

Is Your Organization Ready for Simulation?

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Disclosures

- Conflicts of Interest
 - Colette Foisy-Doll and Kim Leighton report no conflicts of interest
 - Julia Greenawalt (INACSL Conference Administrator & Nurse Planner) reports no conflict of interest
 - Leann Horsley (INACSL Lead Nurse Planner) reports no conflict of interest
- Successful Completion
 - Attend 90% of session
 - Complete online evaluation



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Objectives

Upon completion of this presentation, participants will be able to:

1. Discuss the value of using a tool, such as the SCORS, to determine organizational culture readiness for integration of simulation.
2. Analyze organizational readiness for simulation-based education based on responses to survey items on the SCORS.
3. Prioritize organizational cultural needs based on responses to the SCORS items.

SO WHAT'S THE BIG DEAL?

LOW-
UPTAKE

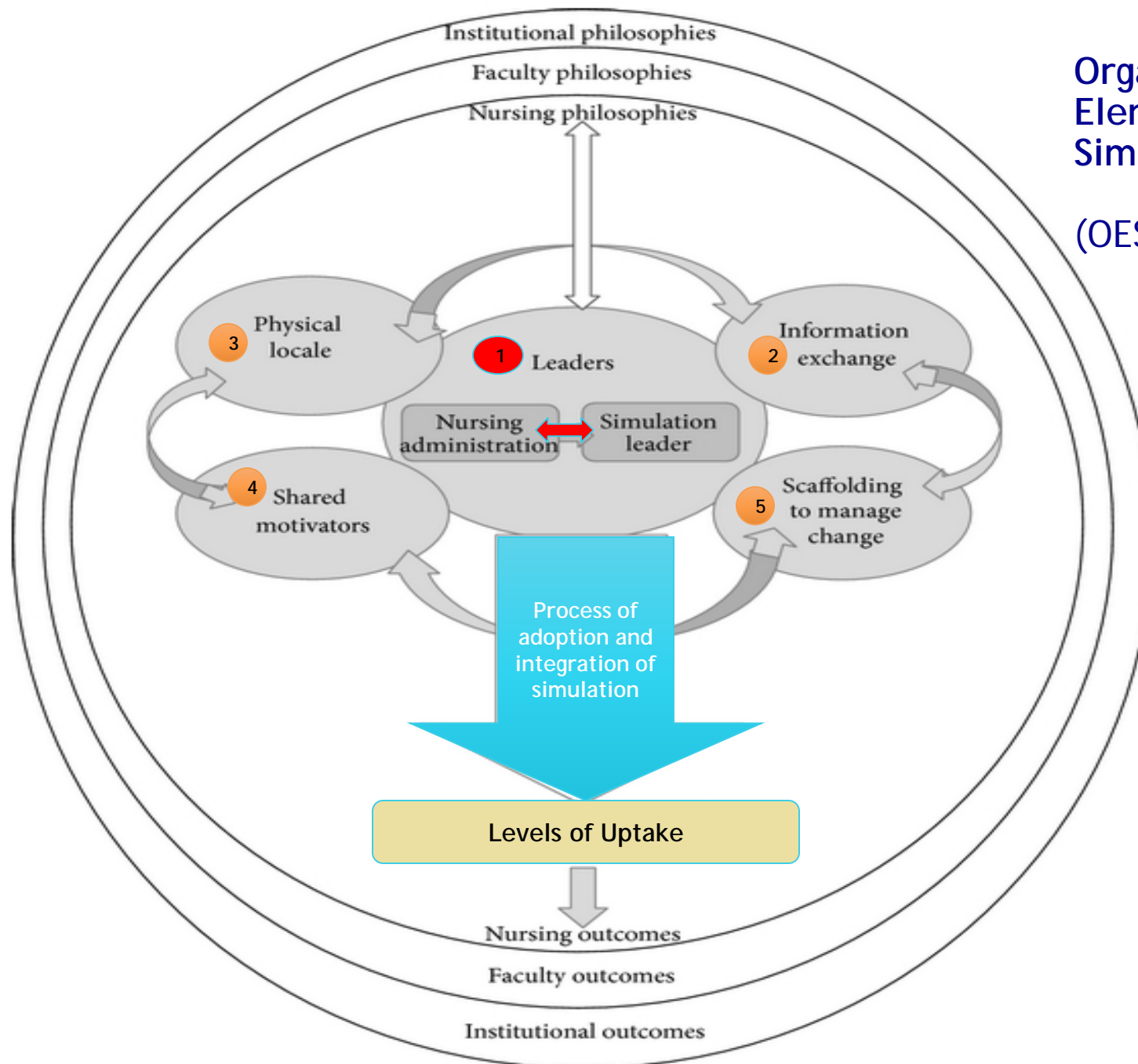
HIGH-
UPTAKE

MID-
UPTAKE

Taplay, K., Jack, S. M., Baxter, P., Eva, K. & Martin, L. (2014).

