

Chapter 9

Integration of Simulation Training in Advanced Practice Nursing Education: Advanced Practice Nursing Simulation

Kamal Takhdat

 <https://orcid.org/0000-0002-1731-0510>

*Higher Institute of Professions Nurses and Health Techniques of Marrakech,
Morocco*

Abdelmonim El Fadely

 <https://orcid.org/0000-0003-1973-7283>

*Higher Institute of Professions Nurses and Health Techniques of Marrakech,
Morocco*

ABSTRACT

Advanced practice nursing (APN) providers requires a sophisticated skill set including critical thinking and decision-making competencies. As healthcare continues to evolve, the demand for highly competent APN providers increase, necessitating innovative educational approaches to prepare them effectively to the complex clinical settings. To ensure higher level of practice than traditional nurses, simulation-based education (SBE) has the potential to provide high quality, standardized, and replicable clinical experiences for APN students. while literature provides evidence for substitution of up to 50 percent of clinical education hours with simulation experiences in undergraduate nursing education, high-quality research studies exhibiting the

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equivalence and effectiveness of simulation to clinical experiences in APN education are needed. Furthermore, APN meets some educational challenges such as the lack of administrative support, shortage of clinical settings, and qualified nursing faculty workforce, thereby hinder SBE expansion into advanced practice nursing programs.

INTRODUCTION

Clinical learning is a crucial part of the health sciences training curricula. This learning is classically carried out with real patients during clinical placements. The shortage and unpredictability of clinical settings learning opportunities cannot confront the health sciences students with the panoply of clinical situations, mainly the most critical ones with low occurrence. According to the Granry and Moll (2012), in addition to the ethical issue (Never the first time on the patient), the development of simulation-based education techniques for the acquisition of clinical skills essential to the healthcare providers' preparedness is therefore becoming unavoidable. Simulation-based education is part of a pedagogical reform adopting a socio-constructivist teaching paradigm putting the learner as an active actor in his learning (Bigot, 2019). This pedagogical technique guides learners to learn from their mistakes, improve their clinical reasoning, decision-making skills, and promote the acquisition of competencies (Turner & Harder, 2018).

1. DEFINITIONS AND HISTORY

As healthcare simulation evolves and in order to clarify the concept of simulation-based education, it is crucial to cite some definitions. Morton (1996) defined simulation as "reproducing some or almost all of the essential aspects of a clinical situation so that it can be more easily understood and managed when it actually occurs in the clinic". Another definition of healthcare simulation suggests that simulation-based education is

The use of hardware (mannequins or procedural simulator), virtual reality or a standardized patient to reproduce healthcare situations or environments for the purpose of teaching diagnostic and therapeutic procedures and rehearsing processes, medical concepts, or decision-making by a healthcare professional or team of professionals (Granry & Moll, 2012, p. 7).

Another definition describes simulation-based education as a set of devices facilitating the total or partial execution of a patient care procedure within a simulated environment (Boet, et al., 2013).

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