

Exploring efficacy of education delivery methods during in-service time: A prospective study comparing lectures and in-situ simulation and their effects on patient assessment.

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Background

The limited double-staffed education time between shifts, creates significant challenges for effective nursing education in acute clinical settings. This highlights the need to maximise the impact of learning during brief in-service periods.

Aim

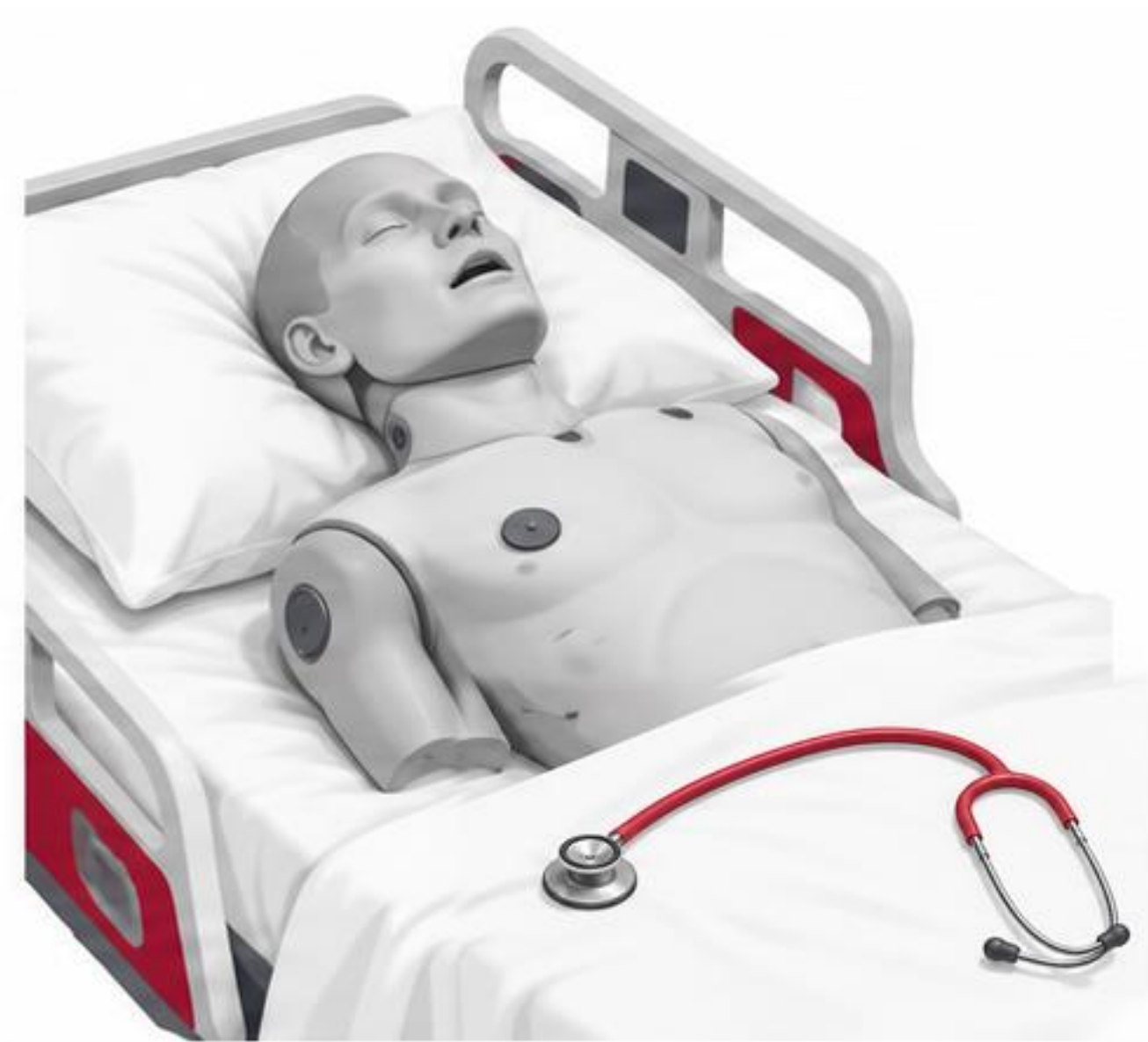
This study compared lecture, simulation and combined lecture–simulation education, delivered in a 30-minute in-service session to determine which modality most improved nurses’ systems-based assessment knowledge and clinical performance.

