Hear ye, Hear ye! Learn all About the 2016 Edition of the INACSL Standards of Best Practice: Simulation^{SM}

INACSL CONFERENCE, 2017

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Washington, DC

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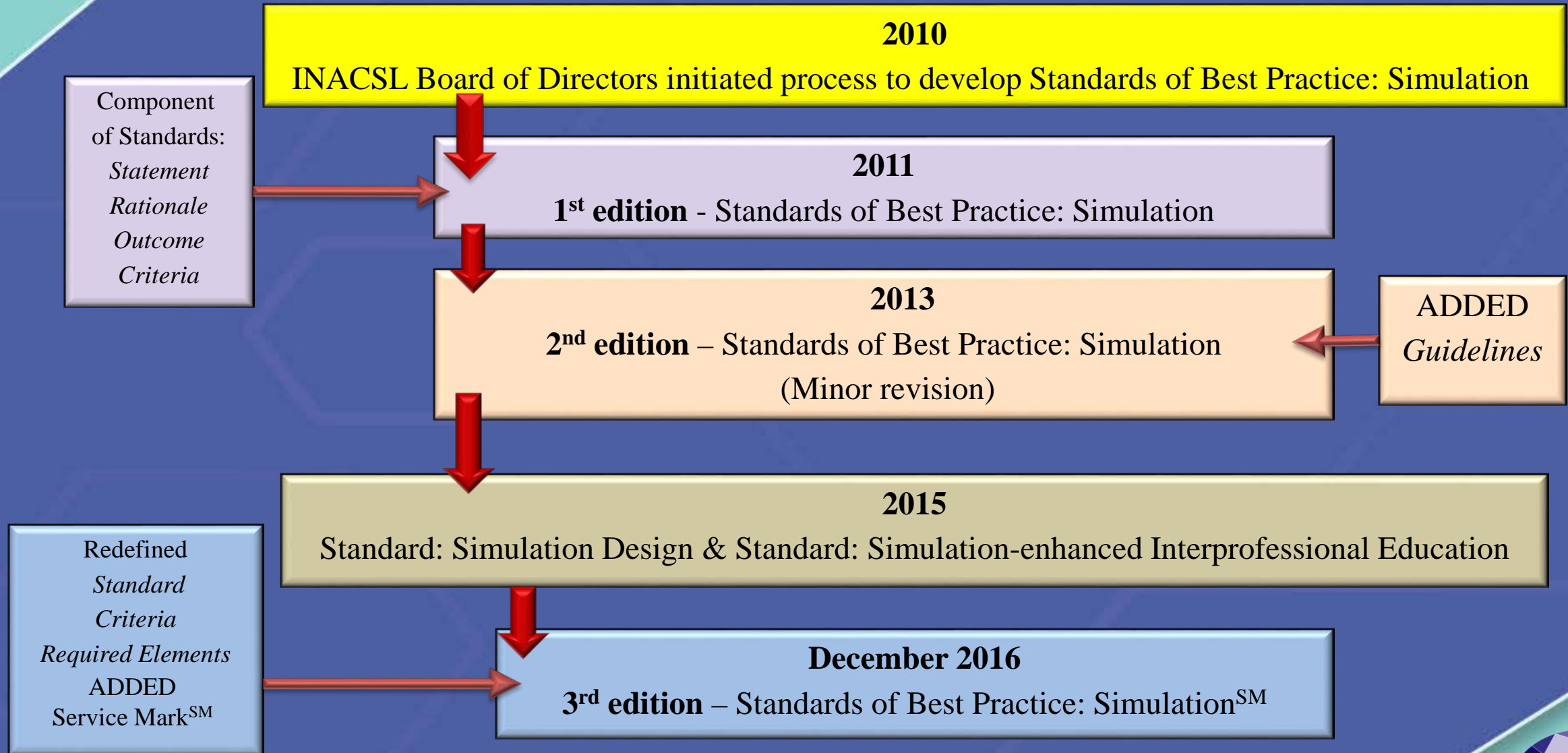- **Kim Leighton** PhD, RN, CHSE, CHSOS, ANEF

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- **Conflict of interest and Disclosures**
  - The presenters have no conflicts of interest or disclosures
  - 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 100% of session
  - Complete online evaluation

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At the conclusion of this educational program, learners will be able to:

1. Describe the INACSL Standards of Best Practice: Simulation^{SM} including criteria necessary to achieve the standard.

2. Discuss methods to advance simulation practices based on key additions and revisions to the 2016 edition to the INACSL Standards of Best Practice: Simulation

3. Discover what is coming for future standards of best simulation practices

History

2010

INACSL Board of Directors initiated process to develop Standards of Best Practice: Simulation

Component of Standards:
Statement
Rationale
Outcome
Criteria

2011

1st edition - Standards of Best Practice: Simulation

2013

2nd edition – Standards of Best Practice: Simulation
(Minor revision)

ADDED
Guidelines

2015

Standard: Simulation Design & Standard: Simulation-enhanced Interprofessional Education

Redefined
Standard
Criteria
Required Elements
ADDED
Service Mark[SM]

December 2016

3rd edition – Standards of Best Practice: Simulation[SM]

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- American Academy of Pediatric Dentistry (AAPD)
- American Nursing Association (ANA)
- Association for Simulated Practice in Healthcare (ASPiH)
- Australian College of Nursing (ACN)
- Australian Society for Simulation in Healthcare (ASSH)
- British Columbia Lab Educators
- Canadian Association of Schools of Nursing (CASN)
- International Council of Nurses (ICN)
- International Federation of Dental Anesthesiology Societies (IFDAS)
- International Simulation and Gaming Association (ISAGA)
- National League for Nursing (NLN)
- Royal College of Physicians and Surgeons of Canada
- Sigma Theta Tau International (STTI)
- Simulation Task Force of Qatar
- Scottish Centre for Simulation and Clinical Health Factors
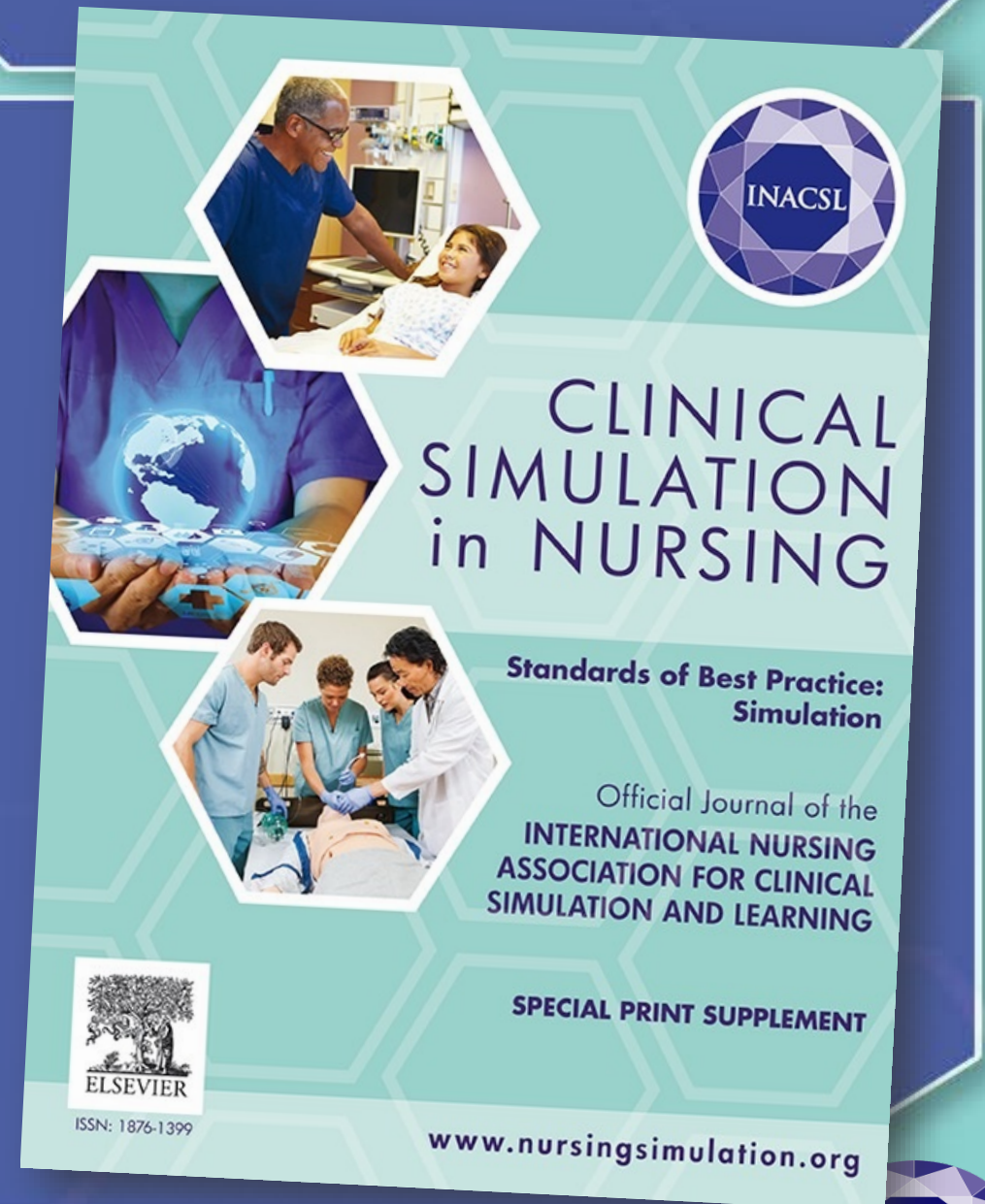- Society for Simulation in Healthcare (SSH)

