

Program Assessment Survey for Simulation (PASS): 2018

Based on NCSBN Simulation Guidelines for Pre-licensure Nursing Programs (Alexander, et al., 2015), INACSL Standards of Best Practice: SimulationSM (2016,2017), SSH Core Standards (2015).

College/University Name: _____

Circle: ADN ____ BSN ____

Date: AY _____

I. Demographics

a. Total number of undergraduate nursing students:

1-100 ____ 101-200 ____ 201-300 ____ 301-400 ____ >401 ____

b. Total number of full time nursing faculty:

1-10 ____ 11-20 ____ 21-30 ____ 31-40 ____ >40 ____

c. Total number of part time nursing faculty:

1-10 ____ 11-20 ____ 21-30 ____ 13-40 ____ >40 ____

d. What are your three greatest barriers to use of simulation?

1. _____ 2. _____ 3. _____

e. What are the three greatest benefits you see in the use of simulation?

1. _____ 2. _____ 3. _____

f. What is your primary purpose for using simulation? Select all that apply

Increase NCLEX Scores ____

Increase enrollment ____

Increase use of clinical facilities ____

Increase retention ____

Increased patient safety ____

Other (Please elaborate)

II. Simulation Program (Preparation): Complete the table

Course Name	Total Number of Clinical Hours	Percent of simulation substituted for hospital-based clinical experiences

Sustainability: Please select if your simulation program has the following:

- a. _____ An established framework that provides adequate resources (fiscal, human and material) to support the simulation program.
- b. _____ A vision or mission statement for the simulation program which is congruent with the institution.
- c. _____ A policy and procedure manual to ensure quality-consistent simulation experiences for students and growth of the simulation program.
- d. _____ An adequate number of dedicated-trained simulation faculty to support students in simulation-based experiences.
- e. _____ Job descriptions for simulation faculty/facilitators.
- f. _____ A formal plan for orienting/developing simulation faculty to their roles.
- g. _____ An established needs assessment to determine scenario use.
- h. _____ Adequate designated physical space for education, storage and debriefing.
- i. _____ Use of a system to manage space, equipment and personnel resources.
- j. _____ A process for identifying equipment and relevant technology needed for meeting program objectives/outcomes.
- k. _____ Adequate equipment/supplies to create a realistic patient care environment
- l. _____ Evaluation process for quality improvement of the simulation program.
- m. _____ Administration has a long range business plan for sustainability and growth of the Simulation program.
- n. _____ Perform needs assessment to gather information to determine needs?

III. Simulation Inventory (Inventory List)

- a. High fidelity simulator (Type and Age) _____
- b. Medium fidelity Simulator (Type and Age) _____
- c. Low fidelity manikins (Type and Age) _____
- d. Task trainers _____
- e. Virtual simulation _____

f. List the Simulators you use.

g. List your greatest need for equipment or materials

h. Do you have a standardized patient (SP) program? Yes _____ No _____

If yes, do you rent the SPs _____ recruit/train your SPs _____

use students/faculty/staff _____

IV. Faculty Preparation: Quality of Simulation Experiences

a. Is your simulation program based on educational theory such as Kolb's experiential learning theory? Yes _____ No _____

If yes, do you use one of the following: Experiential _____ Constructivism _____

Reflective Practice _____ NLN Jeffries Simulation Theory _____ Other _____

b. The program collects and retains evaluation data on the effectiveness of the simulation experience? Yes _____ No _____

If yes, do you collect information on the following: Select all that Apply

Scenario utilization _____ Utilization of equipment _____

Utilization of space _____ Number of learners _____ Learner contact hours _____

Faculty/staff time _____ Scenarios developed _____ Other _____

c. The program collects and retains evaluation data on the effectiveness of the facilitator? Yes _____ No _____

d. How does your program provide faculty with simulation-related professional development?

e. The program collects and retains evaluation data on students? Yes _____ No _____

f. The program collects and retains evaluation data on curriculum gaps?

Yes _____ No _____

g. Have you integrated simulation into your curriculum by establishing a curriculum map?

Yes _____ No _____

h. How do you decide what simulations are done in each course? Select all that apply Faculty choice _____ Exam results _____ NCLEX results _____ Clinical experiences _____

Other _____

i. Do you have a Simulation Committee? Yes _____ No _____

j. What is the primary role of the Simulation committee?

k. Who is represented on the simulation committee?

l. Do you have a dedicated Simulation Coordinator or equivalent? Yes _____ No _____

Full time _____ Part time _____

Are they on the Simulation Committee? Yes _____ No _____

m. Do you have a Simulation Technician? Yes _____ No _____ Is IT available to assist the technician when needed? Yes _____ No _____

- n. Please state the degree to which your simulation program uses the INACSL Standards of Best Practice: Simulation

Standard	Criterion	A- Always B- Sometimes C- Never
Standard: Glossary	(1) Consistently utilizes defined simulation terminology: Example- Are you calling the educator a facilitator or the student a participant?	(1) _____
Standard: Professional Integrity	(1) Maintains ethics and professionalism of the role. (2) Maintains confidentiality of scenario and simulation experience (3) Delivers feedback respectfully	(1) _____ (2) _____ (3) _____
Standard: Outcomes and Objectives	Outcomes: (1) Scenarios meet program outcomes. Objectives are: (2) Specific (3) Measurable (4) Achievable (5) Realistic (6) Time-phased (7) Communicated to students prior to each simulation activity.	(1) _____ (2) _____ (3) _____ (4) _____ (5) _____ (6) _____ (7) _____
Standard: Facilitation	(1) Facilitators have skills and knowledge in simulation pedagogy. (2) Objectives leveled to learner. (3) Provides preparatory activities and pre-briefing before SBE (enhances psychological safety) (4) Delivers predetermined or unplanned cues during SBE. (5) Follows SBE with debriefing and after to support achievement of expected outcomes.	(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