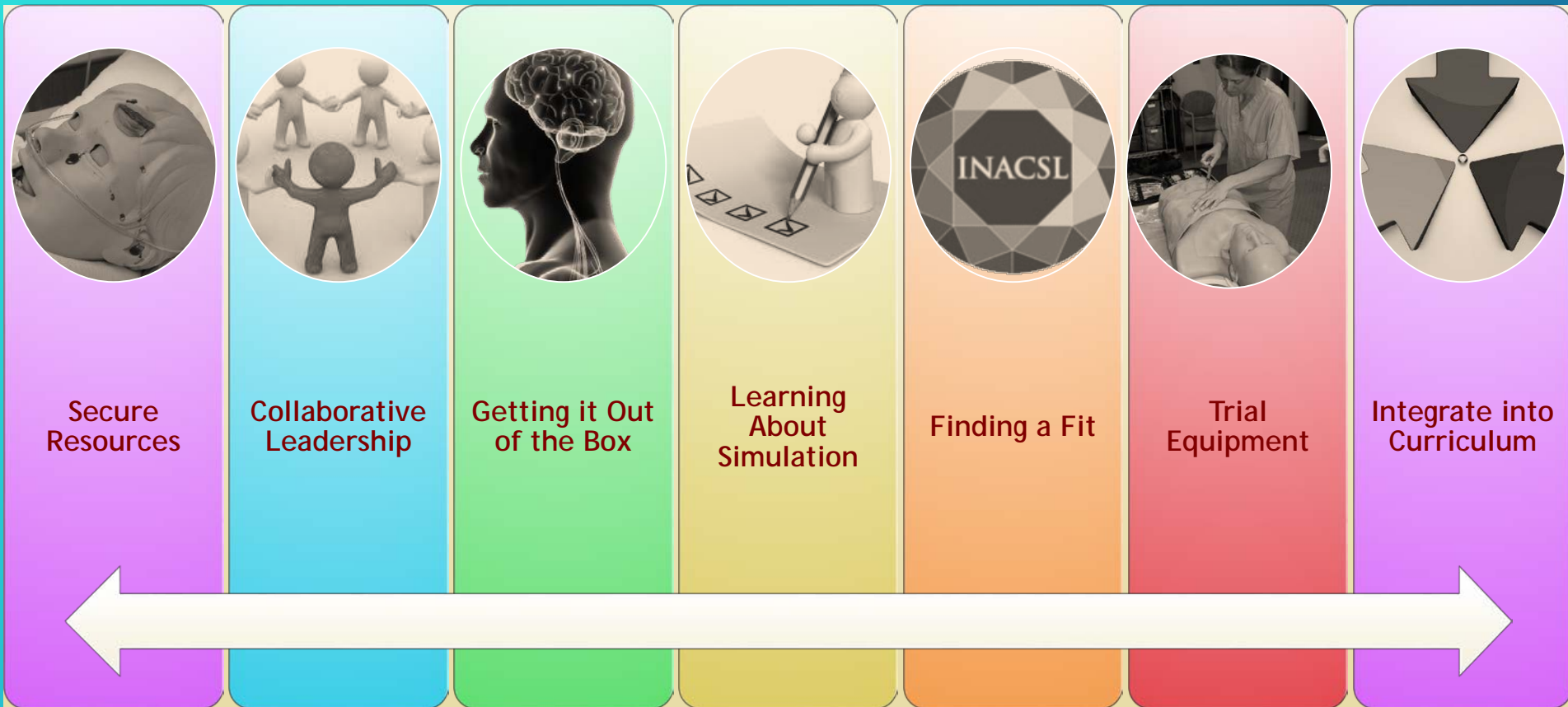
Organizational Elements that Shape Simulation in Nursing

(OESSN) Model



(Taplay et al., 2014)

OESSN Model - 7 Phases of Adoption and Incorporation of Simulation



(Taplay et al., 2014)

THE BIG DEAL IS THIS...



REASONS FOR *LOW UPTAKE* OF SIMULATION

- Simulators stayed in boxes
 - Lack of planning: space, people, funding, curriculum
 - Lack of underpinning: theory, standards, and guidelines
 - Fear of change & technology
 - Lack of recognition - i.e. workload, dedicated personnel
 - Perception that simulation is “play”
 - Sacred Cows
- (Taplay et al, 2015; Jeffries, 2014)

HIGH UPTAKE ORGANIZATIONS UNDERSTOOD...

