

Review Tool for Evaluating the Design and Implementation of Simulations using Best Practices

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

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Part 2: Reviewed During the Implementation of the Simulation			
<i>Professional Integrity</i> (HSSOBP™)	YES	NO	Ideas for Revisions
• Facilitators discussed with participants expectations of professional behavior and confidentiality of scenario	<input type="checkbox"/>	<input type="checkbox"/>	
• Facilitators provided honest, mindful, sensitive, and meaningful direction and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	
• Facilitators establish an environment of trust where participants felt safe to learn and make mistakes	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Prebriefing</i> (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	<input type="checkbox"/>	<input type="checkbox"/>	
• A consistent and planned prebrief was used	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Facilitation</i> (HSSOBP™)	YES	NO	Ideas for Revisions
• Facilitators assessed learning characteristics, abilities, and knowledge and skill level of participants	<input type="checkbox"/>	<input type="checkbox"/>	
• Facilitators communicated the purpose of the simulation and the objectives to the participants	<input type="checkbox"/>	<input type="checkbox"/>	
• Facilitators acknowledged that mistakes may happen and will be reflected upon during the debrief	<input type="checkbox"/>	<input type="checkbox"/>	
• Participants received an orientation to the simulation environment and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	
• Participants received background information for the simulation and roles of participants	<input type="checkbox"/>	<input type="checkbox"/>	
• 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	<input type="checkbox"/>	<input type="checkbox"/>	
• Simulation was conducted in a manner that maintained physical, psychological, and conceptual fidelity	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Debriefing</i> (HSSOBP™)	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	<input type="checkbox"/>	<input type="checkbox"/>	
• Debriefing process was conducted in a manner that encouraged reflective thinking (allowed time for initial reaction, time to think, connection to prior knowledge)	<input type="checkbox"/>	<input type="checkbox"/>	
• Debriefing process identified performance gaps or process issues based on expected outcomes	<input type="checkbox"/>	<input type="checkbox"/>	
• Debriefing process included both positive and constructive analysis with an unbiased critique of individual or team performance	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Evaluation</i> (HSSOBP™)	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	<input type="checkbox"/>	<input type="checkbox"/>	

Healthcare Simulation Standards of Best Practice™ (HSSOBP™)

1. INACSL Standards Committee. Healthcare Simulation Standards of Best Practice™. (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.