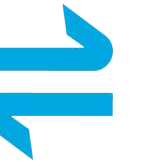


Healthcare Simulation Best Practices Overview



Disclosures



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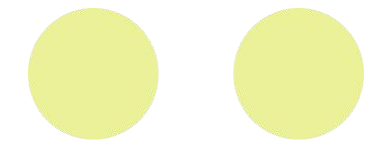
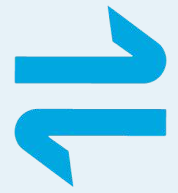
Transfr is on a Mission

To train the healthcare workforce



Learning Objectives

- 1) Identify and summarize the Healthcare Simulation Standards of Best Practice™
- 2) Explain three key components of the Healthcare Simulation Standards of Best Practice™
- 3) Develop a feasible plan to integrate HSSOBP into teaching or training



Objective 1: Identify and summarize the Healthcare Simulation Standards of Best Practice™





What are the Healthcare Simulation Standards of Best Practice™

HSSOBP were designed to:

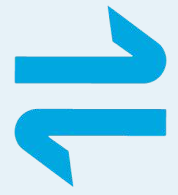
- Advance the science of simulation
- Share best practices
- Provide evidence-based guidelines for the practice and development of a comprehensive standard of practice

The HSSOBP™ consist of the following individual Standards:

- Professional Development
- Prebriefing: Preparation and Briefing
- Simulation Design
- Facilitation
- The Debriefing Process
- Operations
- Outcomes and Objectives
- Professional Integrity
- Sim-Enhanced IPE
- Evaluation of Learning and Performance

<https://www.inacsl.org/healthcare-simulation-standards>





Objective 2: Explain three key components of the Healthcare Simulation Standards of Best Practice™





PREBRIEFING: PREPARATION AND BRIEFING

Criteria Necessary to Meet this Standard:

Universal Criteria



Simulationist should be knowledgeable about the scenario



Prebriefing is developed according to the purpose and learning objectives



Consider the experience and knowledge level of the simulation learner

Preparation Criteria



Develop preparation materials to help learner meet objectives



Help learners succeed with variety of activities



Deliver prior to and on the day of SBE to augment knowledge

Briefing Criteria



Set the tone with expectations, logistics, and roles



Conduct a structured orientation to SBE environment and modality

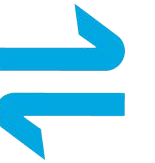


Create a psychologically safe learning environment during the prebriefing

Prebriefing Template

- Setting the Stage
- Safe Environment
- Fictional Contract
- Orientation

Objective	Activity
1. Promote social presence and a sense of inclusion.	<ul style="list-style-type: none"> • Welcome all learners when they arrive. • Introduce facilitator.
2. Provide all participants with an overview of the simulation purpose and goal.	<ul style="list-style-type: none"> • Simulation overview and review of learning outcomes/assessment process. • Review the simulation learning objectives; with virtual simulation learners time elapsed since playing the simulation will vary. This gets everyone back on the “same page” to start.
3. Identify prebriefing expectations for the learners and the facilitators.	<ul style="list-style-type: none"> • Clarify roles and expectations.
4. Discuss confidentiality regarding performances, case, discussions.	<ul style="list-style-type: none"> • Ask learners not to share details of the simulation. Discuss time invested in developing cases and their repeated use in future simulations.
5. Orientate learners to: <ul style="list-style-type: none"> ○ The virtual space, simulation technology and process including setting, equipment, chat function, limitations. ○ Orientation to method of evaluation and grading (if any). 	<ul style="list-style-type: none"> • Create a cheat sheet, slides, pictures video tutorial or use web conferencing screen sharing to assist learners with virtual simulation environment. • Less tech-savvy learners may benefit from an in-person tutorial.
6. Discuss the fiction contract.	<ul style="list-style-type: none"> • Learners and facilitators acknowledge challenges due to fidelity/realism/and virtual technology.
7. Review simulation logistics: Start/stop times, breaks, time outs.	<ul style="list-style-type: none"> • Review Flow: Time allotment • Describe what will happen in the debrief i.e. initial reactions, what went well, what did not go as well, take home messages, final thoughts. • Advise learners about how to access analytics or feedback or how to call for help if needed. mention use of hand raising to minimize interruptions.
8. Incorporate activities that help establish an environment of integrity, trust, respect and psychological safety.	<ul style="list-style-type: none"> • Provide technology guidelines: advise learners if the session will be recorded, the appropriate use of video, microphone and chat. Recommend they find a quiet space to enhance sense of psychological safety. • Learners need to know it is okay to make mistakes, and that those mistakes will be discussed during debriefing.



