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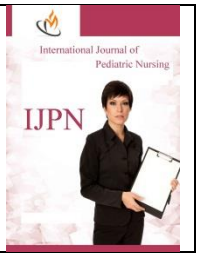

A STUDY TO ASSESS THE EFFECTIVENESS OF SIMULATION BASED TEACHING ON KNOWLEDGE AND PRACTICE REGARDING NEONATAL RESUSCITATION AMONG III YEAR BSC NURSING STUDENTS AT SELECTED COLLEGE, THIRUVALLUR

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ABSTRACT

A newborn is a precious not only his family but also to community, nation and to the world. the maintenance of the child health is not only desired but also positively valued by every society and improved level of child health is the accepted goal for all communities "A healthy child A sure future" is a one of the themes of WHO. To assess the level of knowledge and practice regarding Neonatal Resuscitation among III-year B.Sc nursing students. Quantitative research approach. Pre-experimental one group pretest and posttest design was adopted for this study. The study was conducted in Indira college of nursing at Thiruvallur. The study sample consists of 60 III-year BSc nursing students in Indira college of nursing. Simple random sampling technique is used for this study. Simulation based teaching regarding Neonatal Resuscitation given by the investigator for the III-year BSc nursing students. The level of knowledge and skill was assessed by using structured knowledge questionnaire and observational check list. The investigator adopted descriptive and inferential statistics to analyse the data. The demographic variables were analyzed by using frequency distribution and percentage. Comparison of pretest and post-test scores were computed on the basics of paired 't' test. The calculated paired "t" test value of $t=45.891$ which was highly statistically significant at $p<0.001$ level. This clearly infers that Simulation Based Teaching on knowledge regarding neonatal resuscitation administered among the III-year B.Sc. Nursing students was found to be effective in improving the posttest level of knowledge among the them. From the findings of the data analysis, it was evident that most of the nursing students had inadequate level of knowledge and practice on neonatal resuscitation and after the simulation based teaching on knowledge and practice the level of knowledge and practice on neonatal resuscitation had significantly improved and hence the simulation based teaching can be implemented at the institution and hospital setting to improve the knowledge and practice of the nursing students.

INTRODUCTION

The Most Important Time of a New Borns Life Is The Golden Minute

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Birth of the healthy neonate is one of the biggest gifts of the nature the mechanism of the birth takes only a few hours, but it is finest period of life since it is the most precarious period of life, it is associated with largest number of deaths as compared to any other phase of life.

A newborn is a precious not only his family but also to community, nation and to the world. the maintenance of the child health is not only desired but also positively valued by every society and improved level of child health is the accepted goal for all communities "A healthy child" A sure future is a one of the themes of WHO. The transition from the Intra uterine to extra uterine life is a critical time for survival and involves considerable changes to the Newborn's cardiovascular and respiratory system. Although most Newborn's initiates spontaneous breathing with in the first 30's of birth, or respond to drying and stimulation. A significant percentage require some assistance to enables this transition to independent life. The literature suggest that 3-8% of newborns receive respiratory support during the first minutes of life, and 0.1 % to 0.3% requires advanced cardiopulmonary resuscitation. Every birth must be considered as medical emergency and labour room must be provided with adequate infrastructure and facilitate for resuscitation of babies who fail to establish spontaneous breathing. Pre-natal hypoxia one of the cause of Pre-natal mortality in developing countries. Most of the babies have a smooth transition from fetal to neonatal life and they are able to establish spontaneous breathing with from fetal to neonatal life and they are able to establish spontaneous breathing without any assistance. But 0.5% to 7.5% of neonate are likely to face difficulties in initiating spontaneous breathing at birth and they need active resuscitation. New born resuscitation is a complex procedure it requires the use of application of specialized knowledge about newborn resuscitation, frequent knowledge about newborn resuscitation, frequent performance of skill and comfort level with skill performance are dimensions of quality in implementation of newborn resuscitation. Newborn resuscitation is a series of action that are taken in order to revive an infant immediately after birth so that normal respiration and circulation may be initiated and maintained. It is an intervention to facilitate the dynamic transition from Intra uterine to estimated 816000 deaths are related to Intra partum hypoxic events (UNICEF 2016). International committee on resuscitation has recommendations in the new born resuscitation which says that at least one person trained in neonatal resuscitation should attend every delivery (JOHANNSON A.N BIARENT D.2010) the past, educators believed that, to produce competent nurses, it was enough to provide students with a variety of clinical experiences in which learners could apply class room content. But today the experienced staff nurses and staff development educators believed that critical thinking is needed to work in complex clinical environment. providing a patient simulations is a relatively efficient method of teaching content and critical thinking skill safety and in collaboration with the instructor without fear of causing the harm to actual patient. Simulation based teaching is very effective in identifying student strength and weakness, simulated nursing experience provides learning in a controlled environment that increases the student's confidence and enhance patient safety and comfort. Simulation is a teaching and learning strategy that is increasingly used in nursing education to prepare the student for hospital work place. Hovancsec, et all (2009), patient safety has become a priority concern, and the use of simulation-based teaching is preparing the nurses for disaster, military, police, fire-fighter, paramedics and physicians. The study found the demand for higher quality health care both nationally and internationally has increased, the use of health care both nationally and internationally has increased, the use of health care. This method offers new experiences and practice. Use of human patient simulation as an instructional strategy can enhance patient safety and optimize out comes, providing a means of allowing nursing students to practice the critical thinking, clinical decision making and psycho motor skills in a safe and controlled environment, without risk to a live patient. Critical situations can be investigated without risk, it is a cost effective, through this simulation-based teaching behaviour can be studied easily over a long period of time the study behaviour can be monitored because of simulation teaching.