Methods

Participants entered one of four education groups:



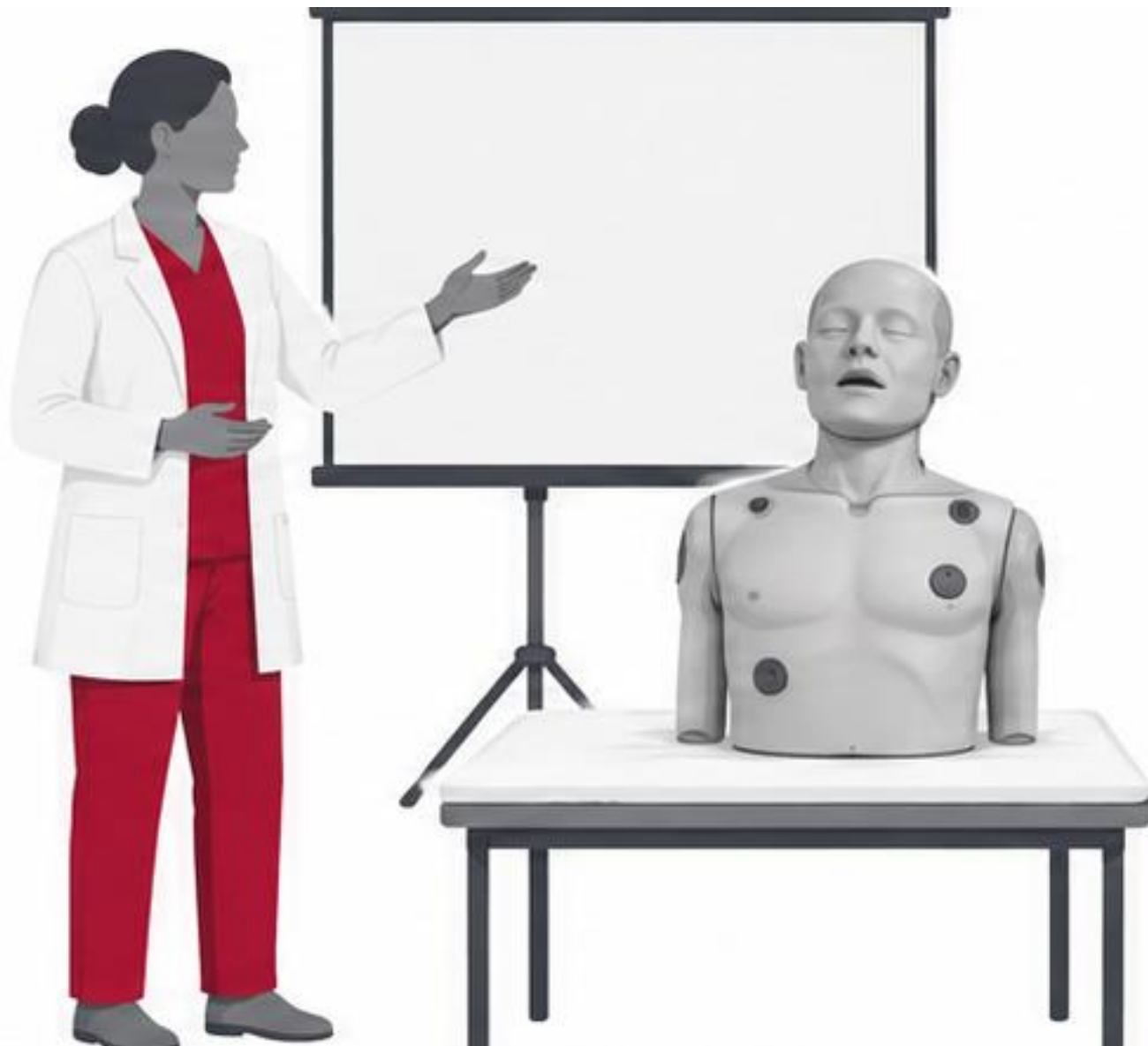
30 MINUTES
In-service education, 2:00–2:30 pm



Simulation



Lecture



Simulation + Lecture



Control (no education)

Pre- and post-intervention assessments included the NAQ, CAT and PET. Post-session evaluations assessed satisfaction and perceived effectiveness.