Thank you
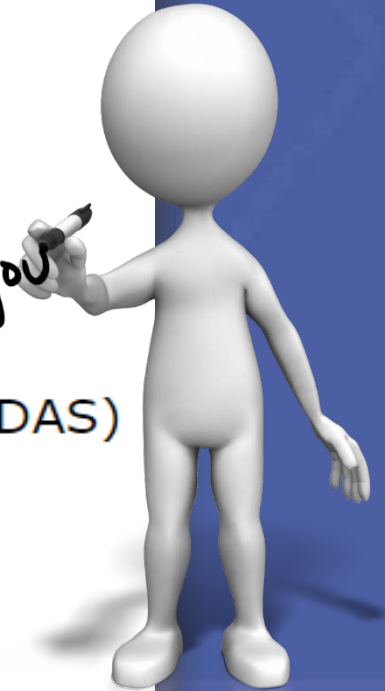
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INACSL Standards of Best Practice: Simulation^{SM}

available at [INACSL](#)

STANDARDS OF BEST PRACTICE: SIMULATION

The International Nursing Association for Clinical Simulation and Learning (INACSL) has developed the INACSL Standards of Best Practice: Simulation^{SM}. The INACSL Standards of Best Practice: Simulation were designed to advance the science of simulation, share best practices, and provide evidence based guidelines for implementation and training.

INACSL provides a detailed process for evaluating and improving simulation operating procedures and delivery methods that every simulation team will benefit from. Adoption of the INACSL Standards of Best Practice: Simulation demonstrate a commitment to quality and implementation of rigorous evidence based practices in healthcare education to improve patient care by complying with practice standards in the following areas:

- **Simulation Design**
- **Outcomes and Objectives**
- **Facilitation**
- **Debriefing**
- **Participant Evaluation**
- **Professional Integrity**
- **Simulation-Enhanced Interprofessional Education (Sim-IPE)**
- **Simulation Glossary**

CLINICAL SIMULATION in NURSING

Standards of Best Practice: Simulation

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ELSEVIER

ISSN: 1876-1399

SPECIAL PRINT SUPPLEMENT

www.nursingsimulation.org

What's New?

INACSL Standards of Best Practice: Simulation℠ 2013	INACSL Standards of Best Practice: Simulation℠ 2016
Standard I: Terminology	Simulation Glossary
Standard II: Professional Integrity of Participants	Professional Integrity
Standard III: Objectives	Outcomes and Objectives
Standard IV: Facilitation	Facilitation
Standard V: Facilitator	-----
Standard VI: Participant Assessment and Evaluation	Participant Evaluation
Standard VII: The Debriefing Process	Debriefing
Simulation Design	Simulation Design
Simulation Enhanced Interprofessional Education	Simulation Enhanced Interprofessional Education

- **New formatting**
  - Standard Statement
  - Background
  - Criteria
    - Required Elements
  - Cited References
  - Bibliography
  - Original INACSL Standard
  - Subsequent INACSL Standard
  - Key Words

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As the science of simulation continues to evolve, so does the need for additions and revisions to the INACSL Standards of Best Practice: Simulation^{SM}. Therefore, the INACSL Standards of Best Practice: Simulation are living documents.

