Simulation often the root cause (Tapley et al., 2015, Kotter, 2015). Organization readiness overall, recent studies workload issues are not addressed, nor well understood. Capability, faculty education is not supported, and boxes, stored in closets, or sit unused in laboratory simulator equipment only to have it remain in unopened widespread reports of organizations that have acquired replacement up to 50% of clinical time with simulation, if simulation as results showed that programs could be replace up to 50% of clinical time with simulation, if certain conditions were met. The subsequent NCSBN Simulation Guidelines for Prelicensure Nursing Programs (Alexander et al., 2015) support the need for thorough preparation and planning for successful use of simulation in nursing programs.

However, despite the increase in simulation acceptance as a teaching/learning strategy, there continues to be widespread reports of organizations that have acquired simulator equipment only to have it remain in unopened boxes, stored in closets, or sit unused in laboratory space. In some cases, equipment is not used to fullest capability, faculty education is not supported, and workload issues are not addressed, nor well understood. There are many hypotheses about why this happens but overall, recent studies support that failure to ensure organizational readiness to make this commitment is often the root cause (Tapley et al., 2015, Kotter, 2015).

### Problem Description
Findings from the National Council of State Boards of Nursing’s (NCSBN) landmark simulation study (Hayden, et al., 2014) may be a catalyst to further increase use of simulation as results showed that programs could be replace up to 50% of clinical time with simulation, if certain conditions were met. The subsequent NCSBN Simulation Guidelines for Prelicensure Nursing Programs (Alexander et al., 2015) support the need for thorough preparation and planning for successful use of simulation in nursing programs.

### Root Cause of the Problem
- Ineffective, or lack of organizational change leadership and management practices
- Lack of action orientation in strategic planning
- Organizations often bureaucratic dinosaurs – slow to move, slow to act
- Organizations fail to recognize and plan for the complexity of simulation
  - Human and physical resources
  - Talent development
  - Costs
  - Curricular integration
  - Embedded philosophy

### Five Sections of the SCORS Tool
- Defined Need and Support for Change
- Readiness for Culture Change
- Time, Personnel and Resource Readiness
- Sustainability Practices to Embed Culture
- Overall 'SCOR'

### SCORS Tool Development
Simulation Culture Organizational Readiness Survey was created to assist organizations to examine readiness to integrate simulation-based education and to plan better for its successful integration.

- Adapted Organizational Culture and Readiness for System-wide Integration of Evidence-based Practice Survey (Fineout-Overholt & Melnyk, 2014)
- Adapted items from TeamSTEP’S Readiness Assessment (AHRQ, 2015)
- Survey items validated by expert panel of simulation educators and researchers

### SCORS Calculation
25 survey items – Total Possible Score = 185
5-point Likert Scale (Range: 1 = Not at All, to 5 = Very Much)
Resulting score indicates level of readiness; outlined in Guidebook

### Discussion
Do you know if your organization is ready for Simulation? Or, alternatively, have your efforts to integrate simulation produced less than what you anticipated?

The SCORS Tool and Companion Guidebook offers your organization a step-by-step process for assessing your organization’s cultural readiness for simulation and ultimately, for successful adoption of simulation.

Use the following process:
1) Gather a team of individuals from your organization;
2) Complete each section of the tool, making notes;
3) Score the tool and determine areas of need;
4) Develop a strategic plan for comprehensive integration into your nursing program, curriculum, and organizational culture;
5) Evaluate your outcomes and reassess periodically.

### References