**Purpose**: Considering elements for best practices in simulation1, this tool2 helps review the design of a simulation activity (Part 1) and how educators operationalized the simulation (Part 2). (Note - this tool is separate from evaluation of the participant).

**Name of Simulation Reviewed:**

**Date**: **Reviewer(s):**

|  |  |  |
| --- | --- | --- |
| **Best Simulation Practice Element** |  |  |
| **Part 1: Reviewed During the Design and Development of the Simulation** |
| *Objectives and Outcomes* (HSSOBPTM) | YES NO | **Ideas for Revisions** |
| * Objectives are measurable and scaffolded to learner knowledge, skills, and attitudes
 | [ ]  [ ]  |  |
| * Objectives define outcomes based on formative or summative evaluations
 | [ ]  [ ]  |
| * Objectives identify simulation modality
 | [ ]  [ ]  |
| * Objectives identify appropriate level of fidelity (conceptual, physical/environment, psychological
 | [ ]  [ ]  |
| * Objectives establish guidelines for facilitation
 | [ ]  [ ]  |
| *Prebriefing* (HSSOBPTM) | YES NO | **Ideas for Revisions** |
| * Prebriefing and preparation materials are developed according to purpose and objectives of simulation
 | [ ]  [ ]  |  |
| * Prebriefing is planned with level of learner in mind and support concepts and content for planned simulation
 | [ ]  [ ]  |
| * Preparation materials are developed based on needs assessment to assure learners are prepared for experience
 | [ ]  [ ]  |
| *Simulation Design* (HSSOBPTM) | YES NO | **Ideas for Revisions** |
| * Consultation with content experts is used with design of simulation
 | [ ]  [ ]  |  |
| * A needs assessment was used to develop participant objectives
 | [ ]  [ ]  |
| * The simulation activity contains a pre-briefing, simulation activity, and a debriefing
 | [ ]  [ ]  |
| * A storyline provides the context for the start of the simulation scenario
 | [ ]  [ ]  |
| * Scenario contains Events/Activities that allow participant(s) opportunity to achieve objectives
 | [ ]  [ ]  |
| * Pre-established cues (reality and conceptual) exist for facilitators to deliver during the simulation
 | [ ]  [ ]  |
| * Simulation scenario has identified timeframes and scripts for each event
 | [ ]  [ ]  |
| * Scenario modalities, storyline, and cues considers the multi-dimensional levels of fidelity (physical, psychological, conceptual)
 | [ ]  [ ]  |
| * Scenario identifies the necessary set up and equipment
 | [ ]  [ ]  |
| * Housing location for scenario documents is identified
 | [ ]  [ ]  |
| * Simulation has been pilot tested
 | [ ]  [ ]  |

|  |
| --- |
| **Part 2: Reviewed During the Implementation of the Simulation**  |
| *Professional Integrity* (HSSOBPTM) | YES NO | **Ideas for Revisions** |
| * Facilitators discussed with participants expectations of professional behavior and confidentially of scenario
 | [ ]  [ ]  |  |
| * Facilitators provided honest, mindful, sensitive, and meaningful direction and feedback.
 | [ ]  [ ]  |
| * Facilitators establish an environment of trust where participants felt safe to learn and make mistakes
 | [ ]  [ ]  |
| *Prebriefing (INACSL Standard)* | YES NO | **Ideas for Revisions** |
| * Participants were provided information about type of scenario including whether formative, summative, or high-stakes and method of evaluation
 | [ ]  [ ]  |  |
| * A consistent and planned prebrief was used
 | [ ]  [ ]  |
| *Facilitation* (HSSOBPTM) | YES NO | **Ideas for Revisions** |
| * Facilitators assessed learning characteristics, abilities, and knowledge and skill level of participants
 | [ ]  [ ]  |  |
| * Facilitators communicated the purpose of the simulation and the objectives to the participants
 | [ ]  [ ]  |
| * Facilitators acknowledged that mistakes may happen and will be reflected upon during the debrief
 | [ ]  [ ]  |
| * Participants received an orientation to the simulation environment and equipment.
 | [ ]  [ ]  |
| * Participants received background information for the simulation and roles of participants
 | [ ]  [ ]  |
| * Participants were provided with cues during the simulation activity that did not distract from the objectives of the simulation activity, yet allowed and promoted problem solving
 | [ ]  [ ]  |
| * Simulation was conducted in a manner that maintained physical, psychological, and conceptual fidelity
 | [ ]  [ ]  |
| *Debriefing* (HSSOBPTM) | YES NO | **Ideas for Revisions** |
| * Debriefing process was facilitated by a person(s) or technology-enhanced system competent/or capable in providing feedback, debriefing, and/or guided reflection
 | [ ]  [ ]  |  |
| * Debriefing process was conducted in a manner that encouraged reflective thinking (allowed time for initial reaction, time to think, connection to prior knowledge)
 | [ ]  [ ]  |
| * Debriefing process identified performance gaps or process issues based on expected outcomes
 | [ ]  [ ]  |
| * Debriefing process included both positive and constructive analysis with an unbiased critique of individual or team performance
 | [ ]  [ ]  |
| *Evaluation* (HSSOBPTM) | YES NO | **Ideas for Revisions** |
| * Evaluation tools for summative or high-stakes evaluation of participants’ achievement of objectives had been tested for reliability and validity
 | [ ]  [ ]  |  |

Healthcare Simulation Standards of Best PracticeTM (HSSOBPTM)

1. INACSL Standards Committee. Healthcare Simulation Standards of Best PracticeTM. (2021) *Clinical Simulation in Nursing.* doi:10.1016/j.ecns.2021.08.006

2. Paige JB. Review tool for evaluating the design and implementation of simulation practices (Tool Kit 20-2). In: Foisy-Doll C, Leighton K, eds. *Simulation Champions: Fostering Courage, Caring, and Connection*. Philadelphia, PA: Wolters Kluwer; 2018.