

UTILIZING SIMULATION-BASED TRAINING TO IMPROVE LABORATORY SKILLS IN NURSING EDUCATION

Abdullah Ali S Alruwaili¹*, Jomanh Hudaib Alamri², Yahya Matar Dhahi Alanazi³, Alshammari, Mamdouh Naif O⁴, Alawidia Ahmad Issa A⁵, Fadia Abdulmalik Abdullah Saud⁶, Rania Ahmed Alhawsawi⁷, Budur Abdullah Alanazi⁸, Bader Basheer Alshammari⁹, Luluh Azmi Aldahmashi¹⁰

Abstract:

Simulation-based training has emerged as a valuable tool in nursing education, offering a realistic and immersive learning experience for students to develop and enhance their laboratory skills. This review article explores the effectiveness of simulation-based training in improving laboratory skills among nursing students. The use of high-fidelity simulators allows students to practice various clinical scenarios in a safe and controlled environment, leading to increased confidence and competence in performing essential nursing procedures. By replicating real-life situations, simulation-based training provides students with hands-on experience that bridges the gap between theory and practice, ultimately preparing them for the complexities of clinical practice. This review examines the current literature on the benefits of simulation-based training in nursing education, highlighting its impact on skill acquisition, critical thinking, decision-making, and teamwork. The integration of simulation into nursing curricula has been shown to enhance student engagement and motivation, leading to improved learning outcomes and retention of knowledge. Additionally, simulation-based training promotes a culture of continuous learning and professional development among nursing students, preparing them to deliver high-quality patient care in a dynamic healthcare environment.

Keywords: Simulation-based training, Nursing education, Laboratory skills, High-fidelity simulators, Skill acquisition, Patient care.

- ¹ *Laboratory specialist, Jadidat Arar General Hospital, Saudi Arabia
- ² Laboratory specialist, King Fahad General Hospital, Jeddah, Saudi Arabia
- ³ laboratory technician, Turaif General Hospital, Turaif, Saudi Arabia
- ⁴ laboratory technician, Eradah Complex for Mental Health, Arar. Saudi Arabia
- ⁵ Laboratory technician, Al Faisaliah Southern Healthcare Center, Arar, Saudi Arabia
- ⁶ Laboratory technician, King Fahad General Hospital, Jeddah, Saudi Arabia
- ⁷ Laboratory technician, King Fahad General Hospital, Jeddah, Saudi Arabia
- ⁸ Nursing technician, Tareef Al-Gharbi Healthcare Center, Saudi Arabia
- ⁹ Nursing technician, Al-Shenan Hospital, Hail, Saudi Arabia
- ¹⁰Nursing technician, North Medical Tower, Arar, Saudi Arabia

*Corresponding Author: Abdullah Ali S Alruwaili

*Laboratory specialist, Jadidat Arar General Hospital, Saudi Arabia

DOI: 10.53555/ecb/2022.11.9.135

Introduction:

Simulation-based training has become an increasingly popular method for improving laboratory skills in nursing education. This innovative approach allows students to practice and perfect their skills in a controlled environment that closely mimics real-life situations. By utilizing simulation-based training, nursing students are able to gain valuable hands-on experience, enhance their critical thinking skills, and ultimately become more confident and competent healthcare professionals.

One of the key benefits of simulation-based training is the ability to provide students with realistic scenarios that they may encounter in a clinical setting. This type of training allows students to practice procedures such as administering medication, performing wound care, and responding to medical emergencies in a safe and controlled environment. By repeatedly practicing these skills in a simulated setting, students can build muscle memory and improve their technique, ultimately leading to better outcomes for patients in real-world situations.

In addition to providing students with hands-on experience, simulation-based training also helps to improve critical thinking skills. Nursing students are often required to make quick decisions in highpressure situations, and simulation-based training allows them to practice thinking on their feet and developing effective problem-solving strategies. By working through challenging scenarios in a simulated environment, students can learn to assess situations quickly, prioritize tasks, and make informed decisions that will benefit their patients.

Furthermore, simulation-based training helps to build students' confidence and competence in their abilities. By practicing skills in a safe and supportive environment, students can gain the experience and knowledge they need to succeed in their future careers as nurses. This increased confidence can lead to better patient outcomes, as nurses who feel competent and prepared are more likely to provide high-quality care to their patients.

