Beyond the Manikin: Reimagining Simulation in Nursing Education

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STANDARDIZED PATIENTS

MANIKIN

REFLECTION

HIGH FIDELITY

SCENARIO

CLINICAL JUDGMENT

ROLE-PLAY

SIM LAB

SKILLS

TECHNOLOGY

PATIENT SAFETY

VR

REALISM

CLINICAL HOURS

CHECK-OFF

AI

DEBRIEFING

VIRTUAL SIMULATION

COACHING

REPLACEMENT

What comes to mind when you hear the word 'simulation'?

How Did Clinical Hour Replacement Become the Central Focus?

Limited access to clinical placements

Competition for clinical experiences in specialties

Reimagining How We Think About Simulation

How many clinical hours can simulation replace?

Clinical hour replacement is part of the conversation, but it doesn't define simulation or cap its potential.

What learning experience will help students achieve the learning outcomes, and how can simulation contribute?

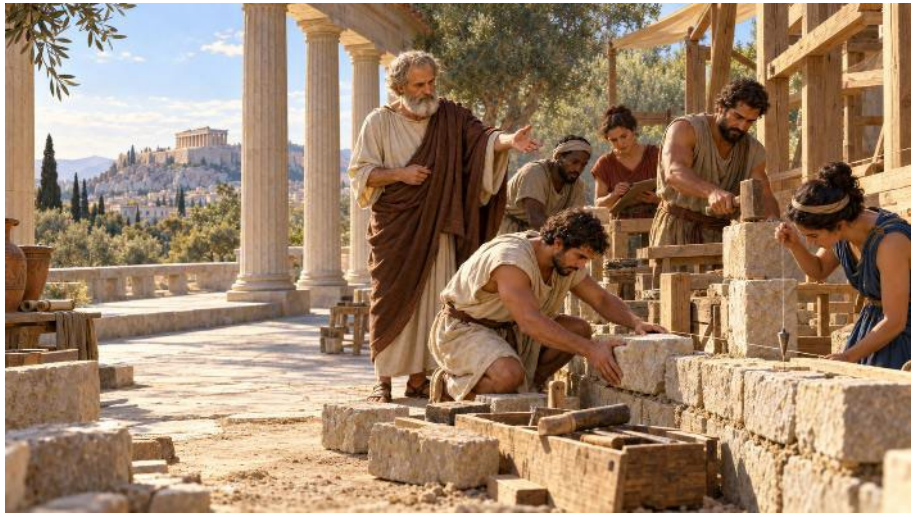
Historical Detour (1559): Recreating Reality

Philosophical Roots
Inquiry and Practice as Foundations for Learning

Socrates: Uncovering Reasoning (470 BCE- 399 BCE)

Reasoning can only be strengthened when learners make their thinking, and the assumptions behind their decisions, visible and open to examination.

