

A DISCUSSION ABOUT IMPLEMENTING THE NCSBN SIMULATION GUIDELINES

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DISCLOSURES

Conflict of Interest

- Carol Durham (Speaker) served on the NCSBN expert panel to develop the NCBSN Simulation Guidelines and serves on INACSL Board of Directors
- Suzie Kardong-Edgren (Speaker) served on the NCSBN expert panel to develop the NCBSN Simulation Guidelines and serves on INACSL Board of Directors
- 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

OBJECTIVES

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

- 1. Operationalize the recommended guidelines for use of simulation in prelicensure nursing programs.**
- 2. Identify resources to assist with development of a quality simulation program using the NCSBN simulation guidelines.**

KEY REFERENCES

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](http://www.journalofnursingregulation.com/article/S2155-8256(15)30783-3/pdf)



NCSBN NATIONAL SIMULATION STUDY

Confidence that substituting up to 50% simulation promotes outcomes similar to traditional clinical experience across prelicensure nursing curriculum

Concern emerged that nursing programs might begin to substitute simulation for clinical without:

- sufficient number of adequately trained and committed faculty
- dedicated simulation lab with appropriate resources
- realistically and appropriately designed scenarios
- faculty trained in debriefing based on a theoretical model

Hayden, et.al., 2014

INACSL STANDARDS OF BEST PRACTICE: SIMULATIONSM

Terminology

Professional Integrity of Participant(s)

Participant Objectives

Facilitation

Facilitator

Debriefing Process

Participant Assessment and Evaluation

Simulation Enhanced Interprofessional Education (Sim-IPE)

Simulation Design



ORGANIZATIONS PROVIDING REVIEWS

American Academy of Pediatric Dentistry

American Nursing Association

Association for Simulated Practice in Healthcare

Australian College of Nursing

Australian Society for Simulation in Healthcare

British Columbia Institute of Technology School of Health Sciences

International Council of Nurses

International Federation of Dental Anesthesiology Societies

International Simulation and Gaming Association

National League for Nursing

Royal College of Physicians and Surgeons of Canada

Sigma Theta Tau International

Simulation Task Force of Qatar

Scottish Centre for Simulation and Clinical Health Factors

Society for Simulation in Healthcare



NCSBN CONVENED EXPERT PANEL

to develop guidelines to . . .

assist BON in assessing nursing simulation programs.

Inform nursing program directors and faculty to prepare and plan for using simulation successfully in their nursing programs.

Alexander, et. al, 2015

FACULTY PREPARATION FOR INCREASING SIMULATION



FACULTY DEVELOPMENT

Dedicated simulation faculty vs. teaching everyone (included in workload)

Faculty preparation including training on INACSL Standards of Best Practice: SimulationSM

Planned and documented orientation policy

Ongoing continuing education and CV documentation

Formalized debriefing training and use of a debriefing methodology

Evaluation (i.e. learner acquisition of KSAs, program, effectiveness of facilitator, debriefing)

Sharing of information with clinical faculty

HIGHER LEVEL DEBRIEFING METHODS

Debriefing for Meaningful Learning (DML)- Kris Dreifuerst

Promoting Excellence and Reflective Learning in Simulation (PEARLS) – Walter Eppich & Adam Cheng

Advocacy Inquiry- Jenny Rudolph

PROGRAM PREPARATION FOR INCREASING SIMULATION



NCSBN SIMULATION GUIDELINES - PROGRAMS

Institutional commitment to the simulation program

Long range plan documented for simulation usage

Appropriate facilities to conduct simulation

Educational and technological resources and equipment for simulation

Qualified faculty and personnel to conduct simulation

Policies and procedures for simulation including job descriptions



MENTORED EDUCATION OPPORTUNITIES

INACSL-CAE Healthcare Simulation Fellowship

- <http://www.inacsl.org/i4a/pages/index.cfm?pageid=3476>

INACSL Research Fellowship

- <http://www.inacsl.org/i4a/pages/index.cfm?pageid=3297NFLA>
Simulation focus SSTI