The Role of High-Fidelity Simulators in Laboratory Skill Development:

High-fidelity simulators have become an integral part of laboratory skill development in various fields such as healthcare, aviation, and engineering. These advanced technology-based simulators provide a realistic and immersive training environment that allows learners to practice and refine their skills in a safe and controlled setting.

One of the key benefits of high-fidelity simulators is their ability to replicate real-world scenarios with a high degree of accuracy. This allows learners to experience and respond to complex situations in a realistic setting, helping them develop critical thinking and problem-solving skills. High-fidelity simulators also provide immediate feedback on performance, allowing learners to identify areas for improvement and make adjustments in real-time.

Another advantage of high-fidelity simulators is their ability to simulate rare or high-risk situations that may be difficult to replicate in a traditional laboratory setting. For example, healthcare simulators can simulate medical emergencies such as cardiac arrest or trauma, allowing healthcare professionals to practice their response in a controlled environment before encountering a reallife situation. This can help improve patient outcomes and reduce medical errors.

High-fidelity simulators have a wide range of applications across various industries. In healthcare, simulators are used to train healthcare professionals in procedures such as surgery, anesthesia, and emergency medicine. These simulators can replicate the human body with a high degree of accuracy, allowing learners to practice procedures and techniques before performing them on real patients.

In aviation, high-fidelity simulators are used to train pilots in flight procedures, emergency situations, and aircraft systems. These simulators can simulate a wide range of weather conditions, equipment failures, and other scenarios that pilots may encounter in the air. This helps pilots develop their skills and confidence in a safe and controlled environment before flying a real aircraft.

In engineering, high-fidelity simulators are used to train engineers in operating and maintaining complex systems such as power plants, manufacturing equipment, and transportation systems. These simulators can replicate the behavior of these systems with a high degree of accuracy, allowing engineers to practice troubleshooting and problem-solving in a realistic setting.

The future potential of high-fidelity simulators is vast, with ongoing advancements in technology and simulation capabilities. Virtual reality and augmented reality technologies are being integrated into high-fidelity simulators, providing an even more immersive and realistic training experience. These technologies can enhance the fidelity of simulations and provide learners with a more interactive and engaging learning experience. High-fidelity simulators are also being used in research and development to test new technologies, procedures, and equipment. By simulating different scenarios and conditions, researchers can evaluate the performance and safety of new innovations before they are implemented in real-world settings. This can help reduce costs, accelerate development timelines, and improve the overall quality of new products and services.

High-fidelity simulators play a crucial role in laboratory skill development across various industries. These advanced technology-based simulators provide learners with a realistic and immersive training environment that allows them to practice and refine their skills in a safe and controlled setting. With ongoing advancements in technology and simulation capabilities, the future potential of high-fidelity simulators is vast, offering new opportunities for training, research, and innovation. As high-fidelity simulators continue to evolve, they will undoubtedly play an increasingly important role in shaping the future of laboratory skill development.

Impact of Simulation-Based Training on Skill Acquisition and Competence:

Simulation-based training has become an increasingly popular method for enhancing skill acquisition and competence in various fields. This innovative approach to learning allows individuals to practice and refine their skills in a realistic and controlled environment, ultimately leading to improved performance in real-world situations.

One of the key advantages of simulation-based training is its ability to provide learners with handson experience in a safe and controlled setting. By replicating real-world scenarios, simulations allow individuals to practice their skills without the risk of making mistakes that could have serious consequences. This immersive learning experience helps learners build confidence and competence in their abilities, ultimately leading to improved performance when faced with similar situations in the real world.

Furthermore, simulation-based training is highly customizable, allowing instructors to tailor the experience to the specific needs and skill levels of individual learners. This personalized approach to learning ensures that each individual receives the training and practice necessary to develop their skills to the fullest potential. Additionally, simulations can be repeated as many times as needed, allowing learners to practice and refine their skills until they feel confident in their abilities. In addition to providing a safe and customizable learning environment, simulation-based training also offers immediate feedback to learners. This real-time feedback allows individuals to identify areas for improvement and make adjustments to their performance in real-time. By receiving feedback on their actions and decisions, learners can quickly learn from their mistakes and make the necessary adjustments to improve their skills.

