The INACSL Standards of Best Practice: Simulation℠
A Lens toward Virtual Simulation

Sabrina Beroz, DNP, RN, CHSE-A
George Washington University
• Sabrina Beroz reports no conflict of interest.

• Lead for the George Washington University School of Nursing Simulation Initiatives.

• This presentation received no financial support or funding.

• INACSL Board of Director as VP of Membership
At the conclusion of this microwebinar, you will be able to:

- List the essential elements of the INACSL Standards of Best Practice: SimulationSM for virtual simulation.
- Describe examples of operationalizing the INACSL Standards of Best Practice: SimulationSM for virtual simulation.
OVERVIEW

• Healthcare-centric
• Use a collective whole
• Grounded in evidence
• Common template
  • Standard (Statement)
  • Background
  • Criteria with required elements
  • References and Bibliography
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.
STANDARD
Simulation-based experiences are purposefully designed to meet identified objectives and optimize achievement of expected outcomes.
Design a scenario or case to provide the context for the simulation-based experience. Use a template to design the scenario to include:

- Backstory
- Clinical progression
- Time frame
- Script
- Performance measures

http://www.nln.org/sirc/sirc-resources/sirc-tools-and-tips
Evaluation of Simulation Design

Simulation Design Scale
Measures 5 design characteristics
• Objectives and Information
• Support
• Problem Solving
• Guided Reflection/Feedback
• Fidelity (Realism)

http://www.nln.org/professional-development-programs/research/tools-and-instruments/descriptions-of-available-instruments
STANDARD
All simulation-based experiences begin with the development of measurable objectives designed to achieve expected outcomes
## Curriculum Map or Alignment Grid

<table>
<thead>
<tr>
<th>Course or Program</th>
<th>Program Outcome</th>
<th>Course Outcome</th>
<th>Concept Thread</th>
<th>Simulation Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Facilitation methods are varied, and use of a specific method is dependent on the learning needs and expected outcomes. A facilitator assumes responsibility and oversight for managing the entire simulation experience.

The facilitator must have knowledge in simulation pedagogy.
Evaluation of Facilitation

Simulation Effectiveness Tool-M

Evaluating Healthcare Simulation
www.sim-eval.org

Facilitator Competency Rubric

Evaluating Healthcare Simulation
www.sim-eval.org
INACSL Standard of Best Practice: Simulation Debriefing

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

• Debriefing for Meaningful Learning (Dreifeurst, 2015)

• Debriefing with Good Judgment (Rudolph et al., 2007)

• Promoting Excellence and Reflective Learning in Simulation (PEARLS) (Cheng et al., 2016)
INACSL Standard of Best Practice: Simulation Participant Evaluation

STANDARD
All simulation-based experiences require participant evaluation

Formative
Summative
High Stakes
Evaluation of Participant Performance Instruments

• Lasater Clinical Judgment Rubric (Lasater, 2007)

• Creighton Competency Evaluation Instrument (Parsons et al., 2012)

• Seattle University Simulation Evaluation Tool (Mikasa et al., 2013)
INACSL Standard of Best Practice: Simulation
Professional Integrity

STANDARD
Professional Integrity is demonstrated and upheld by all involved in the simulation-based experiences.
STANDARD
Simulation-enhanced interprofessional education (Sim-IPE) enables participants from different professions to engage in a simulated-based experience to achieve shared or linked objectives and outcomes.
STANDARD
All simulation-based education programs require systems and infrastructure to support and maintain operations.
In Summary

- Map standards across courses and programs
- Develop alignment grids (curriculum maps) integration simulation across the curriculum
- Emphasize the importance of facilitator development
- Focus on SMART objectives to meet outcomes
- Look carefully at your Simulation Design
- Make sure your work is Peer-Reviewed
- All evaluation of students requires inter-rater reliability
COVID-19 and Virtual Learning Resource List

In response to COVID-19 many healthcare programs have move face-to-face learning to a virtual or distance platform. INACSL has provided a list of virtual learning resources for the healthcare simulation community. If you don’t see a resource here that you would like us to add please submit your resource for consideration.

Want to receive weekly updates on new list additions? Click HERE to join the email list.

- Press Releases
- Webinars
- Publications & Research Articles
- Virtual Curriculum Teaching Tools
- Association Resources
- University Resources

Resources

• INACSL Standards of Best Practice: Simulation available at:
  ◦ www.inacsl.org
  ◦ www.nursingsimulation.org

• SSH Simulation Dictionary
  ◦ www.ssih.org/dictionary

• IPEC Competencies 2016
  ◦ https://ipecollaborative.org

• NCSBN National Simulation Study (Hayden et al., 2014)
  ◦ https://www.ncsbn.org/5644.htm

• NCSBN Simulation Guidelines (Alexander et al, 2015)


Contact Information

Sabrina Beroz, DNP, RN, CHSE-A
Associate Director Programs and Initiatives
Lead for GW Nursing Simulation Initiatives
George Washington University
sberoz@gwu.edu