



SREE NARAYANA NURSING COLLEGE

Stonehousepet (po), Chinthareddypalem, Nellore - 524002.

Ph No: 0861-2318300 | Fax: 0861-2318300.

e-mail: sreenarayana.nursing12@gmail.com | principal.snn@narayanannursingcollege.com

Website: <https://sreenarayanannursingcollege.com>

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A.P. Nurses & Midwives Council, letter No. APNMC/CON/5212/2006, dated: 4/11/2006

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STUDENT'S FEEDBACK ON EFFECTIVENESS OF THE FACILITIES

2023-2024

The Sree Narayana Nursing College has collected student feedback. We have developed a one-of-a-kind feedback form on the effectiveness of the simulation lab facilities. The B.Sc Nursing & PB.B.Sc Nursing student's Feedback Analysis report is shown below.

Data Collection and Analysis

An effort was made to receive feedback from all students of the college. For this purpose, a Google form was created and sent to students. As many as out of 400, 380 responses have been received on Effectiveness of the Facilities. In order to arrive to comprehensive results, useful statistical tools like percentage, etc. have been used. For the effective presentation of the data, various types of graphs have been used.



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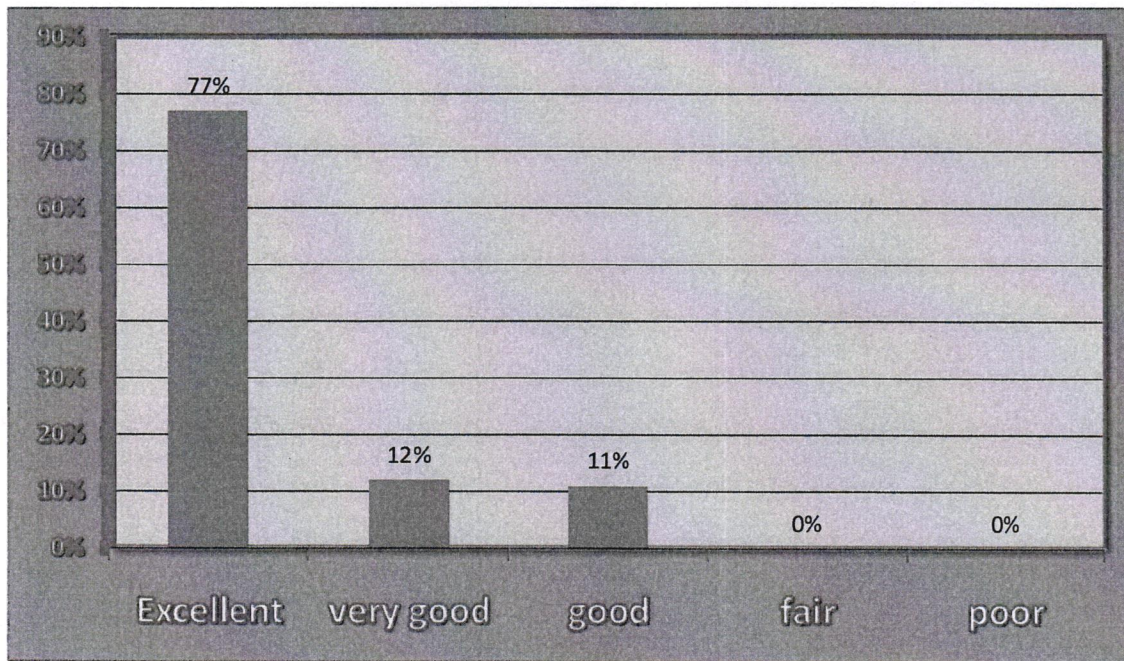
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1. Objectives

- a) Clearly communicated the objectives and expected outcomes to the participants of the simulation scenarios.



The above diagram demonstrates how the simulation scenarios objectives and expected outcomes were clearly explained to the participants. It reveals that 77% (293) of the students gave excellent feedback. About 12% (45) of the students gave very good and only few students 11% (41) gave a good feedback.



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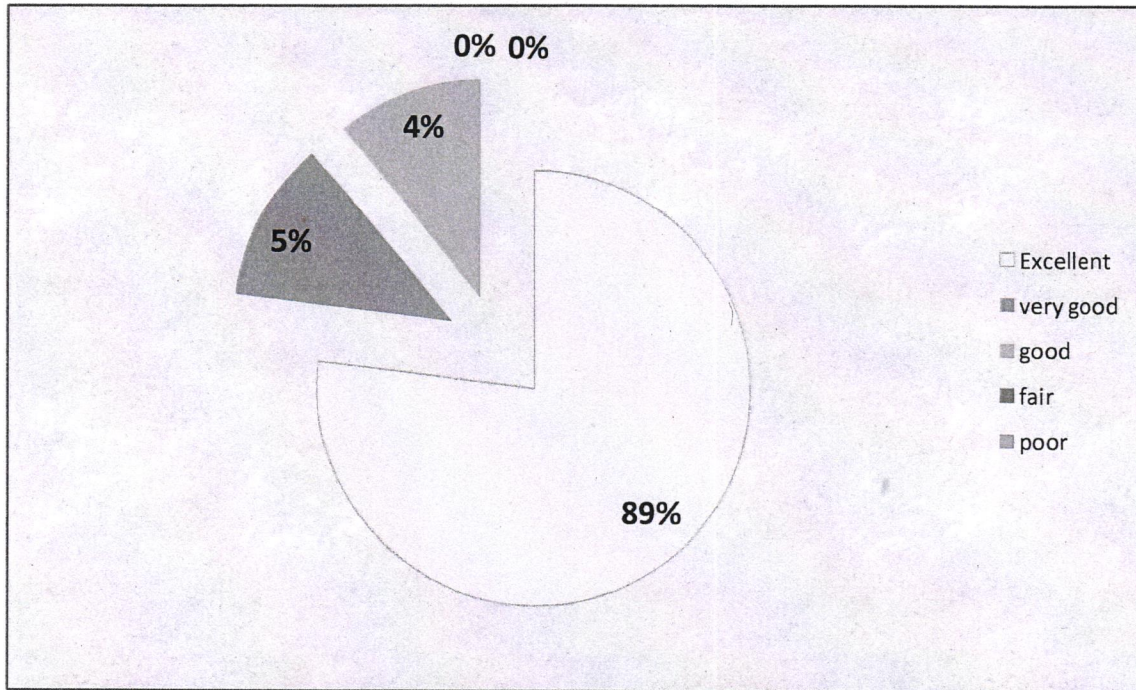
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2. Preparation

b) Manikin is realistic



The above Diagram illustrates that 89%(338)of responses were Excellent, with 5%(19) of responses received Very good, 4% (16) of respondents gave it Good, very less 2% (7) of responses were poor.



