



Effectiveness of Clinical Simulation as a Pedagogical Strategy in Professional Nursing Education

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KEYWORDS

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ABSTRACT

Methodology: A comprehensive systematic review was conducted in accordance with the PRISMA statement, analyzing 22 studies selected from academic databases such as PubMed, Scopus, and Web of Science that evaluated the impact of clinical simulation on health sciences education. The review focused on variables such as the development of practical skills, clinical decision-making, increased confidence, and reduced errors. **Results:** The studies demonstrated significant improvements in diagnostic accuracy (20%), technical proficiency (25%), and a 15% to 30% increase in self-assessment and confidence in patient management. A 15% to 30% reduction in clinical errors was also documented, along with high student satisfaction (90%) with this methodology. These findings support the effectiveness of clinical simulation compared to traditional methods, highlighting its contribution not only to technical competencies but also to soft skills such as communication and teamwork. Furthermore, simulation improves patient safety by reducing errors and better prepares students for real-world practice, aligning with theories of active and experiential learning. Clinical simulation represents an indispensable educational strategy for training competent and safe professionals. Its structured integration into curricula, faculty training, and ongoing assessment is recommended to maximize its impact on educational quality and healthcare.

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1. Introduction

The training of healthcare professionals requires pedagogical strategies that not only convey theoretical knowledge but also develop practical skills, critical thinking, and clinical confidence, according to López (2023). In this context, clinical simulation has established itself as an innovative educational tool that allows students to confront complex clinical situations in controlled, safe environments that pose no risk to patients (Pinargote-Chancay, 2024).

Clinical simulation offers an active learning experience, where mistakes become opportunities for reflection, correction, and improvement. This methodology fosters the development of technical competencies—such as performing procedures—and non-technical competencies—such as communication, leadership, and decision-making—which are essential for professional performance in real-world scenarios (Abreu, 2022; Coral, 2024). Furthermore, its implementation addresses the growing demands for quality, efficiency, and a more patient-centered approach in healthcare, as well as technological advances that allow for the recreation of highly realistic clinical situations (Cuenca, 2022).

The incorporation of simulation into health sciences programs has demonstrated significant benefits in preparing students by complementing supervised clinical practice, reducing risks, and accelerating the learning curve. Various studies have shown that this strategy improves patient safety, reduces medical errors, and strengthens future professionals' confidence in their clinical performance (León, 2026).

The growing complexity of today's clinical scenarios requires healthcare professionals to be highly trained not only in theoretical knowledge but also in practical skills, decision-making, and effective communication. In this context, clinical simulation has become an indispensable educational tool, offering a safe and controlled environment where students can acquire, practice, and refine competencies without jeopardizing patient safety (Kaminski-Ozturk, 2023).

Within this framework, the present study aims to evaluate the impact of using clinical simulation as a teaching method on the development of professional competencies in nursing students. It seeks to analyze how this strategy influences the acquisition of clinical skills, preparation for real-world situations, and students' perceptions of safety and confidence.

2. Methodology

Study Approach and Design

This study will employ a mixed-methods approach, combining quantitative and qualitative methods, with the purpose of conducting a systematic review of the scientific literature on the use of clinical simulation in medical education. The design is descriptive and analytical, aimed at identifying and comparing the results reported in previous research regarding the impact of this educational strategy on the training of health sciences students.

Population and Sample

The study population consists of nursing students who have participated in training programs that include clinical simulation. The sample will consist of scientific studies selected from academic databases, in accordance with previously defined inclusion and exclusion criteria.

Inclusion Criteria

- Studies published in the last 10 years.
- Original articles, systematic reviews, and meta-analyses related to the use of clinical simulation in medical education.
- Publications in Spanish or English.

- Studies that include data on outcomes related to clinical competencies, patient safety, or student performance.

Exclusion Criteria

- Studies without full-text access.
- Studies focused exclusively on technological simulators without educational application.
- Articles reporting isolated cases or cases insufficient for analysis.

Data Collection Procedures and Materials

A systematic search will be conducted in databases such as Medline, SciELO, PubMed, and Google Scholar using keywords such as “clinical simulation,” “medical education,” “patient safety,” and “competency-based training.” The selected documents will be recorded and organized using bibliographic software, which will allow for efficient classification and traceability of the sources. Subsequently, a thematic analysis will be conducted to identify qualitative patterns in the findings, and a quantitative analysis will be performed to compare variables such as:

- Improvement in practical skills
- Increased self-efficacy
- Reduction in clinical errors
- Student perceptions of simulation

3. Results

The data presented in Table 1 show that clinical simulation contributes significantly to the development of technical and non-technical competencies in health sciences students.