NEED FOR THE STUDY

In nursing there is limited research on the effectiveness and out comes when using simulators and simulations. in health care settings for giving accurate and safe care to patient and simulators and simulations allow the safe environment. In 2010 the national league of nurse (NLN)endorsed the use of simulations on order to prepare as well as prepare them for the complex clinical environment. According to international dictionary for education, simulation is a teaching technique used particularly in management education and training in which a 'real life situation' and values are simulated by substitute displaying similar characteristics. Simulation has proven to be effective in improving team work, increasing communication, and is an innovative pedagogical approach. According to WHO In worldwide 9,00,000 deaths occur in each year and is the one of the primary causes of early neonatal mortality. In India the first month of life is the most vulnerable period for child survival, with 2.4 million newborns dying in 2020. in 2020 nearly half (47%) of all under 5 deaths occurred in the new born period (the first 28 days of life), an increase from 1990 (40%), because of the global level of the under 5 mortality is declining faster than that of neonatal mortality. In Tamilnadu IMR is the number of newborn deaths for every 1,000 live birth as per SRS bulletin for

2022. the Tamilnadu has the second lowest IMR after Kerala through the average IMR of TN is 25, Fifteen in rural areas and 10 in urban areas. With the growing complexity of health science, the health professional requires more knowledge and skill and skills to resuscitate the newborn to prevent future complication in the newborn's life. The nursing educators personnel experience of working in labour room felt that nurses need to wait for resuscitation. Training module on newborn resuscitation and assessment according to current guidelines will help nurses to perform initial resuscitation steps and immediate assessment so that early neonatal complications can be prevented. As the nursing educator is specializing in the field of child health nursing, felt the need and was motivated to reinforce the knowledge and practical skills on newborn resuscitation and assessment, which was based on revised newborn resuscitation and assessment which was based on newborn resuscitator guidelines 2010.

METHODOLOGY

It includes research approach, research design, setting of the study, sample size, sampling technique, criteria for selection of sample, description of tool, content validity, reliability and procedure for data collection and plan for data analysis.

RESEARCH APPROACH

Quantitative research approach is used.

RESEARCH DESIGN

Pre-experimental one group pretest and posttest design was adopted for this study. A Pretest was administered by means of a questionnaire method depicted as Q1 then a simulation-based teaching was delivered, depicted as X, post test was conducted by using the same questionnaire depicted as Q2. The schematic representation of the study is depicted below.

SAMPLE

The sample refers to subject of a population selected to participated in a research study. In this present study sample III year B.Sc nursing students in Indira college of nursing, who fulfilled the inclusive criteria.

SAMPLE SIZE

The sample size of the present study is 60.

SAMPLING TECHNIQUE

Simple random sampling technique is used for this study.

CRITERIA FOR SAMPLE SELECTION

Inclusive criteria

1.The students who are studying BSc nursing III year in Indira College of Nursing, affiliated by the Dr MGR Medical University, Tamilnadu.

Exclusion criteria

1. The students who are studying B.Sc nursing I, II and IV year in Indira College of Nursing.
2. The students who are absent at the time of data collection.

PILOT STUDY

In order to test the feasibility of the study a pilot study was conducted.The ethical clearance obtained from the ethical committee of Indira College of Nursing. After getting content validity from various experts, the researcher conducted pilot study by using the knowledge questionnaire and practice questionnaire for 10 III year BSc nursing students in the same manner as final study. After the simulation based teaching programme regarding neonatal resuscitation the post test was conducted. The pilot study report showed that there was an increase in the knowledge and practice towards neonatal resuscitation among nursing students. It was found to be appropriate and feasible conduct the main study.

