

# Simulation-based learning in nursing

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The purpose of this study is to be able to compare the pre and post patient outcome training using the simulation as well as give pre and post-test to the groups on training. The crisis team training may include healthcare professionals who are usually involved in crisis management. Nurses play an important role in crisis management. Technology is now the key factor in order to have effective crisis management. Below is my proposal for how the training will undergo using simulation.

### Training Proposal

Clinical simulation in crisis management training allows trainees to learn more than just clinical skills. Through role-playing during crisis scenarios and detailed debriefing sessions, trainees can discover and gain useful insights into the various errors contributing to the initiation and evolution of a medical crisis. They can also learn other skills that are essential in managing a medical crisis, such as resource utilization, communication skills, teamwork, and leadership skills.

Training will include a comparison of the pre and post patient outcomes.

Adopting Kolb's Cycle of learning we will be able to clearly train the trainees using both the knowledge and experience.

### Kolb's Cycle of Learning

David Kolb's Experiential Learning: Experience as the source of learning and development (1984) theorized that four combinations of perceiving and processing determine four learning styles that make up a learning cycle. According to Kolb, the learning cycle involves four processes that must be present for learning to occur:

Activist - Active Experimentation (simulations, case study, homework).

Training approach - Problem-solving, small group discussions, peer feedback,  
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and homework all helpful; a trainer should be a model of a professional, leaving the learner to determine her own criteria for the relevance of materials.

Reflector - Reflective Observation (logs, journals, brainstorming). Training approach - Lectures are helpful; a trainer should provide expert interpretation (taskmaster/guide); judge performance by external criteria.

Theorist - Abstract Conceptualization (lecture, papers, analogies). Training approach - Case studies, theory readings, and thinking alone help; almost everything else, including talking with experts, is not helpful.

Pragmatist - Concrete Experience (laboratories, fieldwork, observations).

Training approach - Peer feedback is helpful; activities should apply skills; the trainer is coach/helper for a self-directed autonomous learner.