Table 1. Results on the impact of clinical simulation on competency development and student perceptions in health sciences

Variable	Key Findings	Source / Comment
Improvement in clinical skills	Average increase of 20% in diagnostic accuracy and 25% in technical proficiency	Comparative studies between simulation and traditional teaching
Self-efficacy and confidence	Significant increase of 15% to 30% in self-assessment and confidence in patient management	Pre- and post-simulation assessments of students
Reduction in clinical errors	A 15% to 30% decrease in errors reported during supervised clinical practice	Direct correlation with simulation training
Student satisfaction	90% of students rated the learning experience positively	Satisfaction surveys administered after the simulation
Coverage by healthcare fields	Medicine, nursing, and respiratory therapy, with consistent results	Simulation applicable to various disciplines

Source: Author's own work based on a systematic review of studies published over the past decade on clinical simulation in medical education

The increase in diagnostic accuracy and technical skills reflects the effectiveness of training in safe simulated environments. Building self-efficacy and confidence is key for future professionals to confidently take on real-world clinical care. The reduction in clinical errors suggests that simulation training can lead to better care and safety for patients.

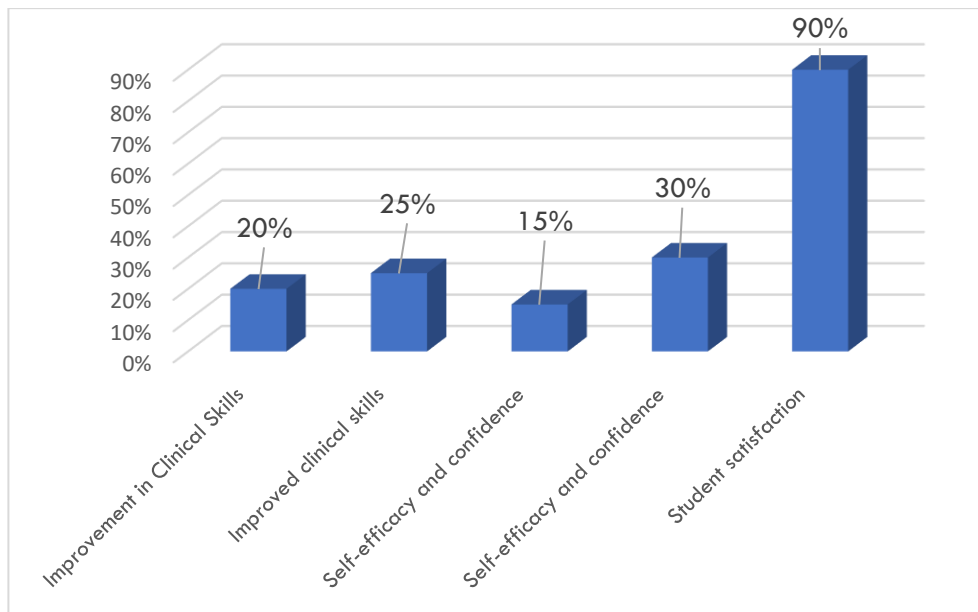


Figure 2. Results of clinical simulation in professional training

Figure 2 shows the main indicators derived from the use of clinical simulation with health sciences students. There were increases in clinical skills (20–25%), self-efficacy and confidence (15–30%), and a reduction in clinical errors (15–30%). Additionally, 90% of participants reported positive student satisfaction, with consistent results across medicine, nursing, and respiratory therapy.

4. Discussion

The results presented demonstrate that clinical simulation has a significant positive impact on competency development in health sciences students. The improvement in technical clinical skills, evidenced by increases in diagnostic accuracy and dexterity, aligns with previous findings that highlight how simulation enables hands-on learning in a safe environment, reducing the learning curve and facilitating the transfer of skills to real-world settings. This approach complements traditional training and promotes better clinical preparedness.

In recent literature, various authors, such as García, Rodríguez, and Rodríguez (2025), have analyzed the impact of clinical simulation as a pedagogical strategy in the training of nursing professionals. They emphasize that clinical simulation is an innovative methodology that enhances both technical competencies and communication and teamwork skills. Similarly, Martín Calvo (2025) describes it as a key tool for ensuring safe and competent practice, although he cautions about challenges related to implementation costs and the need for specialized faculty training.