SIMULATION DESIGN

Criteria Necessary to Meet this Standard:



Designed in consultation with content experts and simulationists



Perform a needs assessment to establish foundational evidence



Construct measurable objectives



Align the modality with the objectives



Design a scenario, case, or activity that provides context



Use various types of fidelity



Plan a learner-centered facilitative approach



Create a prebriefing plan that includes preparation materials and briefing



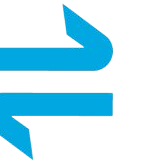
Create a debriefing or feedback session, and/or a guided reflection exercise



Develop a plan for evaluation



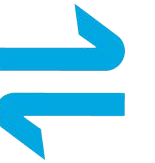
Pilot test simulation-based experiences



Simulation-Based Exercises

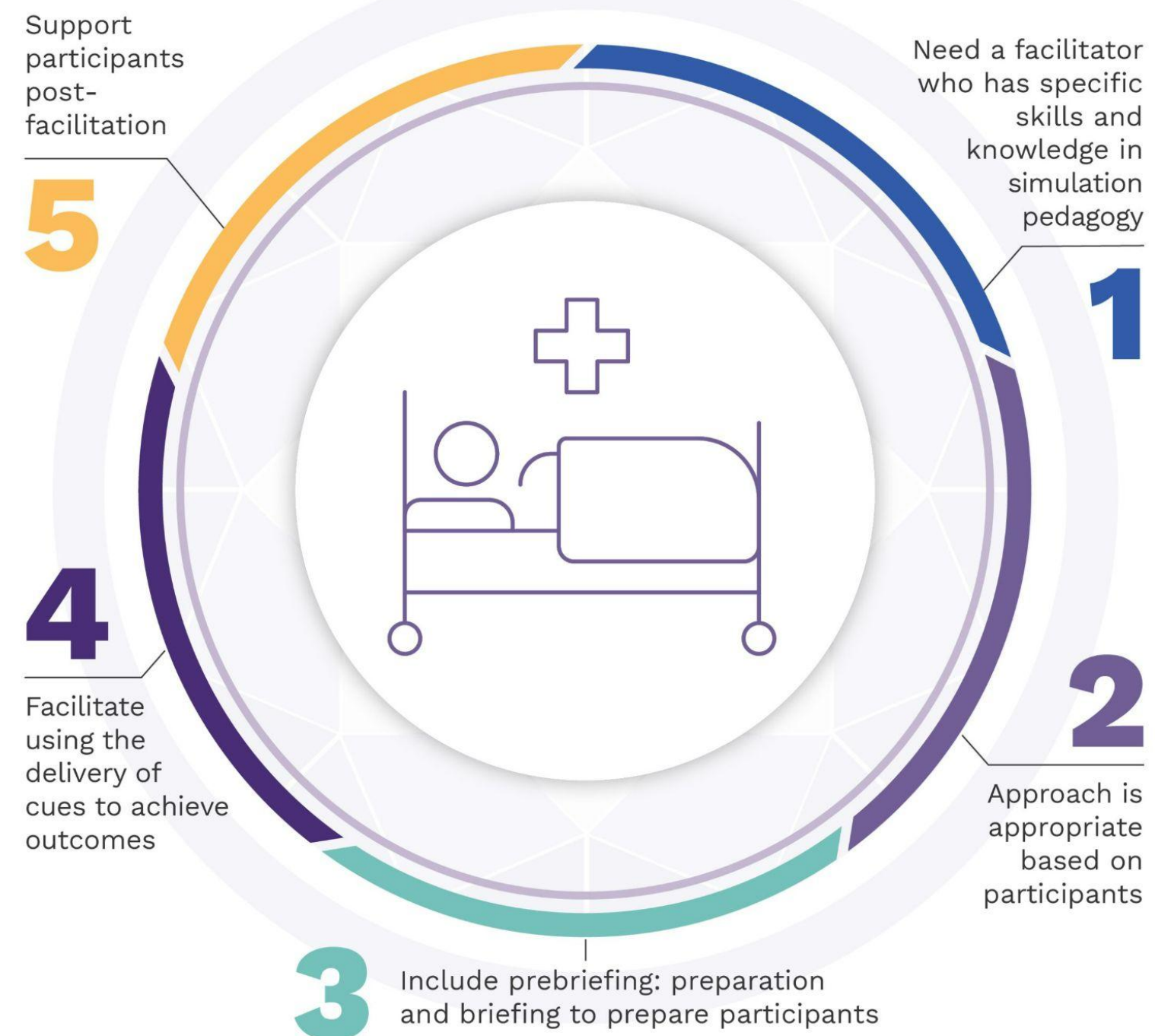
- Learner Options
- Learning Objectives
- Cognitive Load
- Learner Distress