NLN Leadership Development Program for Simulation Educators

- <http://www.nln.org/professional-development-programs/leadership-programs/leadership-development-program-for-simulation-educators>



SIMULATION CERTIFICATE PROGRAMS

Boise State University - Healthcare Simulation Certificate

- <https://hs.boisestate.edu/nursing/sgcp/>

Bryan College of Health Sciences – Clinical Simulation Educator Certificate Program

- <http://healthysimulation.com/2729/clinical-simulation-educator-certificate-program/>

Drexel College of Nursing – Certificate in Simulation

- <http://www.drexel.edu/cnhp/academics/continuing-education/Nursing-CE-Programs/Certificate-in-Simulation/>

Robert Morris University - Leadership in Simulation Instruction and Management Graduate-Level Certificate

- <http://admissions.rmu.edu/online/nursing-and-health-care/simulation-instruction>

MASTER OF SCIENCE (MS) IN SIMULATION

Drexel College of Medical and Healthcare Simulation (MSMS)

- <http://www.drexel.edu/medicine/Academics/Graduate-School/Medical-and-Healthcare-Simulation/Our-Students-Alumni/>

University of San Francisco – MS in Healthcare Simulation

- <https://www.usfca.edu/catalog/graduate/nursing/master-of-science-healthcare-simulation>

New York College of Osteopathic Medicine of the New York Institute of Technology - MS in Medical/Health Care Simulation

- <http://www.nyit.edu/medicine//academics/icd/>

TRAINING IN SIMULATION

California Simulation Alliance

- <http://healthimpact.org/programs/simulation/>

Center for Medical Simulation Workshops

- <http://harvardmedsim.org/>

NYSIM – Simulation Courses

- <http://www.nysimcenter.org/learn/nysim-courses>

Stanford Medicine Center for Immersive Simulation-based Learning (CISL)

- <http://cisl.stanford.edu/>

Wiser Simulation Training

- <http://www.wiser.pitt.edu/sites/wiser/training/simTraining.asp>

MAJOR US SIMULATION ORGANIZATIONS

International Nursing Association of Clinical Simulation and Learning (INACSL)

- <http://www.inacsl.org>

Society for Simulation In Healthcare (SSH)

- <http://www.ssih.org/>



REFERENCES

Hayden, J.K., Smiley, R. A., Alexander, M., Kardong-Edgren, S., & Jeffries, P.R. (2014). The NCSBN national simulation study: A longitudinal, randomized controlled study replacing clinical hours with simulation in prelicensure nursing education. *Journal of Nursing Regulation, 5(2)* July Supplement.

Alexander, M., Durham, C. F., Hooper, J. I., Jeffries, P.R., Goldman, N., Kardong-Edgren, S., Kesten, K. S., Spector, N., Tagliareni, E., Radtke, B., & Tillman, C. (2015). NCSBN simulation guidelines for prelicensure nursing programs. *Journal of Nursing Regulation, 6(3)*, 39-42.

DEBRIEFING REFERENCES

INACSL Standards of Best Practice: SimulationSM The Debriefing Process
<http://www.nursingsimulation.org/article/S1876-1399%2813%2900079-0/pdf>

Eppich, W. & Cheng, A. (2015). Promoting Excellence and Reflective Learning in Simulation (PEARLS): Development and rationale for a blended approach to health care simulation debriefing. *Simulation in Healthcare*, 10, 106-115.

Dreifuerst, K. T. (2015, May). Getting started with debriefing for meaningful learning. *Clinical Simulation in Nursing*, 11(5), 268-275.
<http://dx.doi.org/10.1016/j.ecns.2015.01.005>.

Rudolph, J. W., Simon, R. Dufresne, R. L. and Raemer, D. B. (2006). There's no such thing as "nonjudgmental" debriefing: A theory and method of debriefing with good judgment. *Simulation in Healthcare*, 1(1), 49-55.

Questions?



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