

Simulation Education Evidence-Based Best Practices

Session 5
Scenario Design and Development
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Presenters

Jane B. Paige PhD, RN CCNE, CHSE – Milwaukee School of Engineering
Barbara Sittner PhD, RN, APRN-CNS, ANEF-Bryan College of Health Sciences

Disclosures

Relevant to the content of this educational activity, the speakers and moderator have no conflict(s) with commercial interest companies to disclose.

Overview of Program – Seven Sessions

Session Topic with associated WORKBOOK	Date
Session 1: Introduction to Simulation	4/28/2021
Session 2: Creating a Supportive Environment and Psychological Safety to Learner and Facilitator	5/26/2021
Session 3: Debriefing Growth and Assessment	6/23/2021
Session 4: Evaluation of Student Learning	7/28/2021
Session 5: Scenario Design and Development	8/25/2021
Session 6: Curricular Integration and Alignment to Learning Outcomes	9/22/2021
Session 7: Interprofessional Simulations	10/27/2021

Session #5: Scenario Design and Development Learning Objectives

1. Examine the criteria and required elements associated with best practices for simulation design.
2. Critique existing scenarios according to best practices for scenario design.
3. Examine the criteria and required elements associated with best practices for simulation operations.
4. Discuss expectations and timeframes to effectively collaborate with Simulation Centers to prepare for simulation base experiences (SBE).

Polling Question - Select All that Apply



Healthcare Simulation Standards of Best Practice™ Scenario Design (2016)

Criteria

1. Perform a needs assessment.
2. Construct measurable objectives.
3. Structure the format of a simulation based on the purpose, theory, and modality for the simulation-based experience.
4. Design a scenario or case to provide the context for the simulation.
5. Use various types of fidelity to create the required perception of realism.

[Link to Design Standard](#)



Healthcare Simulation Standards of Best Practice™ Scenario Design (2016) (cont.)

6. Maintain a facilitative approach ... participant centered... driven by the objectives, participant's knowledge or level of experience, ...expected outcomes.
7. Begin simulation-based experiences with a prebriefing.
8. Follow simulation-based experiences with a debriefing and/or feedback session.
9. Include an evaluation of the participant(s), facilitator(s), the simulation-based experience, the facility, and the support team.
10. Provide preparation materials and resources
11. Pilot test before full implementation.



Drafting Ideas for new SBE scenario

- Worksheet for brainstorming
 - Available as a fillable pdf
 - 5 pages including review tool
- Once done brainstorming transfer to your institution's template

WORKSHEET and STORYLINE for DRAFTING SIMULATION
(An Integrating Tool for Developing Immersive Activities)

Needs Assessment:
Who are the Learners/participants? What does/does not work? What do they want? What do they need?

What are the Gaps in Knowledge and Skills? Sources of Identified Gaps

Assessment of Resources (Strengths & Weaknesses, existing sources of knowledge, etc.)

Purpose/Goal of Simulation Activity Potential issues for the instructor writing the scenario

Immersive Facilitative High-Stakes

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Review Tool to Critique SBE scenario

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

Purpose: To establish criteria for the purposes of evaluation. The tool helps assess the design of a simulation activity and how effectively operationalized the scenario. (2016 - This tool is subject to the evolution of the program.)

Name of Simulation Reviewed: _____
Date: _____ Reviewer(s): _____

Designing the Scenario

Assessing the Design and Development of the Simulation

- Objectives are aligned to participant knowledge level and Yes No Not Sure
- Objectives are clear and measurable (program goals or outcomes) Yes No Not Sure
- Objectives are SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) Yes No Not Sure
- Objectives address the objectives of the scenario Yes No Not Sure
- Objectives are measurable (assessing learning objectives) Yes No Not Sure
- Objectives are measurable in terms of learning objectives Yes No Not Sure
- Assessment measures are aligned to identified gaps in knowledge Yes No Not Sure

Facilitating the Scenario

- A needs assessment was used to develop participant objectives Yes No Not Sure
- The scenario is aligned to participant knowledge, experience, and interests Yes No Not Sure
- A facilitator role that provides the content for the rest of the simulation activity Yes No Not Sure
- Scenario content is written for active participation Yes No Not Sure
- Objectives are clear and measurable (program goals or outcomes) Yes No Not Sure
- Instructors using the simulation to allow participants to practice critical thinking skills Yes No Not Sure
- Instructors monitor for identified knowledge and skills for each case Yes No Not Sure
- Instructors monitor, facilitate, and encourage the active involvement of all safety personnel, psychological, and other staff Yes No Not Sure
- Instructors monitor the scenario (content) in the debrief Yes No Not Sure
- Instructors have good rapport Yes No Not Sure