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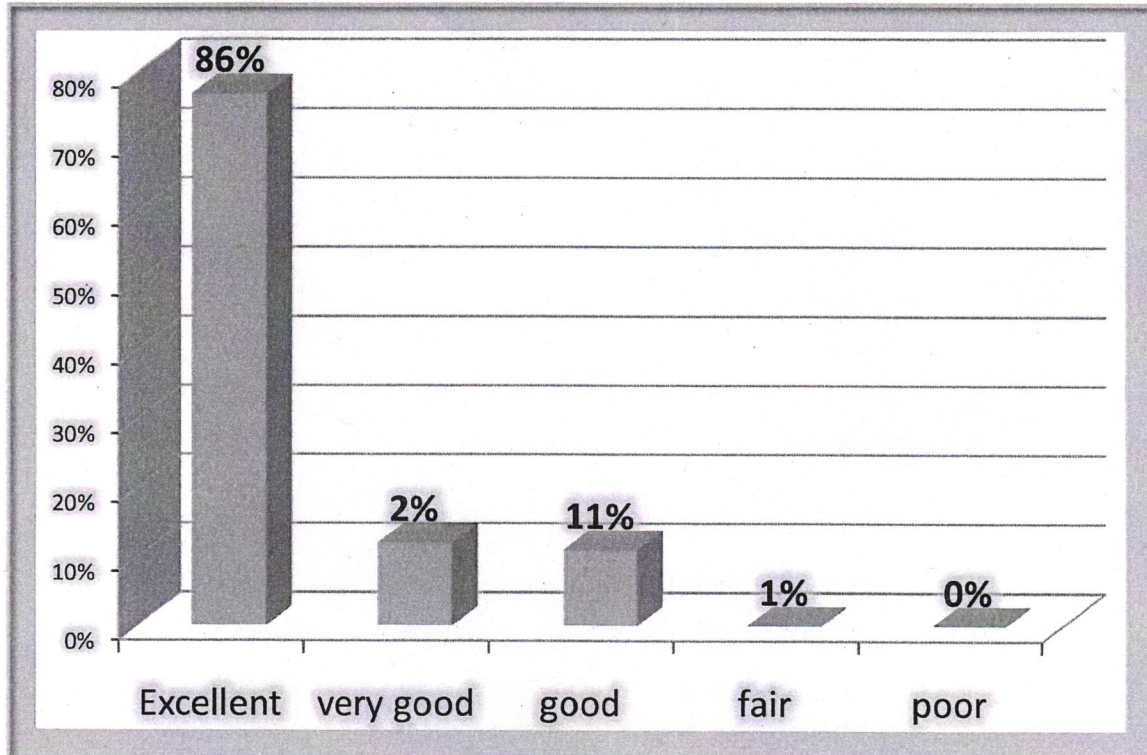
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C) Simulation event -feedback



The above Bar Diagram describes that the simulation event was well organized. It was noticed that 86% (326) of responses were Excellent, with 2% (8) of responses received Very good, 11% (41) of respondents gave Good and only 1% (5) respondents gave a fair response.



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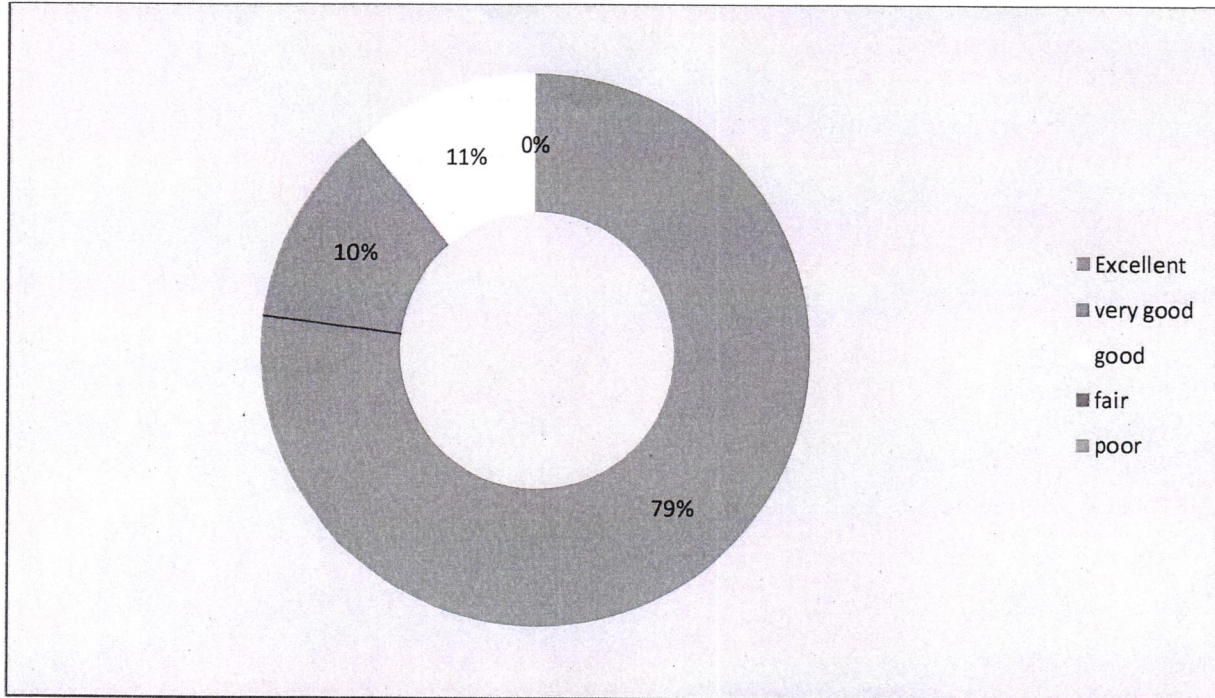
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D) The availability of articles and equipments