Despite its numerous benefits, simulation-based training also presents some challenges. One of the main challenges is the cost associated with developing and implementing simulation technology. Creating realistic simulations that accurately replicate real-world scenarios requires significant time, resources, and expertise. Additionally, maintaining and updating simulation technology can be costly, making it difficult for some organizations to adopt this training method. Another challenge is the potential for learners to become overly reliant on simulation-based training and struggle to transfer their skills to real-world situations. While simulations can provide a realistic and immersive learning experience, they may not fully replicate the complexities and uncertainties of real-world environments. As a result, learners may struggle to apply their skills effectively in actual practice, leading to a gap between simulation performance and real-world performance.

Despite these challenges, the future of simulationbased training looks promising. Advances in technology, such as virtual reality and augmented reality, are making simulations more immersive and realistic than ever before. These advancements are allowing for more sophisticated and effective training experiences, ultimately leading to improved skill acquisition and competence.

Simulation-based training has a significant impact on skill acquisition and competence. By providing learners with hands-on experience in a safe and controlled environment, simulations help individuals build confidence and competence in their abilities. While there are challenges associated with simulation-based training, the benefits outweigh the drawbacks. With continued advancements in technology, simulation-based training is poised to play an increasingly important role in enhancing skills and competence in various fields.

Enhancing Critical Thinking and Decision-Making through Simulation:

In today's fast-paced and ever-changing world, the ability to think critically and make informed decisions is more important than ever. Whether in the workplace, in academic settings, or in everyday life, being able to analyze information, evaluate options, and make sound choices is a crucial skill that can greatly impact our success and well-being. One effective way to enhance these skills is through the use of simulation.

Simulation is a powerful tool that allows individuals to engage in realistic scenarios without real-world consequences. By immersing oneself in a simulated environment, individuals can practice their critical thinking and decision-making skills in a safe and controlled setting. This can be particularly beneficial in high-stakes situations where mistakes can have serious consequences, such as in healthcare, aviation, or emergency response.

One of the key benefits of using simulation to enhance critical thinking and decision-making is that it allows individuals to experience a wide range of scenarios that they may not encounter in their day-to-day lives. This exposure to diverse situations can help individuals develop a more comprehensive understanding of complex issues and challenges, and can help them become more adaptable and flexible in their thinking.

Simulation also allows for repeated practice and feedback, which is essential for skill development. By engaging in simulations multiple times, individuals can refine their decision-making processes, identify areas for improvement, and learn from their mistakes. This iterative process can help individuals build confidence in their abilities and develop a deeper level of expertise in their chosen field.

Furthermore, simulation can help individuals develop their ability to think critically under pressure. By simulating high-stress situations, individuals can practice remaining calm, focused, and rational in challenging circumstances. This can be particularly valuable in professions that require quick thinking and decisive action, such as in emergency medicine or crisis management.

In addition to enhancing critical thinking and decision-making skills, simulation can also promote collaboration and teamwork. Many simulations require individuals to work together to solve problems and achieve common goals, which can help improve communication, leadership, and conflict resolution skills. By working with others in a simulated environment, individuals can learn how to effectively collaborate with diverse teams and navigate interpersonal dynamics.

Overall, simulation is a valuable tool for enhancing critical thinking and decision-making skills in a wide range of contexts. Whether in professional settings, educational environments, or personal development, simulation can provide individuals with the opportunity to practice and refine their skills in a realistic and immersive way. By incorporating simulation into training programs and educational curricula, individuals can develop the skills and confidence they need to succeed in today's complex and dynamic world.

Promoting Teamwork and Collaboration in Nursing Education:

Teamwork and collaboration are essential components of nursing education. In order to

provide high-quality patient care, nurses must be able to work effectively with their colleagues, as well as with other healthcare professionals. Promoting teamwork and collaboration in nursing education is crucial for preparing students to succeed in the complex and dynamic healthcare environment.