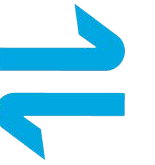




FACILITATION

Criteria Necessary to Meet this Standard:





THE DEBRIEFING PROCESS

Criteria Necessary to Meet this Standard:



Ensure debriefing is incorporated
in an appropriate manner



Constructed, designed or facilitated
by a competent debriefer



Promote self, team, and/or systems
analysis while encouraging reflection



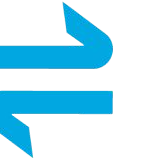
Planned and structured in a purposeful
way based on theoretical frameworks
and/or evidenced-based concepts



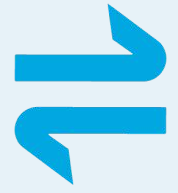
Debriefing Model Examples

Table 5.1: Debriefing Model Examples
(Based on Pivec, 2011; Dreifuerst, 2012; Gardner, 2013; Lusk, 2013)

Debriefing Model/Author	Structure
Plus-Delta (Cheng et al., 2021)	<ul style="list-style-type: none">• What went well?• What the learner would like to change?• How to change?
Lederman (1992)	<ul style="list-style-type: none">• Systemic reflection and analysis• Intensification and personalization• Generalization and application
GREAT (Owen and Follows, 2006)	<ul style="list-style-type: none">• Guidelines• Recommendations• Events• Analysis• Transfer
Fanning & Gaba (2007)	<ul style="list-style-type: none">• Description• Analogy/analysis• Application
5-E Debriefing Model (Dreifuerst, 2010)	<ul style="list-style-type: none">• Engage• Explain• Elaborate• Evaluate• Extend
3D Model of Debriefing (Zigmont et al., 2011)	<ul style="list-style-type: none">• Defusing• Discovering• Deepening• The Environment
SHARP (Edgecombe et al., 2013)	<ul style="list-style-type: none">• Set learning goals• Review experience• Address concerns• Review learning points• Plan ahead for future practice
Promoting Excellence and Reflective Learning in Simulation (PEARLS) (Eppich & Cheng, 2015)	<ul style="list-style-type: none">• Reaction• Description• Analysis• Summary
Trauma-informed Psychologically Safe (TiPS) debriefing framework (Harder et al., 2021)	<ul style="list-style-type: none">• Orientation• Review• Catharsis• Psychoeducation• Recover <p>NOTE: this debriefing framework attends to the emotional aspects of simulation-based experiences; particularly those that knowingly elicit emotional stress.</p>



“VR is most effective when integrated into the curriculum with other learning activities and as part of a process.”



