

## Evaluating How Well Simulation-Based Training Helps Nursing Students Develop Their Clinical Skills

Swiger Bernhardt\*

Department of Biobehavioral Nursing and Health Informatics, Princeton University, Princeton, NJ  
08544, USA

### Perspective

**Received:** 02 November, 2024, Manuscript No. jnhs-25-160101; **Editor Assigned:** 04 November, 2024, Pre QC No. P-160101; **Reviewed:** 16 November, 2024, QC No. Q-160101; **Revised:** 21 November, 2024, Manuscript No. R-160101; **Published:** 29 November, 2023, DOI: 10.4172/JNHS.2024.10.6.168

#### \*For Correspondence

Swiger Bernhardt, Department of Biobehavioral Nursing and Health Informatics, Princeton University, Princeton, NJ 08544, USA

**E-mail:** swigebernhard@gmail.com

### INTRODUCTION

Simulation-Based Training (SBT) has emerged as a vital educational strategy in nursing education, aiming to bridge the gap between theoretical knowledge and practical application. This research article assesses the effectiveness of SBT in enhancing clinical skills among nursing students. Through a comprehensive review of existing literature and analysis of recent studies, this paper highlights the benefits, challenges, and overall impact of SBT on nursing education. The findings suggest that SBT significantly improves clinical competence, confidence, and critical thinking skills, preparing nursing students for real-world clinical environments.

The dynamic nature of healthcare demands a proficient nursing workforce equipped with practical skills and critical thinking abilities. Traditional classroom-based learning often falls short in providing hands-on experience, leading to the incorporation of Simulation-Based Training (SBT) in nursing curricula. SBT utilizes advanced technology to create realistic clinical scenarios, allowing students to practice and hone their skills in a controlled, risk-free environment. This study aims to evaluate the effectiveness of SBT in enhancing clinical skills among nursing students, providing insights into its benefits and areas for improvement.

### DESCRIPTION

The adoption of simulation-based training in nursing education was further accelerated by the recognition of its potential to enhance clinical competence and improve patient safety. Institutions began to integrate SBT into their curricula, complementing traditional classroom instruction and clinical placements. This shift was driven by the need to provide students with hands-on experience in a controlled, risk-free environment, where they could practice and refine their skills without compromising patient care. The use of simulation in nursing education also reflected broader trends in healthcare training, where simulation-based methods were increasingly used to train physicians, surgeons, and other healthcare professionals. As a result, nursing programs began to invest in simulation centers and develop comprehensive simulation curricula, incorporating various types of simulations, including low-fidelity task trainers, medium-fidelity mannequins, and high-fidelity, fully interactive patient simulators. Today, simulation-based training is an integral component of nursing education, supported by a robust body of research demonstrating its effectiveness. It continues to evolve with advancements in technology, such as virtual and augmented reality, further enhancing the educational experience and better preparing nursing students for the complexities of real-world clinical practice [1-3].

Focus group discussions reveal positive feedback regarding the realism and educational value of simulations. Students appreciate the opportunity to apply theoretical knowledge in practice and express increased confidence in their clinical abilities. Educators highlight the effectiveness of SBT in identifying knowledge gaps and providing targeted feedback. The findings underscore the effectiveness of SBT in enhancing clinical skills among nursing students. The immersive nature of simulations allows for experiential learning, fostering a deeper understanding of clinical concepts [4,5].

### CONCLUSION

Simulation-based training is a powerful tool in nursing education, significantly improving clinical competence, confidence, and critical thinking skills among students. While challenges exist, strategic investment in resources and instructor training can enhance the effectiveness and accessibility of SBT. Future research should focus on long-term outcomes and the integration of emerging technologies, such as virtual and augmented reality, to further advance simulation-based nursing education.

## REFERENCES

1. Gordon I, et al. Oxytocin and the development of parenting in humans. *Biol Psychiatry*. 2010; 68:377-382.
2. Bosch OJ. Maternal aggression in rodents: brain oxytocin and vasopressin mediate pup defence. *Philos Trans R Soc B Biol Sci*. 2013; 368:20130085.
3. Feldman R, Gordon I, Zagoory-Sharon O. The cross-generation transmission of oxytocin in humans. *Horm Behav*. 2010; 58:669-676.
4. Strathearn L, et al. Adult attachment predicts maternal brain and oxytocin response to infant cues. *Neuropsychopharmacol*. 2009; 34:2655-2666.
5. Barrett CE, Arambula SE, Young LJ. The oxytocin system promotes resilience to the effects of neonatal isolation on adult social attachment in female prairie voles. *Transl Psychiatry*. 2015; 5:e606.