DATACOLLECTIONPROCEDURE

After getting official permission from our principal we sent are quisition letter to the principal. The researcher met the students of Indira College of Nursing and their co- operation were obtained. Students who are fulfilled the inclusive criteria wads selected for the study. The sample was selected by using simple random sampling method. The purpose of study is explained to the students The study was conducted for a period of 10 days. Using questionnaire schedule a pretest was conducted for III-year B.Sc nursing students. After pretest, intervention was given by simulation-based teaching for 45 min regarding neonatal resuscitation. The post test was conducted after 7 days interval of teaching. The total number of people interviewed was 60.

The table 1 portrays that most of the III B.Sc. Nursing Students, 55(91.7%) were aged between 17 to 20 years, 45(70%) were male, 30(50%) were Hindus, 45(75%) belonged to nuclear family, 42(70%) of fathers were daily wage workers, 40(66.7%) were residing in urban area, 60(100%) assisted 1 – 5 times neonatal procedures assisted by the student during their clinical posting and 28(46.7%) attended workshop / seminar twice regarding neonatal resuscitation.

The table 2 depicts the frequency and percentage distribution of pretest and posttest level of knowledge regarding Neonatal Resuscitation among the III Year B.Sc. Nursing Students. It shows that in the pretest, 54(90%) had inadequate knowledge and 6(10%) had moderately adequate knowledge and whereas in the post

test, 53(88.33%) had adequate knowledge and 7(11.67%) had moderately adequate knowledge regarding Neonatal Resuscitation among the III Year B.Sc. Nursing Students. The table 3 depicts the frequency and percentage distribution of pretest and post test level of practice regarding Neonatal Resuscitation among III Year B.Sc. Nursing Students. It shows that in the pretest, 53(88.33%) of III Year B.Sc. Nursing Students had poor practice and 7(11.67%) had moderate practice regarding Neonatal Resuscitation and whereas in the post test after the intervention, 45(75%) had moderate practice and 15(25%) had good practice.

The table 4 shows that the pretest mean score of knowledge was 9.03±3.23 and the post test mean score of knowledge was 26.68±2.27. The calculated paired "t" test value of t=45.891 which was highly statistically significant at p<0.001 level. This clearly infers that Simulation Based Teaching on knowledge regarding neonatal resuscitation administered among III year B.Sc. Nursing students was found to be effective in improving the post test level of knowledge among the them.

The table 5 shows that the pretest mean score of practice was 3.25±1.12 and the post test mean score of practice was 8.25±1.12. The calculated paired "t" test value of t=25.324 which was highly statistically significant at p<0.001 level. This clearly infers that Structured Teaching Programme on practice regarding neonatal resuscitation administered among III-year B.Sc. Nursing students was found to be effective in improving the post test level of practice among the students.

The table 6 shows that the pretest mean score of knowledge was 9.03±3.23 and the pretest mean score of practice was 3.25±1.12. The calculated Karl Pearson's Correlation value of r=0.156shows a positive correlation between knowledge and practice which was not found to be statistically significant at p<0.05 level. This clearly infers that knowledge and practice are independent of each other. The table 6 also depicts that the post test mean score of knowledge was 26.68±2.27 and the post test mean score of practice was 8.25±1.12. The calculated Karl Pearson's Correlation value of r=0.381 shows a positive correlation between knowledge and practice which was found to be statistically significant at p<0.001 level. This clearly infers that after the intervention when knowledge regarding neonatal resuscitation among III Year B.Sc. Nursing Students increases then their practice on it also increases.

The table 8 shows the post test level of practice regarding neonatal resuscitation among III year B.Sc. nursing students with their selected demographic variables. It was observed that the demographic variable area of residency (□ 2=9.806, p=0.007) had statistically significant association with post test level of practice regarding neonatal resuscitation among III year B.Sc. nursing students at p<0.01 level. The other demographic variables did not show statistically significant association with Post test level of practice neonatal resuscitation among the III-year B.Sc. nursing students.

Section A: Description of the Demographic Variables of III Year B.Sc. Nursing Students.

Table 1: Frequency and percentage distribution of demographic variables of III-year BSc nursing students. N=60

Demographic Variables	Frequency (f)	Percentage (%)
Age in years		
17 to 20	55	91.7
21 to 25	5	8.3
26 to 30	-	-
Above 31	-	-
Sex		
Male	45	75.0
Female	15	25.0
Religion		
Hindu	30	50.0
Christian	26	43.3
Muslim	4	6.7
Others	-	-
Type of family		
Nuclear family	45	75.0
Joint family	15	25.0
Extended family	-	-
Occupation of the father		
Daily wage worker	42	70.0

