Is Your Organization Ready for Simulation?

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INACSL is an accredited ANCC provider.
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

With permission from MacEwan University, 2016
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  MID-UPTAKE  HIGH-UPTAKE

Organizational Elements that Shape Simulation in Nursing

(OESSN) Model

(Taplay et al., 2014)
OESSN Model - 7 Phases of Adoption and Incorporation of Simulation

Secure Resources

Collaborative Leadership

Getting it Out of the Box

Learning About Simulation

Finding a Fit

Trial Equipment

Integrate into Curriculum

(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

<table>
<thead>
<tr>
<th>SCORS Survey Questions</th>
<th>None at All</th>
<th>A Little</th>
<th>Somewhat</th>
<th>Moderately</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To what extent is innovation, experiential learning and quality improvement training clearly described as central to the mission and philosophy of your institution?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>2. To what extent has your organization clearly defined the need to consider SBEE integration?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>3. To what extent have administrators within your organization communicated a clear strategic vision for SBEE?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>4. To what extent have administrators within your organization provided a written commitment to SBEE?</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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<tr>
<td>5. To what extent have administrators within your organization provided funding to support the commitment to SBEE?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>6. To what extent does your organization promote the need for SBEE within current curricula, standards, and guidelines?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>7. To what extent is SBEE currently being used as a teaching modality in your institution?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>8. To what extent have the educators you work with articulated a need for SBEE integration into the curriculum?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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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

Create a Sense of Urgency

Build a Guiding Coalition

Form a Strategic Vision and Initiatives

Enlist an Army

Enable Action by Removing Barriers

Generate Short Term Wins

Sustain Acceleration

Institute Change

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

**Strategize to Remove Barriers**
Questions?

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