NEED TO PREPARE FOR A SIGNIFICANT CULTURE CHANGE

- Use strategic change leadership and management
- Tie to organizational philosophy
- Empower simulation champions
- Communicate and communicate more
- Create appropriate physical spaces
- Cultural change
- Grounded efforts in evidence
- Theoretical basis for integration

(Taplay, et al, 2015)

The Simulation Culture Organizational Readiness Survey (SCORS)

Adapted from:

Organizational Culture & Readiness for System-Wide Integration of Evidence-based Practice Survey

- Drs. Bernadette Melnyk and Ellen Fineout-Overholt
- *TeamSTEPPS Readiness Assessment*
- Four sections; 36 items
- Overall Assessment of SCORS Results
- Guidebook—companion
- Content Validation

SCORS Survey Questions					
Defined Need and Support for Change	None at All	A Little	Somewhat	Moderately	Very Much
1. To what extent is innovation, experiential learning and quality student experiences clearly described as central to the mission and philosophy of your institution?	1	2	3	4	5
2. To what extent has your organization clearly defined the need to consider SBE integration?	1	2	3	4	5
3. To what extent have administrators within your organization communicated a clear strategic vision for SBE?	1	2	3	4	5
4. To what extent have administrators within your organization provided a written commitment to SBE?	1	2	3	4	5
5. To what extent have administrators within your organization provided funding to support the commitment to SBE?	1	2	3	4	5
6. To what extent does your organization promote the need for SBE based on current evidence, standards, and guidelines?	1	2	3	4	5
7. To what extent is SBE currently being used as a teaching modality in your institution?	1	2	3	4	5
8. To what extent have the educators you work with articulated a need for SBE integration into the curriculum?	1	2	3	4	5
9. To what extent have the educators in your institution verbalized a commitment to SBE integration into the curriculum?	1	2	3	4	5
Readiness for Culture Change	None at All	A Little	Somewhat	Moderately	Very Much
10. In your organization, to what extent is there a critical mass of professionals who already possess strong SBE . . .					
a. Knowledge	1	2	3	4	5
b. Skills	1	2	3	4	5
c. Positive Attitudes	1	2	3	4	5
11. To what extent do administrators support culture change including the efforts required to implement and sustain SBE program integration?	1	2	3	4	5
12. In your organization, to what extent are there credentialed or trained simulationists who mentor/coach others, including, other simulationists?	1	2	3	4	5
13. To what extent does your organization have individuals who model SBE best practice?	1	2	3	4	5
14. To what extent are staff/faculty proficient in the use of technology? (i.e. computer systems, AV and IT systems)	1	2	3	4	5
15. In your organization, to what extent are there graduate level prepared researchers available to assist in research to develop new knowledge, as appropriate to your organization's mission?	1	2	3	4	5
16. To what extent are librarians available within your organization to help search for evidence-based practice and related simulation resources?	1	2	3	4	5
17. To what extent are your librarians accessed to search for evidence-based practice and related simulation resources?	1	2	3	4	5
18. To what extent do you believe that now is the right time to implement a culture change to support SBE?	1	2	3	4	5
Time, Personnel, and Resource Readiness	None at All	A Little	Somewhat	Moderately	Very Much
19. To what extent are fiscal resources available to support SBE in the following areas:					
a. Human resources (simulation personnel)?	1	2	3	4	5
b. Education?	1	2	3	4	5
c. Release time to lead integration of SBE?	1	2	3	4	5
d. Development of physical learning spaces?	1	2	3	4	5
e. Equipment?	1	2	3	4	5
20. To what extent do employees in your institution have access to quality technology , including computers, audiovisual equipment, and other institutional technologies?	1	2	3	4	5

SCORS Sections

- A. Defined Need and Support for Change
- B. Readiness for Culture Change
- C. Time, Personnel, and Resource Readiness
- D. Sustainability Practices to Embed Culture
- E. Overall Assessment

Section A: Defined Need and Support for Change

- Institution's mission and philosophy
- Strategic vision
- Written administrative commitment
- Funding
- Articulated need
- Current use
- Educator need and commitment

Section B: Readiness for Culture Change

- Critical mass who possess simulation KSA
- Administrative support for culture change
- Existing credentialed or trained simulationists who mentor, model best practices
- Technology proficiency
- Current researchers, IF appropriate to mission
- Availability of librarians

Section C: Time, Personnel, and Resource Readiness

- Available fiscal resources?
 - Human resources
 - Education
 - Release time to lead integration of simulation-based education (SBE)
 - Physical learning space
 - Equipment
- Access to quality technology
- Support to learn/manage technology
- Existing simulation champions?
 - Administrators, clinicians, educators, technology specialists, administrative and support staff

