Simulation Learning System
Best Practices

Understanding Simulation Learning System

Simulation Learning System (SLS) is the easiest and most effective way to integrate simulation into your nursing curriculum. Filled with evidence-based scenarios, an electronic health record, and teaching support for facilitating each step of simulation, SLS is an effective way to give your students the hands-on practice they need to be successful in today's healthcare environment. The complete solution assists faculty through all 3 phases of simulation

- The **pre-simulation** stage features instructions, student performance objectives and learning resources.
- The **scenario** stage has an SBAR report, instructor resources, patient responses and algorithms to provide the most realistic scenario possible. It comes with clinical support tools, video, and audio clips, and includes a fully functioning EHR with realistic documentation.
- The **debriefing** stage has a complete debriefing guide and additional skills for review, along with an observer rubric, performance checklist, and post simulation learning resources.
- In addition to using SLS to facilitate simulation, instructors can use SLS to promote student learning in the classroom

Implementing SLS

Ideas for use in the Classroom – These ideas can be used to bring the "patient" into the classroom. It is recommended to use ideas based on course outcomes and not all at once.

- Use the "Pre-Sim" Manager as an in-class activity. Have students work in groups with each group focusing on one piece of the "Pre-Sim" Manager. Each group would then share with class; instructor facilitates discussion.
- Have students chart a priority focused assessment on what they might expect based on a chart review. For example, if the patient has pneumonia, you would expect students to recognize that a respiratory assessment would be the priority and then the next step would be to ask them if they could chart an "expected respiratory assessment" for the patient based on the available data.
- Have students look at the History and Physical, Summary, and Progress Notes, etc. Identify the 3 priority concerns for this patient. How would this information guide your plan of care?
  - Ex: If they note that a patient is a "Fall Risk" in the summary report, ask them to write down 3 nursing interventions that they would focus on when walking into the patient's room. Are the side rails up? Do they have a fall bracelet on, etc.
  - Ex: Have students get in groups and look at an H&P for a patient. Write down 3 things that they think are applicable to patient care, provide rationale, and share with class.
  - Ex: Vital sign/Assessment Data. Have students look at trends: Look at vital signs or assessment data for a patient and have students identify trends/red flags. Provide 3 nursing interventions with rationale based on a review of this information.

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Ideas for use in the Lab/Simulation

Consider utilizing the INACSL Simulation Design Standards of Best Practice found in Elsevier's Journal, *Clinical Simulation in Nursing, Volume 58, September 2021, pages 1-4*
https://www.sciencedirect.com/science/article/pii/S1876139921000931?via%3Dihub

Pre-Simulation Activities
- Students can complete pre-simulation activities including assigned readings, pre-simulation quizzes/exercises, and skills review.
- Students can complete the pre-simulation manager in the EHR to prepare for the simulation experience. Faculty can guide activities as needed to meet course objectives. Encourage and model the use of Clinical Key and Clinical Pharmacology resources in the pre-clinical experience.

Simulation Activities
- Utilize the Instructor resources including the facilitators guide, patient responses and other tools as needed. Use the observer rubric for observing students to determine strengths and weaknesses
- Students can complete the post-simulation activities including post simulation quizzes, exercises, and journaling.
- Students can complete an SBAR of the scenario and how they would report off to the oncoming staff caring for the patient.
- Students can obtain patient teaching documents from Clinical Key
- Students can obtain a research article on the disease process, nursing care or other evidence-based practice document in Clinical Key.
- Consider the use of Procedure Videos in Clinical Key and discuss related nursing care and assistance to the primary care practitioner.
- Value the "What if?" What if _____ occurred instead? How would <u>the nursing</u> care change? What would the priorities be instead? What would you do differently to care for the patient?
- Use the debriefing documents provided for post-conference.
- Use the performance checklist to make sure all steps of the simulation are covered.
- Many simulations have the same patient in different scenarios. Consider a simulation patient early in the program with a more basic concern and then re-visit the same patient later in the program using a more complex scenario

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Ideas for use in Virtual Simulation

- Use the same tools as you would for an in-person simulation including pre-simulation and post simulation activities.
- Present the actual simulation through either discussion of the simulation or other creative methods.
  - Video record the simulation and pause at particular points for discussion
  - Role play with faculty as the patient
  - Choose a student to take on the patient role. Provide pertinent patient information to them ahead of time and encourage them to embrace the role!
  - Use the scenario's algorithm card to create an unfolding scenario. Allow students to decide the best choice of actions and provide the patient's responses accordingly. Discuss potential outcomes had different decisions been made.
- Consider Synchronous and asynchronous activities during the virtual clinical day. Use group activities to facilitate learning during synchronous learning time.
- If using Zoom or other web-based tools, use the annotation features and polling to increase student engagement.

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