NAQ

Nursing Assessment Quiz
Knowledge evaluation

CAT

Clinical Assessment Tool
Bedside skills assessment

PET

Participant Engagement Tool
Participant engagement

Results

Group allocation was not a significant predictor of post-intervention knowledge or clinical performance outcomes.

No group showed a statistically significant improvement in either measure following the education intervention.

Conclusion

Regardless of education modality, 30 minutes appeared insufficient to achieve meaningful educational benefits, knowledge retention or practice change in this study.

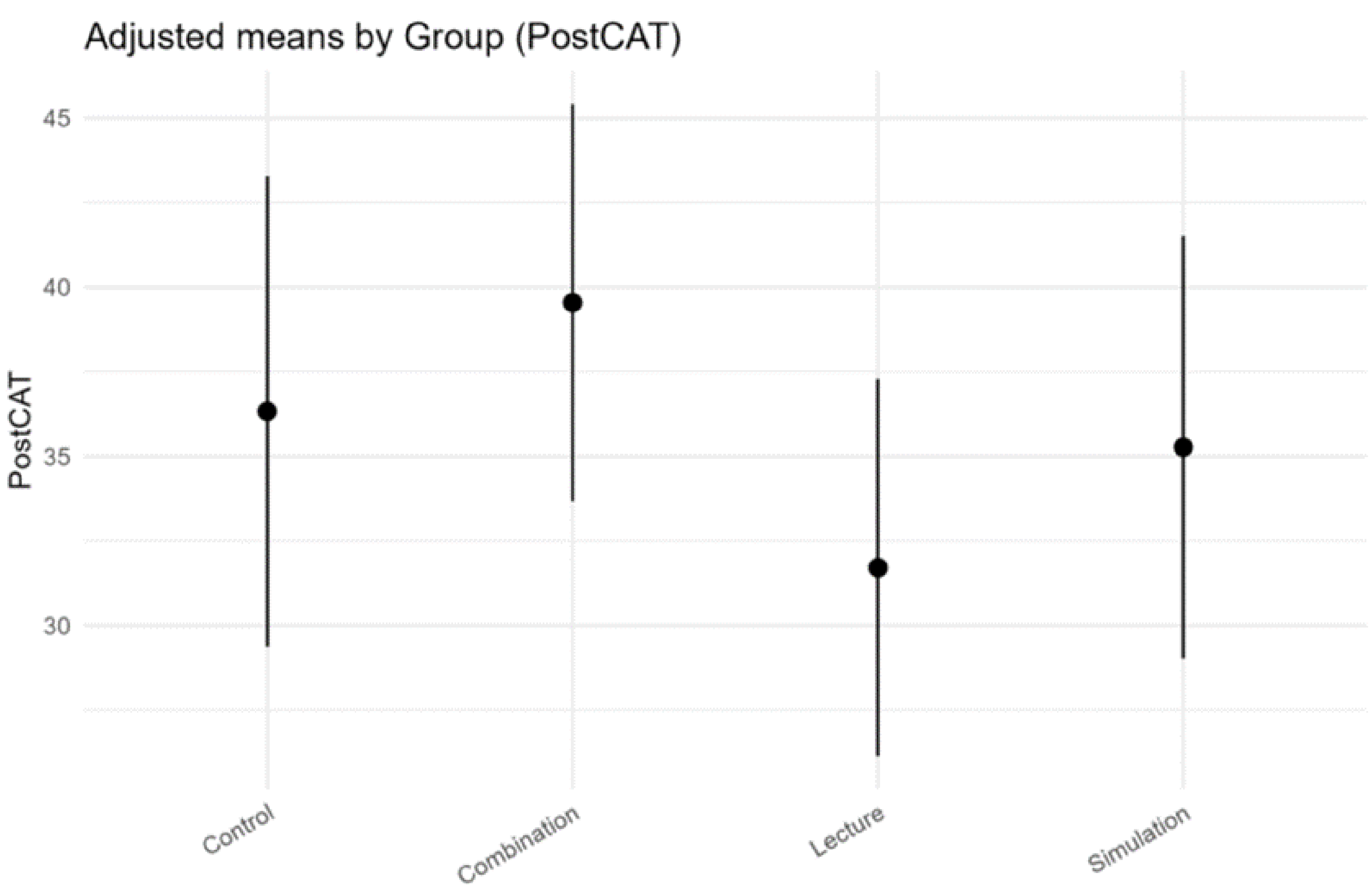


Figure 1. Post-intervention CAT scores showed no significant differences between education groups.