Business	9	15.0
Employee	9	15.0
Unemployed	-	-
Area of residency		
Urban	40	66.7
Semi urban	11	18.3
Rural	9	15.0
No. of times Neonatal procedure assisted by the student during their clinical posting.		
1 – 5 times	60	100.0
6 – 10 times	-	-
>10 times	-	-
The student attend any workshop / seminar regarding neonatal resuscitation		
Once Twice More than three times	29 28 3	48.3 46.7 5.0

Section B: Assessment of Level of Knowledge and Practice Regarding Neonatal Resuscitation Among III Year B.Sc. Nursing Students

Table 2: Frequency and Percentage Distribution of Pretest and Posttest Level of Knowledge Regarding Neonatal Resuscitation Among III Year B.Sc. Nursing Students. N=60

Level of Knowledge	Pretest		Post Test	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Inadequate (≤50%)	54	90.0	-	-
Moderately Adequate (51 – 75%)	6	10.0	7	11.67
Adequate (>75%)	-	-	53	88.33

Table 3: Frequency and percentage distribution of pretest and posttest level of practice regarding Neonatal Resuscitation among III Year B.Sc. Nursing Students. N=60

Level of Practice	Pretest		Post Test	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Poor (≤50%)	**53**	**88.33**	**0**	**0**
Moderate (51 – 75%)	**7**	**11.67**	**15**	**25.0**
Good (>75%)	**0**	**0**	**45**	**75.0**

SECTION C: effectiveness of Simulation Based Teaching on Knowledge and Practice Regarding Neonatal Resuscitation Among III Year B.Sc. Nursing Students.

Table 4: Effectiveness of Simulation Based Teaching on knowledge regarding neonatal resuscitation among III-year B.Sc. nursing students. N = 60

Variables	Mean	S. D	Mean Difference Score	Paired "t" & p- Value
Pretest	9.03	3.23	17.65	**t = 45.891**
Post Test	26.68	2.27		**p=0.0001, S*** **

***p<0.001, S – Significant**

Table 5: Effectiveness of Simulation-Based Teaching on Practice Regarding Neonatal Resuscitation Among III-year B.Sc. Nursing Students. N = 60

Variables	Mean	S. D	Mean Difference Score	Paired "t" & p- Value
Pretest	3.25	1.12	5.00	**t = 25.324**
Post Test	8.25	1.12		**p=0.0001, S*** **

***p<0.001, S – Significant**

Section D: Relationship Between Knowledge and Practice Regarding Neonatal Resuscitation Among III Year B.Sc.

Nursing Students.

Table 6: Correlation between pretest and post test knowledge and practice regarding neonatal resuscitation among III year B.Sc. nursing students. N = 60

Test	Variables	Mean	S.D	Karl Pearson's Correlation 'r' p- Value
Pretest	Knowledge	9.03	3.23	r = 0.156
	Practice	3.25	1.12	p=0.235, N.S
Post Test	Knowledge	26.68	2.27	**r = 0.381**
	Practice	8.25	1.12	**p=0.003, S****

****p<0.01, S – Significant, N.S – Not Significant**

SECTION E: Association of Level of Knowledge and Practice Regarding Neonatal Resuscitation Among III Year B.Sc. Nursing Students with the Demographic Variables.

Table 7: Association of posttest level of knowledge regarding neonatal resuscitation among III year B.Sc. nursing students with their selected demographic variables. N = 60

Demographic Variables	Moderately Adequate		Adequate		Chi-Square & p- value
	F	%	f	%	
Age in years					□2=0.368 d.f=1 p=0.544 N.S
17 to 20	6	10.0	49	81.7	
21 to 25	1	1.7	4	6.7	
26 to 30	-	-	-	-	
Above 31	-	-	-	-	
Sex					□2=0.054 d.f=1 p=0.816 N.S
Male	5	8.3	40	66.7	
Female	2	3.3	13	21.7	
Religion					**□2=7.925 d.f=2 p=0.019 S***
Hindu	7	11.7	23	38.3	
Christian	0	0	26	43.3	
Muslim	0	0	4	6.7	
Others	-	-	-	-	
Type of family					□2=2.642 d.f=1 p=0.104 N.S
Nuclear family	7	11.7	38	63.3	
Joint family	0	0	15	25.0	
Extended family	-	-	-	-	
Occupation of the father					□2=2.164 d.f=2 p=0.339 N.S
Daily wage worker	5	8.3	37	61.7	
Business	2	3.3	7	11.7	
Employee	0	0	9	15.0	
Unemployed	-	-	-	-	
Area of residency					**□2=6.278 d.f=2 p=0.043 S***
Urban	2	3.3	38	63.3	
Semi urban	2	3.3	9	15.0	
Rural	3	5.0	6	10.0	
No. of times Neonatal procedure assisted by the student during their clinical posting.					-
1 – 5 times	7	11.7	53	88.3	
6 – 10 times	-	-	-	-	
>10 times	-	-	-	-	
The student attend any workshop / seminar regarding neonatal resuscitation					□2=2.193 d.f=2 p=0.334 N.S
Once	2	3.3	27	45.0	