The above diagram explains that the availability of articles and equipments. It was revealed that 79% (300) of the students gave excellent feedback, 10% (38) of respondents are given a very good, 11% (42) of respondents were given a Good.



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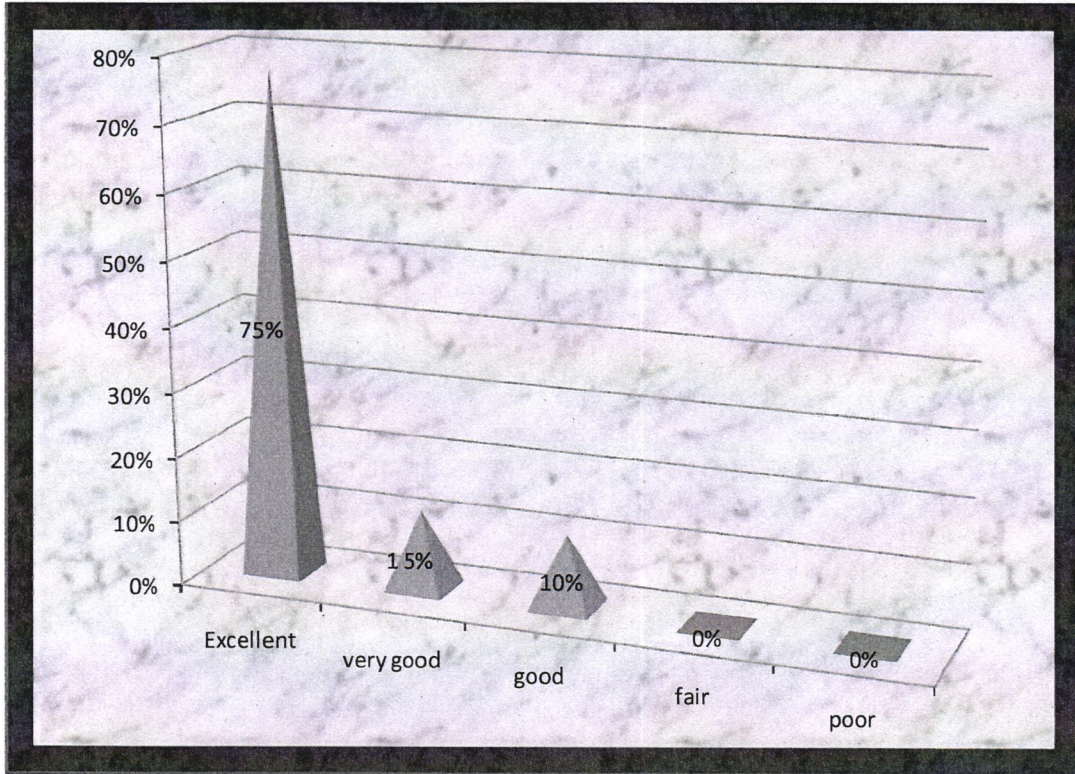
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E) The usage of Simulation



The above bar diagram depicts that the usage of Simulation is realistic. It was revealed that 75%(300) of the students gave excellent feedback,15% (38) of respondents are given a very good, 10% (42) of respondents were given a good.



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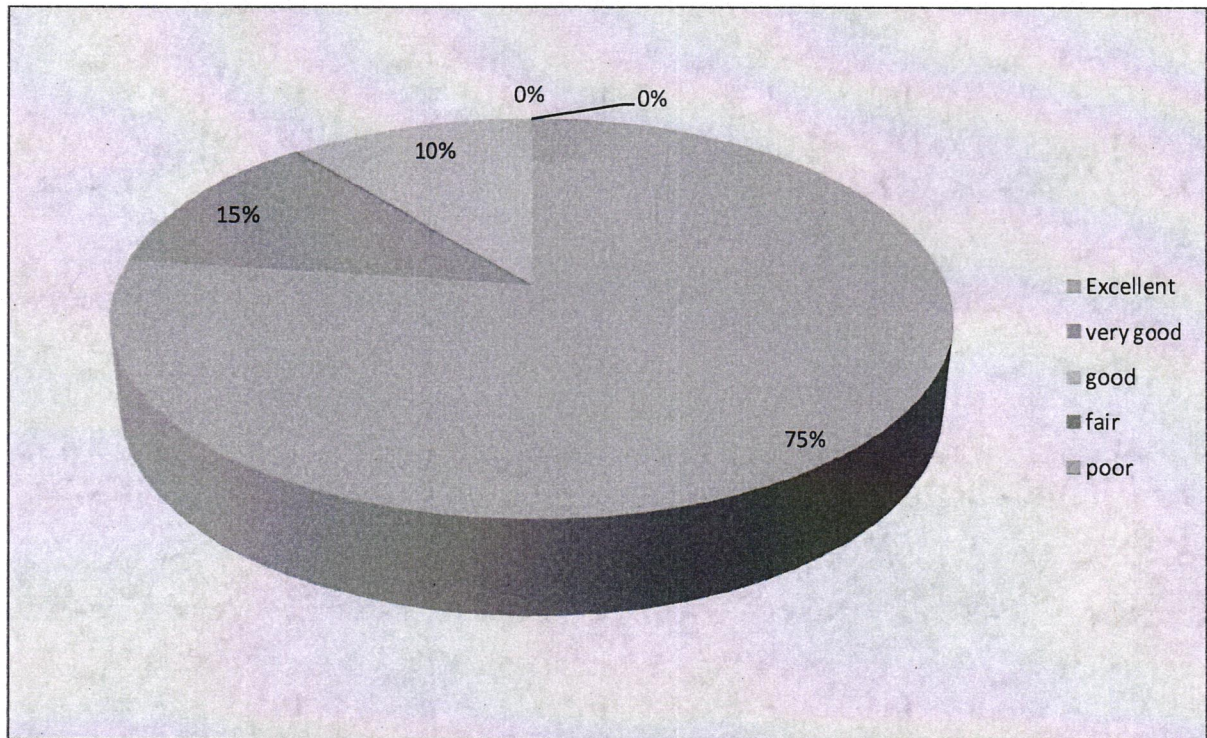
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F) Equipment and its calibrations



