NCSBN Simulation Guidelines for Prelicensure Nursing Education Programs

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The Guidelines

Simulation is a pedagogy that may be integrated across the pre-licensure curriculum; however, nursing education programs are advised to begin slowly and steadily increase the amount of simulation as they acquire expertise in this pedagogy.

Questions have arisen regarding the number of clinical hours a program should require in order to substitute clinical hours with simulation. All programs participating in the National Simulation Study required at least 600 hours of clinical experience in the pre-licensure curriculum. No evidence is available regarding the outcomes of substituting traditional clinical experience with simulation when the program has less than 600 hours; however, experts agree that it is not the number of hours, but the quality of the experience. If students are going to be placed in clinical settings where there is inadequate opportunity for hands-on experience, employment of simulation by capable faculty with meaningful debrie ng may offer a better alternative.

Scenario Resources Document

ƒ Quality and Safety Education for Nurses (QSEN)

ƒ National League for Nursing (NLN)

ƒ University of South Dakota

ƒ Montgomery College-Maryland

ƒ University of Washington

ƒ Massachusetts Nursing Initiative

ƒ NLN Simulation Innovation Resource Center (SIRC)

NCSBN Simulation Faculty Preparation Checklist

… The Simulation program is based on educational theories associated with simulation such as experiential learning theory.

… The faculty are prepared by following the INACSL Standards of Best Practice: Simulation[SM].

… A tool for evaluating simulation-based learning experiences has been designed based on the INACSL Standards of Best Practice: Simulation evaluation methods.

… The program curriculum sets clear objectives and expected outcomes for each simulation-based experience, which are communicated to students prior to each simulation activity.

… The faculty are prepared to create a learning environment that encourages active learning, repetitive practice, and re ection, and to provide appropriate support throughout each activity.

… The faculty are prepared to use facilitation methods congruent with simulation objectives/expected outcomes.

… The program utilizes a standardized method of debrie ng observed simulation using a Socratic methodology.

… A rubric has been developed to evaluate the students' acquisition of KSAs (knowledge, skills and attitudes) throughout the program.

… The program has established a method of sharing student performance with clinical faculty.

… The program collects and retains evaluation data regarding the effectiveness of the facilitator.

… The program collects and retains evaluation data regarding the effectiveness of the simulation experience.

… The program provides a means for faculty to participate in simulation-related professional development such as webinars, conferences, journal group discussion, readings, certi cations such as SSH Certi ed Healthcare Simulation Educator (CHSE), participation in NLN Sim Leaders/ STTI NFLA (Sigma Theta Tau International - Nurse Faculty Leadership Academy) with a focus on simulation.

… The school has created a framework that provides adequate resources (scal, human, and material) to support the simulation.

… Policies and procedures are in place to assure quality consistent simulation experiences for the students.

… The simulation program has an adequate number of dedicated trained simulation faculty to support the learners in simulation-based experiences.

… The program has job descriptions for simulation faculty/facilitators.

… The program has a plan for orienting simulation faculty to their roles.

… The program uses a needs assessment to determine what scenarios to use.

… The simulation program provides subject matter expertise for each scenario debrie ng.

… The program and faculty incorporate the INACSL Standards of Best Practice: Simulation[SM].

… The program has appropriate designated physical space for education, storage, and debrie ng.

… The faculty have a process for identifying what equipment or relevant technologies are needed for meeting 37ng.

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Proposed NCSBN Model Rules on the Use of Simulation in a Prelicensure Nursing Education Program

CHAPTER 2. DEFINITIONS

j. "Simulation" means a technique to replace or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner. (Gaba, 2004)

k. "Debrie ng" means an activity that follows a simulation experience, is led by a facilitator, encourages participant's re ective thinking, and provides feedback regarding the participant's performance.

CHAPTER 6. PRELICENSURE NURSING EDUCATION

6.4   Simulation

A prelicensure nursing education program ("program") may use simulation as a substitute for traditional clinical experiences, not to exceed fty percent (50%) of its clinical hours. A program that uses simulation shall adhere to the standards set in this section.

6.4.1   Evidence of Compliance

A program shall provide evidence to the Board of Nursing that these standards have been met.

6.4.2   Organization and Management

a. The program shall have an organizing framework that provides adequate scal, human, and material resources to support the simulation activities.

b. Simulation activities shall be managed by an individual who is academically and experientially quali ed. The individual shall demonstrate continued expertise and competence in the use of simulation while managing the program.

c. There shall be a budget that will sustain the simulation activities and training of the faculty.

6.4.3   Facilities and Resources

a. The program shall have appropriate facilities for conducting simulation. This shall include educational and technological resources and equipment to meet the intended objectives of the simulation.

6.4.4   Faculty Preparation

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