Simulation Use in Nursing Education

A Review of Best Practices

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2018-2021

Introduction to the Simulation Learning Cycle

Best Practice Implementation

Part I - Overview

CHALLENGES

WHAT IS REFLECTION?

PROMOTING REFLECTION IN OTHERS

OUR SELF-REFLECTIVE PRACTICE

SELF-EVALUATION OF LEARNING NEEDS

Part II - Overview

Part I

- Introduction to the Simulation Learning Cycle
- Best Practices Implementation

The Simulation Learning Cycle

- Theoretically based on Kolb's Experiential Learning Theory (2014).

Kolb Learning Cycle

Concrete Experience (doing / having an experience)

Reflective Observation (reviewing / reflecting on the experience)

Abstract Conceptualisation (concluding / learning from the experience)

Active Experimentation (planning / trying out what you have learned)
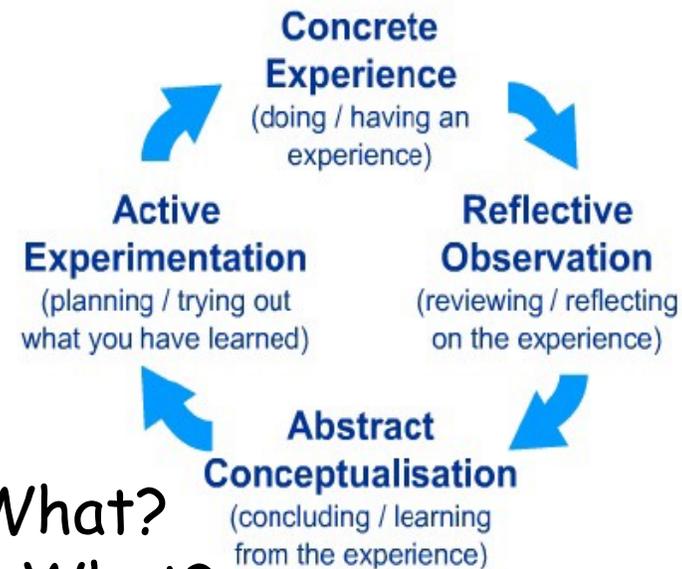
So What?
Now What?

Kolb learning cycle image by Davies & Lowe

The International Nursing Association for Clinical Simulation and Learning (INACSL) has created and continues to revise best practices.

Simulation Design

Objectives and Outcomes

Facilitation

Debriefing

Participant Evaluation

Professional Integrity

Simulation Enhanced-IPE

Simulation Operations

Best Practice Implementation

INACSL Standards of Best Practice 2016 – 2017

Simulation Design
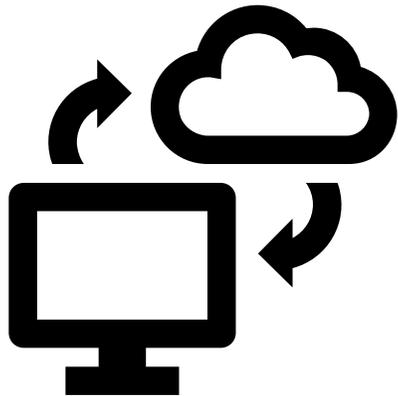
- **Measurable Objectives**
- **Format of Simulation**
- **Scenario or Case**
- **Fidelity**
- **Facilitative Approach**
- **Preparation**
- **Prebriefing**
- **Debriefing**
- **Evaluation**
- **Pilot Test**

INACSL Standards of Best Practice 2016 7

Objectives and Outcomes

- **S**pecific
- **M**easurable
- **A**chievable
- **R**ealistic
- **T**ime-phased

INACSL Standards of Best Practice 2016

Facilitation

INACSL Standards of Best Practice 2016
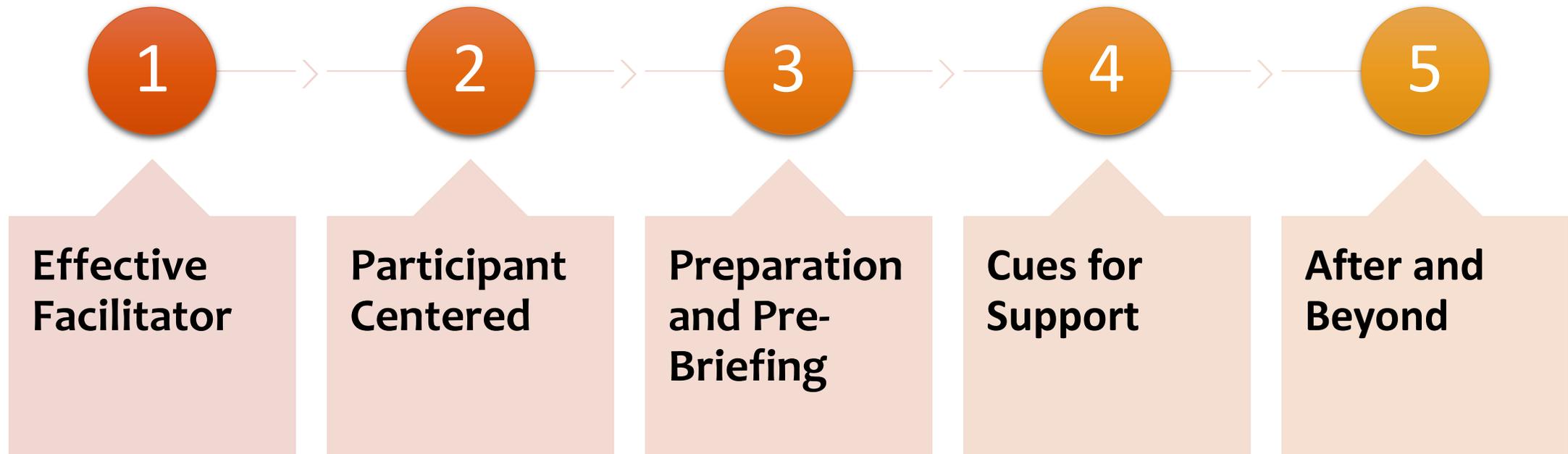
FACILITATOR   **ENVIRONMENT**   **ATTENTION**   **FRAMEWORK**