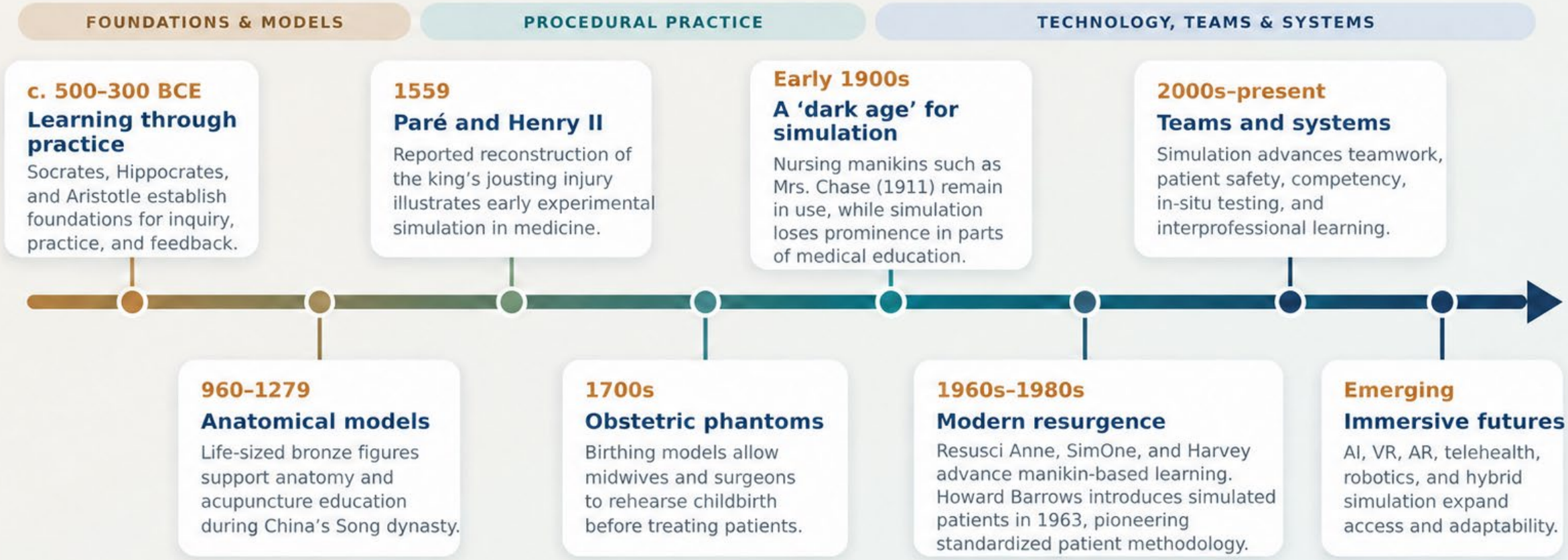
Aristotle: Practice & Capability (384 BCE-322 BCE)



Capability develops through repeated, purposeful practice that transforms knowledge into skilled action and, over time, into habit.

The Evolution of Healthcare Simulation

From representations of the body to immersive learning, team development, and system improvement



Representing the body → Rehearsing procedures → Managing patients → Developing teams → Improving systems

The technology changed. The enduring purpose remained: practice, reflection, and safer care.

(Bienstock &Heuer, 2022; Owen, 2012).

Simulation in Nursing Education

Madame du Coudray: La Machine (1756)

Image from: https://csw.ucla.edu/2016/12/08/becoming-midwife-pedagogical-practices-objects-gendered-knowledge-eighteenth-century-france/

Martha Jenks Chase: Mrs. Chase (1911)

Image from: https://magazine.nursing.virginia.edu/archives/Virginia-Nursing-Legacy-Magazine-Spring-2025/archives-mrs-chase-simulation/

What Currently Drives Your Simulation Activities?

Why was it created?

What keeps it in the curriculum?

How was it designed?

What influenced those decisions?