Assessing the Design and Implementation of the Simulation (Objectives, Methods, Activity, and Instructor)

- Facilitator role that provides the content for the rest of the simulation activity Yes No Not Sure
- Facilitator role that provides the content for the rest of the simulation activity Yes No Not Sure
- Facilitator role that provides the content for the rest of the simulation activity Yes No Not Sure
- Facilitator role that provides the content for the rest of the simulation activity Yes No Not Sure

Healthcare Simulation Standards of Best Practice™ Operations (2017)

Criteria

1. Implement a strategic plan that coordinates and aligns resources of the SBE program to achieve its goals.
2. Provide personnel with appropriate expertise to support and sustain the SBE program.
3. Use a system to manage space, equipment, and personnel resources.
4. Maintain and manage the financial resources to support stability, sustainability, and growth of the SBE program's goals and outcomes.
5. Use a formal process for effective systems integration.
6. Create policies and procedures to support and sustain the SBE program.

[Link to Operations Standard](#)



Simulation Operations - Take Aways!

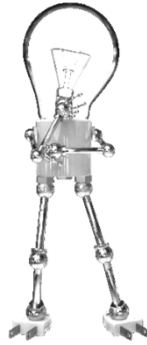
Simulation Criteria	Points to Consider
Strategic Plan	Mission, Vision, Goals, and Objectives Leadership Stakeholders Action Plan Evaluation Plan Professional Development
Personnel	Job Descriptions Roles and Responsibilities Formalized and On-the Job Training
Resource Management	Day to Day operations Technical Support

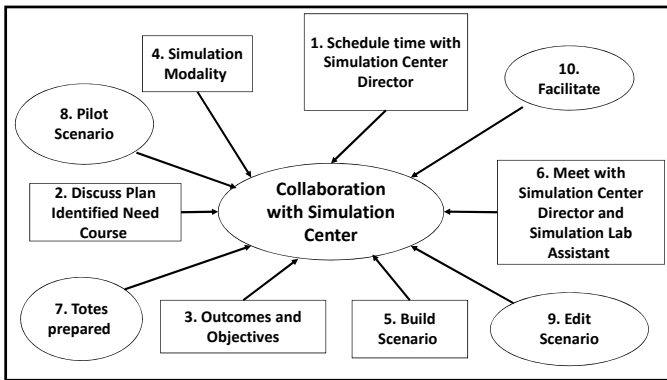
Simulation Operations (continued)

Simulation Criteria	Points to Consider
Financial Support	Budget (Capital and Operating Expenses) Return on Investment
Systems Integration	Technology Administration Education
Policies and Procedures	Human Resource (hiring, leave of absence, coaching, termination) Evaluations Equipment maintenance Safety Scheduling Confidentiality Audiovisual

*Adapted from the INACSL Standards Committee (2017, December). INACSL standards of best practice: Simulation™. Operations. Clinical Simulation in Nursing, 13(12), 681-687. <https://doi.org/10.1016/j.cnsn.2017.10.005>.

Collaborating with the Simulation Center





Society in Healthcare Accreditation



SSH Accreditation of Healthcare Simulation Programs
 Congratulations to the
 Newly Accredited Simulation Programs

1 Achieve recognition for your healthcare simulation program

For your program to be recognized as SSH Accredited Program, SSH Accreditation is a peer-reviewed, external evaluation of your healthcare simulation program. This accreditation examines simulation program processes and outcomes in assessment, research, teaching modalities, and systems integration.

2 Expanding quality healthcare simulation worldwide

The SSH Council for Accreditation of Healthcare Simulation Programs accredited its first healthcare simulation program in 2015. There are now over 100 SSH Accredited Programs from 10 countries, and SSH is the largest healthcare simulation accrediting body in the world. Learn more about Full Accreditation.

3 The Standards fit any healthcare simulation program

The Standards of Performance were developed with all programs in mind. The Standards are not prescriptive but instead describe the desired outcomes and processes that are hallmarks of quality healthcare simulation. SSH Accreditation is designed for simulation programs in:

- Academic/University settings
- Hospitals
- Medical Associations
- Health care facilities
- Other educational settings

4 Provisional Accreditation

If your program is new to simulation, or doesn't have five years of outcomes data to share, consider SSH Provisional Accreditation. You'll receive comprehensive feedback from healthcare simulation experts regarding processes and outcome development, validate your simulation program through a peer review process, and much more.

Link to
<https://www.ssih.org/Credenti-aling/Accreditation>

Questions - what questions do you have so far?



References

INACSL Standards Committee. Standards of best practice: SimulationSM. *Clin Simul Nurs*. 2016;12(Supplement):S1-S50. doi:10.1016/j.ecns.2016.10.001

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.

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