INACSL Standards of Best Practice: Simulation^{SM}: ########

Cite this article

Standard

Background

Criteria necessary to meet this standard:
1. -------
2. --------
3. ---------|

Criterion 1:
Required elements:
  - ------
  - ------

Criterion 2:
Required elements:
  - ------
  - ------

Cited References

Bibliography

Original INACSL Standard

Subsequent INACSL Standard

Keywords:

About the International Nursing Association for Clinical Simulation & Learning (INACSL)
The International Nursing Association for Clinical Simulation and Learning (INACSL) is the global leader in transforming practice to improve patient safety through excellence in healthcare simulation. INACSL is a community of practice for simulation where members can network with simulation leaders, educators, researchers, and industry partners. INACSL also provides the INACSL Standards of Best Practice: Simulation^{SM}, an evidence-based framework to guide simulation design, implementation, debriefing, evaluation and research.

INACSL Standards of Best Practice: Simulation^SM
Simulation Design

STANDARD STATEMENT:

Simulation-based experiences are purposefully designed to meet identified objectives and optimize achievement of expected outcomes.

Criterion #1: Perform a **NEEDS ASSESSMENT** to provide the foundational evidence of the need for a well-designed simulation-based experience

Criterion #2: Construct **MEASURABLE OBJECTIVES**

Criterion #3: Structure the **FORMAT OF SIMULATION** based on the purpose, theory, and modality for the simulation-based experience

Criterion #4: Design a **SCENARIO OR CASE** to provide the context for the simulation-based experience.
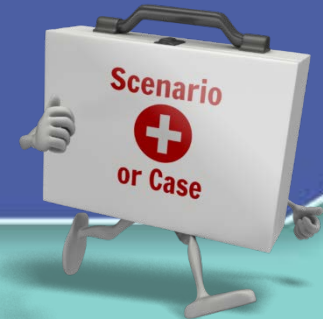
Criterion #5: Use various types of **FIDELITY** to create the required perception of realism.

Criterion #6: Maintain a **FACILITATIVE APPROACH** that is participant-centered and driven by the objectives, participant's knowledge or level of experience, and the expected outcomes.

Criterion #7: Begin simulation-based experiences with a **PREBRIEFING**.

Criterion #8: Follow simulation-based experiences with a **DEBRIEFING** and/or **FEEDBACK** session

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Criterion #9: Include an **<u>EVALUATION</u>** of the participant(s), facilitator(s), the simulation-based experience, the facility, and the support team

Criterion #10: Provide **<u>PREPARATION</u> <u>MATERIALS</u>** and resources to promote participants' ability to meet identified objectives and achieve expected outcomes of the simulation-based experience

Criterion #11: **<u>PILOT</u> <u>TEST</u>** simulation-based experiences before full implementation.

Major
Revisions
& additions
from last edition

INACSL Standards of Best Practice: Simulation[SM]
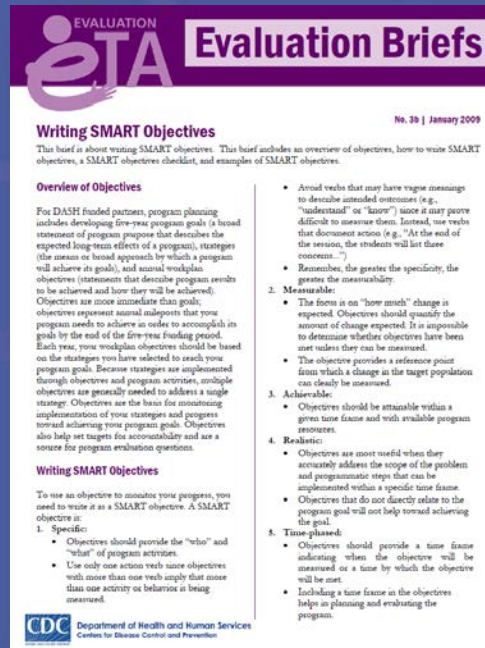# Outcomes and Objectives

STANDARD STATEMENT:

All simulation-based experiences begin with the development of measureable objectives designed to achieve expected outcomes.

Criterion #1: Determine expected outcomes for simulation-based activities and/or programs.

CDC Resource

Criterion #2: Construct S.M.A.R.T. Objectives based on expected outcomes:

INACSL Standards of Best Practice: Simulation^{SM}

Facilitation

STANDARD STATEMENT:

Facilitation methods are varied and use of a specific method is dependent on the learning needs of the participants and the expected outcomes.