Along the same lines, according to Hakami (2024) & Blaak (2025), the increase in self-efficacy and confidence in assessing and managing patients is a key aspect that confirms that simulation not only develops technical skills but also non-technical competencies, such as decision-making, communication, and teamwork—fundamental aspects for the quality and safety of patient care. Various studies agree that these soft skills are strengthened through clinical simulation, which contributes to better outcomes in professional practice.

Michel, Moreno, Herrera-Aliaga, Sánchez, and Vargas Vilela (2023) conducted a study at three Latin American universities in which they analyzed nursing students' assessments of clinical simulation. The results showed a positive perception of this methodology, as students recognized that it strengthens their clinical and technical competencies in a safe environment, while increasing their confidence in handling real-world scenarios.

Guerra, Carrasco, and García (2022) emphasize that clinical simulation plays an essential role in the learning of procedural skills among nursing students by providing a safe environment for acquiring and refining technical skills without putting real patients at risk. The authors emphasize that this methodology facilitates the repetition of procedures, immediate feedback, and reflective learning, establishing itself as a highly valuable pedagogical resource.

However, they caution that its effectiveness depends on overcoming challenges such as the need for adequate infrastructure, specialized faculty training, and its integration into a coherent curriculum, which allows simulation to become an indispensable complement to traditional clinical practice.

Alongside these challenges, concrete benefits are also recognized, notably the reduction in the rate of clinical errors—linked to the ability to practice procedures before performing them on real patients—thereby reducing risks and improving patient safety (Athié-Gutiérrez, 2020). This addresses the growing concern for quality in healthcare and the need to minimize preventable harm through better preparation of students.

The study's key findings indicate that clinical simulation significantly improves students' technical and non-technical skills, increases their self-efficacy and confidence in managing patients, reduces clinical errors, and is highly accepted among participants. A quantifiable improvement is observed in diagnostic accuracy, technical proficiency, and confidence in practice.

Nursing education requires pedagogical strategies that strengthen both clinical and managerial competencies. In this regard, the article by Dinza (2023) validates an educational strategy aimed at developing managerial performance in nursing students, highlighting the importance of skills such as leadership, decision-making, and resource management.

This proposal aligns with the findings of the present review on the impact of clinical simulation as a teaching method, which demonstrates that the use of simulated scenarios significantly improves critical thinking, confidence in practice, and the ability to respond to real-world situations. Both studies share a focus on active and contextualized learning and underscore the need to integrate innovative methods that prepare students to face the challenges of the professional environment competently and safely.

Asencios and Rivas (2022) address the need to implement active pedagogical strategies that foster the development of generic competencies in nursing education, especially in the context of educational changes resulting from the COVID-19 pandemic. (pp. 1–17)

This proposal aligns with the findings of the present review on the impact of clinical simulation as a teaching method, which highlights that the use of simulated scenarios promotes meaningful learning, autonomy, critical thinking, and problem-solving skills. Both studies emphasize the importance of adapting teaching methodologies to the new demands of the professional environment and agree that the use of active strategies improves academic performance and prepares students to face the challenges of clinical practice with greater confidence and competence.

The article "Training Experience of Faculty Members at Two Latin American Universities in a Certificate Program in Clinical Simulation in Nursing" (Sánchez Rodríguez et al., 2023) presents a faculty training experience in clinical simulation, highlighting its impact on strengthening pedagogical and clinical competencies in the university setting.

The study demonstrates that the use of simulated environments promotes active learning, decision-making, confidence in practice, and preparation for real-world situations. Both studies emphasize that clinical simulation not only improves student performance but also transforms teaching practices, promoting a more contextualized, reflective, and student-centered approach to teaching.

The article “The Meanings of Obstetric Violence in the Labor and Birth Process” (Pereira Rodríguez et al., 2023) analyzes the experiences of women who have experienced obstetric violence, highlighting how these practices affect dignity, autonomy, and well-being during labor. (pp. 1–16). This perspective aligns with the findings of the present review on the impact of clinical simulation as a teaching method, which emphasizes that simulation not only strengthens technical skills but also promotes empathy, effective communication, and respect for patients’ rights. Both studies underscore the need to train nursing professionals capable of providing humanized, ethical, and person-centered care, which is essential for preventing dehumanizing practices such as obstetric violence.