What We See vs. What Creates Learning

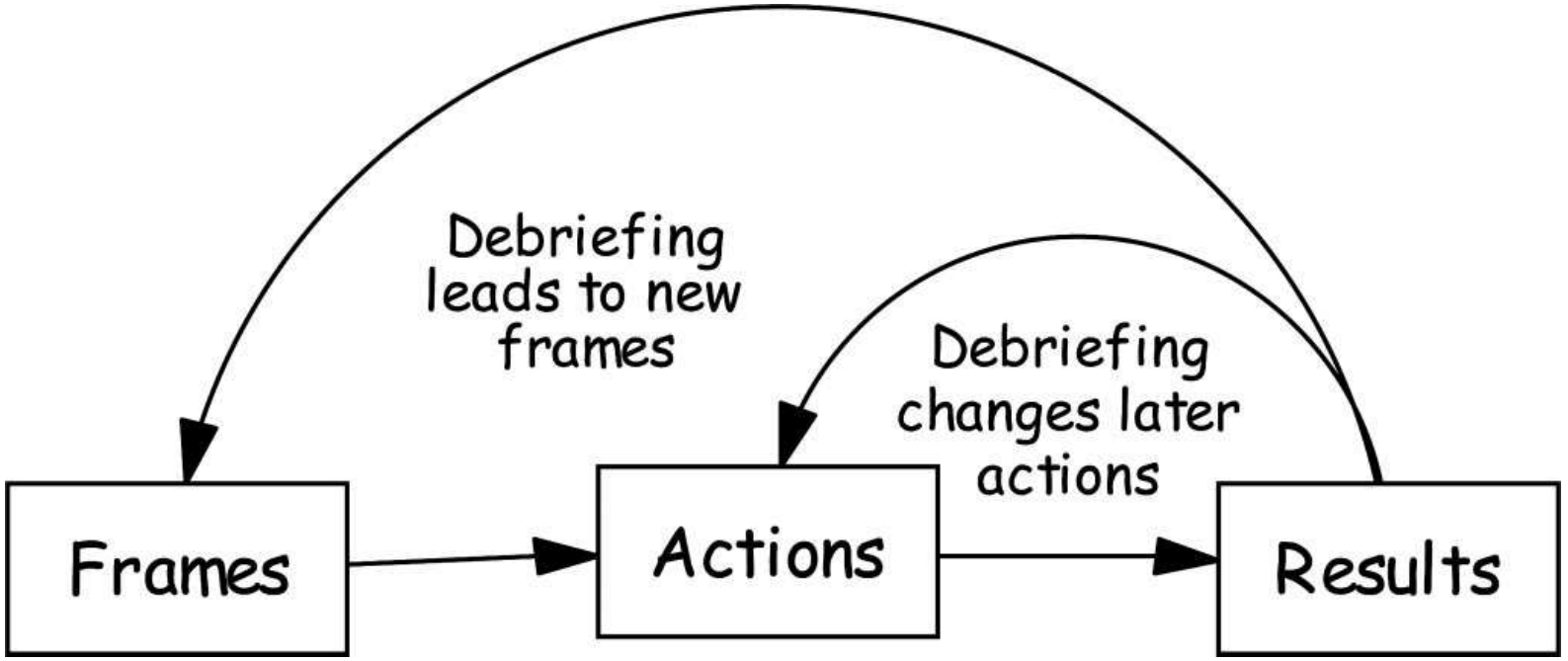
Simulation Event
Outcomes

Simulation Event
Outcomes
Design

Simulation Event
Outcomes
Design
Prebriefing

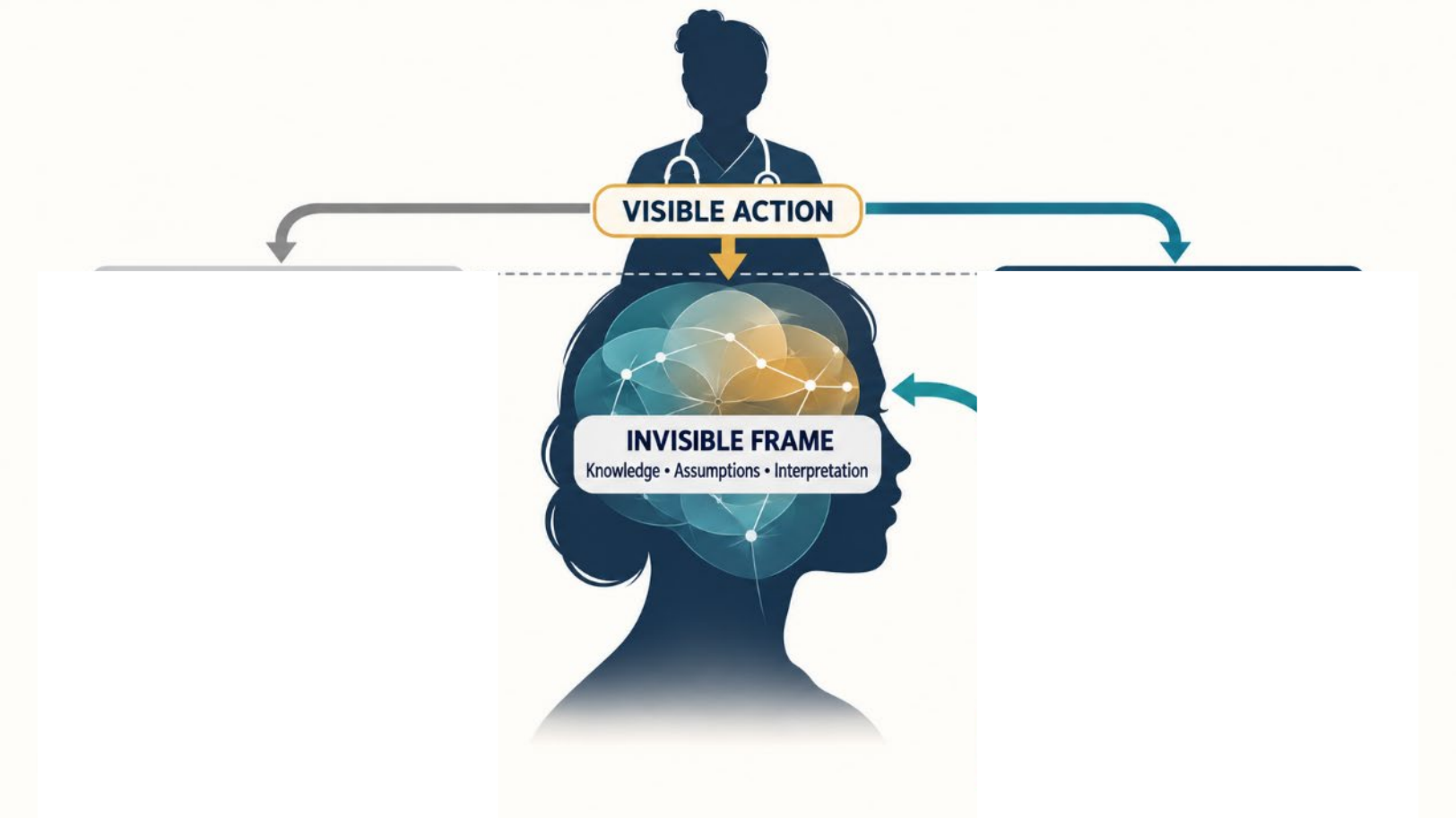
Simulation Event
Outcomes
Design
Prebriefing
Debriefing

The Thinking Beneath the Action



There's No Such Thing as "Nonjudgmental" Debriefing: A Theory and Method for Debriefing with Good Judgment (Rudolph et al., 2006)