The above pie diagram provides that Equipment and its calibrations are appropriate. It was noticed that, 75%(285) students have said that excellent, 15%(57) students have given feedback very good, only 10% (38) students have given a good response.



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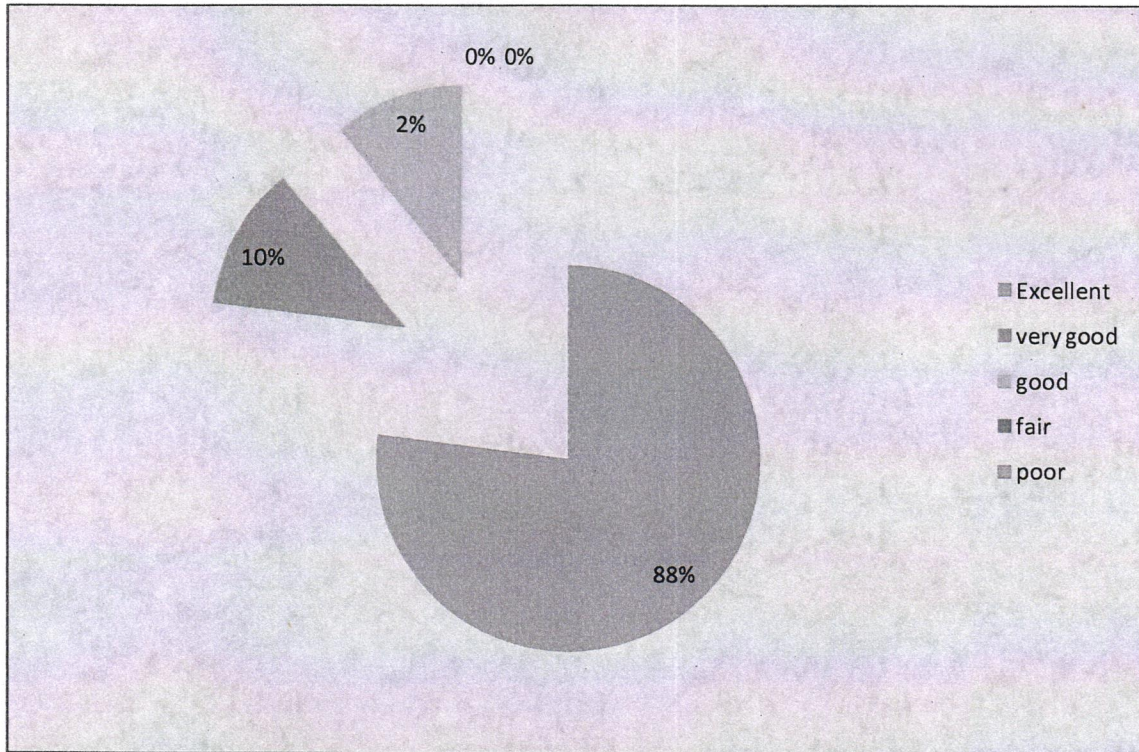
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3) Demonstration



The above Pie diagram illustrates that the simulation is easy to use for that the students given feedback 88% (335) Excellent, 10% (38) were given a very good, 2% (7) were given a fair.



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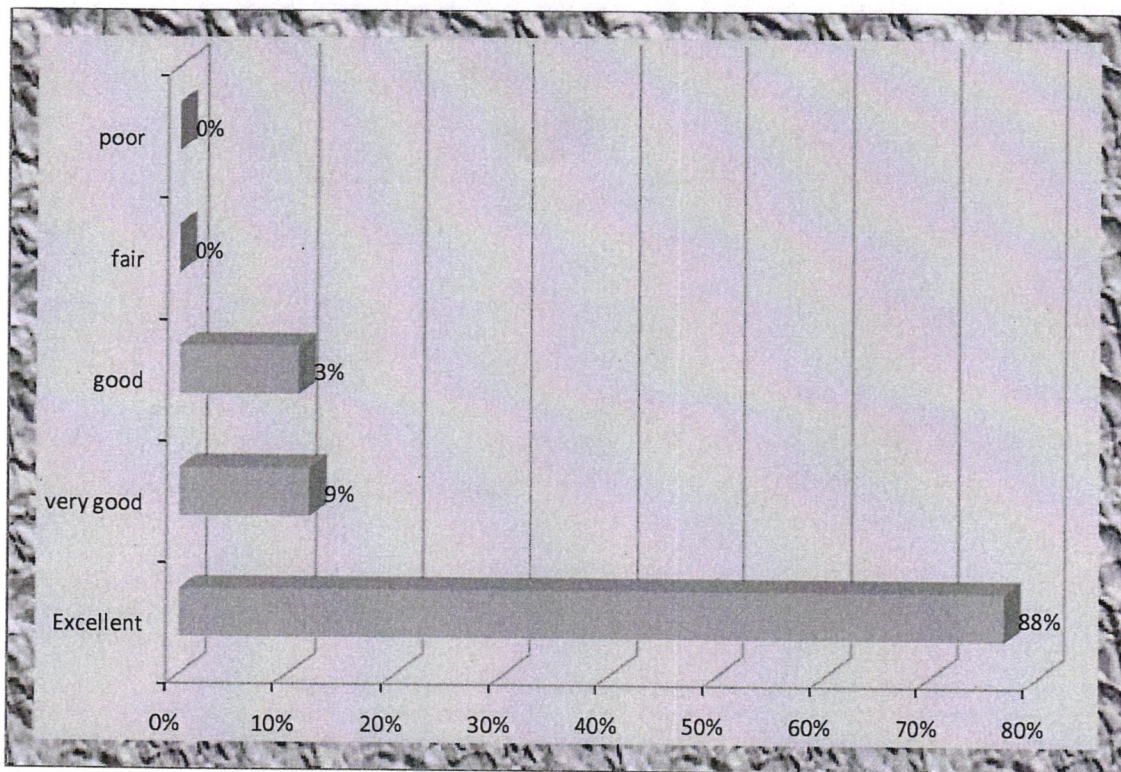
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G) The simulation teaching efficient



