

## Review Tool for Evaluating the Design and Implementation of Simulations using Best Practices

**Purpose:** Considering elements for best practices in simulation<sup>1</sup>, this tool<sup>2</sup> helps review the design of a simulation activity and how educators operationalized the simulation. (Note - this tool is separate from evaluation of the participant).

**Name of Simulation Reviewed:**

**Date:**

**Reviewer(s):**

Best Simulation Practice Element			
Reviewed During the Design and Development of the Simulation			
<i>Objectives and Outcomes (Healthcare Simulation Standard)</i>	YES	NO	Ideas for Revisions
<ul style="list-style-type: none"> <li>• Objectives are aligned to participant knowledge level and experience</li> </ul>			
<ul style="list-style-type: none"> <li>• Objectives are driven and correspond to program and/or course outcomes</li> </ul>			
<ul style="list-style-type: none"> <li>• Objectives are S.M.A.R.T --- specific, measurable, achievable, realistic and within the timeframe of the scenario.</li> </ul>			
<ul style="list-style-type: none"> <li>• Objectives incorporate domains of learning (affective, psychomotor, cognitive)</li> </ul>			
<ul style="list-style-type: none"> <li>• Objectives incorporate evidence-based practice</li> </ul>			
<ul style="list-style-type: none"> <li>• Assessment measures and methods are determined prior to start of simulation activity</li> </ul>			
<i>Simulation Design (Healthcare Standard)</i>	YES	NO	Ideas for Revisions
<ul style="list-style-type: none"> <li>• A needs assessment was used to develop participant objectives</li> </ul>			
<ul style="list-style-type: none"> <li>• The simulation activity contains a pre-briefing, simulation activity, and a debriefing</li> </ul>			
<ul style="list-style-type: none"> <li>• A storyline exists that provides the context for the start of the simulation scenario</li> </ul>			
<ul style="list-style-type: none"> <li>• Scenario contains Events/Activities that allow participant(s) opportunity to achieve objectives</li> </ul>			
<ul style="list-style-type: none"> <li>• Pre-established cues (reality and conceptual) exist for facilitators to deliver during the simulation to allow participant(s) to progress towards meeting objectives</li> </ul>			
<ul style="list-style-type: none"> <li>• Simulation scenario has identified timeframes and scripts for each event</li> </ul>			
<ul style="list-style-type: none"> <li>• Scenario modalities, storyline, and cues considers the multi-dimensional levels of fidelity (physical, psychological, conceptual)</li> </ul>			
<ul style="list-style-type: none"> <li>• Scenario identifies the necessary set up and equipment</li> </ul>			
<ul style="list-style-type: none"> <li>• Housing location for scenario documents is identified</li> </ul>			
<ul style="list-style-type: none"> <li>• Simulation has been pilot tested</li> </ul>			
Reviewed During the Implementation of the Simulation (Briefing, Simulation Activity, and Debriefing)			
<i>Professional Integrity (Healthcare Simulation Standard)</i>	YES	NO	Ideas for Revisions
<ul style="list-style-type: none"> <li>• Facilitators discuss with participants expectations of professional behavior and confidentiality of the simulation scenario</li> </ul>			
<ul style="list-style-type: none"> <li>• Facilitators provide honest, respectful, and meaningful direction and feedback.</li> </ul>			

## Review Tool for Evaluating the Design and Implementation of Simulations using Best Practices

- Facilitators establish an environment of trust where participants feel safe to learn and make mistakes

<i>Facilitation (Healthcare Simulation Standard)</i>	YES	NO	<b>Ideas for Revisions</b>
• Facilitators assess learning characteristics, abilities, and knowledge and skill level of participants			
• Facilitators communicate the purpose of the simulation and the objectives to the participants			
• Facilitators acknowledge that mistakes may happen and will be explored during the debrief			
• Participants receive an orientation to the simulation environment and equipment.			
• Participants receive background information for the simulation and roles of participants			
• Participants are provided with cues during the simulation activity that do not distract from the objectives of the simulation activity, yet allow and promote problem solving			
• The simulation is allowed to progress without interruption (depending objectives of the simulation) and errors are explored during the debrief			
• The simulation activity is conducted in a manner that maintains physical, psychological, and conceptual fidelity			
<i>Debriefing (Healthcare Simulation Standard)</i>	YES	NO	<b>Ideas for Revisions</b>
• Debriefing is facilitated by a person(s) competent in the process of debriefing (one who has acquired specific education on debriefing)			
• Debriefing is facilitated by a person who has observed the simulation			
• Debriefing is conducted in a manner that promotes reflective thinking (allowing time for initial reaction, time to think, connection of prior knowledge, and identifies gaps between actual and desired performance)			
• Debriefing is guided by a pre-determined framework for debriefing			
• Debriefing discussions re-address the objectives for the simulation activity			
<i>Participant Evaluation (Healthcare Simulation Standard)</i>	YES	NO	<b>Ideas for Revisions</b>
• The level of evaluation for the simulation activity is identified (formative, summative, high-stakes) and explained to the participant(s)			
• Evaluation tools for summative or high-stakes evaluation of participants' achievement of objectives have been tested for reliability and validity		NA	

1. INACSL Standards Committee. Standards of best practice: Simulation<sup>SM</sup>. *Clin Simul Nurs*. 2016;12(Supplement):S1-S50. doi:10.1016/j.ecns.2016.10.001
2. Paige JB. Review tool for evaluating the design and implementation of simulation practices (Tool Kit 20-2). In: Foisy-Doll C, Leighton K, eds. *Simulation Champions: Fostering Courage, Caring, and Connection*. Philadelphia, PA: Wolters Kluwer; 2018.