

# Using Simulation for Practice Learning



Following a successful bid for funding from **Health Education England**, The Clinical Skills and Simulation Team at Middlesex University developed simulated learning experiences to replace clinical placement hours. This included the creation of interactive case studies using realistic patient scenarios which were co-created with service users. The use of actors was included to enhance the learning experience for students. Virtual and augmented reality were also used within the learning experience, (Jacobs et al, 2022, Health Education England, 2020). This also provided the opportunity for the team to develop enhanced facilitation skills using simulation.

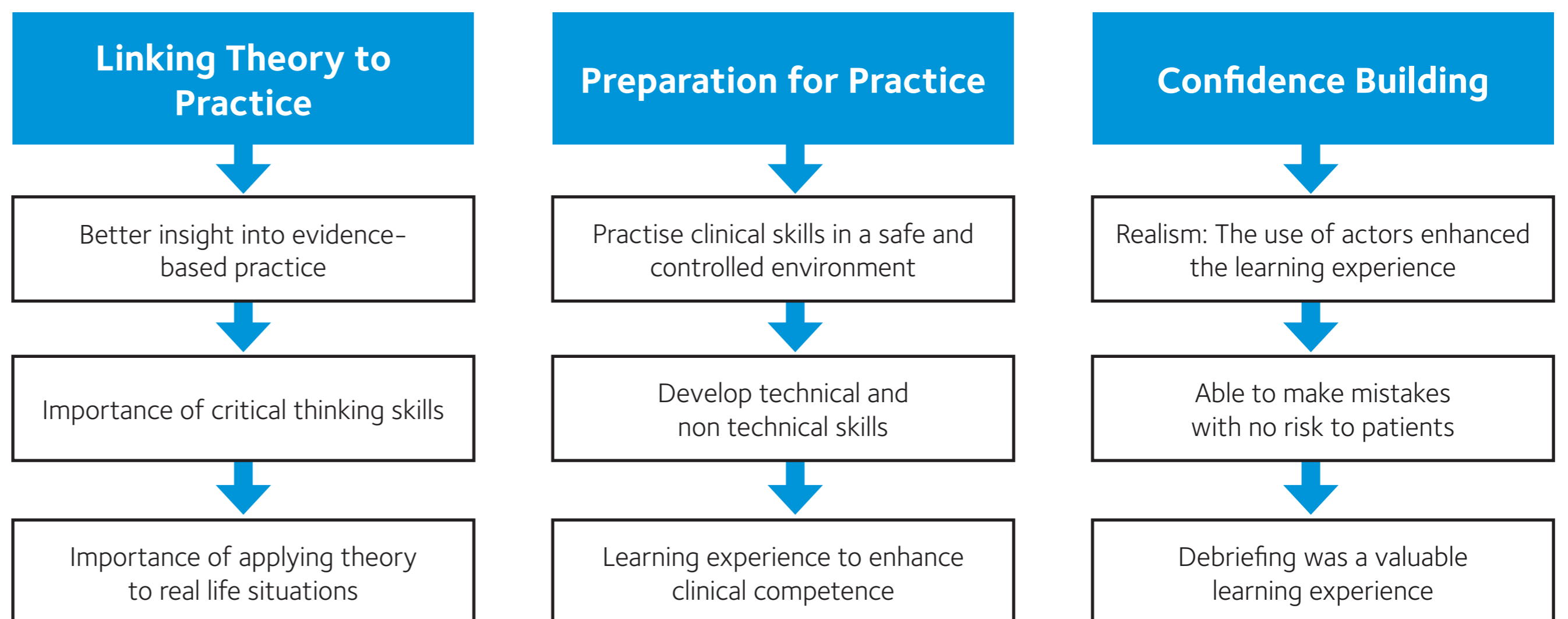
## Method

The simulation learning experiences were written in alignment with the practice assessment document (e-PAD) which sets out the skills and competency that student nurses are required to be proficient in to meet the requirements of their programme. These include technical and non-technical proficiencies.

