Title:
SPECIAL SESSION: Generating Simulation Evidence

Keywords:
Nursing Education, Research and Simulation evidence

Description/Overview:
Simulation is an effective teaching-learning strategy that has contributed to advancing the science of nursing education. This session will provide the opportunity to discuss priorities and challenges in advancing the science of simulation, as well as strategies for conducting well-designed studies with attention to critical aspects of simulation research.

Abstract Text:
While there is an abundance of evidence in the literature supporting simulation as an effective strategy for teaching and learning in nursing education, much of the research has measured satisfaction, self-confidence, and self-efficacy (Mariani & Doolen, 2016). While nursing education and the pedagogy of simulation is moving towards more rigorous studies that measure more critical outcomes such as, student learning, patient safety, clinical judgement, and patient outcomes, a gap in the literature still exists. There is no doubt that challenges exist in conducting studies that can provide strong evidence in both the academic and clinical settings. And while these challenges exist, it remains critical that researchers adhere to the foundations of a well-conducted simulation study to generate the necessary evidence to advance the science of simulation and nursing education. A well-designed simulation study should be conducted within the context of a theoretical or contextual framework, with an eye for how the study can continue to contribute to building the knowledge or theory behind the science. Adhering to the International Nursing Association for Clinical Simulation and Learning StandardsSM (INACSL, 2016) is critical when conducting simulation research; it helps to provide structure for the study, and offers the opportunity for replication in other settings. As with all studies, a rigorous methodology and valid and reliable instruments are the foundation to a well-designed study. Nursing programs faced with increasing challenges of clinical placements and faculty shortages are turning more and more to simulation as a method of clinical education. Studies such as the National Council of State Boards of Nursing (NCSBN) (Hayden et al., 2014) provide strong evidence for using simulation for student learning, with positive outcomes on NCLEX, as well. Nurse faculty and researchers need to continue to add to this body of evidence through rigorous, multi-site intervention studies that can demonstrate the outcomes of simulation on quality patient outcomes in a variety of settings. This can only be accomplished with well-designed studies that adhere to sound methodology, standards of best practice, and teamwork and collaboration.

References:

INASCL Board of Directors (2016, August). Standard of Best Practice: Simulationsm. *Clinical Simulation in Nursing, s3-s7.*


### Content Outline:

I. Introduction  
II. Brief overview of the State of the Science  
III. Review of the Literature with Gaps and Areas of Saturation  
IV. Creating the Evidence  
   A. Problem statement  
   B. Theoretical Framework  
      1. NLN Jeffries Framework  
      2. Learning theory  
      3. Benner’s: Novice to Expert  
   C. Questions/Hypotheses  
   D. Methodology  
   E. Measuring outcomes  
V. Challenges  
VI. Dissemination  
VII. Conclusion

### Moderator

Kristina Thomas Dreifuerst, PhD, RN, CNE, ANEF  
Marquette University  
College of Nursing  
Associate Professor  
Clark Hall  
Milwaukee WI  
USA

**Professional Experience:** Expert in debriefing and pedagogical research for past 10 years focused on developing, using, and testing innovative methods to improve students’ clinical reasoning skills, and investigate how teachers can best be prepared to use evidence-based methods to enhance clinical teaching. She is best known for the teaching method she developed, Debriefing for Meaningful Learning or DML which has been adopted by schools of nursing and interdisciplinary schools in health sciences across the US, Canada, Australia, China and the United Kingdom for use in simulation other clinical settings and across the curriculum. Dr. Dreifuerst is a popular national and international speaker on debriefing and clinical teaching. She is the author of numerous articles on debriefing and has received national and international awards for her work. Dr. Dreifuerst is the President-Elect of the International Nursing Association for Clinical Simulation Learning.

**Author Summary:** Dr. Dreifuerst is an Associate Professor at Marquette University in Milwaukee, WI. Her research is focused on developing and testing innovative teaching methods to improve clinical reasoning and investigate how teachers can best be prepared to use evidence-based teaching methods. She is best known for developing Debriefing for Meaningful Learning which has been adopted by nursing schools and interdisciplinary health sciences schools across the US and other countries for use across the curriculum.

### Organizer

Bette A. Mariani, PhD, RN, ANEF  
Villanova University  
College of Nursing  
Associate Professor of Nursing  
Driscoll Hall  
Villanova PA  
USA
Professional Experience: Associate Professor of Nursing, Villanova University, 2017 - present; Assistant Professor of Nursing, Villanova University, 2008 - 2017; Clinical Adjunct Professor, Villanova University, 2004 - 2008; Educator, Department of Nursing Education and Professional Development, Delaware County Memorial Hospital, 2000 - 2008. Dr. Mariani was inducted into STTI in 1984. She has served as the Vice President and is currently the President for the Alpha Nu Chapter of STTI at Villanova University. She was a Scholar in the STTI Nurse Faculty Mentored Leadership Development Program, and a mentor in the Nurse Faculty Leadership Academy. In September of 2017, Dr. Mariani was inducted as a Fellow in the NLN Academy of Nursing Education (ANEF). She has been educating students and nurses for over 30 years. Her research interests lie in the area of simulation and educational research. She is currently involved in several studies exploring the outcomes of clinical simulation. Dr. Mariani served as the Co-Chair of the Research Committee, and is currently President-Elect for the International Nursing Association for Clinical Simulation and Learning (INACSL).

Author Summary: Dr. Mariani is an associate professor of nursing at Villanova University. Her research and scholarship focuses on simulation development and outcomes, research instrument development/psychometrics, and debriefing. She has published and presented nationally and internationally on debriefing, simulation for patient safety, leadership development, instrument development/psychometrics, simulation with SPs with disability, and the outcomes of simulation on student learning.

Any relevant financial relationships? Yes

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<tr>
<th>Relationship</th>
<th>Description of Potential Conflict</th>
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<td>President-Elect of INACSL</td>
<td>I do not see this as a conflict, but wanted to be transparent and report it.</td>
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Signed on 10/19/2017 by Bette Mariani, PhD, RN, ANEF