Use Simulation to Replace Much Needed, Lost Clinical Experiences due to COVID19: Strategies and Recommendations
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Learning Objectives

1. Discuss strategies to utilize online simulation to meet course objectives
2. Articulate the value of simulation
3. Analyze the use of different simulation modalities in online learning
4. Review simulation regulations in most states
COVID-19, disrupter to Healthcare Education

Change in Paradigm

Classroom
• Within 1-2 weeks all preplanning for Spring 2020 – topsy turvy
• Thrust into planning for and teaching online
• Remote teaching/learning NOT online teaching/learning (M. Mittal, UNC-CH)
• Do not let PERFECT be the enemy of good (Voltaire)
• Be realistic, adaptive, and flexible
• Expect anxiety from students as well as yourself
• Be patient and kind to self and learners

Clinical/Lab
• Many clinical sites dismissing students while they strive to manage pandemic
• Faculty charged with creating meaningful learning virtually
• Important to engage learners in strategies for clinical reasoning
• Understand transference of case to online does not equate virtual simulation – you must do more
• Hands-on learning important and hard to do virtually
COVID-19 Contingency Plans

Faculty are the designers of educational offerings

Create interactive strategies

• Start with what are the objectives of each encounter
• Develop meaningful learning assignments - Refer to INACSL Standards of Best PracticeSM
  • pre-work – shared mental model
  • synchronous or asynchronous prebrief
  • activities within scenarios
  • reflection
• Include a powerful springboard to immerse students in learning (video or story) scenario
• Conduct synchronous debriefing with faculty as clinical expert
  • Engage learners to make contextual connections to clinical practice

Document . . .

• After the dust settles, schools will be accountable to accrediting agencies
• Maintain detailed accounts of what doing with rationale
• Discuss hour substitution with rationale
Use dictionary to explore definitions to more accurately define your educational offerings.

Select Definitions

- **Simulation** – “an educational technique that replaces or amplifies real experiences with guided experiences that evoke or replicate substantial aspect of the real world in a fully interactive manner.” (Gaba, 2004 in Lioce, L. (Ed.) Healthcare Simulation Dictionary, p. 44)

- **Computer based simulation** – “the modeling of real-life processes with inputs and outputs exclusively confined to a computer, usually associated with a monitor and a keyboard … immersive virtual reality.” (Lioce, L. (Ed.), 2020 Healthcare Simulation Dictionary, p. 12)

- **Simulation-based learning experience** - “an array of structured activities that represent actual or potential situations in education and practice. These activities allow participants to develop or enhance their knowledge, skills and attitudes, or to analyze and response to realistic situation in a simulated environment.” (Pilcher, Goodall, Jensen, et al., 2012 in Lioce, L. (Ed.) Healthcare Simulation Dictionary, 2020, p. 43)
INACSL Standards of Best Practice: Simulation SM

Use INACSL Standards of Best Practice: Simulation SM to design your simulation activities.

Standards (free access)

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

Current state of simulation nationally

INACSL surveyed all states with simulation regulations: all over the map!

AND, there is no consistency in number of required clinical hours per program. So, 25% of 1,000 hours is not the same as 25% of 600 hours.
COVID-19 Impact on Students is Significant

- Hospitals limiting number of students per unit
- Hospitals eliminating clinical placements altogether
Simulation Regulations by State (as of March 31, 2020)

**Up to 50%:** Arkansas, Florida, Iowa, Kentucky, Louisiana, Minnesota, New Hampshire, New Mexico, Michigan, North Carolina, South Carolina, South Dakota, Tennessee, Texas, Washington, West Virginia, and Wisconsin (17)

**Oregon moving to 49% soon**

**Up to 30%:** Washington DC and Oklahoma (2)

**Up to 25%:** California, Illinois, Indiana, Mississippi, Nevada, Vermont and Virginia. (7)

**Remaining 25 states have no regulation about the use of simulation**

**Texas, Washington and Virginia have loosened up their regulations due to COVID19**


NCSBN Resources as of 3/27/2020

• [https://www.ncsbn.org/covid-19.htm](https://www.ncsbn.org/covid-19.htm)

• Emergency Response by States and Nurses to Covid-19

• Impact on Nursing Regulatory Bodies
Simulation
Is it the answer?
COVID-19 and Virtual Learning Resource List


Current Categories

- Press Releases
- Webinars
- Publications & Research Articles
- Virtual Curriculum Teaching Tools
- Association Resources
- University Resources
- Corporate Resources
- Social Media
- Policy Change Efforts (temp, changes in healthcare sim regulations)
- Miscellaneous

Submit your resource for considerations

- Scroll down
- You will see a place to Click HERE to submit
ONLINE Simulations

Multiple vendors, many being responsive to COVID-19 pandemic by offering free or discounted products

• Search for meaningful INTERACTIVE activities to engage the learner
• Review to see what best fits objectives of specific encounter
• Build each educational encounter focused on objectives creating meaningful learning experiences
• Talk to industry partners to see what they are offering
On-line OSCEs

Objective Structured Clinical Exam (OSCE)

NONPF Guidelines re: Simulation

• [https://www.nonpf.org/page/83](https://www.nonpf.org/page/83)

Able to use simulation above the required 500 hours

• If additional clinical hours are required by the institution or a certification organization (above the minimum 500 supervised direct patient care clinical hours), these additional hours may be completed as simulation, if students have completed the direct patient care clinical hours that are necessary and required for them to be fully prepared to practice as an NP in the population focus area.
Questions and thoughts to ponder...

• What are the learning outcomes we want our students to achieve?
• What is the best modality to meet those goals?
• Keep track of everything you do related to simulation and how it ties to learning objectives
Faculty Sim Development

3 CHSE
Certified Healthcare Simulation Educator®

https://www.ssih.org/Credentialing/Certification/CHSE

2 Essentials in Clinical Simulations Across the Health Profession MOOC:
https://www.coursera.org/learn/clinicalsimulations


https://www.ssih.org/Credentialing/Certification/CHSE

1 SIMULATION DESIGN

Needs Assessment

Evaluation
Debriefing
Prebriefing
Preparation
Facilitative Approach
Scenario or Case
Format of Simulation
Pilot Test
Measurable Objectives
Extend patience and grace to:
Yourself
Your family and friends
Learners
Administrators

Remember Healthcare Workers on front lines!

Do what you can where you are to decrease the spread of COVID-19 and the anxiety associated with the pandemic.
Thank you

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