RHODE ISLAND COLLEGE

# REPORT ON THE RICSON SIMULATION PROGRAM YEAR IN REVIEW

## AY 2018-2019

## Abridged Version For SON Faculty

## AUGUST 22 2019

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## Introduction

The Simulation Center and Nursing Resource Laboratory (SCNRL) has seen tremendous change in the last 2 years. There are new spaces, a cadre of equipment, trained support staff, and new organizational structures that support using simulation as a teaching method. Faculty have embraced a variety of opportunities to expand simulation use in nursing education. This abridged version of the *Simulation Program Year in Review 2019* provides a snap-shot of the journey in implementing the RICSON simulation program mission and vision.

**Mission**

To prepare students for professional, safe, and equitable nursing practice through innovative, experiential learning in a simulation environment.

**Vision**

To be a regionally recognized leader of simulation-based learning, research, information and technology use for improving healthcare and outcomes.

# MEETING SIMULATION EFFECTIVENESS GOALS

What are our goals for simulation? This year the Simulation Steering sub-Committee drafted a set of proposed goals to help guide future ventures toward maintaining and improving the RICSON simulation program. For your convenience, the proposed goals are provided here for review:

### Proposed Simulation Program Strategic Goals (2019 – 2023)

- Provide a safe environment for high-quality simulation experiences that support the mission and vision of the simulation program intersecting with the overall SON mission and vision, achieved by ongoing assessment and review of best practice in simulation.

- Improve simulation effectiveness by facilitating opportunities for faculty development in simulation pedagogy by responding to faculty needs and providing access to training via on-line webinar sessions and expanded Simulation Program workshops and simulation web page resources.

- Improve simulation program evaluation by using a variety of feedback tools that permit ongoing assessments of simulation educator performance, student performance, and overall user satisfaction with simulation resources incorporating the best evidence from the simulation evaluation literature.

- Expand opportunities for interdisciplinary simulation education that focuses on delivery of safe patient care through collaboration with other healthcare partners.

• Support faculty scholarship using simulation, creating professional development opportunities in simulation education and research, achieved by developing scholarly partnerships internal and external to the program.

## THE SIMULATION SELF-STUDY FOR REACCREDITATION BY THE SOCIETY FOR SIMULATION IN HEALTHCARE 2019

The RICSON Simulation Center and Nursing Resource Laboratory (SCNRL) received a five year accreditation in 2014 (2014-2019) by The Society for Simulation in Healthcare (SSH) in the areas of Teaching and Education. A new self-study was conducted and the application for re-accreditation was submitted as a *multi-site simulation program* on June 12, 2019 (Available on Share Point under SIMULATION CENTER AND NURSING RESOURCE LABORATORY). The SSH site visit is planned for October 7, 2019. During the SSH site review, both locations (RICSON campus and RINEC location) will be visited. Details about the re-accreditation visit are forthcoming.

Criteria for meeting the standards and measures for SSH re-accreditation include:

### Core Standards

Mission and Governance
Organization and Management
Facilities, Technology, Simulation Modalities, and Human Resources
Evaluation and Improvement
Integrity
Security
Expanding the Field

### Teaching/Education Standards

Learning Activities
Qualified Educators
Curriculum Design
Learning Environment
Ongoing Curriculum Feedback and Improvement
Education Credit

For more information please visit:

https://www.ssih.org/Credentialing/Accreditation/Full-Accreditation

## UPCOMING RE-ACCREDITATION

**The SSH will be visiting RICSON on Monday, October 7, 2019. Mark your calendars!**

# HIGHLIGHTS OF SIMULATION BASED EDUCATION

## Moving from novice to expert in simulation facilitation and debriefing

Learning simulation pedagogy takes deliberate practice. Simulation workshops are offered annually to help faculty improve their understanding and application of simulation methods for experiential learning. Student learners during simulation have the opportunity to practice application of theoretical knowledge , professional behaviors and the requisite skills to perform high quality safe nursing care. In 2019, a workshop titled, *Focus on Facilitation and Debriefing* was offered. This workshop was attended by faculty new to simulation as well as others with an interest in learning more about how to get the most out using simulation effectively. At the end of the workshop, all attendees felt that had learned something new which they could easily incorporate into simulation. Highlights included how to use the NLN simulation design template to structure best practice simulation design and an introduction to the *Debriefing Assessment for Simulation in Healthcare (DASH) Tool* for self-evaluation of debriefing practices. Using the DASH for a peer evaluation is encouraged. See PowerPoint below. Also check out Debrief2Learn.org here:

Simulation_FD_Focus_on_Fac_Deb_S20

Debrief 2 Learn
https://debrief2learn.org/team/

## Taking simulation to the next level

All simulations should be reviewed each year to identify content and student outcome gaps. How do you do this? This year graduate assistants reviewed and revised all the graduate simulations to reflect current practice and precision of learning objectives. Each part of the simulation was designed to meet specific learning objectives directed by faculty. The result are four advanced level simulations that target key knowledge, skills, and behaviors for complex patient diagnosis and treatment. Contact Dr. Melinda Hodne for more information. mhodne@ric.edu

A simulation scenario should be designed to follow best practices. This entails designing simulations that are meaningful for the learner level, have specific learner objectives, and use appropriate simulation resources to maximize what can be accomplished in simulation's compressed time-frame. Learning objectives (3-5 primary objectives well specified) provide the foundation for assessment of student performance. Without this structure, students may not be able to meet objectives or achieve expected outcomes and the use of simulation resources may be ineffective. See INACSL standards below.

Sim_INACSL_Standards_2016_SOBPEngli

## INACSL standards of best practice in simulation

The International Nursing Association for Clinical Simulation and Learning (INACSL) is the global leader in transforming practice to improve patient safety through excellence in health care simulation. INACSL is a community of practice for simulation where members can network with simulation leaders, educators, researchers, and industry partners. INACSL also provides the INACSL Standards of Best Practice: Simulation℠, an evidence-based framework to guide simulation design, implementation, debriefing, evaluation, and research. These Standards provide the foundation for evidence-based practice in academia, practice, and research and reinforce simulation as state-of-the science teaching and learning strategies. Following are the components of the INACSL Standards of Best Practice:

### Simulation

Policies established by consensus and approved by a recognized body that provides criteria and required elements aimed at achieving simulation outcomes adapted from the International Organization for Standardization (ISO, 2004). The INACSL Standards of Best Practice in Simulation℠ include background, criteria, and required elements.

### Simulation Design

Simulation-based experiences are purposefully designed to meet identified objectives and optimize achievement of expected outcomes.

### Simulation Outcomes and Objectives

All simulation-based experiences begin with the development of measurable objectives designed to achieve expected outcomes.

### Facilitation

Facilitation methods are varied and use of a specific method is dependent on the learning needs of the participants and the expected outcomes. A facilitator assumes responsibility and oversight for managing the entire simulation-based experience.

### Debriefing

All simulation-based experiences include a planned debriefing session aimed at improving future performance.

**Participant Evaluation**

All simulation-based experiences require participant evaluation.

**Professional Integrity**

Professional integrity is demonstrated and upheld by all involved in simulation-based experiences.

**Simulation-Enhanced Interprofessional Education (Sim-IPE)** Simulation-enhanced interprofessional education (Sim-IPE) enables participants from different professions to engage in a simulation-based experience to achieve shared or linked objectives and outcomes.

**Simulation Operations**

All simulation-based education programs require systems and infrastructure to support and maintain operations.

**Simulation Glossary**

Consistent terminology provides guidance and clear communication and reflects shared values in simulation experiences, research, and publications. Knowledge and ideas are clearly communicated with consistent terminology to advance the science of simulation.

## What works best in debriefing

Debriefing provides an opportunity for students to reflect on experience. When asking, What when well? What didn't go so well? Why do you suppose? Open-ended questions are structured to promote reflective thinking. But debriefing *is more* than just asking open-ended questions. Knowledge and performance gaps are addressed through *debriefing methods* that support student self-awareness and the debriefing session is creatively managed for improving learner self-efficacy *(INACSL standard debriefing, 2016).* Unsuccessful debriefing can lead to failure to become self-aware, inability for students to reflect, and increased levels of learner and facilitator anxiety. A facilitator with debriefing training is required for successful reflective learning. A structured debriefing model is foundational for good debriefings. Here are some examples:

Sim_Fac_Dev_Debriefing-Meaningful-Le

**Debriefing for Meaningful Learning (DML)**

Sim_Fac_Dev_Debriefing_Good_Judgen

**Debriefing with Good Judgement**

Sim_Fac_Dev_Debriefing_PEARLS.pdf

**PEARLS**

**Plus-Delta** https://psnet.ahrq.gov/primers/primer/36/Debriefing-for-Clinical-Learning

# How evaluation in simulation affects outcomes

## The difference between formative, summative and high-stakes simulation activities

Simulation activities may be designed as formative, summative, or high-stakes (*INACSL standard participant evaluation, 2016).* Facilitators should pre-determine the type of simulation evaluation and learners should be made aware prior to the simulation. Consequences of not following this standard may result in poor assessments and evaluation bias.