Twice	4	6.7	24	40.0	
More than three times	1	1.7	2	3.3	

***p<0.05, S – Significant, p>0.05, N.S – Not Significant**

Table 8: Association of posttest level of practice regarding neonatal resuscitation among III year B.Sc. nursing students with their selected demographic variables. N = 60

Demographic Variables	Moderate		Good		Chi-Square & p- value
	F	%	f	%	
Age					□2=0.073
17 to 20	14	23.3	41	68.3	d.f=1 p=0.787 N.S
21 to 25	1	1.7	4	6.7	
26 to 30	-	-	-	-	
Above 30	-	-	-	-	
Sex					□2=0.267
Male	12	20.0	33	55.0	d.f=1 p=0.606 N.S
Female	3	5.0	12	20.0	
Religion					□2=0.096
Hindu	7	11.7	23	38.3	d.f=2 p=0.953 N.S
Christian	7	11.7	19	31.7	
Muslim	1	1.7	3	5.0	
Others	-	-	-	-	
Type of family					□2=1.452
Nuclear family	13	21.7	32	53.3	d.f=1 p=0.228 N.S
Joint family	2	3.3	13	21.7	
Extended family	-	-	-	-	
Occupation of the father					□2=2.138
Daily wage worker	9	15.0	33	55.0	d.f=2 p=0.343 N.S
Business	2	3.3	7	11.7	
Employee	4	6.7	5	8.3	
Unemployed	-	-	-	-	
Area of residency					**□2=9.806**
Urban	7	11.7	33	55.0	**d.f=2 p=0.007**
Semi urban	2	3.3	9	15.0	**S****
Rural	6	10.0	3	5.0	
No. of times Neonatal procedure assisted by the student during their clinical posting.					
1 – 5 times	15	25.0	45	75.0	-
6 – 10 times	-	-	-	-	
>10 times	-	-	-	-	
The student attend any workshop / seminar regarding neonatal resuscitation					□2=0.405
					d.f=2 p=0.817 N.S
Once	8	13.3	21	35.0	
Twice	6	10.0	22	36.7	
More than three times	1	1.7	2	3.3	

****p<0.01, S – Significant, p>0.05, N.S – Not Significant**

Figure 2: Percentage distribution of religion of the III year B.Sc. Nursing Students

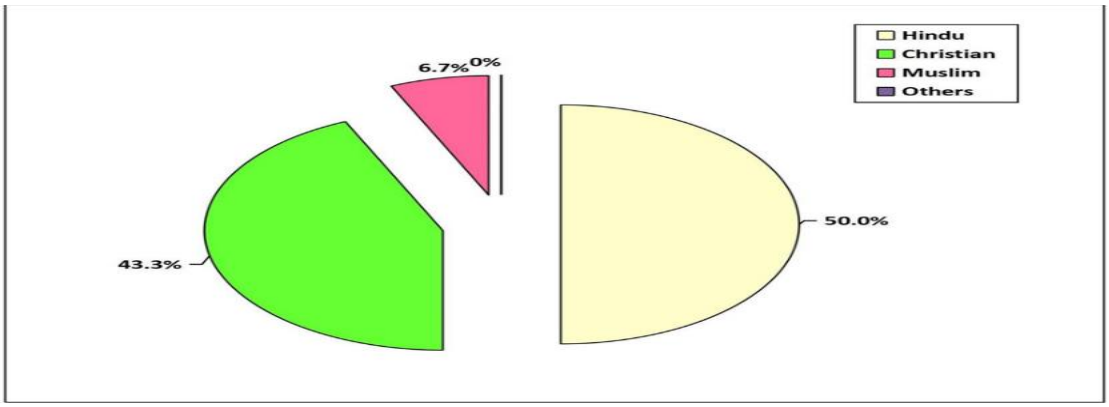


Figure 3: Percentage distribution of area of residency of III Year B.Sc. Nursing Students

