

**MONTANA STATE UNIVERSITY**  
**COLLEGE OF NURSING**  
**POLICY C-2**

**TITLE: USE OF SIMULATION TO ENHANCE LEARNING**

**POLICY:** The College of Nursing supports the use of simulation in all its forms to enhance the education of nursing students.

In conjunction with the Campus Director and the Campus Simulation Coordinator, the individual faculty member is responsible for determining how to best incorporate simulation into his or her class to maximize learning outcomes. Simulation should not be used to wholly replace traditional patient clinical experiences in clinical courses. Courses with designated clinical lab hours must continue to dedicate the majority of hours, at least 51%, to direct patient care. Clinical course faculty are expected to include simulation as part of their total clinical, in the format that is appropriate to the course content and campus resource context.

**RATIONALE:** Simulation is a pedagogy using one or more typologies to promote, improve, or validate a participant's progression from novice to expert (Benner, 1984; Decker, 2007).

Studies provide evidence that when substituting clinical experiences with up to 50% simulation, there were no statistically significant differences with regard to knowledge acquisition and clinical performance (Hayden, Smiley, Alexander, Kardong, Edgren & Jeffries, 2014; NCSBN National Simulation Study, 2014; INACSL, *2016 Standards of Best Practice: Simulation*).

**Reviewed/Approved by:**

Level I: UAAC (**February, 2018**)

Level II: Associate Dean for Undergraduate Programs (**March, 2018**)