



Integrating Simulation Into The Curriculum: Recommendations for Integration

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Introduction

The importance of simulation in nursing and nursing education is well-established, from the pioneering study published by the National Council of State Boards of Nursing (NCSBN) on simulation replacement for clinical hours, Simulation Standards of Best Practice from INACSL, the newly released NLN Jeffries Simulation Theory, and countless other articles written on the subject, it is clear that simulation is valued. Yet, many institutions have yet to integrate simulation into their nursing curriculum.

As part of the NLN Leadership Program for Simulation Educators, we questioned why there was a lack of curricular integration of simulation. Through a review of the literature, we found no consistent definition of integration. Although many publications suggested curriculum planning, resource requirements, and faculty training, we still had many questions. Where do you start? What is the best way to integrate? Are there core concepts that can be used regardless of the program of study?

Methods

1. The team reviewed the literature, reviewed currently available products and resources from Laerdal, CAE, and the NLN SIRC website, and surveyed champions from multiple educational institutions.
2. A web-based survey for educators and students was created for input on curricular placement of simulation, core concepts to include in simulation, and barriers to integration. Participants included faculty and students from Texas, Illinois, Maryland, Mississippi, Nebraska, and South Africa.
3. The survey was approved by each institution’s Human Subjects Board in the USA and the appropriate ethics committee in South Africa.
4. Educators were surveyed regarding current use of simulation, simulation resources, and faculty preparedness for simulation.

Results

Table 1. Issues Associated with Curricular Integration

Survey Question	Percent of respondents	Number of respondents
Who should be responsible for integrating these core concepts throughout the curriculum?		
Simulation coordinator/director	25.9	14
Faculty for individual course	42.6	23
If you had the following options available to you, who do you think would be best suited for running simulations?		
Simulation Team	38.5	15
Simulation Educator	35.9	14
Course Coordinators	10.3	4
Our institution is facing the following issues and would like to increase the number of simulation experiences because:		
Competition for clinical time/space.	32.9	28
Students need reinforcement of clinical skills/competencies.	35.3	30
How would you like to increase simulation integration into the curriculum?		
I would like to work with a simulation coordinator to integrate simulation into my course.	58.5	38
I would like to develop/utilize a simulation team to facilitate simulation integration.	41.5	27

Table 2: Survey Results: Top Five Core Concepts for Curricular Integration

Answer Options	Junior	Midlevel	Senior	Total Respondents
Communication skills	36.5%	32.5%	31.0%	126
Safety	36.4%	33.1%	30.5%	118
Scope of practice	37.0%	34.3%	28.7%	108
Understanding of diverse cultures and global populations	35.5%	31.8%	32.7%	107
Translating evidence into practice	27.1%	34.6%	38.3%	107

Discussion

The findings from the survey reinforced the global aspects inherent to educating nursing students. Based on the survey results, we identified a step-wise method that begins with the development of a simulation team, training interested faculty on the pedagogy of simulation, support for faculty members, review and reruns of scenarios, leading to an integration of simulation into nursing courses.

Recommendations for Integration

The international survey identified a educator preference for a simulation team to be established to guide the development of simulation (Table 1). Once identified, trained and supported for further development, a simulation integration plan could be developed.