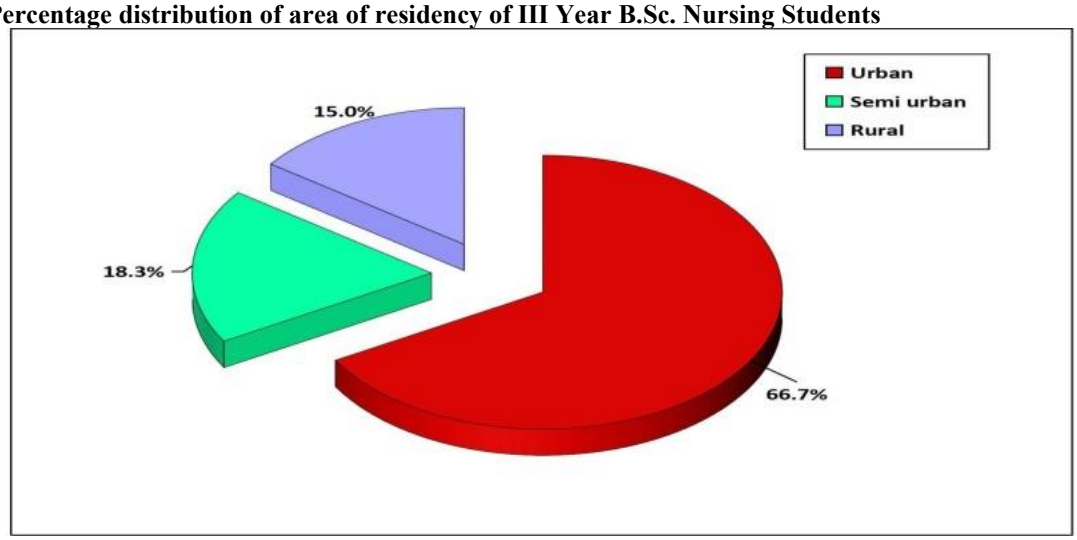


Figure 4: Percentage distribution of pretest and post test level of knowledge regarding Neonatal Resuscitation among III Year B.Sc. Nursing Students

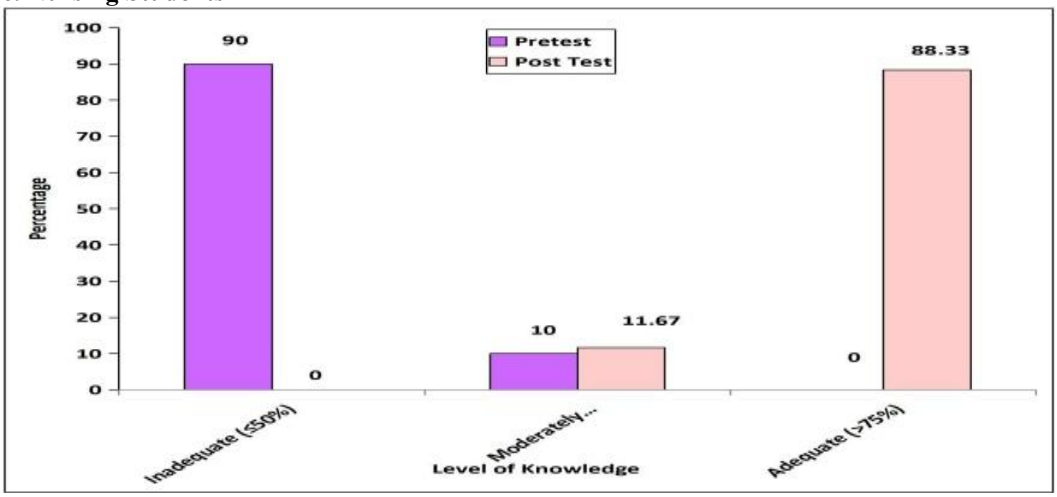


Figure 5: Percentage distribution of pretest and post test level of practice regarding Neonatal Resuscitation among

III Year B.Sc. Nursing Students.

