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EDITORIAL

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*Exploring the Frontiers of Ethical and Evidence-Based Nursing Practice:
A Commitment to Patient Safety through Simulated Learning.*

We find ourselves immersed in an era of scientific advancements that continually reshape the landscape of healthcare. Artificial Intelligence aids decision-making, new technologies, pharmaceuticals, and therapies, among other breakthroughs. In this dynamic and intricate context, the clinical practice of nursing professionals must serve as an ethical beacon, guided not only by robust moral principles but also by the rigor of scientific evidence and a critical spirit. This commitment is not just a responsibility but an imperative necessity, with patient safety at the core of our concerns.

Discussing patient safety leads us into the crucial concept of learning without risks – learning without harm. This principle becomes the very cornerstone of our profession from the moment aspiring professionals’ step into university classrooms. The significance of this formative period becomes evident when contemplating the importance of each initial step in the education of nurses.

Harnessing technological advancements for the teaching/learning process is also an opportunity, even if it requires stepping out of our comfort zone and breaking with antiquated teaching models still prevalent in our universities, as observed in the disproportionate weight given to lectures.

This is where clinical simulation emerges as a potent tool. High-fidelity simulation, when executed, creates a secure space⁽¹⁾ for students to explore complex scenarios without endangering the health of real patients⁽²⁾. This methodology becomes the gateway to profound and reflective learning, moving beyond the mere reproduction of routine practices.

In a psychologically safe environment, replicating realistic simulated scenarios and employing a structured learning approach⁽³⁾, students not only acquire technical skills but also cultivate critical thinking⁽⁴⁾ beyond the observation/reproduction of what has “always been done”. This is where a new generation of nursing professionals takes root, grounded in respect for evidence and motivated by the desire for continuous improvement.

This type of experiential and reflective learning is not merely a transitional phase in the education of nurses; it becomes a solid foundation for their future clinical practice. The transfer of skills and knowledge acquired in simulation directly impacts patient safety⁽⁵⁾ in real-world settings. Furthermore, it strengthens the ability to ground clinical practice in robust evidence, empowering the role of nursing in a healthcare landscape undergoing constant evolution and challenges. This approach not only influences the present but sows the seeds for a future where nursing will lead in the continuous improvement of healthcare.

I would like to conclude this reflection on our educational journey by expressing my gratitude to RIASE for providing a platform to share these ideas.

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