Title:
Building Healthy Relationships through Peer Review in Simulation Education

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Session Title:
Interprofessional Relationships Using Simulation

Slot:
G 01: Saturday, 18 March 2017: 2:00 PM-2:45 PM

Scheduled Time:
2:00 PM

Keywords:
Peer review, SBAR and Simulation

References:
Brann, MJ. Improving Unit Performance With A Staff-Driven Peer Review Process. Nursing Forum, Apr-Jun 2015; 50(2): 63-68. 6p

Cooper, LB, MD; Bellam, N; Vaduganathan, M; Educating the Next Generation of Peer Reviewers. JACC (Journal of the American College of Cardiology). May 3, 2016; 67(17): 2079-2082. 4p


Marjo JM; Maas, PJ; van der Wees, CB; Koetsenruijter, J; Heerkens, YF; van der Vleuten, CPM; Nijhuis-van der Sanden, MWG; An Innovative Peer Assessment Approach to Enhance Guideline Adherence in Physical Therapy: Single-Masked, Cluster-Randomized Controlled Trial. Physical Therapy, April 2015; 95(4) 12p.

Pfeiffe, JA; Wickline, MA; Deetz, J; Berry, ES; Assessing RN-to-RN peer review on clinical units. Journal of Nursing Management 2012; 20; 390400 10p.

Abstract Summary:
To improve service to learners and educators using simulation methodologies, a team of simulationists/staff from a large multi-site healthcare system, a school of nursing and medicine implemented a peer review process for all events conducted at the Simulation Center using an SBAR tool.

Learning Activity:

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<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
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<tbody>
<tr>
<td>Describe a tool that is utilized to provide peer review for events using simulation</td>
<td>Situation: title/learner/faculty groups;</td>
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<td>methodologies within the joint setting of a</td>
<td>Background: when and how event was reviewed; Assessment: overall summary/description of event related to stated</td>
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Abstract Text:

Simulation as a methodology for education has been active in our setting for ten years. Our Simulation Center is a partnership between a large multi-site healthcare system, a school of nursing and medicine located in an urban setting that is rich with academic and clinical excellence. We began primarily with School of Medicine events related to the Objective Structured Clinical Exam (OSCE) and expanded to include School of Nursing multidisciplinary cases, healthcare professional cases and in more recent years interprofessional events. As leadership and governance for the Simulation Center has evolved so has our quest for quality and excellence in education. As faculty and educators have become comfortable with simulation and the number of events has grown over the past several years it became evident that it was time to take our quality review to the next level. That required us to evaluate whether the events at the Center were creating an experience where learners can apply knowledge, skills, and attitudes in a safe learning environment. It is our mission to develop, apply, and share the best practice in healthcare simulation education. A Simulation Center Education Team was formed with a representative from each partner. A review form, a letter of our intent to peer review and a tool to communicate summative feedback on the event being reviewed was developed by the team. We team as pairs between disciplines when we review and we confer on our feedback when developing our SBAR of the event in preparation for sharing at our Simulation Center Education Team meeting held monthly. There are events occurring every week and many are repetitive which allows a variety of reviewers to observe and collate input. We discuss our review and refine our feedback into a summative review form that is distributed to the event facilitator. The response to our peer review and subsequent feedback has been varied and as we continue to provide feedback we hope to see revisions based upon or recommendations. The peer review aspect of our program is one of our steps to a journey of excellence as we seek accreditation as a center through the Society for Simulation in Healthcare.