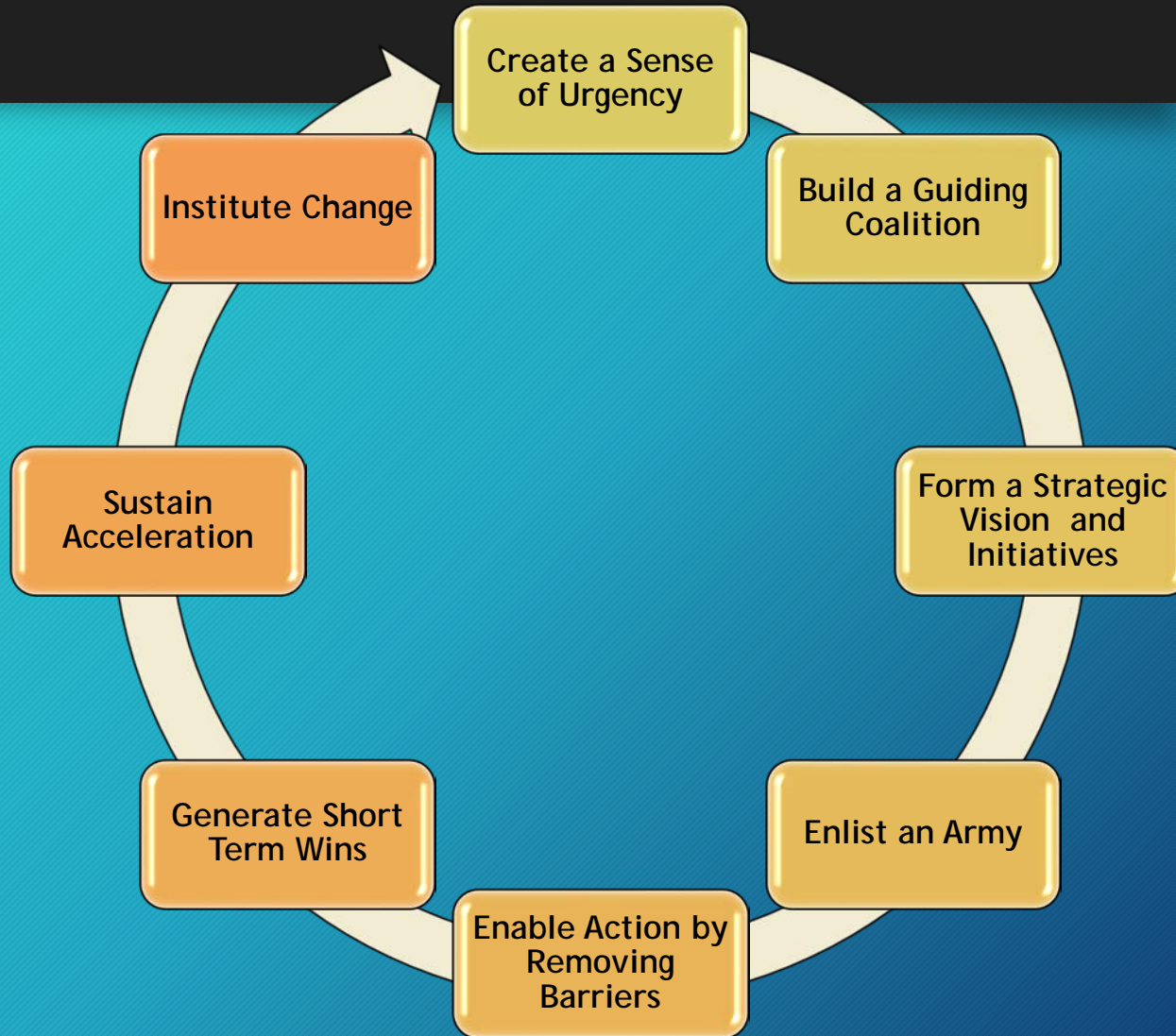
Section D: Sustainability Practices to Embed Culture

- Importance of measurement and sharing of outcomes
- Who influences decisions regarding SBE?
 - Clinicians
 - Educators
 - Administration
- Planning for sustainable educational practices

Overall Assessment of SCORS Results

- Rating of organization's overall readiness for SBE integration
- Movement over past 6 months toward SBE integration
- Where is need for targeted strategic planning?
- Adjustable scoring
- Springboard to strategizing

Change Leadership is Key



Kotter, 2015

Strategize to Remove Barriers

Defined Need for Change

Philosophy,
Mission, & Vision

Culture/Climate

Commitment from
Organization

Need for
Curriculum Change

Accreditation and
Regulations

Readiness for Culture Change

Critical Mass

K, S, A

Qualified,
Dedicated People

Researchers &
Support

Competing
Priorities

Time, Personnel, & Resources

Funding

Faculty Workload

Faculty Education
& Training

Event Staffing

Well-equipped Site

Sustainable Practices to Embed Culture

Measure Outcomes
- Student/Patient

Total Quality
Improvement

Policies &
Processes

Clinical Practice
Credits

Sharing and
Collaboration

Questions?

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