Debriefing

Criterion 1	Criterion 2	Criterion 3	Criterion 4
• Determine the method of evaluation prior to the simulation learning event	• Simulation Experience May Be Selected for: FORMATIVE EVALUATION	• Simulation Experience May Be Selected for: SUMMATIVE EVALUATION	• Simulation Experience May Be Selected for: HIGH-STAKES EVALUATION

Participant Evaluation

INACSL Standards of Best Practice 2016

CONFIDENTIALITY **COMPASSION** **HONESTY** **COMMITMENT**

COLLABORATION **MUTUAL RESPECT** **ENGAGEMENT**

Professional Integrity

INACSL Standards of Best Practice 2016

Simulation Enhanced-IPE

Patient Safety!

- **Interprofessional Education (IPE) Core Competencies:**

  - Roles and Responsibilities
  - Teams and Teamwork
  - Effective Communication
  - Values and Ethics

Circles of Patient and Family Centered Care

Strategic Plan

Personnel with appropriate expertise (business, technical, educational)

Systems that support space, equipment, personnel, and simulation resources

Financial resources to achieve and sustain mission of program

Simulation Operations

Part II

Challenges

What is Reflection?

Promoting Reflection in Others

Our Self-Reflective Practice

Self-Evaluation of Learning Needs

Challenges

- Using simulation in nursing education is a resource intensive effort

    - Working together ⟶ get to know each other's roles
    - Clarity of Vision ⟶ being on the same page
    - Learner Needs ⟶ know the learner (first time simulation with adult?)
    - The Unexpected/Unforeseen ⟶ share experiences to plan for future
    - When Technology Fails ⟶ think of ways to meet outcomes anyway
    - When Students get Upset ⟶ know how to de-escalate student behaviors

What is Reflection?

- Reflection is more than re-hashing ideas and experiences

- Reflection is a conscious process of questioning our experiences

- The process of reflection takes time and commitment

- Questioning yourself to think reflectively takes practice

Two Reflection Definitions

It's a Process!

"Reflection is the process of engaging the self in attentive, critical, exploratory and iterative interactions with one's thoughts and actions and their underlying conceptual frame, with a view to changing them and with a view on the change itself" (Nguyen, Fernandez, Karsenti, & Charlin, 2014 p. 1182).

"The process of reflection is the critical enactments of consciousness about the value of experience at any moment in the unfolding of newly shaped realities in knowing and doing. The understanding is that entering a process of reflection imputes the self to explore the potential alternative answers to our critical questions as a metacognitive act and as a habit of the mind" (Sadlon, 2018, p. 367).

Promoting Reflection in Others

- The art of the reflective question
- Using a reflective framework
- Some ideas:
  - Socratic questioning (why might you think….)
  - Gentle probing
  - Considering the alternative answer
  - Applying principles of learning to new domains

SELF REFLECTION

Our Self-Reflective Practice

- Your framework* (description, feelings, analysis, reflection, new insights, future goals)

- Daily reflection time

- Practice asking yourself difficult questions
  - What bias is present in me?
  - Do I really listen to what others are saying?
  - Am I on auto-pilot?
  - What new ideas came to me today? What do I plan to do with these new ideas?
  - What future do I wish for?

*Koshy, K., Limb, C., Gundogan, B., Whitehurst, K., & Jafree, D. J. (2017). Reflective practice in health care and how to reflect effectively. International journal of surgery. Oncology, 2(6), e20.

Self-Evaluation of Learning Needs (Simulation)

KNOWLEDGE OF SIMULATION PRINCIPLES

ADULT LEARNING PRINCIPLES

SIMULATION METHODOLOGY AND MODALITIES

EVIDENCE-BASED PRACTICE STANDARDS

ELEMENTS OF INTER-PROFESSIONAL TEAMWORK

ETHICAL ISSUES IN SIMULATION

SIMULATION OPERATIONS

Questions?

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