## Formative

Using simulation for formative purposes, provides ongoing formative feedback and monitoring of learner progress. Formative evaluations provide the platform for teaching and learning to fill in gaps in knowledge and assessments for readiness to practice in real-world settings. A trained facilitator is required. Each simulation should have no more than 3-5 learners.

## Summative

Summative evaluations occur at a discreet time point. The learning environment is safe and a consistent standardized assessment tool (valid, reliable) is used to score learners. Video-recording is done for multiple trained raters. Objectives are clear (checklist if needed) and address what knowledge skills, behaviors and attitudes should be observed.

## High-Stakes

High-Stakes evaluations usually occur at the end of a learning period or when multiple exposures to simulation and simulation evaluations. Outcomes should be explained to learners. High-Stakes evaluations should use a tool that clearly outlines desirable and undesirable behaviors. Use more than one evaluator (in person or observing video-recording) protects against evaluation bias.

# Simulation Video Reviews

*Annotating simulation videos* is a superb strategy for making direct observations of student learners linked to simulation videos. Annotated videos are available for viewing any place/any time after the session in the CAE ® cloud-based system. However, without annotations, multiple raters are unable to

understand the details (and context) observed during the simulation and this impacts simulation evaluation. Simulation videos may be used immediately after the simulation session as a debriefing tool. Videos may be bookmarked within the *CAE ® Learning System* with annotations written and time-stamped directly embedded into the video. Graduate assistants (GA's) are required to annotate during simulations as this help capture behaviors identifying student trouble areas. Annotation can be pre-set annotations or direct notes. *Pre-set annotations* capture essential behaviors of all simulations, such as the National Patient Safety Goals (NPSGs) or other patient safety objectives specific to learner and case scenario. For example, some pre-set annotations are: Call to provider; call to provider/opportunity missed; medication administration/rights; missed medication/rights; teamwork or teamwork/missed opportunity, and so on. *CAE® Learning System training* is available during workshops or scheduled individually by contacting psadlon@ric.edu

## Student Outcomes

The simulation program assesses student confidence levels for most simulations. As simulation use increases, more robust evaluations are available, and programs should integrate student achievement of objectives more substantively. Recent recommendations include the *SET-M tool* which assesses confidence and debriefing. Sim_Fac_Dev_Simulation-Effectiveness-

A *repository of other instruments* designed to assess learner knowledge, critical thinking and clinical judgement (to name a few) can be viewed here:


https://www.inacsl.org/resources/repository-of-instruments/

Faculty interested in student outcomes in simulation can use this repository to design more robust simulation evaluations. These tools can easily be integrated to the CAE ® Learning System to effect comprehensive capture of student performance in simulation-based education. The Simulation Steering sub-committee will review any requests by faculty to incorporate a new tool into the evaluation portion of simulations.

## FACULTY DEVEOPMENT IN SIMULATION

## Simulation-Based Education – Short Course

Simulation-based education (SBE) is in development as a short course for the fall 2019. The on-line Blackboard short course will incorporate the INACSL Standards of Best Practice in Simulation. Each module will focus on one of the INACSL standards. The modules are listed here:

**Module 1: Simulation Design** **NEW FOR FALL 2019!!**

**Module 2: Simulation Outcomes and Objectives**

**Module 3: Simulation Facilitation**

**Module 4: Simulation Debriefing**

**Module 5: Simulation Participant Debriefing**

**Module 6: Simulation Professional Integrity**

**Module 7: Simulation-Enhanced Interprofessional Education (Sim-IPE)**

**Module 8: Simulation Operations**

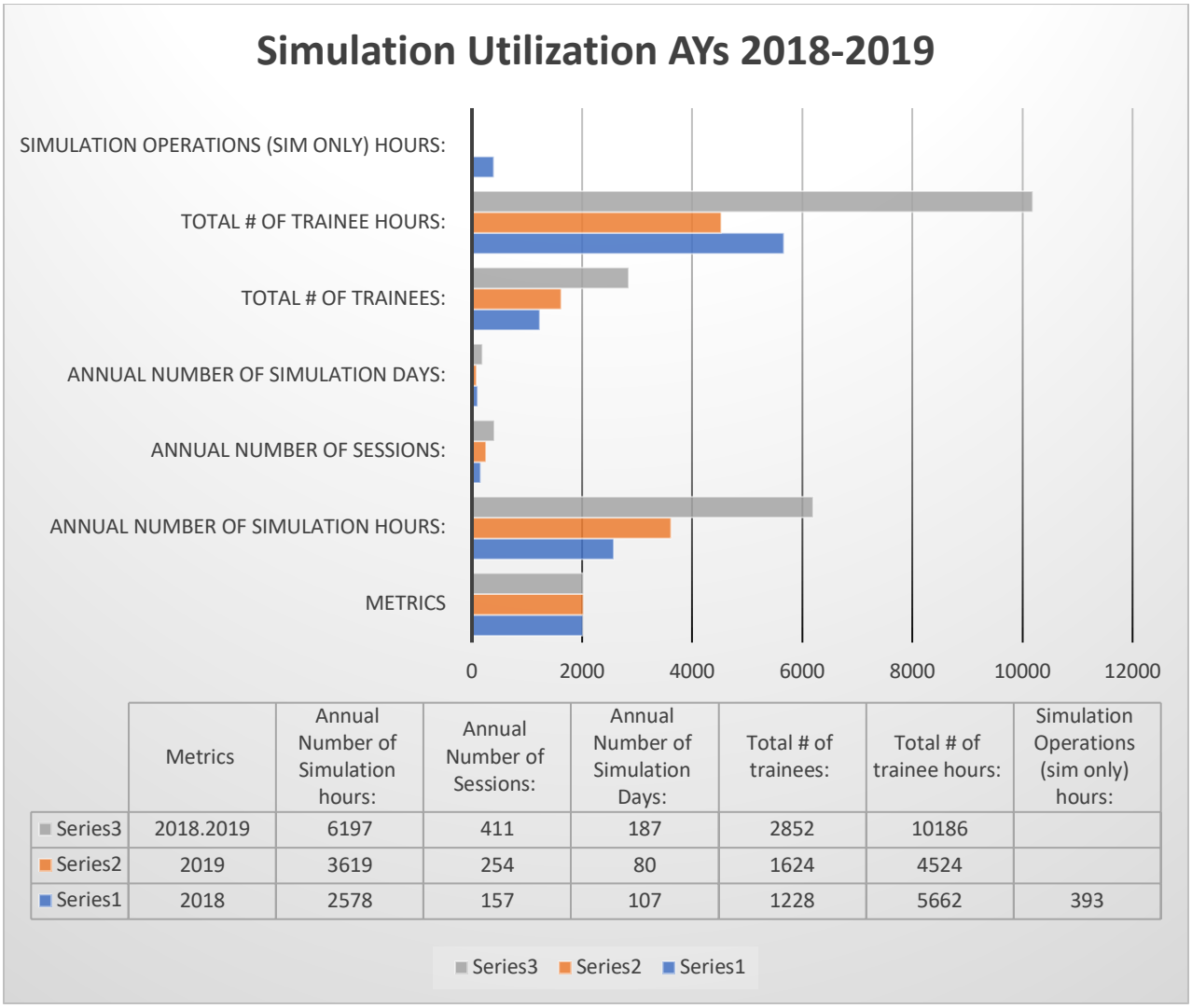
**Module 9: Simulation Nomenclature**

The Simulation-Based Education short course will be offered each semester in an asynchronous format. A question board will be monitored weekly by the Simulation Director.

## On-Line National League for Nurses(NLN) Simulation Courses

For the academic year 2019-2020, three NLN simulation courses (https://sirc.nln.org/course/index.php?categoryid=5) will be available to faculty free of charge using an institutional access code (TBA). The course titles will be chosen by SON faculty majority vote. More information will be forthcoming.

## BY THE NUMBERS…




| | Metrics | Annual Number of Simulation hours: | Annual Number of Sessions: | Annual Number of Simulation Days: | Total # of trainees: | Total # of trainee hours: | Simulation Operations (sim only) hours: |
|---|---|---|---|---|---|---|---|
| Series3 | 2018.2019 | 6197 | 411 | 187 | 2852 | 10186 | |
| Series2 | 2019 | 3619 | 254 | 80 | 1624 | 4524 | |
| Series1 | 2018 | 2578 | 157 | 107 | 1228 | 5662 | 393 |

## Notes