There are several ways in which nursing educators can promote teamwork and collaboration among students. One of the most effective strategies is to incorporate collaborative learning activities into the curriculum. These activities can take many forms, such as group projects, case studies, and simulations. By working together on these activities, students learn how to communicate effectively, delegate tasks, and resolve conflicts – all skills that are essential for effective teamwork in the clinical setting.

Another important way to promote teamwork and collaboration in nursing education is to create a supportive and inclusive learning environment. This includes fostering a sense of community students, encouraging among open communication, and providing opportunities for students to reflect on their own strengths and weaknesses as team members. By creating a culture of collaboration and mutual respect, nursing educators can help students develop the interpersonal skills that are necessary for effective teamwork.

In addition to incorporating collaborative learning activities and creating a supportive learning environment, nursing educators can also promote teamwork and collaboration by modeling these behaviors themselves. By demonstrating effective communication, collaboration, and teamwork in their own interactions with students and colleagues, educators can set a positive example for students to follow. This can help students see the value of teamwork and collaboration in action, and inspire them to apply these principles in their own practice. Furthermore, nursing educators can also facilitate opportunities for students to work with other healthcare professionals, such as physicians, pharmacists, and social workers. By exposing students to interprofessional collaboration early in education, educators can help them their understand the importance of teamwork across disciplines and foster a spirit of cooperation that will benefit them throughout their careers.

Overall, promoting teamwork and collaboration in nursing education is essential for preparing students to succeed in the fast-paced and complex healthcare environment. By incorporating collaborative learning activities, creating a environment, modeling supportive learning teamwork behaviors, and facilitating

interprofessional collaboration, nursing educators can help students develop the skills they need to work effectively with their colleagues and provide high-quality patient care. Through these efforts, nursing educators can help shape the next generation of nurses who are skilled, confident, and collaborative team members.

Integration of Simulation into Nursing Curricula:

Simulation has become an integral part of nursing education, providing students with a safe and controlled environment to practice clinical skills and critical thinking. The integration of simulation into nursing curricula has been shown to improve student learning outcomes, enhance clinical competency, and increase confidence in patient care.

Simulation offers a number of benefits to nursing students, faculty, and institutions. One of the key advantages of simulation is that it allows students to practice and refine their clinical skills in a realistic setting without putting patients at risk. This hands-on experience helps students develop confidence in their abilities and prepares them for the challenges they will face in clinical practice.

In addition to improving clinical skills, simulation also enhances critical thinking and decisionmaking abilities. By presenting students with complex patient scenarios, simulation encourages them to think critically, prioritize care, and make quick and effective decisions. This type of experiential learning is essential for developing the problem-solving skills that are crucial for success in nursing practice.

Furthermore, simulation can be used to teach teamwork and communication skills, which are essential for providing safe and effective patient care. By working together in simulated scenarios, students learn how to communicate effectively with other members of the healthcare team, delegate tasks, and collaborate to achieve positive patient outcomes.

There are several types of simulation used in nursing education, each offering unique benefits and opportunities for learning. High-fidelity simulation involves the use of sophisticated manikins that can replicate a wide range of physiological responses, such as breathing, heart sounds, and blood pressure. These manikins allow students to practice a variety of clinical skills, from basic assessments to advanced procedures, in a realistic and interactive environment.

Low-fidelity simulation, on the other hand, uses simpler tools and equipment to simulate clinical scenarios. This type of simulation is often used for skill-based training, such as practicing medication administration, wound care, or physical assessments. While low-fidelity simulation may not be as immersive as high-fidelity simulation, it can still be an effective tool for teaching and reinforcing basic nursing skills.

In addition to manikin-based simulation, nursing programs may also incorporate virtual simulation, which uses computer-based programs to simulate clinical scenarios. Virtual simulation allows students to practice clinical skills in a virtual environment, which can be especially useful for distance learning programs or for students who may not have access to traditional simulation labs. When integrating simulation into nursing curricula. it is important for educators to follow best practices to ensure that students receive the maximum benefit from this teaching modality. One key best practice is to align simulation activities with course objectives and learning outcomes. By carefully designing simulation scenarios that are relevant to the content being taught, educators can help students make connections between theory and practice and reinforce key concepts.