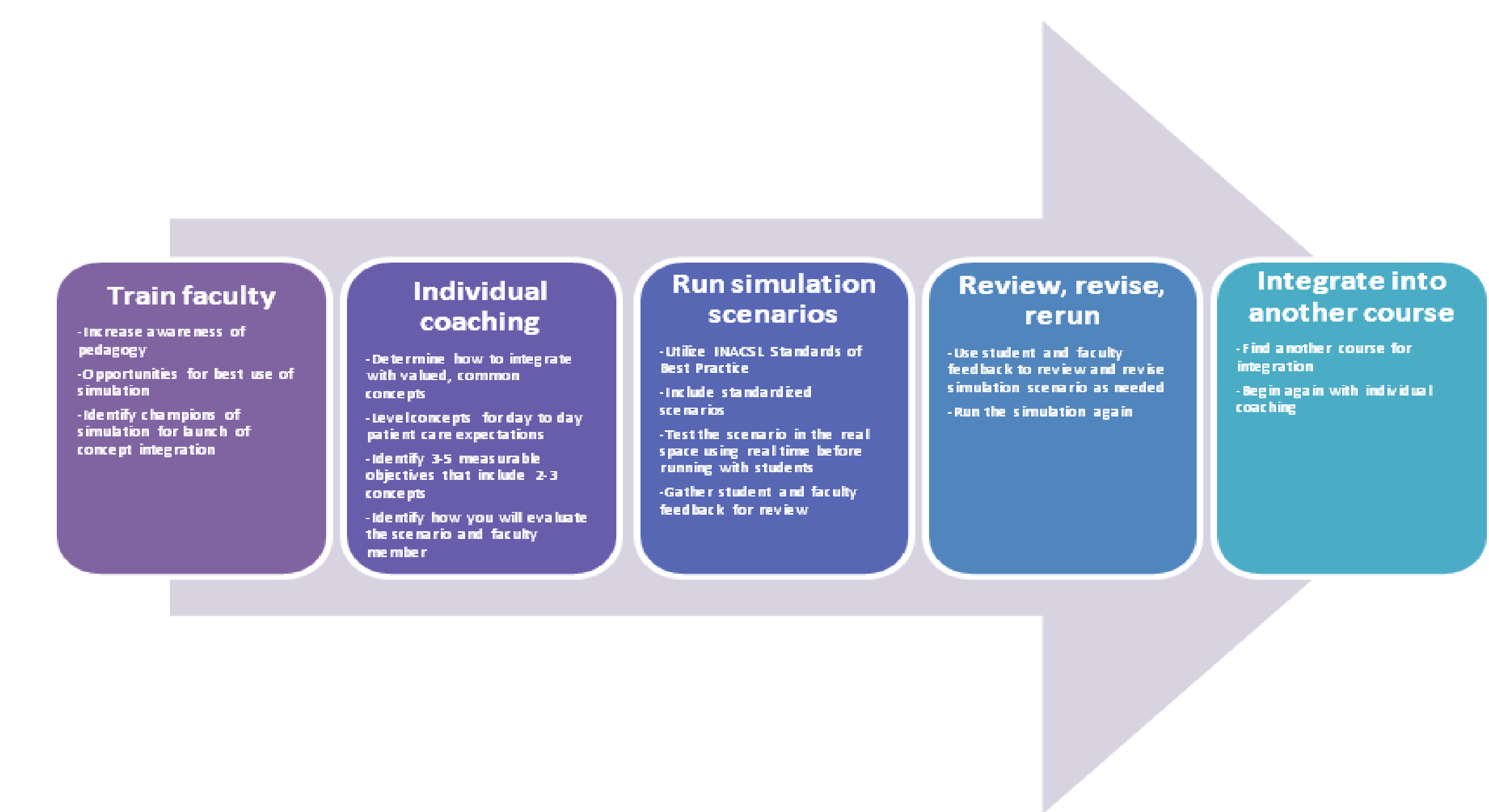
Train Faculty. Identify and train a simulation team using Standards of Best Practice and begin to develop or incorporate, validated scenarios

Individual Coaching with Course Coordinators. Beginning with core concepts identified in Table 2, work with course coordinators to create measurable learning objectives.

Run simulation scenarios. Run scenarios with a test group to ensure appropriate learning objectives, fidelity, flow of simulation and debriefing approaches.

Review, revise, rerun. Consider evaluation methods and increase complexity based on student needs.

Integrate into another course



Limitations

- . This survey included 2 countries (N=126)
- . Surveys confined to Simulation Leaders’ institutions. Most had established simulation programs.
- . Cost factor of simulation was not considered