A facilitator assumes responsibility and oversight for managing the entire simulation-based experience.

Criterion #1: Effective facilitation requires a facilitator who has specific skills and knowledge in simulation pedagogy.

Criterion #2: The facilitative approach is appropriate to the level of learning, experience, and competency of the participants.

Criterion #3: Facilitation methods *before* the simulation-based experience include preparatory activities and a *prebriefing* to prepare participants for the simulation-based experience.

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Criterion #4: Facilitation methods *during* a simulation-based experience involve the delivery of cues (predetermined and/or unplanned) aimed to assist participants in achieving expected outcomes.

Criterion #5: Facilitation *after* and *beyond* the simulation-based experience aims to support participants in achieving expected outcomes.

INACSL Standards of Best Practice: Simulation^{SM}

Debriefing

STANDARD STATEMENT:

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

Criterion #1: Facilitated by a person(s) competent in the process of debriefing.

Criterion #2: Conducted in an environment that is conducive to learning and supports confidentiality, trust, open communication, self-analysis, feedback, and reflection.

Criterion #3: Facilitated by a person(s) who can devote enough concentrated attention during the simulation.

Criterion #4: Based on a theoretical framework for debriefing that is structured in a purposeful way.

Criterion #5: Congruent with the objectives and out-comes of the simulation-based experience.

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• Major Revisions & additions from last edition

INACSL Standards of Best Practice: Simulation[SM]

Participant Evaluation

STANDARD STATEMENT:

All simulation-based experiences require participant evaluation.

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Clinical Simulation in Nursing
www.elsevier.com/locate/ecsn

Standards of Best Practice: Simulation

INACSL Standards of Best Practice: Simulation[SM] Participant Evaluation

INACSL Standards Committee

As the science of simulation continues to evolve, so does the need for additions and revisions to the INACSL Standards of Best Practice: Simulation[SM]. Therefore, the INACSL Standards of Best Practice: Simulation are living documents.

Standard

All simulation-based experiences require participant evaluation.

Background

Simulation-based experiences support evaluation of knowledge, skills, attitudes, and behaviors demonstrated in the cognitive (knowledge), affective (attitude), and psychomotor (skills)[1] domains of learning. Formative evaluation of the participants fosters personal and professional development, to assist the participant in progression toward achieving objectives or outcomes. Summative evaluation focuses on the measurement of outcomes or achievement of the objectives at a discrete moment in time, often at the end of a program of study.[2] High-stakes evaluation refers to an assessment that has major implications or consequences based on the result or the outcome (such as on merit pay, progression or grades).

Authentic evaluation of the participants using simulation-based experiences includes the following elements: (a) determine the intent of the simulation-based experience, (b) design the simulation-based experience to include timing of the evaluation, the use of a valid and reliable assessment tool, and evaluator training required, and (c) complete the evaluation and interpret the results.[3]

Potential consequences of not following this standard may lead to inaccurate assessment, poor participant experiences, poor learning outcomes, failure to progress, inappropriate selection of tools, or assessment bias.

Criteria Necessary to Meet This Standard

1. Determine the method of participant evaluation before the simulation-based experience.
2. Simulation-based experiences may be selected for formative evaluation.
3. Simulation-based experiences may be selected for summative evaluation.

Criterion #1: Determine the method of participant evaluation prior to the simulation-based experience.

Criterion #2: Simulation-based experiences may be selected for FORMATIVE evaluation.

Criterion #3: Simulation-based experiences may be selected for SUMMATIVE evaluation.

**Criterion #4:** Simulation-based experiences may be selected for HIGH-STAKES evaluation.

High-Stakes Evaluation

•Major Revisions & additions from last edition

INACSL Standards of Best Practice: Simulation[SM]

Simulation-Enhanced Interprofessional Education (Sim-IPE)