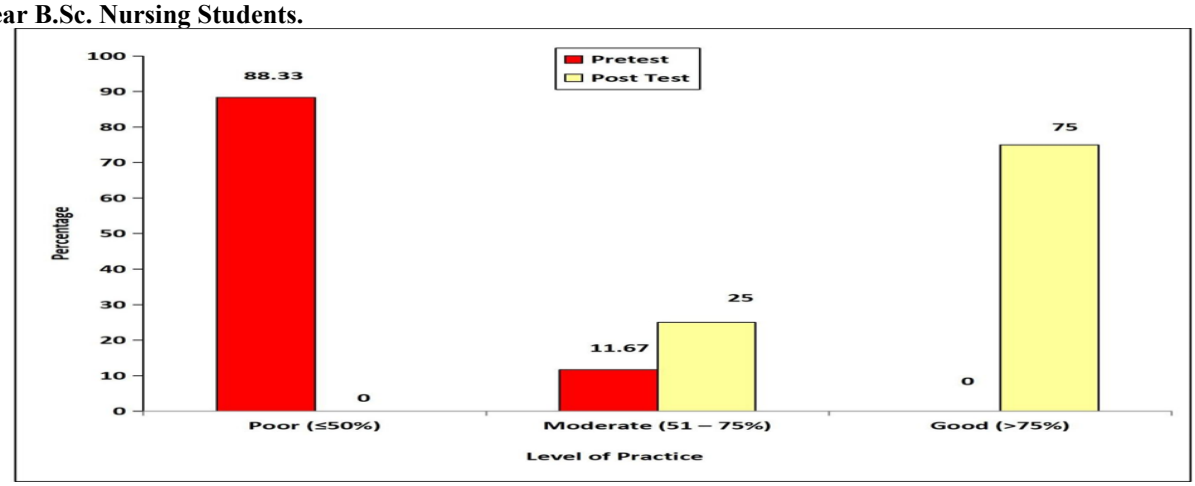


Figure 6: Comparison of pretest and post test knowledge scores regarding neonatal resuscitation among III year B.Sc. nursing students

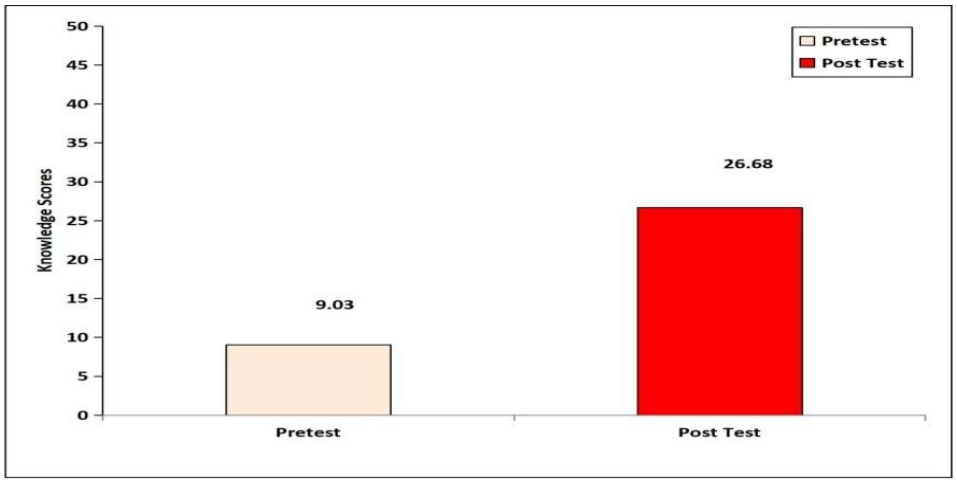


Figure 7: Comparison of pretest and post test practice scores regarding neonatal resuscitation among III year B.Sc. nursing students

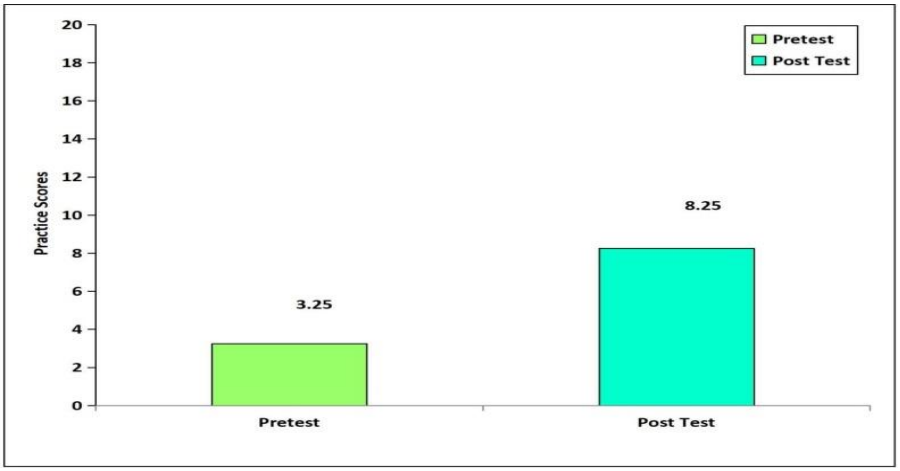
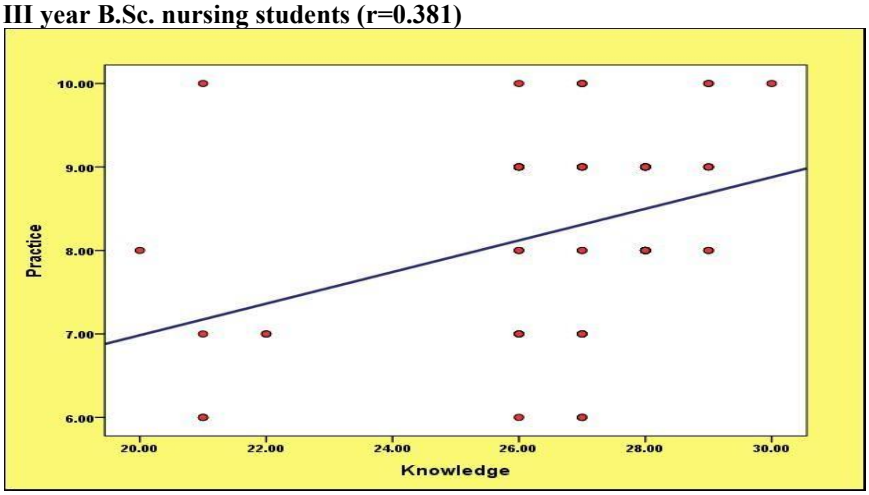