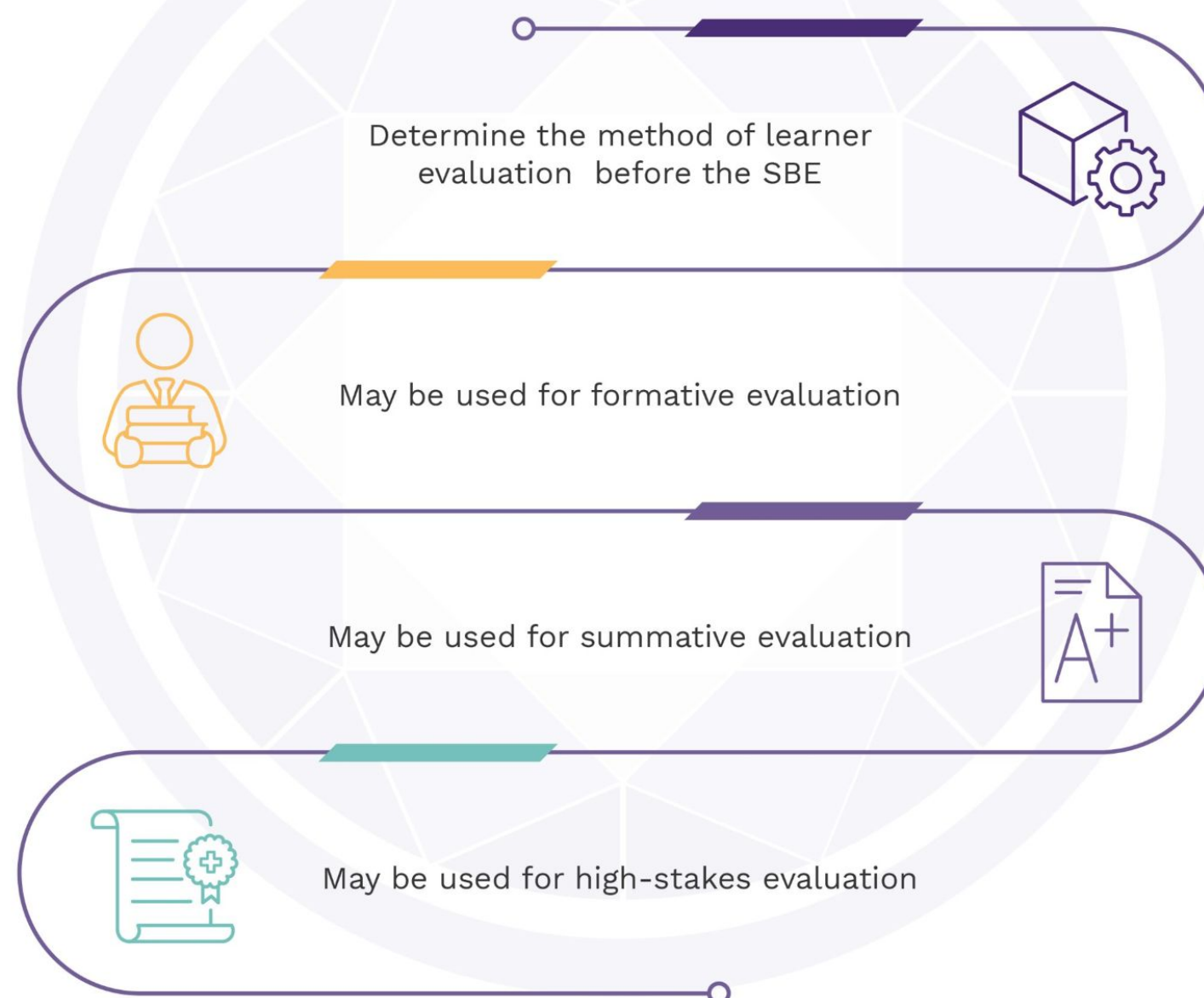
Objective 3: Develop a feasible plan to integrate HSSOBP into teaching or training





EVALUATION OF LEARNING AND PERFORMANCE

Criteria Necessary to Meet this Standard:

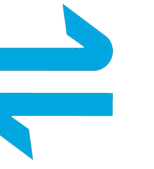


Evaluation Resources:

Table 6.2: Evaluating Learner Outcomes and Evaluation Strategies in Virtual Simulation

Outcome	Possible Evaluation Strategies
Learner knowledge gains	<ul style="list-style-type: none">• Pre-post multiple choice knowledge test• Survey with open-ended items• Reflective practice activities• Analytics• Pop quiz
Learner virtual simulation satisfaction (including the debrief)	<ul style="list-style-type: none">• Informal discussions• Surveys• Focus group interviews• Pulse survey (anonymous)
Impact on practice	<ul style="list-style-type: none">• Survey with open-ended items• Reflective practice activities• Learner feedback
Learner team building skills	<ul style="list-style-type: none">• Informal discussions• Reflective practice activities• Surveys
Learner self-efficacy	<ul style="list-style-type: none">• Informal discussions• Surveys
Facilitator skills	<ul style="list-style-type: none">• Learner feedback• Peer mentoring/review• Co-debrief the virtual simulation

Verkuyl, M., Taplay, K., Attack, L., Boulet, M., Dubois, N., Goldsworthy, S., Merwin, T., Willett, T., & Job, T. (2022c). Reasons for Evaluation in Virtual Simulation. *Ecampusontario.pressbooks.pub*.
<https://ecampusontario.pressbooks.pub/vlsvstoolkit/chapter/reasons-for-evaluation-in-virtual-simulation/>

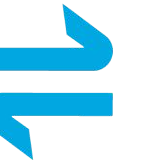


Teaming up with the
**HEALTHCARE
WORKFORCE**



⇒ **transfr**

Outstanding Questions?



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Thank you!



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INACSL Standards Committee. (2021). Healthcare Simulation Standards of Best Practice™. *Clinical Simulation in Nursing*, <https://doi.org/10.1016/j.ecns.2021.08.018>.

Verkuyl, M., Taplay, K., Atack, L., Boulet, M., Dubois, N., Goldsworthy, S., Merwin, T., Willett, T., & Job, T. (2022). Virtual Simulation: An Educator's Toolkit. In *ecampusontario.pressbooks.pub*. Centennial College. <https://ecampusontario.pressbooks.pub/vlsvstoolkit/>