Research proposal

Research Proposal

Simulation-Based Learning in Nursing Education

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Simulation-Based Learning in Nursing Education

Nursing students must demonstrate competent knowledge of theoretical concepts learned in class and clinical skills in nursing practice. Therefore, nurses are required to pass their courses before they can graduate and transition from nursing school to nursing practice. However, passing courses is often challenging for nurses, considering that they are complex and demanding. Simulation is one of the teaching and learning approaches that can help students to enhance their theoretical knowledge as well as their clinical reasoning and practice skills. This research proposal explores how simulation can be used among nursing students to help them pass their courses.

Problem Statement

The proposal addresses the problem of using simulation to remediate students who are not competent in skills and theory to help increase their chances of passing their courses. Understandably, simulation can potentially arouse student interest in learning through role-playing. It is also a prelude to developing critical thinking skills, enabling students to read and understand course contents (Koukourikos et al., 2021). It can also enable nursing students to experience working in a setting resembling healthcare institutions, which helps them gain the confidence, knowledge, and experience needed to excel in their courses and improve their grades.

Simulation can also help to achieve coordination between the theory that nursing students learn in school and practice in healthcare institutions (Koukourikos et al., 2021). For this reason, simulation can help students to improve their scores during internships as they harmonize their practical skills with course concepts. Simulation can also help to bridge the gap existing in nursing schools, such as the lack of professors and clinical training structures, which would otherwise hinder the education and training of nursing students. It can also abet students to develop positive attitudes and perceptions for enhanced self-esteem required for academic success. Moreover, simulation can promote team spirit by enhancing cooperation (Koukourikos et al., 2021). Such an approach ensures that students use the limited educational resources effectively for improved academic scores in their coursework.

Purpose of the Proposed Study

The purpose of the proposed study is to explore how simulation-based learning and education can be used to improve the competence of remediate students in theory and skills to increase their chances of passing exams. Nursing students are required to pass prelicensure nursing programs to enable them to progress into

practice. However, some students fail to progress because the programs are academically rigorous (Lewis, 2019). Failure to pass is detrimental to nursing students as it leads to delayed entry into nursing. Understandably, nursing students who have failed are forced to repeat the courses, leading to delayed graduation (Lewis, 2019). Course failure is also a prelude to increased nursing student attrition and wastage of academic resources. For this reason, there is a need to enhance the performance of nursing students to ensure that they have the requisite understanding and knowledge of their courses for enhanced academic performance.

Simulation-based learning and education solve the problem of nursing students failing in their courses. It is a tool that can help rebuild students' clinical experience, skills, and theoretical knowledge. It ensures that students master steps for acquiring knowledge and expertise by utilizing structural learning experiences. Simulation helps to reduce student fear and anxiety, which is a recipe for an enhanced desire to learn and prosper in academic work. According to Rejnö et al. (2017), there is a significant link between passing exams and class attendance. In particular, attending learning sessions increase the probability of students passing their exams by 13% (Rejnö et al., 2017). In this regard, simulation can enhance students' interest in attending lectures, which will positively impact their performance.

Advocacy and Positive Social Change Connection

Simulation-based learning and education to improve the performance of nursing students in their courses as connections with advocacy and positive social change. As an illustration, advocacy entails engaging in group or individual activities to influence decision-making. Simulation is a prerequisite to advocacy because it ensures that learners improve their communication skills, enabling them to speak up whenever they experience challenges in their workplace (Oner et al., 2018). This technique enables learners to be assertive as it equips them with the required skills and knowledge to express themselves clearly and appropriately regarding their wants and needs (Oner et al., 2018). The simulation also enables students to practice role-playing, which enables them to identify challenges that warrant advocacy for improvement.

Social change is also connected to simulation-based learning and education. Illustratively, social change This teaching technique is used to model or modify the behaviors of nurses, particularly their perceptions and attitudes (Morse et al., 2019). Simulation teaches domain-specific skills that train nurses and other healthcare professionals in achieving interprofessional collaboration. The approach is founded

on experiential teaching and learning in which nurse students familiarize themselves with practice concepts (Morse et al., 2019). Therefore, it helps to establish and enhance the relationship between nurse students and educators, which helps to initiate social change.

Scholarly Resources Supporting the Problem and Purpose Statement

Many studies have been conducted to explore how simulation-based learning and education can be used to improve the academic outcomes of nurse students. For instance, the study by Aebersold (2018) explains that the integration of simulation in nursing education enables students to practice safely, improve their clinical reasoning skills, and enhance their knowledge. In another study, Karabacak et al. (2019) assert that simulation-based training offers students the opportunity to evaluate their performance. It also reinforces students' self-efficacy, enabling them to make an informed judgment to complete their courses. Rogers and Franklin (2021) focused on establishing the impact of cognitive load on the learning experiences of nurse students. The authors explain that simulation places a cognitive load on learners regarding gaining necessary skills, which needs to be monitored for better health outcomes.

Conclusion

Simulation can revolutionize nursing education by ensuring that nurse students have the necessary skills and knowledge to pass their courses. Therefore, embracing and implementing simulation in nursing institutions is necessary. When successfully implemented, simulation-based learning will guarantee the swift graduation of nurse students and subsequently transition to nursing practice. Nurse students will pass their courses and will not need to repeat classes or courses. Therefore, nurse student attrition will greatly decrease, improving nursing practice staffing levels.

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