The Thinking Beneath the Action



So, Remember…When the Action Doesn't Make Sense…

WTF **What's The Frame?**

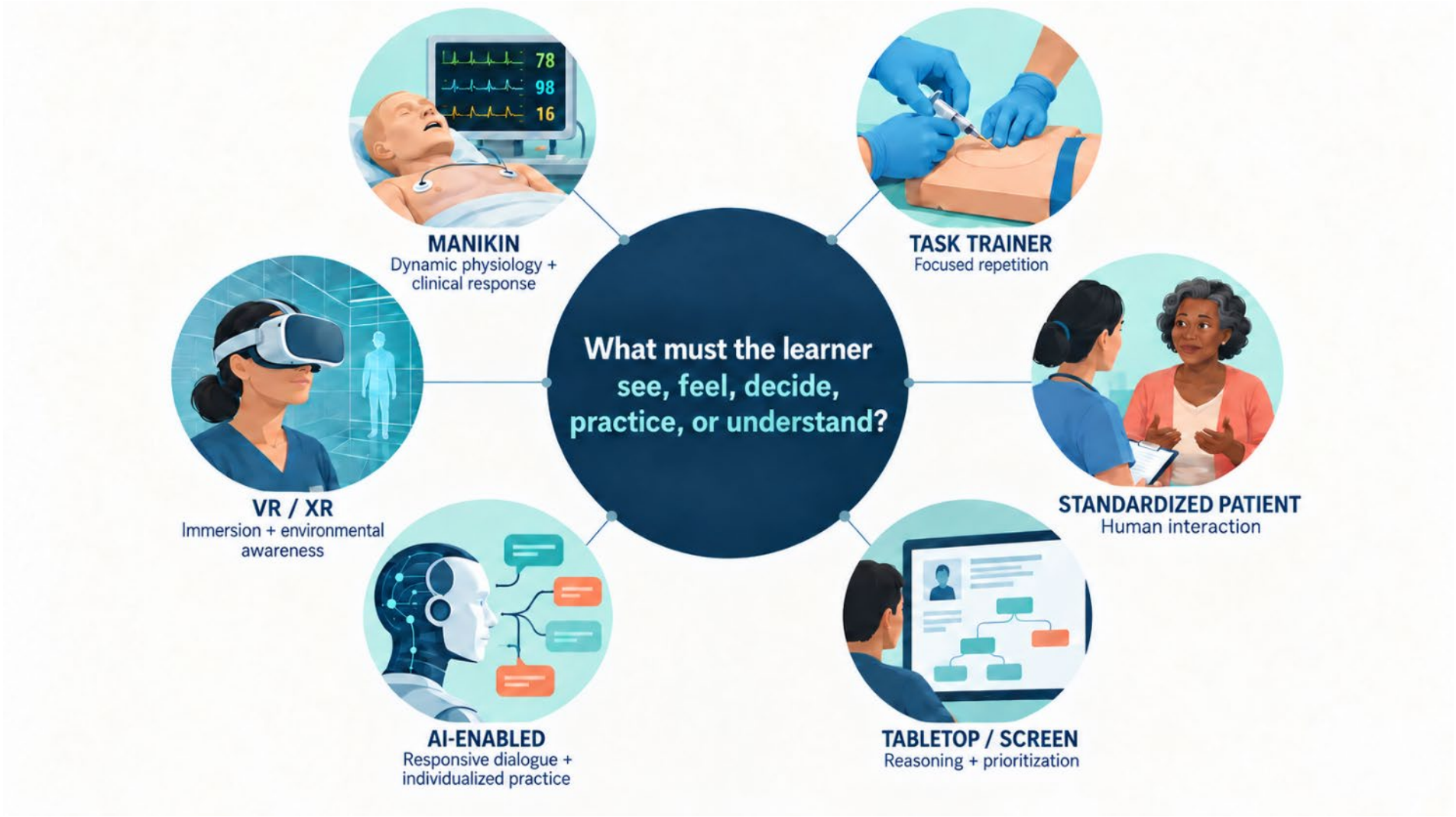
Before commenting on an action, explore the thinking that produced it.

What We See vs. What Creates Learning

What We See vs. What Creates Learning

Expert faculty turn simulation experiences into learning experiences

Simulation Modalities: Learning Outcomes Drive the Modality



Scaffolding Learning from Understanding to Practice

How Is Learning Scaffolded Across Your Program?

- Where does your program intentionally build learning across these stages?
- Identify one strength and one opportunity.

Simulation Methodology Beyond the Sim Lab

Theory and concepts
Where could students interpret an evolving situation, make a decision, and explain their reasoning before receiving the answer?