STANDARD STATEMENT: Enables participants from different professions to engage in a simulated-based experience to achieve shared or linked objectives and outcomes.
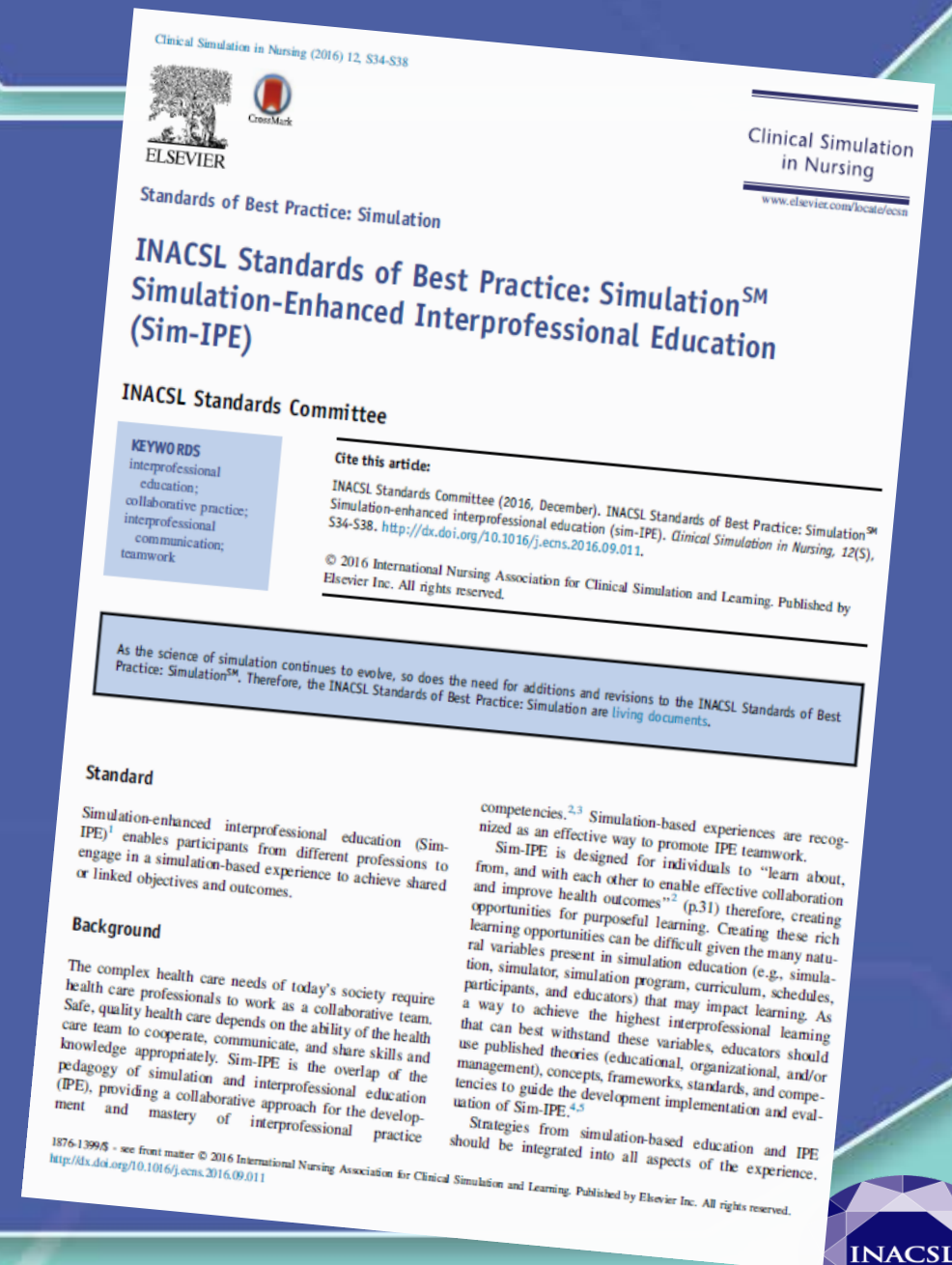
Criterion #1: Conduct Sim-IPE based on a theoretical or a conceptual framework.

Criterion #2: Utilize best practices in the design and development of Sim-IPE.

Criterion #3: Recognize and address potential barriers to Sim-IPE.

Criterion #4: Devise an appropriate evaluation plan for Sim-IPE.

INACSL Standards of Best Practice: Simulation[SM]

Professional Integrity

STANDARD STATEMENT:

Professional integrity is demonstrated and upheld by all involved in simulation-based experiences.

Standards of Best Practice: Simulation

INACSL Standards of Best Practice: Simulation[SM]
Professional Integrity

INACSL Standards Committee

As the science of simulation continues to evolve, so does the need for additions and revisions to the INACSL Standards of Best Practice: Simulation[SM]. Therefore, the INACSL Standards of Best Practice: Simulation are living documents.

