

USE OF CLINICAL SIMULATION IN NURSING EDUCATION: INCORPORATION OF SCIENTIFIC EVIDENCE**USO DE SIMULAÇÃO CLÍNICA NO ENSINO DE ENFERMAGEM: INCORPORAÇÃO DE EVIDÊNCIAS CIENTÍFICAS**Francisco Mayron Morais Soares¹

The professional profile has changed over time, it is to be adequate and valued for the job market the Nurse is encouraged to base his practice on reliable scientific evidence ⁽¹⁾. It is important that it offers different strategies for solving new and old problems, which can be derived from the integration of Evidence-Based Practice (EBP).

In view of the current scenario experienced by health professionals, the incorporation of the best scientific evidence represents a determining factor in quality care for clients at different levels of care ⁽²⁾. To acquire professional competence, the Nurse must use innovative and traditional strategies that aim to solidify their knowledge and assist in their search for continuous training.

In the context of professional training, health has faced difficulties with the organization of opportunities for clinical experiences, a factor that can contribute to flaws in the profile of the future professional and essential characteristics for nurses, despite the change in the profile of contemporary education that has required innovations in teaching and learning strategies for vocational training.

Thus, the Brazilian educational model has undergone an impressive change in recent years. The traditional teaching model that is based on repeated lectures, where the teacher is the protagonist of the teaching and learning process has become obsolete, this is gradually being replaced by new methodologies that make the teaching and learning process a space for sharing knowledge. The student becomes an active subject in the production of his own knowledge, being guided by the teacher who assumes the role of facilitator and guides students in the production of knowledge ⁽³⁾.

This change is even more evident in health courses such as undergraduate nursing. This has increasingly demanded student participation, thus surpassing the traditional model with a focus on retaining attention and explaining content. These requirements are also present in the job market, which requires the new nursing professional to have a refined critical and reflective sense, at the same time, offering humanized and scientifically based care ⁽⁴⁾.

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The implementation of active methodologies contributes to the training of a generalist nurse, with evolved critical and reflective thinking. These act directly in the construction of knowledge and the thought process for the nursing student and thus stimulate the constant search for analytical knowledge ^(5,6).

In addition, active methodologies have been a constant challenge in the transition process in relation to conventional methodologies, as the main idea is to relate the search for knowledge in nursing and the use in clinical practice, configuring a real approximation of critical clinical thinking with reality ⁽⁷⁾. In this context, simulation is considered an efficient active methodology for learning.

Clinical simulation is a pedagogical strategy guided by experiential learning that meets both needs, bringing students and professionals closer to the simulated real contexts, a dynamic experience that can be repeated and that adds theoretical and practical aspects to its execution, in addition to offering complete security for the students. involved ⁽⁸⁾.

The use of simulations has been a promising teaching method, as it establishes a relationship between theory and practice. In controlled environments, the scenic part brings mutual benefits, as they allow errors without causing real effects on the patient, which are ethically protected. In this way, students tend to be prepared in advance in the simulated context, making them more confident as a professional future. Currently, clinical simulation has been used as one of these strategies and its incorporation, even in graduation, has shown the growth of skills expected for a professional nurse ^(9,10).

To acquire professional competence, the Nurse must use innovative and traditional strategies that aim to solidify their knowledge and assist in their search for continuous training. In this context, simulation stands out as an indispensable strategy for this goal since graduation. It is worth mentioning that the use of this strategy for teaching nursing started in the 1950s ⁽¹¹⁾.

In this context, simulation as a teaching and learning strategy can be considered an efficient, relevant and innovative resource for teaching procedures. It is a teaching tool that favors the identification of critical points ⁽¹²⁾. It consists of the reproduction of a real situation, in an artificial environment, with the aim of teaching, practicing or evaluating a certain situation or skill. The simulation allows the integration of theoretical and practical aspects, also allowing repetition, feedback, evaluation in a controlled environment ⁽¹³⁾.

In a broad search in the literature, there was a scarcity of studies of educational interventions in nursing practices with the use of clinical simulation, in addition to few studies on this theme. Added to this problem, the need for undergraduate nursing students to develop such practices to improve professional performance and patient safety. Therefore, as a researcher's experience, with

simulation and educational interventions, they motivated to write this editorial and emphasize the importance of teaching and learning strategies in health education.

In this sense, the applicability of simulation with a teaching-learning strategy, as well as the measurement of its effects on educational attributes and the development of essential skills, is relevant for the implementation of this methodological resource for educational practices carried out by future nurses. In addition, it enables the multiplication of knowledge among students and / or professionals.

From the reality, it is emphasized that all the concepts presented have as main focus to highlight the instrumentalization of simulation as a tool in improving the practice of nursing care. Be careful, this is regarded as one of the most beautiful and daring arts and must always be performed safely.

Therefore, in the assistance of Nursing teaching while undergraduate, the student should be inserted in the use of EBP as a guide for safe and effective care, in addition to improving the process of developing professional competence, given opportunities that enable students assume a reflexive and critical attitude towards their performance, adopting new attitudes capable of offering the achievement of the intended objectives. In addition, it is emphasized that different learning methods that aim to make students protagonists of their learning have shown effectiveness, so its use is recommended.

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