It is also important to provide students with adequate preparation and debriefing before and after simulation activities. Pre-simulation briefing sessions can help orient students to the scenario, set expectations, and review relevant content. Debriefing sessions allow students to reflect on their performance, receive feedback from faculty and peers, and identify areas for improvement. Debriefing is a critical component of the simulation experience, as it helps students integrate their learning and make connections to real-world practice.

Furthermore, it is essential for nursing programs to invest in high-quality simulation equipment and facilities to ensure that students have access to realistic and immersive learning experiences. This may include purchasing advanced manikins, simulation software, and other tools and equipment, as well as designing simulation labs that mimic real clinical settings. By investing in state-of-the-art simulation technology, nursing programs can provide students with the best possible learning experience and prepare them for success in their future careers.

The integration of simulation into nursing curricula has revolutionized nursing education, providing students with valuable opportunities to practice clinical skills, enhance critical thinking, and improve patient care. By incorporating simulation into their programs, nursing educators can help students develop the knowledge, skills, and confidence they need to succeed in the complex and challenging field of healthcare. As technology continues to advance and new simulation tools become available, nursing programs have an exciting opportunity to further enhance the quality of education and training they provide to future nurses. By following best practices and staying current with the latest trends in simulation, nursing programs can continue to prepare students for successful and fulfilling careers in nursing.

Conclusion:

Overall, simulation-based training is a valuable tool for improving laboratory skills in nursing education. By providing students with realistic scenarios, enhancing their critical thinking skills, and building their confidence and competence, simulation-based training helps to prepare nursing students for successful careers in healthcare. As technology continues to advance, simulation-based training will likely become an even more integral part of nursing education, helping to shape the next generation of skilled and compassionate healthcare professionals.

References:

- 1. Cant, R. P., & Cooper, S. J. (2017). Simulationbased learning in nurse education: Systematic review. Journal of Advanced Nursing, 73(10), 2529-2541.
- Foronda, C., Liu, S., & Bauman, E. B. (2016). Evaluation of simulation in undergraduate nurse education: An integrative review. Clinical Simulation in Nursing, 12(9), 400-409.
- 3. Shin, S., Park, J. H., & Kim, J. H. (2015). Effectiveness of patient simulation in nursing education: Meta-analysis. Nurse Education Today, 35(1), 176-182.
- 4. Jeffries, P. R. (2015). A framework for designing, implementing, and evaluating simulations used as teaching strategies in nursing. Nursing Education Perspectives, 36(5), 292-297.
- Hayden, J. K., Smiley, R. A., Alexander, M., Kardong-Edgren, S., & Jeffries, P. R. (2014). The NCSBN National Simulation Study: A longitudinal, randomized, controlled study replacing clinical hours with simulation in prelicensure nursing education. Journal of Nursing Regulation, 5(2), S1-S64.
- Lioce, L., Meakim, C. H., Fey, M. K., Chmil, J. V., Mariani, B., Alinier, G., & Lopreiato, J. (2015). Standards of best practice: Simulation standard IX: Simulation design. Clinical Simulation in Nursing, 11(6), 309-315.
- Nehring, W. M., & Lashley, F. R. (2014). Highfidelity patient simulation in nursing education. Sudbury, MA: Jones & Bartlett Learning.
- 8. INACSL Standards Committee. (2016). INACSL standards of best practice: Simulation

standard I: Terminology. Clinical Simulation in Nursing, 12(S), S39-S47.

