D. Dusaran
Research Adviser

The proponents have satisfactorily complied with the suggestions of the undersigned.

ALVIN JOHN A. GUSTILO
Panel Member

APPENDIX N

Central Philippine University
College of Nursing
Jaro, Iloilo City 5000
SUMMARY OF ORAL DEFENSE REVISIONS/COMMENTS

Study Title: Perceived Effectiveness and Satisfaction on Simulated Return Demonstration on Head to Toe Assessment among Student Nurses in a Selected Private University **Date** May 29, 2023

Section/Group and Proponents: 3C/Group 4:
Eblacas, Mariella Angelica Emmanuel, Ann Marielle
Enicola, Ezra Patrick Escueta, Mary Grace Eso, Mar
Espanto, Abiegail

Area	Suggestion for revision (by Panel Member)	Revisions on page no. in the manuscript in red font
Introduction	Include Return Demonstration in an online setting, including head-to-toe physical assessment. Modify the title.	2-3
Objectives and Hypothesis	Spell out profile in the objectives.	3-5
Theoretical and Conceptual Frameworks	Add academic performance on antecedent variable	5-7
Variables & Definitions	Define and specify the scope of the study. Focus on only one simulation. It was suggested that Return Demonstration on Physical assessment will be used for the study. Include what does it mean when saying 'effectiveness'	10-13
Methodology	Clarify that descriptive-correlational will be used in the study as the research design. Explain in detail how random sampling will be done. Revise the Ethical Considerations. For the questionnaire, focus on how effective and how satisfied the students are with simulated return demonstrations.	27, 29-33

The proponents have complied with the suggested revisions and have been incorporated accordingly in the protocol.

Adelfa D. Dusaran
Research Adviser

The proponents have satisfactorily complied with the suggestions of the undersigned.

_MELBA C. SALE, MAN_____

Panel Member

APPENDIX O

Final Defense Matrix

CENTRAL PHILIPPINE UNIVERSITY
COLLEGE OF NURSING
The First Nursing School in the Philippines, 1906
Jaro, Iloilo City, Philippines

SUMMARY OF ORAL DEFENSE REVISIONS/COMMENTS

Study Title:

Perceived Effectiveness and Satisfaction of Simulated Return Demonstration on Head-to-Toe Assessment among Student Nurses in a Selected Private University

Date: May 22, 2023

Section/Group and Proponents:

BSN 4C EBLACAS, Mariella Angelica, EMMANUEL, Ann Marielle P., ENICOLA, Ezra Patrick M., ESCUETA, Mary Grace L., ESO, Mar L., and ESPANTO, Abiegail R.

Area	Suggestion for revision (by Panel Member)	Revisions on page no. in the manuscript
Paradigm of the Study	Horizontal Lines with no arrows	Page 9
Table	Correct the format of all tables. Merge the symmetric tables and arrange the means from highest to lowest. Additional discussion for each table.	Pages 47- 59
Findings	Change format and add supporting literature.	Page 71
Recommendations	Change format and revise recommendations and add for Institutions and Government	Page 74

APPENDIX O

The proponents have complied with the suggested revisions and have been incorporated accordingly in the protocol.

Prof. Adelfa D. Dusaran
Research Adviser

The proponents have satisfactorily complied with the suggestions of the undersigned.

Prof. Melba C. Sale
Chairperson

Prof. Ma. Lourdes N. Sampiano
Panelist

Prof. Alvin John H. Gustilo
Panelist

Prof. Tony Ray A. Canaman
Statistician

APPENDIX P

Progress report

RESEARCH ETHICS REVIEW BOARD

CENTRAL PHILIPPINE UNIVERSITY

Lopez Jaena St., Jaro, Iloilo City, Philippines

329-1971 to 79 local 3336

PROTOCOL REVIEW OF PROGRESS REPORT	RERB Form No. 09-1
	Version No. 01
	Date of Effectivity: 17 May 2023