The above diagram illustrates that the simulation is teaching efficient; for that the students given feedback 88 % (400) Excellent, 9% (17) were given a very good, 3% (8) were given a fair .



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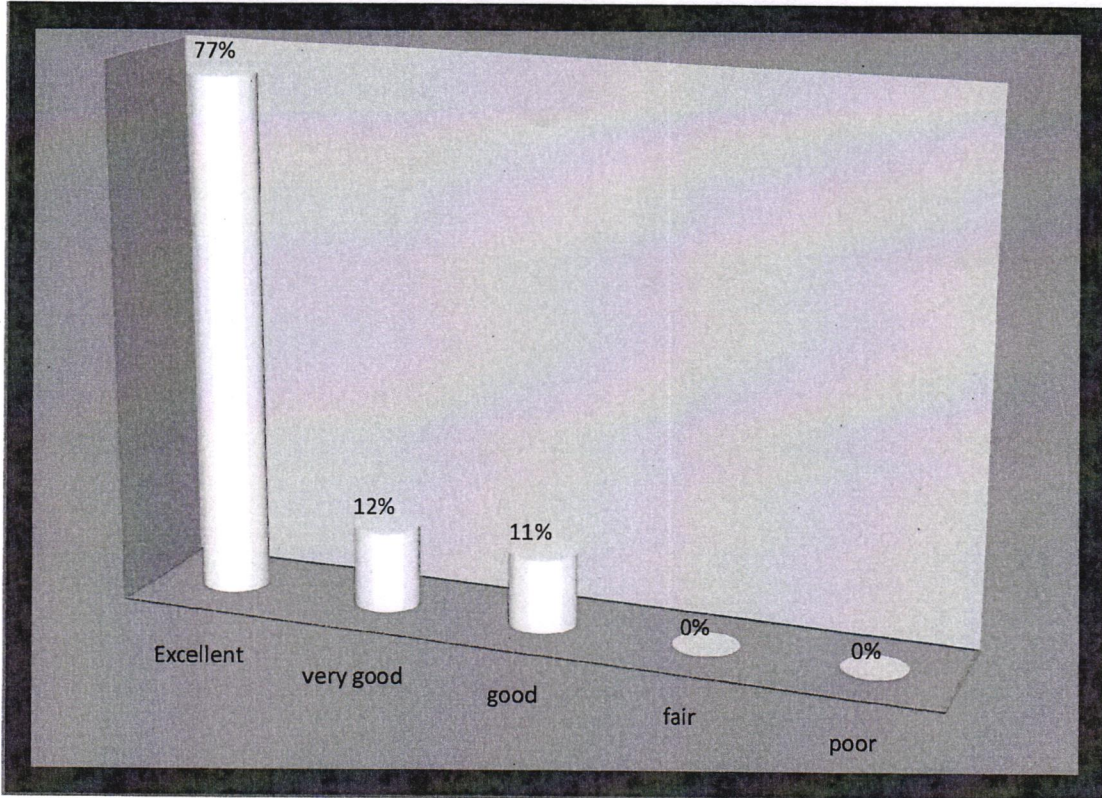
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H) Procedures



The above Bar diagram illustrates that the procedures shown were effective 77% (293) answered Excellent, 12% (45) were given a very good, 11% (42) were given a fair.