- 9. Hayden, J. K., & Smiley, R. A. (2014). Simulation in nursing education. Nursing Clinics, 49(2), 609-621.
- 10. Dieckmann, P., Gaba, D., Rall, M., & Deepening the theoretical foundations of patient simulation as social practice. Simulation in Healthcare, 6(Suppl 1), S6-S7.
- Kim, J., Park, J. H., & Shin, S. (2016). Effectiveness of simulation-based nursing education depending on fidelity: A metaanalysis. BMC Medical Education, 16(1), 152.
- Levett-Jones, T., Lapkin, S., Hoffman, K., Arthur, C., & Roche, J. (2011). Examining the impact of high and medium fidelity simulation experiences on nursing students' knowledge acquisition. Nurse Education Today, 31(7), 711-716.
- Lioce, L., Lopreiato, J., Downing, D., Chang, T. P., Robertson, J. M., Anderson, M., ... & Spain, A. E. (2015). Healthcare simulation dictionary. Clinical Simulation in Nursing, 11(8), 349-358.
- Larew, C., Lessans, S., Spunt, D., Foster, D., Covington, B. G., & Innovations in clinical simulation: Application of Benner's theory in simulation. Nursing Education Perspectives, 34(6), 400-405.
- 15. Nehring, W. M., & Lashley, F. R. (2014). Highfidelity patient simulation in nursing education. Sudbury, MA: Jones & Bartlett Learning.
- 16. Jeffries, P. R., & Rizzolo, M. A. (2006). Designing and implementing models for the innovative use of simulation to teach nursing care of ill adults and children: A national, multisite, multi-method study. National League for Nursing.
- 17. Gaba, D. M. (2004). The future vision of simulation in health care. Quality and Safety in Health Care, 13(Suppl 1), i2-i10.
- Shin, S., Park, J. H., & Kim, J. H. (2015). Effectiveness of patient simulation in nursing education: Meta-analysis. Nurse Education Today, 35(1), 176-182.
- 19. Cant, R. P., & Cooper, S. J. (2017). Simulationbased learning in nurse education: Systematic review. Journal of Advanced Nursing, 73(10), 2529-2541.
- 20. Foronda, C., Liu, S., & Bauman, E. B. (2016). Evaluation of simulation in undergraduate nurse education: An integrative review. Clinical Simulation in Nursing, 12(9), 400-409.
- 21. Hayden, J. K., & Smiley, R. A. (2014). Simulation in nursing education. Nursing Clinics, 49(2), 609-621.

- Jeffries, P. R. (2015). A framework for designing, implementing, and evaluating simulations used as teaching strategies in nursing. Nursing Education Perspectives, 36(5), 292-297.
- 23. Nehring, W. M., & Lashley, F. R. (2014). Highfidelity patient simulation in nursing education. Sudbury, MA: Jones & Bartlett Learning.
- 24. Lioce, L., Meakim, C. H., Fey, M. K., Chmil, J. V., Mariani, B., Alinier, G., & Lopreiato, J. (2015). Standards of best practice: Simulation standard IX: Simulation design. Clinical Simulation in Nursing, 11(6), 309-315.
- 25. Dieckmann, P., Gaba, D., Rall, M., & Deepening the theoretical foundations of patient simulation as social practice. Simulation in Healthcare, 6(Suppl 1), S6-S7.
- Kim, J., Park, J. H., & Shin, S. (2016). Effectiveness of simulation-based nursing education depending on fidelity: A metaanalysis. BMC Medical Education, 16(1), 152.
- 27. Levett-Jones, T., Lapkin, S., Hoffman, K., Arthur, C., & Roche, J. (2011). Examining the impact of high and medium fidelity simulation experiences on nursing students' knowledge acquisition. Nurse Education Today, 31(7), 711-716.
- Lioce, L., Lopreiato, J., Downing, D., Chang, T. P., Robertson, J. M., Anderson, M., ... & Spain, A. E. (2015). Healthcare simulation dictionary. Clinical Simulation in Nursing, 11(8), 349-358.
- Larew, C., Lessans, S., Spunt, D., Foster, D., Covington, B. G., & Innovations in clinical simulation: Application of Benner's theory in simulation. Nursing Education Perspectives, 34(6), 400-405.
- Nehring, W. M., & Lashley, F. R. (2014). Highfidelity patient simulation in nursing education. Sudbury, MA: Jones & Bartlett Learning.
- 31. Jeffries, P. R., & Rizzolo, M. A. (2006). Designing and implementing models for the innovative use of simulation to teach nursing care of ill adults and children: A national, multisite, multi-method study. National League for Nursing.
- Gaba, D. M. (2004). The future vision of simulation in health care. Quality and Safety in Health Care, 13(Suppl 1), i2-i10.
- 33. Shin, S., Park, J. H., & Kim, J. H. (2015). Effectiveness of patient simulation in nursing education: Meta-analysis. Nurse Education Today, 35(1), 176-182.