<p>Standard: Debriefing</p>	<ul style="list-style-type: none"> (1) Debriefers are competent in the process of debriefing. (2) Environment conducive for reflective learning (safe container). (3) Debriefers are able to devote enough concentrated attention to effectively debrief the SBE. (4) Debriefing based on a theoretical framework for debriefing. (5) Debrief is congruent with scenario objectives and outcomes of the SBE. (6) Debriefers are evaluated using a valid and reliable tool. 	<ul style="list-style-type: none"> (1) _____ (2) _____ (3) _____ (4) _____ Which one do you use _____ (5) _____ (6) _____ Which one do you use _____
<p>Standard: Participant Evaluation</p>	<ul style="list-style-type: none"> (1) Determines the method of participant evaluation prior to SBE. (2) Use of formative evaluation (3) Ratio is 1 facilitator to 3-5 participants. (4) Use of summative evaluation. (5) Use of high stakes (6) If using summative or high stakes evaluation, we evaluate simulation experiences using a valid and reliable tool. (7) If using summative or high stakes evaluation, we train the evaluators. (8) If using summative or high stakes evaluation, passing or cut scores are pre-determined. (9) If using high stakes, the evaluation is conducted by two unbiased evaluators either 	<ul style="list-style-type: none"> (1) _____ (2) _____ (3) _____ (4) _____ (5) _____ (6) _____ (7) _____ (8) _____ (9) _____

	<p>through direct observation or video recording.</p> <p>(10) If using high stakes evaluation, the participant is aware of the consequences and outcomes of the SBE.</p> <p>(11) If using high stakes evaluation, the tool was tested with like populations.</p>	<p>(10) _____</p> <p>(11) _____</p>
Standard: Inter-professional (IPE) simulation	<p>(1) Based on a theoretical or conceptual framework</p> <p>(2) Follows best practice for Sim-IPE (IPE competencies)</p> <p>(3) Recognizes and addresses potential barriers to Sim-IPE.</p> <p>(4) Established evaluation plan for Sim-IPE</p>	<p>(1) _____</p> <p>(2) _____</p> <p>(3) _____</p> <p>(4) _____</p>
Standard: Simulation Design (Many of the criterion are in other parts of the PASS therefore are not repeated)	<p>(1) Structures the format of the simulation based on purpose, theory and modality for the SBE.</p> <p>(2) Designs scenarios to provide context for the SBE.</p> <p>(3) Uses various types of fidelity to create required perception of realism.</p> <p>(4) Pilot test all SBE before full implementation.</p>	<p>(1) _____</p> <p>(2) _____</p> <p>(3) _____</p> <p>(4) _____</p>
Standard: Operations (All criterion are located in other parts of the PASS therefore are not repeated)		

o. Do you develop your own scenarios? Yes _____ No _____

p. Do you validate your scenarios? Yes _____ No _____

If yes, how do you validate the scenarios?

Who validates your scenarios? _____

What are their qualifications? _____

- q. Do you use standard evidenced-based peer-reviewed scenarios? Yes _____ No _____
If yes, do you use NLN/Laerdal _____ ACES scenarios _____ CAE _____
PNCI _____ Other _____
- r. Do you evaluate your scenarios before use? Yes _____ No _____ If yes, what tool do you use
for evaluation of new scenarios? _____
- s. Who facilitates the simulation student experience: Dedicated simulation team _____
All faculty _____ Other (elaborate) _____
- t. How many support personnel work solely in the simulation program? _____
- u. What percent of faculty time is allotted to simulation? _____
- v. Is there a champion for research in simulation? _____ If so, what are you studying?

- w. Are there any faculty/staff with CHSE or CHSE-A certifications? Yes _____ No _____
How many? _____
- x. Are any of your simulation faculty/staff CHSOS certified? Yes _____ No _____
How many? _____
- y. How were they trainer for certification? Course _____ Workshop _____
certificate program _____ Conference _____ Other _____
- z. Is your Simulation Center or Lab accredited by SSH? _____
Are you in the process? Yes _____ No _____

V. Identify your program development needs: Please select all that apply

- a. _____ Foundational
- b. _____ INACSL Standards of Best Practice: Simulation
- c. Debriefing: _____ Beginning _____ Advanced
- d. _____ Curriculum integration
- e. Evaluation: _____ Beginning _____ Advanced
- f. _____ Simulation Research
- g. _____ Inter-professional simulations
- h. _____ Standardized patients
- i. Other (elaborate) _____

References

- Alexander, M., Durham, C., Hooper, J., Jeffries, P., Goldman, N., Kardong-Egren, S.,...Tillman, C. (2015). NCSBN simulation guidelines for prelicensure nursing programs. *Journal of Nursing Regulation*, 6, 39-42.
- Beroz, S. (2017). A statewide survey of simulation practices using the NCSBN simulation guidelines. *Clinical Simulation in Nursing*, 13, 270-277.
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- Society for Simulation in Healthcare. (2015). Accreditation core standards: Companion document. Retrieved from <http://www.ssih.org/Accreditation>