By using these skills in scenarios, educators are able to prepare students for the diverse demands of nursing. Overall, the use of a scaffolding theoretical perspective in aligning the e-PAD with student skills is a crucial step in promoting student success.

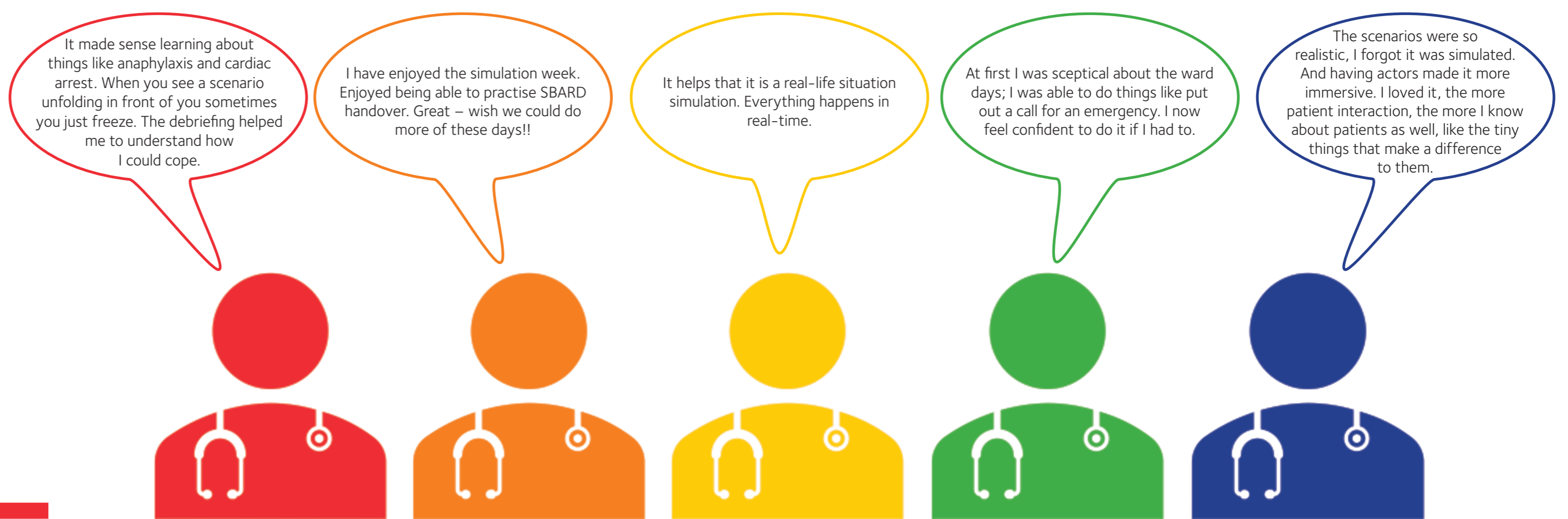
## Findings

Three specific things emerged from verbal feedback and from debriefing sessions.