INSTRUCTIONS TO THE RESEARCHER/s:

This form is required thirty (30) days after your Data Collection. Obtain an electronic copy of this form and supply

All information required in the space provided. This form shall be signed by the researcher and adviser before submission to researchethics@cpu.edu.ph

GENERAL INFORMATION

Title of Study	Perceived Effectiveness and Satisfaction of Simulated Return Demonstration on Head-to-Toe Assessment among Student Nurses in a Selected Private University		
RERB Protocol No.	2023-301-UG-EM MANUEL et al	Study Site	Central Philippine University
Name of Researcher	EBLACAS, Mariella Angelica, EMMANUEL, Ann Marielle P., ENICOLA, Ezra Patrick M., ESCUETA, Mary Grace L., ESO, Mar L., and ESPANTO, Abiegail R.		

Contact No.	+639064601281 +639176800833 +639493601178 +639104625987 +639511363931 +639482952035	Email Address	mariellaangelica.eblacas-20@cpu.edu.ph annmarielle.emmanuel-20@cpu.edu.ph ezrapatrick.enicola-20@cpu.edu.ph marygrace.escueta-20@cpu.edu.ph mar.eso-20@cpu.edu.ph abiegail.espanto-20@cpu.edu.ph
Co-researcher (if any)			
Institution	Central Philippine University		
Address of Institution	Lopez Jaena Street, Jaro Iloilo City 5000		
Ethical clearance effectivity period:	November 7, 2023 to November 7, 2024		

PROGRESS REPORT

1. Start of study: November 7, 2023
2. Expected end of study:March 7, 2024
3. Number of enrolled participants: 300
4. Number of required participants: 169
5. Number of participants who withdrew: 0
6. Deviations from the approved protocol: A. There has been additional information in the related literature. B. In the pilot study, the participants will change from 10 to 30.

7. New information (literature or in the conduct of the study) that may significantly change the risk-benefit ratio: None
8. Issues/problems encountered: A. There has been additional information in the related literature. B. In the pilot study, the participants were changed from 10 to 30.

Recommendations (For RERB use only)	
DECISION: (For RERB use only)	[☐] Ask for further information [☐] Noted and Accept report
Comments of Primary Reviewer (For RERB use only)	

APPENDIX Q

Final Progress Report

RESEARCH ETHICS REVIEW BOARD
CENTRAL PHILIPPINE UNIVERSITY
Lopez Jaena St., Jaro, Iloilo City, Philippines
329-1971 to 79 local 3336

FINAL REPORT FORM	RERB Form No. 13-1
	Version No. 01
	Date of Effectivity: 17 May 2023

INSTRUCTIONS TO THE RESEARCHER/s:
This form is required upon completion of the study. Obtain an electronic copy of this form and supply all information required in the space provided. This form shall be signed by the researcher and adviser before submission to researchethics@cpu.edu.ph

GENERAL INFORMATION

RERB Protocol Number	2023-301-UG-EMMANUEL et al	Date (DD/MM/YYYY)	11/06/2024
Protocol Title	Perceived Effectiveness and Satisfaction of Simulated Return Demonstration on Head-to-Toe Assessment among Student Nurses in a Selected Private University		
Principal Investigator/s	EBLACAS, Mariella Angelica, EMMANUEL, Ann Marielle P., ENICOLA, Ezra Patrick M., ESCUETA, Mary Grace L., ESO, Mar L., and ESPANTO, Abiegail R.		
Department/College	College of Nursing		
Contact No.	(033)330-7278 0924695863.	*Email Address	nursing@cpu.edu.ph.
Co-investigator/s (if any)			
Contact No.		Email Address	
Institution of Researcher/s	Central Philippine University		
Address of Institution	Jaro, Iloilo City, Philippines		
Effective period of Ethical Clearance	From: November 7, 2023 To: November 7, 2024		
*(*for RERB)* Primary Reviewer/s			

