

American Nurses Association of California (ANA\C)

Resolution: Use of Simulation Laboratories in Pre-Licensure Nursing Programs

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Whereas, the mission of the California Board of Registered Nursing is the protection of the public health, safety and welfare, and

Whereas, the Board has the responsibility to ensure that new graduate nurses are prepared to practice safely in the clinical setting, and

Whereas, the educational program requirements for the pre-licensure registered nursing programs as determined by the California Board of Registered Nursing specify a balance of didactic content and supervised clinical instruction in the following manner:

1. Pre-licensure clinical education will be supervised by qualified faculty who provide feedback and facilitate reflection.
2. Pre-licensure nursing education programs will provide 75% of student clinical experiences with actual patients.
3. All pre-licensure programs must contain structured and supervised clinical instruction and that clinical instruction must be provided by qualified registered nursing faculty.
4. Pre-licensure nursing programs will provide clinical education experiences across the lifespan.
5. Nursing faculty members retain the responsibility to demonstrate that programs have clinical experiences with actual patients that are sufficient to meet program outcomes.
6. Programs may include innovative teaching strategies and creative educational approaches that complement clinical experiences for entry into practice competency.
7. Innovative teaching strategies may include the use of clinical simulation laboratories.
8. Simulations in health care are educationally effective and simulation-based education complements nursing education in patient care settings.

Whereas, computer-assisted/simulation teaching to be effective needs to be conceptually integrated with other forms of learning and used by faculty members trained in the use of the equipment, and

Whereas, nursing research studies demonstrate that a learner's knowledge, critical thinking communication and interpersonal skills improve with faculty-supervised on-site clinical experiences and that clinical experience with actual patients must continue to comprise the major portion of clinical in pre-licensure nursing programs,

Therefore, be it resolved that the American Nurses Association of California recommends that:

1. High-fidelity Human Patient Simulators are used to complement actual clinical practice with patients and provide a safe environment for nursing students to learn enhanced assessment, problem solving and decision-making skills.
2. Nursing faculty receive appropriate training in the use of simulation laboratories, curriculum integration and use of the equipment to assist student learning in simulated laboratory experiences.
3. Pre-licensure nursing programs prepare competent graduates to practice in complex and dynamic environments through supervised real-life clinical experiences in a variety of health settings.
4. When skills are taught with human patient simulators in a simulation lab, then nursing students also acquire additional communication, adaptation and reassurance skills through

actual clinical experiences performed on a variety of patients of different ages and ethnicities in complex health care settings.

5. Nursing students continue to receive appropriate practice in an authentic environment with the clinical instructor functioning as teacher, mentor and facilitator in the development of critical thinking with each clinical experience.
6. Nursing students have immediate feedback and the opportunity to reflect in the context of actual practice settings and be assisted in the development of clinical judgment.
7. Nursing students learn to work and communicate effectively within the interdisciplinary health care team.
8. More research be conducted on the effects of simulation laboratories on student learning and the development of clinical judgment.
- 9: Dedicated and qualified on-site personal be designated to facilitate and trouble-shoot the simulator equipments.

9.

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