

Faculty Development Using the Revised  
INACSL Standards of Best Practice:  
Simulation <sup>SM</sup>



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# OBJECTIVES

At the conclusion of this educational program, learners will be able to:

1. Identify at least 2 strategies for simulation faculty development
2. Articulate a plan for improving simulation faculty knowledge related to the INACSL Standards of Best Practice: Simulation <sup>SM</sup>



- INACSL Standards of Best Practice: Simulation<sup>SM</sup> available at
  - [www.inacsl.org](http://www.inacsl.org)
  - [www.nursingsimulation.org](http://www.nursingsimulation.org)
- SSH Simulation Dictionary
  - [www.ssih.org/dictionary](http://www.ssih.org/dictionary)
- IPEC Competencies 2016
  - <https://ipeccollaborative.org>
- 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)



- Simulation Design
- Outcomes and Objectives
- Facilitation
- Debriefing
- Participant Evaluation
- Professional Integrity
- Simulation Enhanced Interprofessional Education (Sim-IPE)
- Operations
- Simulation Glossary

Simulation-based experiences are purposefully designed to meet identified objectives and optimize achievement of expected outcomes.



## SIMULATION DESIGN



<b>Criterion 1 - Needs Assessment</b> Perform a needs assessment to provide the foundational evidence of the need for a well-designed, simulation-based experience.
<b>Criterion 2 - Construct Measurable Objectives</b> Develop broad and specific objectives to address identified needs and optimize the achievement of expected outcomes.
<b>Criterion 3 - Format of Simulation</b> Structure the format of a simulation based on the purpose, theory, and modality for the simulation-based experience.
<b>Criterion 4 - Scenario or Case</b> Build context, situation or case, background, clinical progression, cues, time frames, and scripts.
<b>Criterion 5 - Fidelity</b> Use various types of fidelity to create the required perception of realism.
<b>Criterion 6 - Facilitative Approach</b> Maintain a facilitative approach that is participant-centered and driven by the objectives, participant's knowledge or level of experience, and the expected outcomes.
<b>Criterion 7 - Prebriefing</b> Begin simulation-based experiences with a prebriefing.
<b>Criterion 8 - Debriefing</b> Follow all simulation-based experiences with a debriefing and/or feedback session.
<b>Criterion 9 - Evaluation</b> Include an evaluation of the participant(s), facilitator(s), the simulation-based experience, the facility, and the support team.
<b>Criterion 10 - Participant Preparation</b> Provide preparation materials and resources to promote participants' ability to meet identified objectives and achieve expected outcomes of the simulation-based experience.
<b>Criterion 11 - Pilot Test</b> Pilot test simulation-based experiences before full implementation.

**NOTE: REQUIRED ELEMENTS** for the criterion can be accessed via the link below.

Standards of Best Practice: Simulation<sup>SM</sup>  
For the complete version go to: [www.nursingsimulation.org/standards](http://www.nursingsimulation.org/standards)



# Criteria

1. Needs assessment
2. Measurable objectives
3. Format of simulation based on the purpose, theory, and modality
4. Clinical scenario or context
5. Fidelity
6. Facilitator/Facilitative approach
7. Begin with pre-briefing
8. Include debriefing
9. Evaluation of the experience
10. Participant preparation materials and resources
11. Test of the design prior to implementation



- Debriefing for Meaningful Learning (DML)
- Debriefing with Good Judgment
- PEARLS
- Plus - Delta





- Formal Training
- Concept Map
- Student Worksheet

- 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.



- Map standards across courses and programs
- Incorporate them into IPE and In-Situ experiences also
- Utilize designated personnel
- Focus on SMART Objectives
- Look carefully at your Simulation Design
- Make sure your work is Peer-Reviewed
- All evaluation of students requires inter-rater reliability establishment every semester



- Case Template using Standardized Patients
  - Graduate
- Scenario Template for manikins
  - Undergraduate
  - CRNA
- Curricula Mapping
- Foundations of Simulation at USF
- Courses and Conferences



- Simulation Scenario Tool

# Questions?



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