Type of Study	☐ Clinical ☐ Epidemiology ☐ Observational study
	☐ Document Review ☐ Individual based ☐ Genetic
	☐ Social Survey ✓ Others, specify Quantitative study
Review Status	☐ Full Board ☐ Expedited

FINAL REPORT

1. Start/end of the Study: November 2023 to March 2024
2. Number of enrolled participants: 300
3. Number of required participants: 169
4. Number of participants who withdraw: 0
5. Deviations from the approved protocol:

   A. There has been additional information in the related literature.

   B. In the pilot study, the participants were changed from 10 to 30.
6. Issues/problems encountered: Wrong format of tables.
7. Summary of findings:

   Based on the descriptive statistical analysis, the study findings point out that:

   A. In terms of Age, the study reveals the age range is within 21 to 25 years old, with the majority aged between 22 and 23 years old.

   B. In terms of Sex, the study reveals that the student nurse population is mostly women.

   C. With regard to academic performance, the respondents range from 1.25 to 2.0, with a grade point average of 1.75 and 1.5 respectively.

   D. With regard to perceived effectiveness, the study demonstrates a generally high level of effectiveness among participants. This is consistent with existing literature on simulation-based learning, where high-fidelity simulations are correlated with increased perceived effectiveness (Blum et al., 2010). Furthermore, the findings exhibit a significant level of satisfaction among participants with performing head-to-toe assessments. This recommends that participants perceive the effectiveness and use of the procedure and are overall satisfied with its application, in accordance with the literature on student satisfaction in simulation-based learning (Hayden et al., 2014).

   E. There is no significant relationship between age and effectiveness, This indicates previous research saying that age may not significantly influence the effectiveness of simulation-based learning (Jeffreys, 2012).

   F. There is no significant relationship between sex and effectiveness. This is consistent with findings suggesting that gender has minimal impact on perceived effectiveness in simulation-based learning (Kelly et al., 2016).

   G. There is no significant relationship between academic performance and effectiveness, This suggests that while students with lower academic performance may find the practice slightly less effective, other factors likely take part in a more important role in perceived effectiveness (Goh & Kim, 2019).

   H. In terms of satisfaction, the study reveals a weak and not significant positive relationship between age and satisfaction. This suggests that as there may be differences in satisfaction levels across age groups, overall satisfaction with the simulation remains high regardless of age.

   I. There is no significant relationship between sex and satisfaction, indicating that in spite of differences in satisfaction levels between male and female respondents, most show

satisfaction with the simulation.

J. Moreover, There is no significant relationship between academic performance and satisfaction, This implies that while there may be slight changes in satisfaction levels based on academic performance, overall satisfaction remains high in all performance levels.

K. Lastly, with regards to Perceived effectiveness and satisfaction, study findings demonstrate there is a strong and positive relationship of the head-to-toe return demonstration among level 4 student nurses. This significant association suggests that as perceived effectiveness improves, satisfaction levels with the demonstration also increase, and vice versa. This supports the notion that perceived effectiveness is closely linked to satisfaction in simulation-based learning (Thomas et al., 2014). Overall, the study findings provide valuable insights into the perceived effectiveness and satisfaction of simulated return demonstration on head-to-toe assessment among student nurses, highlighting the importance of effective simulation-based learning experiences in nursing education.

8. Conclusions/Recommendations:

Conclusion: Based on the data analysis and findings, the researchers concluded that:

A. There was no significant relationship between the age, sex, academic performance, and perceived effectiveness of simulated returned demonstration on head-to-toe assessment among student nurses in a selected private university.

B. There was no significant relationship between the age, sex, academic performance, and satisfaction on simulated returned demonstration on head-to-toe assessment among student nurses in a selected private university.

C. There was a significant relationship between perceived effectiveness and students' satisfaction on simulated returned demonstration on head-to-toe assessment among student nurses in a selected private university.

