



## Simulation Strategies for Neonatal Education

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### DESCRIPTION

A technique, not a technology, to replace or magnify genuine experiences with guided encounters that evoke or duplicate significant features of the real world in a fully interactive way is referred to as simulation. According to some, simulation fosters reflection and critical thought in a secure, comforting setting because it is so immersive and experiential. Using the method of simulation, it is believed that knowledge, procedural competence, communication, critical thinking, decision-making, self-efficacy, confidence, teamwork, and an understanding of human variables may all be improved. Bandura coined the term "self-efficacy," which is defined as "belief that one has the necessary skills to do what is necessary to achieve a successful outcome." This idea serves as the foundation for the social cognitive theory and examines how motivation, performance, and environmental factors are related. By affecting attitudes of optimism, perseverance, and the capacity to take on new activities, self-efficacy can boost human performance and confidence, which may subsequently have an impact on the provision of high-quality patient care. Therefore, simulation instructors may be well positioned to foster self-efficacy by giving nurses the drive to make behavioral changes that may then favorably impact the person, the team, and the patient.

The Neonatal Simulation Program's main objective is to increase patient safety by developing a secure and realistic environment where all clinical neonatal professionals, whether experienced or new to the field, can hone their abilities, practice cutting-edge methods, and build clinical competencies. This is crucial, especially for abilities like newborn intubation, which, while it may be used less frequently in practice, is a crucial skill with no room for error. Results from previous studies show that without significant modifications to the training models, adult practice training models cannot easily be used to newborn skills.

The program's goal is to introduce participants from all around the world to exceptional high-quality newborn simulation-based experiences and to demonstrate, implement, and share them. In

order to maximize the utilization of this training and improve clinicians' clinical performance, they intended to promote increased clinician involvement. It could be difficult to apply simulation-based skills to the bedside. To bridge the gap between the simulation environment and real-life settings is one of the program's objectives. This program also aimed to boost awareness and participation by offering simulation training for free, at least in the beginning.

Our goals in forging partnerships across the spectrum of medicine are consistent with the HMC's strategic plan. That will benefit clinical patient care and safety, which is what they want. The circumstance of neonatal resuscitation is one of high risk, low occurrence (HALO). Over 90% of the time, resuscitation rules are not strictly followed, even in tertiary hospitals with highly skilled staff. Since abilities start to deteriorate as soon as training courses are completed, they cannot assume that resuscitation certification and competency are equivalent. While it can be challenging to guarantee that all personnel in busy neonatal clinics receive equal and sufficient exposure to skills and resuscitation events to maintain a high level of proficiency, caregivers must nonetheless show that they are proficient in the fundamentals even when under time constraints. It has been established that simulation-based medical education is superior to the conventional method of clinical teaching, changing the way they teach. Programs for the resuscitation of newborns now include simulation as a crucial part of their curriculum. Without running the risk of endangering patient safety, simulation enables frequent refreshers, focused practice, and immediate feedback where the learner is prioritized. As neonatologists, it is our duty to uphold the highest standards of training for ourselves, our colleagues, and our patients. As they move forward, they must examine our own growth mentality to find methods to enhance our own abilities as well as how they instruct and get our team ready for these infrequent but important occasions. They will "train to win" if they put more of an emphasis on teamwork and communication.

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