Building Healthy Relationships through Peer review in Simulation Education

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Goals & Objectives

- Describe a tool that is utilized to provide peer review for events using simulation methodologies within the joint setting of a healthcare institution, school of medicine and school of nursing.

- Discuss lessons learned from the peer review process and modification made since implementing at the Simulation Center.
The Simulation Center at Fairbanks Hall
Est. 2009

FLOOR PLAN

Skills Area
Virtual Clinic
Support Areas
Acute Care
Virtual Hospital
Peer Review Process

Academia – Medicine & Nursing

Service – Large Metropolitan Teaching Institution
Peer Review Cycle

- Sim Event
- Modifications
- Peer Observation
- Feedback to Educator
- Committee Review
# Peer Observation

## Simulation Event Review Form

<table>
<thead>
<tr>
<th>Session / Case Title:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

### Goals & Objectives
- 
- 
- 

### Modality:
- Task Trainer
- Mannequin
- SP

### Educator(s):

### Learners
- Institution:
- Level:
- Specific pre-session work:

### Resources to run event:
- Space:
- Equipment:

### Number of People:
- ___Specialists / Techs
- ___SPs
- ___Confederates / Embedded Participants
- ___Educators
- ___Learners
- ___Other:
# Peer Observation

<table>
<thead>
<tr>
<th>Time:</th>
<th>Were learners... (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall:</td>
<td>... oriented to the setting?</td>
</tr>
<tr>
<td>Orientation:</td>
<td>... aware of Goals and Objectives?</td>
</tr>
<tr>
<td>Skills / Case(s):</td>
<td>... oriented to the equipment?</td>
</tr>
<tr>
<td>Debriefing(s):</td>
<td>... informed of the format of the session?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cases / Skills (comment on following)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realism (setting, learner roles):</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Logistics / caseflow:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confederates / Embedded Participants:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Debriefing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Comment on format, learner safety, learner engagement, instructor knowledge &amp; skills)</td>
</tr>
<tr>
<td>Question</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>What are the STRENGTHS of this event?</td>
</tr>
<tr>
<td>What are the OPPORTUNITIES for IMPROVEMENT of this event?</td>
</tr>
<tr>
<td>Is there opportunity for other learners to be involved? Which learners / professions / specialties?</td>
</tr>
<tr>
<td>Is there potential Scholarship with this event?</td>
</tr>
</tbody>
</table>

**OVERALL COMMENTS**

Educational Committee Reviewers  ____________________________________________________________
Peer Review Cycle

1. Sim Event
2. Peer Observation
3. Feedback to Educator
4. Committee Review
5. Modifications
Fairbanks Hall Simulation Center Educational Committee Event Review

Situation: (Title and learner / faculty groups)

Background: (when and how event was reviewed)

Assessment: (overall summary / description of the event, based upon goals and objectives, data gathered)
Recommendation: (potential changes as recommended from reviewers and educational committee)

1.

2.

3.
Reviewers: Simulation Center Education Team

If you have specific questions or would like to consult with the center for process improvement please contact us

simulationcenter@iuhealth.org
Peer Review Cycle

1. Sim Event
2. Peer Observation
3. Committee Review
4. Feedback to Educator
5. Modifications

The cycle flows from Sim Event to Peer Observation, then to Committee Review, to Feedback to Educator, and finally back to Modifications.
Lessons Learned

• How to approach other educators

• Ensure interprofessional representation

• Confer feedback

• Maintain professionalism
• Questions?

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