

Literature Review:

Is Simulation a Beneficial Tool For the Development of Skills of Nursing Students?

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Introduction

For various reasons, nursing schools around the country are beginning to rely more heavily on simulation as a learning tool. It is for this reason that I have chosen to go to the literature to ascertain it's effectiveness. To aid in my research I have developed the question "Is simulation a beneficial tool for the development of skills of nursing students?"

Literature Review

The literature identified several positive and negative features related to using simulation as a nursing tool.

Positive factors included (Mould, White & Gallagher, 2011):

- Increased confidence
- Opportunity to practice skills which are unlikely to present themselves in a clinical setting
- Develop critical thinking skills
- Apply skills in a safe and supportive learning environment

Negative factors included:

- High cost of equipment (McIntosh, Macario, Flanagan & Gaba, 2006)
- Increased stress for students (Mould et al, 2011)
- Unrealistic quality of simulation (Hicks, Coke, & Li, 2009)

Discussion

There is literature addressing the positive and negative aspects of using simulation as a learning tool for nursing students. Most of the literature is in support of the tool. Within the research there is also a clear support of simulation by many of the students who took part in the research. Despite the negative aspects of simulation, it is regarded as an effective tool for the development of nursing related skills. Unfortunately the research is largely subjective further research is commonly recommended.

Rationale

The literature clearly shows that simulation is a positive learning tool for developing the skills of nursing students. While there are some negative aspects of using this teaching method, the literature shows that the positive aspects outweigh these. As a teaching institution, the largest barrier to providing this service is the cost. However, the literature shows that students benefit from participation in simulations and a majority of those who participated in research studies found it to be a positive learning experience.

Conclusion

The research question, "Is simulation a beneficial tool for the development of skills of nursing students?", which I developed in order to critique the literature has allowed for a comprehensive assessment into the positive and negative qualities of simulation. Overall the literature is in support of using simulation to assist the learning of nursing students with few examples against it. While further research is needed to fully evaluate the use of simulation, it is largely considered to be a positive learning tool for nursing students.



References

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