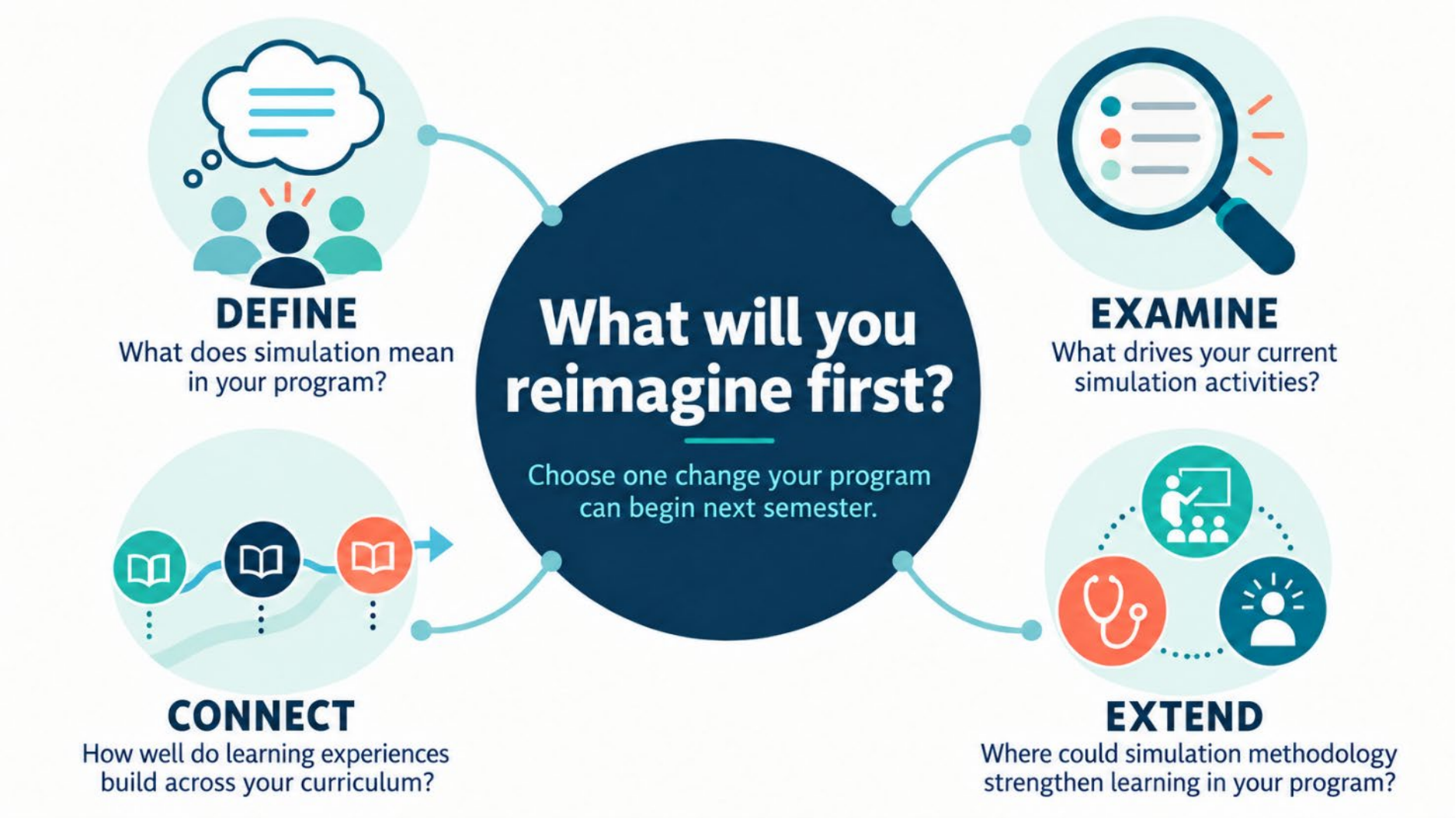
Clinical practice
How could simulation methodology and coaching strengthen learning during clinical?

Post-clinical learning
How could inquiry, feedback, and reflection help students learn from clinical experiences?

RECAP

Simulation as a Strategy for Learning and Progression

Reimagining Simulation in Your Program



Questions &Contact Information

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