

MAHARSHI KARVE STREE SHIKSHAN SAMSTHA'S
SMT. BAKUL TAMBAT INSTITUTE OF NURSING EDUCATION, KARVENAGAR, PUNE-52
Best Practices 2024-2025

Title of Practice 1:

Strengthening Clinical Competency through International Collaboration for Simulation-Based Learning.

Objectives:

1. Provide students with international exposure and global academic perspectives.
2. Strengthen cross-cultural understanding.
3. Enhance clinical, research, and professional competencies through structured international learning experiences.
4. Build sustainable academic collaborations with reputed international institutions.
5. Enhance clinical decision-making and critical-thinking skills among nursing students.
6. Integrate international standards of simulation-based education into curriculum.
7. Provide exposure to global best practices in OSCE and high-fidelity simulation.
8. Strengthen faculty development through collaborative sessions.
9. Improve student performance in OSCE through structured simulation scenarios.

The Context

International collaboration provides nursing students with significant personal, professional, and academic benefits, preparing them for a globalized workforce and enhancing patient care in multicultural settings. These opportunities, whether through physical study abroad programs or virtual exchanges like Collaborative Online International Learning, help bridge the gap between theory and practice and build essential global health competencies. To elevate academic and clinical training standards, the institute collaborated with Lonestar college, USA. This collaboration enabled the introduction of globally benchmarked simulation scenarios, OSCE preparation modules, faculty development, and knowledge exchange. The practice ensured systematic implementation of international-level clinical training.

The Content of practice

During the academic year 2024–2025, MKSSS BTINE organized an International Student Exchange Program in the form of simulation-based learning for second year GNM, Semester IV, V, VI B.Sc. Nursing and M.Sc. Nursing students. The simulation scenarios were conducted from 28/01/2025 to 01/04/2025. Every Tuesday, night-duty simulation sessions were held from 7:30 pm to 7:30 am. Each session included two faculty members and a group of 20–25 students to ensure proper guidance and active participation. These night-time simulations allowed students to practice and manage common medical–surgical nursing situations in a safe learning environment. Realistic hospital scenarios such as postoperative complications, different types of shock, breathing difficulties, cardiac emergencies, fluid and electrolyte imbalance, and trauma cases were recreated. High-fidelity mannequins with lifelike responses helped students improve their assessment skills, critical thinking, communication, and ability to perform emergency interventions. The program followed a two-way learning approach. Indian students participated in international simulation activities, while international students joined the sessions conducted at MKSSS BTINE. This exchange promoted cross-cultural learning, exposure to different clinical practices, and the development of globally relevant nursing skills. Each session was guided by expert faculty from both institutions and ended with a structured debriefing including positive points and points to improve. Students reflected on their performance, identified strengths, understood areas needing improvement, and discussed ways to enhance clinical decision-making. This supportive approach helped build confidence and better prepared students to handle real medical–surgical situations.

Evidence of Success:

- **Global and Cross-Cultural Perspective:**

The exchange provided nursing students with international exposure, allowing them to interact with peers from a different country and fostering a broader, multicultural understanding of healthcare practices and challenges.

- **Significant improvement in OSCE scores:**

Access to structured simulation scenarios, standardized assessment tools, and trained evaluators helped students perform better in OSCE examinations.

- **Enhanced Feedback and Debriefing:**

Students received constructive feedback including positive points and points to improve from a wider pool of international faculty during structured debriefing sessions, which is critical for identifying and correcting performance gaps.

- **Enhanced clinical reasoning and communication skills:**

High-fidelity mannequins, realistic case scenarios, and guided debriefing supported the development of strong decision-making and interpersonal skills.

- **Increased student engagement and confidence:**

Well-equipped simulation labs, interactive activities, and small-group practice improved participation and boosted students' confidence.

- **Strong faculty expertise in simulation-based teaching:**

Experienced faculty trained in simulation design, facilitation, and debriefing ensured effective learning sessions.

- **Positive feedback from students and external examiners during university exam:**

Quality simulation resources, organized sessions, and supportive teaching practices contributed to high satisfaction for students and constructive feedback from external examiners about students' performance.

Problems Encountered:

- **Time zone differences affecting scheduling:** Coordinating sessions between Lonestar University and MKSSS BTINE was challenging due to differing time zones, requiring adjustments and flexible scheduling to ensure full participation.

- **Technical issues during virtual sessions:** Online interactions sometimes faced connectivity problems, audio–video disruptions, and software problem, causing delays and affecting smooth communication between both institutions.

- **Limited simulation equipment requiring phased implementation:** Since high-fidelity mannequins and equipment were limited, simulation activities had to be conducted in smaller groups and in phases, ensuring equal hands-on experience for all students.

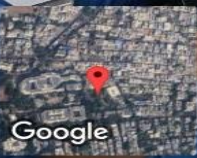
Resources Required:

- **Simulation Equipment:**
High-fidelity mannequins, task trainers, vital-sign monitors, defibrillators, airway management kits, and scenario-specific medical–surgical supplies.
- **Technological Resources:**
Stable internet connectivity, laptops or desktops with webcams, simulation software, audio–video systems, projectors, and backup technical support for virtual collaboration with Lonestar University.
- **Learning Space and Infrastructure:**
Well-equipped simulation labs, skill stations, debriefing rooms, and dedicated areas for group discussions and virtual sessions.
- **Human Resources:**
Trained simulation faculty, technical personnel, scenario coordinators, evaluators, and support staff to manage sessions, troubleshoot issues, and guide students.
- **Educational Materials:**
Scenario scripts, guideline checklists, assessment tools, reference manuals, and recording systems for performance review and debriefing.
- **Administrative Support:**
Coordination teams for scheduling, documentation, communication with Lonestar University.

Photos:







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