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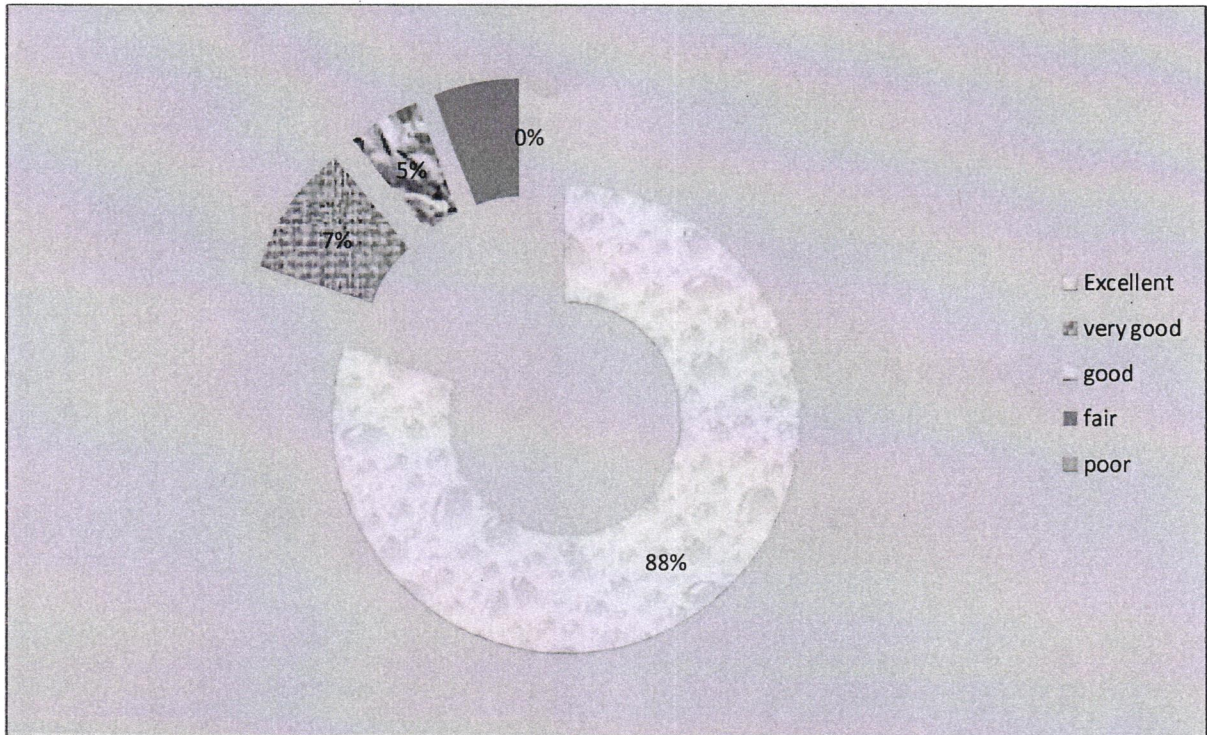
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D) Teachers involvement



The above diagram illustrates that the teachers were involved in providing real-life clinical situations. The student's feedback 88%(335) Excellent, 7%(26) were given a very good, 5% (19) were given a fair.



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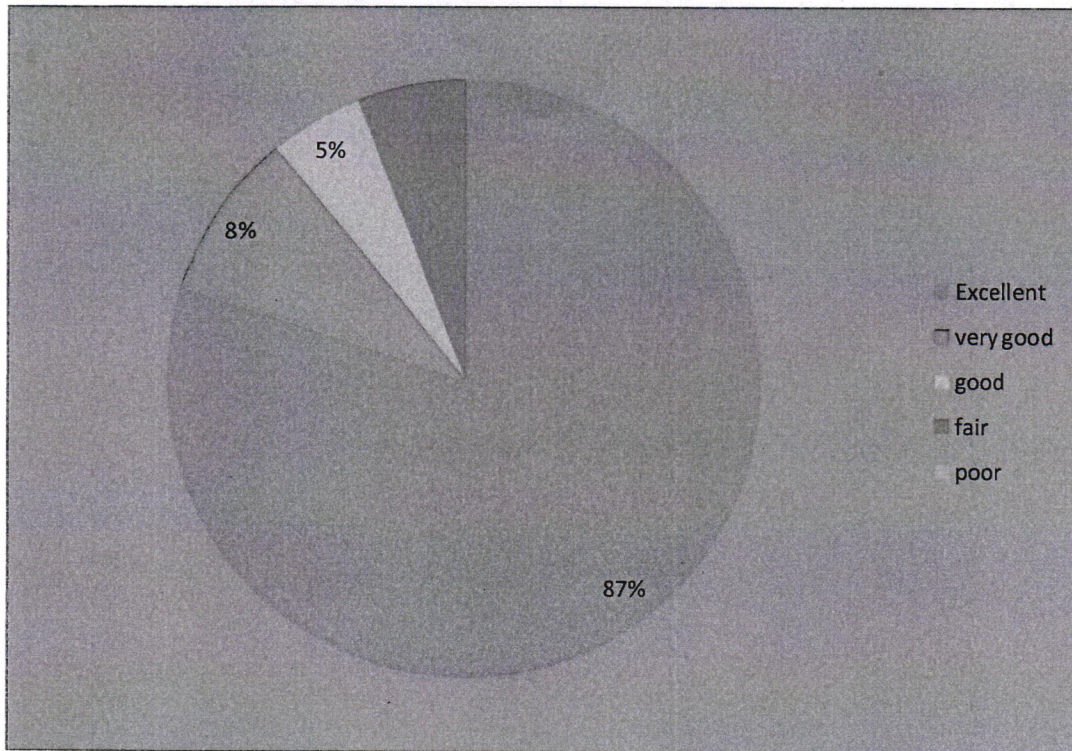
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k) The group size of the simulation event was appropriate



The above Bar diagram describes that the group size of the simulation event was appropriate. Felt like involved in a real clinical situation for that the students given feedback 87% (330) Excellent, 8%(31) were given a very good, 5%(19) were given a fair.



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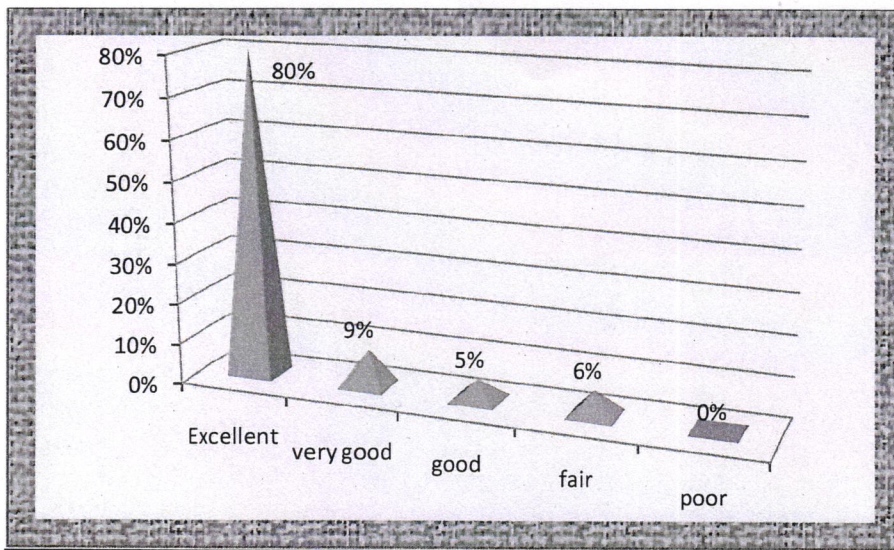
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1) Opportunity to address feelings



The above bar diagram describes that feedback of 80% (304) were Excellent, 9% (38) were given very good, 5% were given good, only 6% (38) were given a fair response.



