THE ROLE OF SIMULATION IN NURSING EDUCATION: A REGULATORY PERSPECTIVE

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INTRODUCTION

Simulation in some form has probably been used as a teaching strategy in nursing education since the first nurse tried to teach the first nursing student how to do a task properly. To create the most effective and efficient ways of teaching nursing, faculty members need to develop a wide range of methods of engaging students in learning activities, including simulation.

DESCRIPTION

Simulation: ".........as a strategy - not a technology - to mirror, anticipate, or amplify real situations with guided experiences in a fully interactive way."

Simulator: "…replicates a task environment with sufficient realism to serve a desired purpose"


Types of Simulation are Screen-based/PC-based simulation, virtual patients, partial task trainers, human patient simulator, standardized patients, and integrated models.

Potential advantages of simulation are reduces training variability and increases standardization, guarantees experience for every students, can be customized for individualized learning, accurate reflective learning, is student-centered learning, allows independent critical-thinking and decision-making, and delegation.

Simulation is challenges to teaching strategy by initial capital expenditures, high financial cost, faculty development, ongoing faculty/administrative/technical support.

CONCLUSION

The "perfect storm" is near, and the survival of the profession of nursing and the outcome of health care is at risk. We strongly and biasly believe that simulation focused pedagogy holds many rewards, but working through the challenges and the need for extra resources to incorporate it awaits us. Infusing our passion for the process and our love of teaching and learning is the goal of this topic. If we can help even one faculty member enhance teaching to incorporate these ideas for interactive learning that engages and excites students, then our mission is complete.

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