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A Study of Knowledge and Practice on Simulation Based Learning Among Nursing Students

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ABSTRACT

Simulation-based learning is becoming an integral part of nursing education, significantly enhancing students' knowledge and practical skills. Among nursing students, the level of knowledge about simulation-based learning is generally growing due to increased exposure to technology-driven teaching methods. Students with a good understanding of simulation recognize its role in replicating real-life clinical scenarios, which helps in developing decision-making, critical thinking, communication, and technical skills without risking patient safety. In terms of practice, simulation allows nursing students to engage in hands-on experiences such as administering injections, performing CPR, or managing emergency situations in a realistic yet controlled environment. This practice improves their psychomotor skills, reinforces theoretical knowledge, and boosts confidence before they enter actual clinical settings. Repeated exposure to simulation also helps students reduce anxiety and learn from their mistakes during debriefing sessions, where instructors guide reflective learning. However, the effectiveness of simulation in both knowledge and practice depends on factors such as the quality of the simulation equipment, instructor guidance, student motivation, and curriculum integration. Nursing programs that effectively combine theoretical instruction with regular simulation sessions tend to produce students who are more clinically competent and well-prepared to handle real-world healthcare challenges with confidence and professionalism.