Standard

Professional integrity is demonstrated and upheld by all involved in simulation-based experiences.

Background

Professional integrity refers to the ethical behaviors and conduct that are expected of all involved throughout simulation-based experiences. Professional integrity is a person's internal system of principles encompassing a number of additional interrelated attributes such as confidentiality, compassion, honesty, commitment, collaboration, mutual respect, and engagement in the learning process.[1-4] Professional integrity is doing what is right in the face of strong countervailing temptation or pressure and regardless of who is or is not watching and continues indefinitely even after the conclusion of the simulation-based experience.[5]

Despite one's role in a simulation-based experience, whether as a participant, facilitator, debriefer, faculty, operator, or other role, all involved with the simulation-based experience are responsible for acting with professional integrity and developing self-awareness of how one's personal and professional behavior affects those around him or her.[3]

All involved in the simulation-based experience need to discuss the attributes of professional integrity especially that of confidentiality. The level or degree of confidentiality is dependent on the policy established by the institution. Organizations must have established methods of sharing student performances.[6,7] There may be a duty to report inappropriate behaviors dictated by legal, ethical, and/or institutional regulations.[8,9]

Everyone becomes vulnerable to a certain extent when they are placed within a simulation-based experience; it is therefore imperative that an unequal power balance be recognized and professional boundaries maintained so the knowledge obtained from the simulation learning outcomes are not compromised.[10] Boundary crossings may be inadvertent, thoughtless, or purposeful but these judgments can affect grades, relationships, jobs, positions, and careers.

Criterion #1: Foster and role model attributes of professional integrity at all times.

Criterion #2: Follow standards of practice, guidelines, principles, and ethics of one's profession.

Criterion #3: Create and maintain a safe learning environment. (See INACSL Standard: Facilitation)

Criterion #4: Require confidentiality of the performances and scenario content based on institution policy and procedures.

Professional Integrity of All
Prepared
Accountable
Honest
Non-judgmental
Supportive
Mindful
Sensitive
Ethical

•Major Revisions & additions from last edition

INACSL Standards of Best Practice: Simulation^SM

Glossary

STANDARD STATEMENT:

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.

Facilitator   **NEW in 2013**   **Standards II, IV, V, VI**

An individual who provides guidance, support, and structure during simulation-based learning experiences.

Facilitation Methods   **DELETED FROM 2013**   **Standards II, IV, V**

(definition included *Facilitator Prompting Simulation* and *Partial Facilitator Prompting Simulation*; and *No Facilitator Prompting Simulation*) **Suggest adding this back into Standard I**

Feedback IN both 2011 and 2013   **Standards II - VII**

Information given or dialogue between participants, facilitator, simulator, or peer with the intention of improving the understanding of concepts or aspects of performance (Van de Ridder, Stokking, McGaghie, & ten Cate, 2008).

Fiction contract

A fiction contract is the implicit or explicit agreement among participants and facilitator(s) about how the participant is expected to interact with the simulated situation and how the facilitators will treat that interaction. (Dieckmann P, Gaba D, Rall M: Deepening the theoretical foundations of patient simulation as social practice. Simulation in Healthcare 2:183-193, 2007).

www.ssih.org/dictionary

- **INACSL Board of Directors 2013–2015**
- **INACSL Board of Directors 2015–2017**
- **INACSL Standards Committee**
- **INACSL Standard Subcommittees**
- **Individual Contributors**
- **International Organization Contributors**
- **INACSL Administrative Support**

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- Cyclical review process

- Needs assessments

- Environmental scanning

- Create and revise

- Infographs

- NCSBN National Simulation Study (Hayden et al., 2014)
  - https://www.ncsbn.org/5644.htm
- NCSBN Simulation Guidelines (Alexander et al., 2015)
  - http://www.journalofnursingregulation.com/article/S2155-8256(15)30783-3/pdf
- Use of Simulation in Approved RN/LPN Programs.
  - https://www.azbn.gov/media/2053/ao-use-of-simulation-in-pre-licensure-programs.pdf
- See the references in the INACSL Standards of Best Practice: Simulation[SM] 2016
- Sittner, B., Aebersold, M., Paige, J., Graham, L., Schram, A., Decker, S., Lioce, L. (2015). INACSL Standards of best practice for simulation: Past, present, and future. *Nursing Education Perspectives* (Sept/Oct), 294-208.