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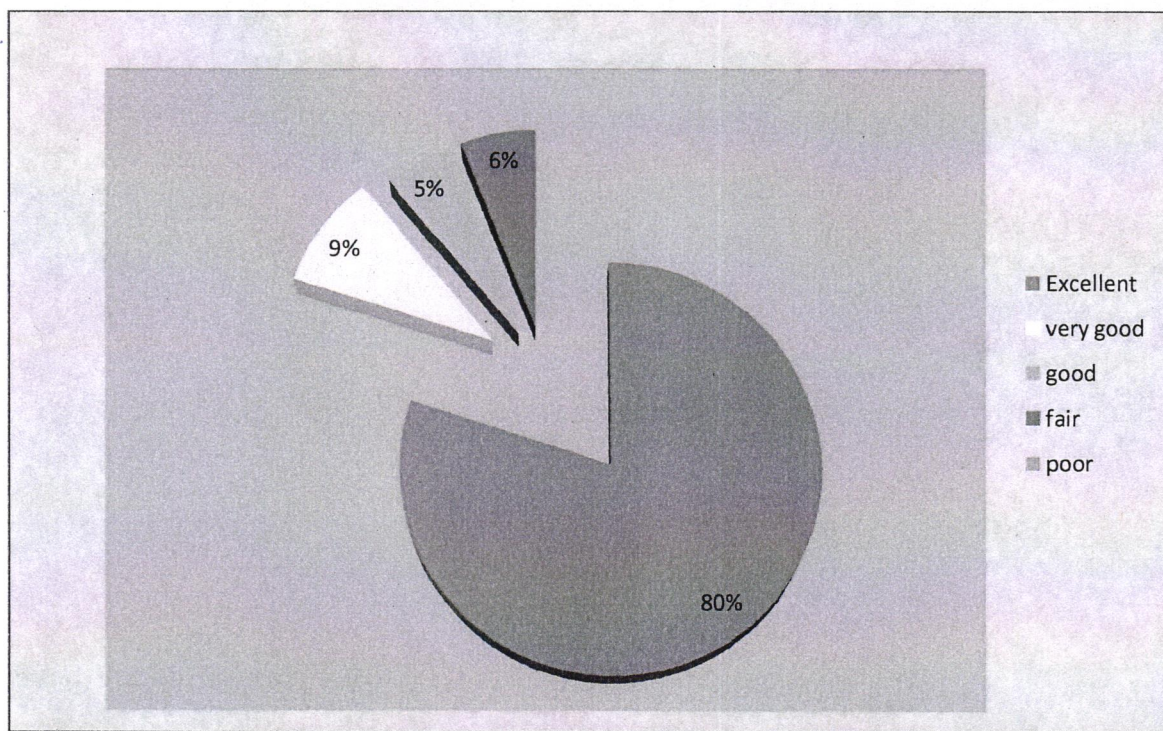
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4) Re demonstration

M) Lab duration period



The above pie diagram describes that the sufficient Lab duration period was given where the students given feedback 80% (304) Excellent, 9% (34) were given a very good, whereas 5% (19) were given good and 6% (23) respondents were given fair.



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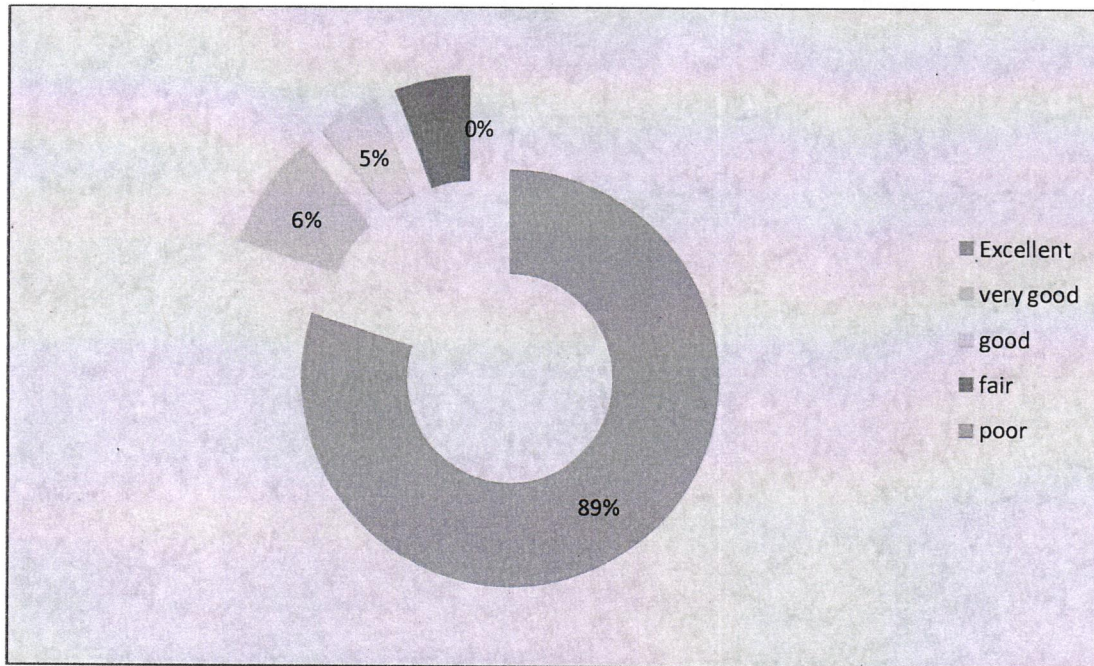
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N)The re demonstration was helpful for learning :



The above bar diagram describes that the re demonstration was helpful for learning.the students given feedback 89 %(338) Excellent, 6%(23) were given a very good, 5% (19) were given response good.