Figure 8: Scatter diagram showing the correlation between post test knowledge and practice regardingneonatal

resuscitation among III year B.Sc. nursing students (r=0.381)



DISCUSSION

This chapter deals with the detailed discussion on the findings of the study interpreted by statistical analysis. The findings are discussed in relation to the objectives, need for the study, related literature and conceptual framework. The present study was executed to assess the effectiveness of simulation based teaching on knowledge and practice regarding neonatal resuscitation among the III year B.Sc nursing students at selected colleges, Thiruvallur. The findings of the study revealed that there was a significant difference in level of knowledge and practice regarding neonatal resuscitation among III Year B.Sc. Nursing Students after Simulation based teaching. The findings were discussed objectives wise and given below.

Description of demographic variables

The findings related to selected demographic variables revealed that most of the III B.Sc. Nursing Students, 55(91.7%) were aged between 17 to 20 years, 45(70%) were male, 30(50%) were Hindus, 45(75%) belonged to nuclear family, 42(70%) of fathers were daily wage workers, 40(66.7%) were residing in urban area, 60(100%) assisted 1 – 5 times neonatal procedures assisted by the student during their clinical posting and 28(46.7%) attended workshop / seminar twice regarding neonatal resuscitation. The first objective was to assess the Pre test and post test level of knowledge regarding Neonatal Resuscitation among III year B.Sc nursing students. The findings presented in table 2 depicts that in the pretest before intervention, majority 54(90%) had inadequate knowledge and 6(10%) had moderately adequate knowledge and whereas in the post test after the simulation based teaching, adequate knowledge was observed among 53(88.33%) of the samples and 7(11.67%) had moderately adequate knowledge regarding Neonatal Resuscitation. The second objective was to assess the Pre test and post test level of practice regarding Neonatal Resuscitation among III year B.Sc nursing students.

The findings of the analysis depicted in Table 3 shows that in the pretest, 53(88.33%) of III Year B.Sc. Nursing Students had poor practice and 7(11.67%) had moderate practice regarding Neonatal Resuscitation and whereas in the post test after the intervention of simulation based teaching significant improved was observed in the level of practice where 45(75%) had moderate practice and 15(25%) had good practice. The third objective was to determine the effectiveness of simulation based teaching on knowledge and practice regarding neonatal resuscitation among III year BSc nursing students.

CONCLUSION

Birth of the healthy neonate is one of the biggest gifts of the nature the mechanism of the birth takes only a few hours, but it is finest period of life since it is the most precarious period of life, it is associated with largest number of deaths as compared to any other phase of life. A newborn is a precious not only his family but also to community , nation and to the world. the maintenance of the child health is not only desired but also positively valued by every society and improved level of child health is the accepted goal for all communities “A healthy child A has a sure future” a one of the theme of WHO. New born resuscitation is a complex procedure it requires the use of application of specialized knowledge about newborn resuscitation, frequent knowledge about newborn resuscitation ,frequent performance of skill and comfort level with skill performance are dimensions of quality in implementation of newborn resuscitation. Newborn resuscitation is a series of action that are taken in order to revive an infant immediately after birth so that normal respiration and circulation may be initiated and maintained. It is an interventions to facilitate the dynamic

transition from Intra uterine to estimated 816000 deaths are related to Intra partum hypoxic events (UNICEF 2016).

Statement of the problem

A study to assess the effectiveness of simulation based teaching on knowledge and practice regarding neonatal resuscitation among III year B.Sc nursing students at selected college, Thiruvallur.

The present study was aimed to assess the the effectiveness of simulation based teaching on knowledge and practice regarding neonatal resuscitation among the III year B.Sc nursing students at selected colleges, Thiruvallur. From the findings of the data analysis, it was evident that most of the nursing students had inadequate level of knowledge and practice on neonatal resuscitation and after the simulation based teaching on knowledge and practice the level of knowledge and practice on neonatal resuscitation had significantly improved and hence the simulation based teaching can be implemented at the institution and hospital setting to improve the knowledge and practice of the nursing students.

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