Recommendation:

The findings of this study showed that student nurses perceived the head-to-toe assessment of return demonstration as effective which improved their level of satisfaction. Thus, the researchers recommend the following:

Nursing students. The findings of this study serve as a foundation in performing head-to-toe assessments in the improvement of their level of satisfaction. To optimize their learning and skills, nursing students are encouraged to engage in hands-on practice with realistic scenarios integrating simulation-based learning experiences. In addition, nursing students are encouraged to use supplementary materials including demonstration videos, online learning materials, textbooks or written checklists to reinforce learning and prepare assessment at their own pace. Further, implementation of a system for ongoing evaluation and feedback during head-to-toe assessment return demonstrations is of importance in optimizing student learning. Nursing students shall be able to identify their areas of strength and areas for improvement. Monitoring of progress and adjusting necessary strategies for a more efficient and effective learning experience will also be made possible.

Clinical instructors. They shall possess an extensive understanding of the strengths and weaknesses exhibited by the nursing students during the simulated return demonstration on head-to-toe assessment. Thorough analysis of the findings of this study implies that the nursing professors are encouraged to tailor their approach in performance evaluation with focus on the improvement of the fundamental skills of nursing students. Integration of

structured and regular practice sessions into their lesson plan are encouraged for clinical instructors. This offers individualized feedback and performance evaluation which adapts to each nursing student's learning needs. In case of students who exhibit poor performance in return demonstrations, instructors should focus on individual skill improvement including a role model approach, adding guided practice sessions, skill drills and utilization of simulation exercises.

Parents. The findings of this study will serve as an awareness to the challenges faced by the nursing students and how the simulated head-to-toe return demonstration affects their satisfaction and level of performance. Thus, for the parents, it is very essential to offer support and encouragement to their child. Understanding the demanding nature of the nursing school, we encourage the parents to provide a nurturing environment, offering words of encouragement to keep them motivated.

Future researchers. To those who will conduct a similar study about the perceived effectiveness and satisfaction of student nurses to simulated return demonstration on head-to-toe assessment, the researchers recommend that in conducting your study, consider dividing the respondents into two equal groups with one group consisting of female nursing students and the other of male nursing students. In this study, the researchers used random sampling as our research instrument, as a result, the majority of the respondents were female. The researchers recommend this approach if you consider researching more in depth regarding the relationship between sex and the perceived effectiveness of the demonstrations. Future study can gain a better grasp of any potential disparities in perception and satisfaction between male and female students.

Institution.The findings of this study shows that the simulated return demonstrations on head-to-toe assessment are highly effective among the student nurses. These demonstrations enhance their skills, making them able to deliver safe, holistic and patient centered care in the future. Thus, to the higher education institutions offering the Bachelor of Science in Nursing, the researchers recommend standardizing the nursing curriculum that integrates these simulated demonstrations as a core competency. This will ensure that all student nurses will undergo high quality learning experience by such means enhancing their clinical skills and thereby improving their satisfaction.

Government. Not all nursing schools have access to highly advanced simulation laboratories, thus, the researchers recommend that the government should allocate funds to buy such mannequins, equipment and materials needed to provide a more realistic and effective learning environment for the student nurses. In order to continuously enhance and modify the curriculum based on evidence-based practices, we encourage the government to fund continuing research and assessment of training methodologies. These actions will help the government improve student satisfaction, raise the standard of nursing education, and eventually improve patient care results.:

9. Actions for dissemination of study results:

The result of the study is shared with our research adviser and research panel. The research study would be deleted/destroyed after 5 years.

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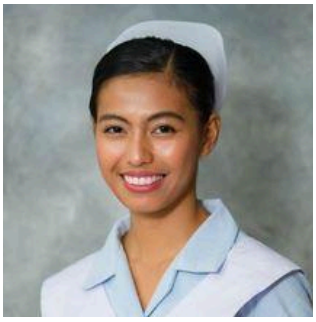
CURRICULUM VITAE



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