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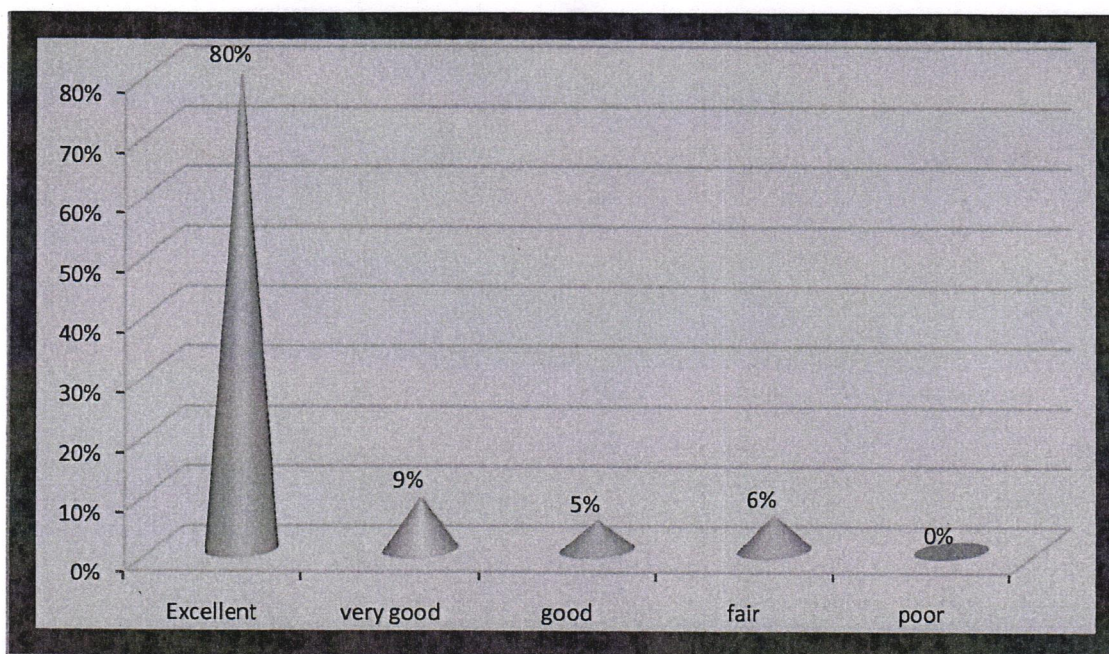
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o) The individual scenario allowed using the critical thinking skills learned through the nursing program during the simulation.



The above bar diagram describes that the individual scenario allowed using the critical thinking skills learned through the nursing program during the simulation for that the students given feedback 80%(304) ,9% (34) were given a very good, 5% (19) respondents given good 6% (23) of students given a fair.



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Table representation for student feedback on the Effectiveness of the Facilities:

| S.No | Question No | Excellent | Very Good | Good | Fair | Poor |
|------|---|-----------|-----------|----------|----------|--------|
| 1 | Simulation Scenario Objectives Explained | 77% (293) | 12% (45) | 11% (41) | - | - |
| 2 | Manikin Realism | 89% (338) | 5% (19) | 4% (16) | - | 2% (7) |
| 3 | Simulation Event Organized | 86% (326) | 2% (8) | 11% (41) | 1% (5) | - |
| 4 | Availability of Articles and Equipment | 79% (300) | 10% (38) | 11% (42) | - | - |
| 5 | Usage of Simulation Realistic | 75% (300) | 15% (38) | 10% (42) | - | - |
| 6 | Equipment Calibration | 75% (285) | 15% (57) | 10% (38) | - | - |
| 7 | Demonstration Easy to Use | 88% (335) | 10% (38) | - | 2% (7) | - |
| 8 | Simulation Teaching Efficiency | 84% (334) | 9% (17) | (5%) 20 | 3% (8) | - |
| 9 | Procedures Effectiveness | 77% (293) | 12% (45) | 11% (42) | - | - |
| 10 | Teacher Involvement in Simulation | 88% (335) | 7% (26) | - | 5% (19) | - |
| 11 | Group Size Appropriate | 87% (330) | 8% (31) | - | 5% (19) | - |
| 12 | Opportunity to Address Feelings | 80% (304) | 10% (38) | - | 10% (38) | - |
| 13 | Lab Duration Period Sufficient | 80% (304) | 9% (34) | 5% (19) | 6% (23) | - |
| 14 | Re-Demonstration Helpful for Learning | 89% (338) | 6% (23) | 5% (19) | - | - |
| 15 | Critical Thinking Skills in Individual Scenario | 80% (304) | 9% (34) | 5% (19) | 6% (23) | - |



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The feedback collected from the B.Sc Nursing and PB.B.Sc Nursing students at Sree Narayana Nursing College on the effectiveness of the simulation lab facilities reveals overwhelmingly positive results. Across various categories such as objectives communication, preparation, equipment availability, and teacher involvement, the majority of students rated the facilities as excellent. The statistical analysis, supported by clear graphical representations, shows a consistent trend of satisfaction, with high percentages of students giving excellent feedback in almost all areas. This indicates that the simulation lab at Sree Narayana Nursing College is successfully meeting the educational needs of the students, providing them with realistic, well-organized, and effective learning experiences. Although most students provided positive feedback, enhancements can be made to better communicate the objectives of simulation scenarios, improve the realism of manikins, and increase the availability of necessary articles and equipment. Additionally, refining the organization of simulation events and ensuring regular calibration of equipment will further improve the overall learning experience. Providing more opportunities for students to use critical thinking skills, as well as optimizing lab duration and re-demonstration sessions, will help address the needs of those who rated aspects.




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