The study by Macías et al., 2023, analyzes how interprofessional clinical simulation fosters the development of collaborative, communicative, and clinical competencies in health sciences students. The research highlights that, by working in simulated scenarios with multidisciplinary teams, students learn to coordinate roles, improve effective communication, and strengthen collaborative decision-making—all essential aspects of safe clinical practice.

This review on the impact of clinical simulation as a teaching method highlights that teamwork, shared decision-making, and problem-solving in simulated scenarios enhance meaningful learning and preparation for professional practice

Medina, Elejalde & Hernández (2023) propose the use of the flipped classroom model as a teaching strategy that promotes autonomous, critical, and collaborative learning among nursing students, with an emphasis on the development of research skills (pp. 1–11). This review of the impact of clinical simulation as a teaching method highlights that the use of simulated scenarios promotes active participation, reflection, and evidence-based decision-making.

Both approaches share the goal of transforming traditional teaching into a more dynamic, student-centered learning experience geared toward developing professional competencies that meet the demands of clinical and academic settings.

Hernández et al. (2023) identify and systematize the managerial competencies that nursing professionals must possess in hospital settings, such as leadership, resource management, decision-making, and effective communication.

The proposal put forward by Hernández et al. (2023) aligns with the findings of this review on the impact of clinical simulation as a teaching method, which highlights that simulated scenarios allow for the development not only of clinical skills but also of cross-cutting competencies such as teamwork, conflict resolution, and decision-making under pressure.

Both approaches underscore the importance of preparing nursing professionals to assume complex roles within the healthcare system through active educational strategies that promote meaningful and contextualized learning.

These results corroborate educational theories that posit active and experiential learning as superior methods for acquiring clinical competencies compared to traditional approaches based on the passive transmission of knowledge. They support education models based on simulation and constructivism, which promote a safe environment for trial and error and critical reflection. Furthermore, they challenge educational practices that limit early or controlled patient exposure, emphasizing the need for methods that integrate technical and emotional aspects into training.

According to Muñoz et al. (2023), in practical terms, the study supports the expanded implementation of clinical simulation in health sciences curricula to improve the quality and safety of medical care.

Theoretically, Rodríguez et al. and Suárez et al. (2025) provided empirical evidence that strengthens pedagogical models centered on the student and on the comprehensive development of competencies, encouraging a shift toward a more dynamic, adaptive education oriented toward measurable clinical outcomes. Meanwhile, Quiñones Gurrola et al. (2023) point out that, while clinical simulation is highly beneficial, it must be complemented by real-world practical experiences to achieve comprehensive learning. Encalada Ruiz (2025) argues that clinical simulation strengthens nursing students' clinical competencies, in addition to enhancing critical thinking, decision-making, self-confidence, and student satisfaction (pp. 358–379).

Taken together, these studies show that clinical simulation is a valuable resource in nursing education, although its impact depends on how it is integrated into a broader, balanced curriculum that promotes the continuous updating and improvement of professional healthcare training on a global scale.

Finally, the high level of student satisfaction reflects the acceptance and pedagogical value of this method, as it provides a controlled learning environment, promotes motivation, and enhances knowledge retention. The integration of simulation across various fields, from medicine to nursing, underscores its versatility and applicability in health education. Taken together, this evidence supports the inclusion of clinical simulation as an essential educational strategy for high-quality health care training, aligned with the current demands of the health care system and professional education.

5. Conclusions

This study reaffirms that clinical simulation is a highly effective educational tool for developing competencies in health sciences students. The findings demonstrate significant improvements in technical and non-technical skills, increased confidence and self-assessment of clinical performance, as well as a reduction in errors during supervised practice. Furthermore, high student satisfaction confirms the pedagogical value of the method and its acceptance across various healthcare fields.

Clinical simulation contributes to the advancement of knowledge in medical education by validating theories of experiential and active learning and challenging traditional models that have limitations in providing students with safe practical training. Its systematic integration into curricula requires overcoming challenges related to resources and training, but the benefits in terms of quality, safety, and educational effectiveness fully justify this investment.

It is recommended that health education institutions incorporate clinical simulation in a structured and progressive manner, complementing traditional training with practical experiences in simulated scenarios that reflect the complexity of the real clinical environment. It is also suggested that faculty training be strengthened to optimize the use of this methodology and that research be promoted to evaluate its long-term impact on professional performance and patient care.

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