The International Nursing Association for Clinical Simulation and Learning (INACSL)

Standards of Best Practice: Simulation

2011

Mission and Vision Statements

- The Mission of INACSL is to promote research and disseminate evidence-based practice standards for clinical simulation methodologies and learning environments
- The Vision Statement: Nursing’s portal to the world of clinical simulation pedagogy and learning environments

Development of Standards

- 2 Years
- Survey to INACSL Membership
- Committee Draft
- Peer Review
- Final Draft
- Publication – Summer 2011

Special Thanks to the 2009-2011 INACSL BOD

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Standards of Best Practice

1. Terminology
2. Professional Integrity of Participant
3. Participant Objectives
4. Facilitation Methods
5. Simulation Facilitator
6. The Debriefing Process
7. Evaluation of Expected Outcomes


Standard One: Terminology

Statement:
Consistent terminology provides guidance, clear communication, and reflects shared values in simulation experiences, research, and publications.

Rationale
- Standardized terminology:
  - Enhances understanding and communication among planners, participants and others involved in simulation experiences
  - Promotes consistency in the development, implementation, evaluation and publication of or about simulated clinical experiences or research studies for use in education and practice

Nursing Skill Development & Judgment Model

Standard Two: Professional Integrity of Participants

Statement:
The simulation learning and testing environment will be one of clear expectations for the attitudes and behavior of each participant and an area where mutual respect is supported. Professional integrity related to confidentiality of the performances, scenario content, and participant experience is expected to be upheld during a simulation experience. These performances in simulation experience may be live, recorded, and/or virtual.

Rationale
- Failure of the participants to maintain professional integrity related to simulation and lack of respect or professionalism could undermine the benefits of this pedagogy
- Sharing of confidential information of any kind before, during or after the simulation experience can alter the experience
Outcomes

- This standard offers the opportunity for similar learning experiences to all participants
- Upholding professional integrity promotes a safe learning environment
- To achieve the desired outcomes, the facilitator must address key areas during the simulation

Standard Three: Participant Objectives

Statement:
The simulation experience should focus on the participant objectives and experience level.

Rationale

- Participant objectives are the guiding tools for simulation and essential to achieve the outcomes
- Identification of appropriate scenario, fidelity, instructor prompting/facilitating, and environment is crucial for best experiences and meeting the participant objectives

Outcomes

- The focus of simulation is on the outcome to be achieved and on participant learning-Know your participants
- Should facilitate the development of clinical judgment in order to deliver high quality and safe nursing care that is holistic and includes cultural awareness

Standard Four: Facilitation Methods

Statement:
Multiple methods of facilitation are available, and use of a specific method is dependent upon the learning needs of the participant(s) and the expected outcomes.

Rationale

- Facilitation methodology should vary because participants bring cultural and individual differences that affect their knowledge, skills, attitudes (KSAs), and behavior
- Facilitation assists the learner to meet the objectives by incorporating learner’s needs and experience into the planning and implementation of a simulated clinical experience
Outcomes

- Facilitation revolves around engaging participants within the scenario by assisting them to meet the objectives of the clinical scenario.
- Effective facilitation requires using the facilitation method and personnel/faculty indicated by participant objectives and expected outcomes.

Standard Five: Simulation Facilitator

Statement:
A proficient facilitator is required to manage the complexity of all aspects of simulation.

Rationale

- The facilitator is the key to participant learning:
  - Guides and supports participants to understand and achieve the objectives.
  - Engages the participants to search for evidence-based practice solutions to develop participant’s skill development and clinical judgment.
  - Adjusts simulations to meet objectives based on participant’s actions or lack of actions.
  - Leads the participants in identifying the positive actions and changes.

Outcomes

- Facilitator promotes and assists with achieving the desired outcomes of a simulated experience by utilizing various methods.

Standard Six: The Debriefing Process

Statement:
All simulated experiences should include a planned debriefing session aimed toward promoting reflective thinking.

Rationale

- Learning is dependent upon the integration of experience and reflection.
- Reflection is the conscious consideration of the meaning and implication of an action.
- The skills of the debriefer are important to ensure the best possible learning.
- Learners report the debriefing session is the most important component of a simulated learning experience.
Outcomes

- The integration of the process of debriefing into simulation:
  - Enhances learning
  - Heightens self-confidence for the learner
  - Increases understanding
  - Promotes knowledge transfer
  - Identifies best practices
  - Promotes safe, quality patient care
  - Promotes life-long learning

Outcomes (Continued)

- To achieve the desired outcomes, the effective debriefing process should:
  - Be facilitated by individual competent in debriefing that observed the simulation
  - Use evidence-based debriefing methodologies
  - Be based on a structured framework for debriefing
  - Be based on objectives, the learners, & the outcomes
  - Be conducted in an environment that supports confidentiality, trust, open communication, self-analysis & reflection

Standard Seven:
Evaluation of Expected Outcomes

Statement:
This standard addresses summative evaluation as opposed to formative assessment.

Rationale

- Simulation is an acceptable method of evaluating the three domains of learning:
  - Cognitive (knowledge)
  - Affective (attitude)
  - Psychomotor (skills)

Outcomes

- The participant’s achievement of expected outcomes of a simulation experience should be based on valid and reliable instrumentation, tools, and methodologies in the evaluation process

- To achieve valid and reliable evaluation results, the simulation used for the purpose of assessment and particularly high-stakes evaluation must follow certain aspects.

Resources

- International Nursing Association for Clinical Simulation and Learning (INACSL):
  http://www.inacsl.org/INACSL_2010/

- Society for Simulation in Healthcare (SSH):
  http://www.ssih.org/ssiH/Home/

- Simulation Innovation Resource Center (SIRC)
  http://sirc.nln.org/

- METI: Human Patient Simulation Network (HPSN)
  http://www.hspn.com/

- Laerdal: Simulation User Network (SUN)
  http://simulation.laerdal.com/
Evaluation Tools


- METI Simulation Effectiveness Tool and Educational Material
  - [http://www.meti.com/mymeti/education_main.html](http://www.meti.com/mymeti/education_main.html)

- NLN and Laerdal Simulation Study Evaluation Tools
  - [http://www.nln.org/research/toolsandinstruments.htm](http://www.nln.org/research/toolsandinstruments.htm)

- Other tools are available

What Can I Do With the Standards?

- Curricular Integration
- Evidence Based Practice in Education
- Administrative Support
- Faculty Buy-In
- Research Opportunities
- Funding Opportunities

INACSL Conference

11th Annual International Nursing Simulation/Learning Resource Centers Conference: Saddle up for Simulation: Rope in the Best Ideas

Pre-conference: June 20, 2012
Conference: June 21-23 2012
San Antonio Marriott Rivercenter

How to Obtain Standards of Best Practice: Simulation

- Initial publication of the Supplement to Clinical Simulation in Nursing was made possible by an educational grant from METI
- Will be printed and mailed to current members of INACSL
- Journal access is just one benefit of membership in INACSL

Conclusion

- Thank you for attending this presentation
- Question and Answer Session
- Presenter: Beverly Hewett