Simulation as a Method of Teaching

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Simulation teaching strategies have been used for a variety of instructional purposes in most Nursing curricula. Simulation is as old as human beings on earth.

The systematic use of simulation started after the first world war in the training of pilots in air force. Military men re-fight the battles of the past and invent battles of the future through simulation.

Simulation / gaming is defined as a gestalt communication mode, a future's language which combines a game specific language and appropriate communication technologies with the multi-interaction pattern.

Simulations are simplified reality, they represent the essence of physical or social systems of interaction.

A game is an activity undertaken by players whose actions are limited to a set of explicit rules particular to that activity and by a predetermined artificial stopping point. A game provides competitive interaction among participants to achieve prescribed goals.

For these two ideas, simulation to represent elements of reality and gaming to encourage interaction a variety of powerful learning activities, commonly known as educational simulation games, have been developed.

Participants in a simulation game interact within an artificially produced environment designed to represent some aspects of an actual social system.

Advantages of Simulation Game
- Motivates students.
- Aids in the acquisition and retention of factual knowledge.
- Forms or changes attitudes.
- Acquires and practices social skills.
- The activity of the students more closely approximates activities required by real life thus consistent evaluation on student's performance.
- Provides relatively safe but standardized learning environment.
- Enables teacher to standardize the task for all students i.e. repetition is possible.
- Students can be allowed full responsibility for their own behaviour without risk to anyone.
- Provoke student's interest in subject matter.
- Used to accommodate variety of learning styles.
- Provides opportunity for emotive learning and for experiential learning.
- Removes student teacher polarization.
- Role awareness.

Disadvantages
- Good simulation games are not readily obtained.
- Development and use is time consuming.
- Lack of real life can distort the decision process.
- Lack of accountability.
- Expensive, requiring replacement of consumable parts.
- Too simplistic to leave complete view of reality.
- Not been more effective than other method.

Simulation Models: 4 phases
I. Orientation: give overview of the simulation.
II. Participant training: set up the roles, rules, procedures scoring and types of decisions to be made.
III. Simulation Operations: game administration, obtain feedback, clarify misconceptions.
IV. Participant Debriefing: summarize events, analyze process, appraise and redesign.

Teacher's role in Simulation: Teacher has to raise student's consciousness about the concepts and principles underpinning the simulation and their own reaction.

In addition, her role is:
- Explaining
- Coaching
- Referencing
- Discussing

Specific conditions where simulation is preferred:
1. When reality is unattainable
2. When reality is too dangerous for the student
3. When reality is too dangerous for the patients
4. When reality is too expensive
5. When reality is unpredictable
6. When reality is too complex
7. When reality includes irrelevant and confusing factors
8. When reality is too time consuming

References:
3. Using simulation to facilitate the acquisition of clinical observational skills. Jeanette M. Jeffer

Wanted
Vice Principal: 1. M.Sc. Nursing or B.Sc. Nursing with teaching experience
Tutor: 4. B.Sc. Nursing
Clinical Instructor: 2. GNM

Facilities: Free accommodation, free mess and good salary.

Contact personally or on phone and send bio-data immediately at:

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