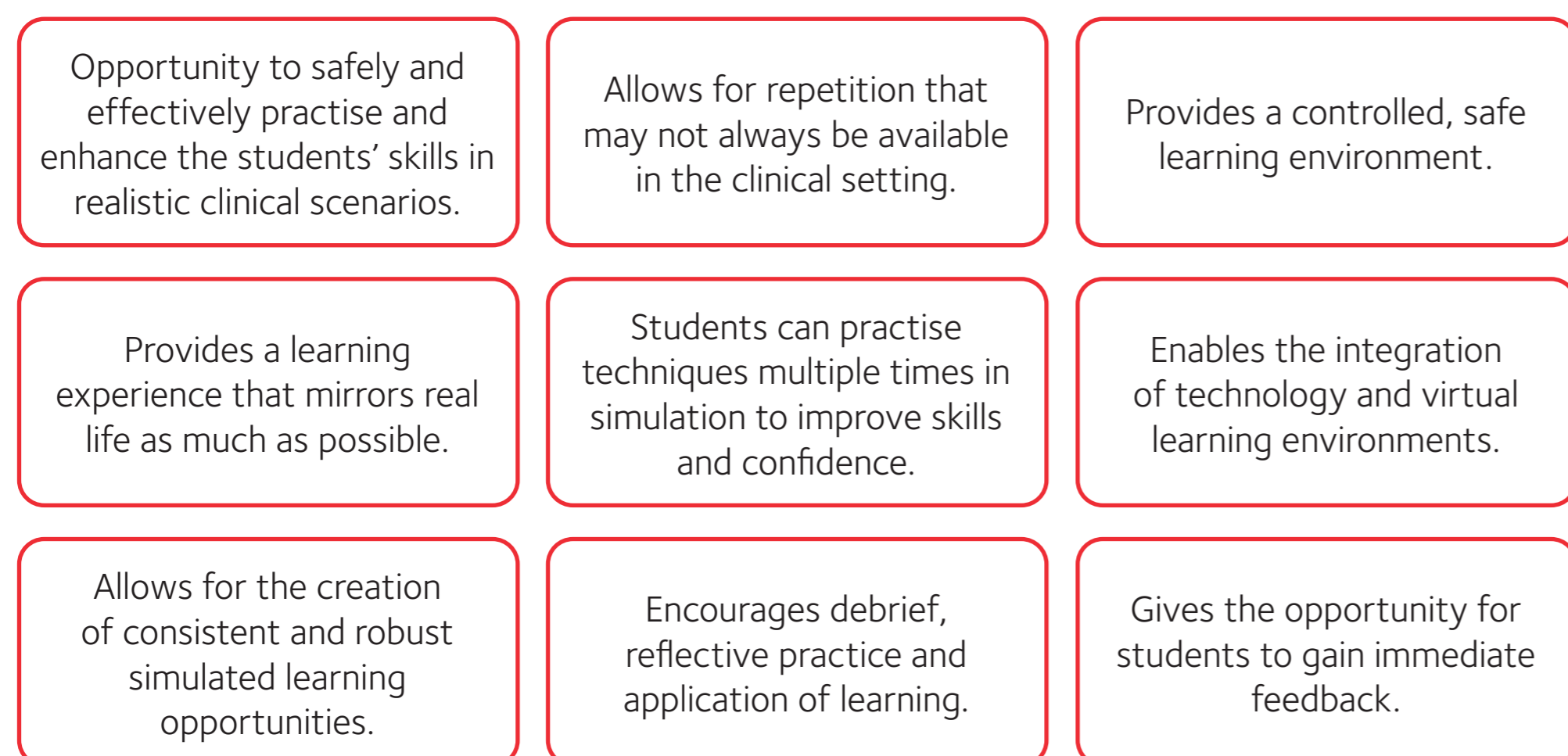
## Participants

A pilot group was chosen from years 1, 2 and 3 of the BSc Nursing students, from all three specialities – mental health, CYP (Child and Young People) and adult programmes.



## Why use simulated practice?

The use of simulation in healthcare education has been widely acknowledged as a highly beneficial and effective tool for learning and training purposes.



Reference: Price, R. Shinn, S. (2020)



## Conclusions and Recommendations

The pilot study showed that simulation-based learning provided a safe and controlled environment for students to practise their clinical skills, receive immediate feedback and gain confidence in their abilities. It is clear that the integration of technology and virtual simulations has the capability to greatly improve the educational journey for student nurses.

Following approval from the NMC, Middlesex University has now incorporated one simulation week per year as an additional week to replace placement hours. This continues to be positively evaluated by both students and nurse educators.

The simulated learning experience has a positive impact on helping to bridge the practice-theory gap leading to significant enhancement in the quality of education for future healthcare professionals.

More conclusive findings are still pending and will be made available on completion of research.

## REFERENCES:

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