

**“ASSESS THE IMPACT OF SIMULATION - BASED LEARNING [SBL]
ON CLINICAL SKILLS DEVELOPMENT AMONG SECOND YEAR B.SC
STUDENTS AT SELECTED NURSING COLLEGE, BENGALURU.”**



BY

Ms. Sara Rai

Mr. Rabeeh T

Mr. Muhammed Shan

IV YEAR BSC NURSING (2021-2025)

**RESEARCH PROJECT SUBMITTED TO
ACHARYA NR COLLEGE OF NURSING
BENGALURU**

UNDER THE GUIDANCE OF

Prof. P Snehalatha Reddy

Department of Medical Surgical Nursing

Smt. Nagarathnamma College of Nursing

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DECLARATION BY THE CANDIDATE

I hereby declare that this project entitled “**ASSESS THE IMPACT OF SIMULATION – BASED LEARNING [SBL] ON CLINICAL SKILLS DEVELOPMENT AMONG SECOND YEAR B.SC STUDENTS AT SELECTED NURSING COLLEGE, BENGALURU.**” is a bonafide and genuine research work carried out by **MS. SARA RAI, MR. RABEEH T, MR. MUHAMMED SHAN** under the guidance of **PROF. P SNEHALATHA REDDY , DEPARTMENT OF MEDICAL SURGICAL NURSING, SMT. NAGARATHNAMMA COLLEGE OF NURSING, 69/80, Acharya Institute, Dr. Sarvepalli Radhakrishnan Road, Soldevanahalli, Bangalore-560107.**

Date :

Place : Bangalore

Signature of the Students

MS. SARA RAI

MR. RABEEH T

MR. MUHAMMED SHAN

CERTIFICATE BY THE GUIDE

This is to certify that the project work entitled **“ASSESS THE IMPACT OF SIMULATION – BASED LEARNING[SBL] ON CLINICAL SKILLS DEVELOPMENT AMONG SECOND YEAR B.SC STUDENTS AT SELECTED NURSING COLLEGE, BENGALURU”** a bonafide and genuine research work carried out by **MS. SARA RAI, MR. RABEEH T, MR. MUHAMMED SHAN** in partial fulfillment of the requirement for the basic BSc. Nursing.

Date :

Place : Bangalore

Signature of the Guide

Prof. P Snehalatha Reddy

Department of Medical
Surgical Nursing

ENDORSEMENT BY THE PRINCIPAL

This is to certify that the research project entitled “**ASSESS THE IMPACT OF SIMULATION – BASED LEARNING [SBL] ON CLINICAL SKILLS DEVELOPMENT AMONG SECOND YEAR B.SC STUDENTS AT SELECTED NURSING COLLEGE, BENGALURU** ” is a bonafide research work done by MS. SARA RAI, MR. RABEEH T, MR. MUHAMMED SHAN, as a partial fulfillment of the requirement for the degree Bachelor of Science in Nursing under the guidance of Prof. P Snehalatha Reddy , Department of Medical surgical Nursing, Smt. Nagarathnamma College of Nursing.

Date:

Place : Bangalore

Signature of the Principal

Dr. VijayaMalar .S

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Principal

Acharya NR College of Nursing

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ABSTRACT

“ASSESS THE IMPACT OF SIMULATION - BASED LEARNING [SBL] ON CLINICAL SKILLS DEVELOPMENT AMONG SECOND YEAR B.SC STUDENTS AT SELECTED NURSING COLLEGE, BENGALURU.”

BACKGROUND:

Traditional teaching methods in nursing, such as lectures and demonstrations, often do not provide sufficient hands-on exposure to critical procedures like cardiopulmonary resuscitation (CPR). Simulation-Based Learning (SBL) provides a safe, interactive, and controlled environment where nursing students can practice essential skills without compromising patient safety. Research evidence highlights its role in improving knowledge, psycho motor competence, critical thinking, and confidence among students, thereby bridging the gap between theory and clinical practice.

OBJECTIVES:

- To assess the level of knowledge regarding SBL among nursing students.
- To evaluate the effectiveness of SBL on clinical skills development, with emphasis on CPR.
- To compare pretest and post-test knowledge and skill scores.
- To identify associations between knowledge levels and selected demographic variables.

HYPOTHESIS:

H₀ : There is no significant difference between pretest and post-test knowledge scores of nursing students after SBL intervention.

H₁ : There is a significant difference between pretest and post-test knowledge scores of nursing students after SBL intervention.

METHODOLOGY:

A quantitative research approach with a quasi-experimental one-group pretest post-test design was adopted. The sample comprised 60 purposively selected 2nd year B.Sc. Nursing students. Data collection tools included a validated 30-item CPR knowledge questionnaire and a structured skills checklist. The intervention involved a structured CPR demonstration session with manikins.

The mean Pretest and post-test assessments were conducted, and data were analyzed using descriptive statistics and paired t-test at a significance level of $p < 0.05$.

RESULT:

pretest knowledge score was 15.91 (SD = 6.41), while the mean post-test score increased significantly to 22.58 (SD = 1.51). The paired t-test value (-8.862, $p = 0.000$) confirmed a statistically significant improvement. Post-intervention, 91.7% of students achieved adequate knowledge compared to only 30% before. No significant association was observed between knowledge levels and demographic variables such as age, gender, or prior training.

CONCLUSION:

Simulation-Based Learning was found to be highly effective in enhancing the clinical skills of nursing students. It bridged the gap between theoretical knowledge and practical application, improving competence, confidence, and preparedness for real-life clinical situations. The findings strongly support integrating SBL into the nursing curriculum to improve educational outcomes and patient safety.

KEYWORDS: Simulation-Based Learning, Clinical Skills, CPR, Nursing Education, Quasi-Experimental Study, Nursing Students.

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