Simulation Starting Points:

Psychological Safety & Beyond

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Conflict of Interest Disclaimer

The presenter has no conflicts of interest to disclose.

Objectives

After completion of this session, the participant will be able to:

▶ Apply strategies within a simulation experience to establish a psychologically safe learning environment.

▶ Initiate processes to integrate the *INACSL Standards of Best Practice: Simulation*^{SM} into simulation practices.

▶ Formulate a plan to address the staff/faculty development needs related to simulation science within a program.

Psychological Safety

Psychological Safety:
A willingness to walk on the edge.

▶ *"Psychologically safe simulation exercises are **friendly to risk taking in the service of learning**; people feel that it is **acceptable**, even **desirable**, to **work at the edge of their expertise** or capacity **where mistakes are likely**."*

▶ *"Psychological safety...creates a setting where **learners can** practice new or familiar skills **without the burden of feeling** that they will be **shamed, humiliated, or belittled**."*

▶ *"Psychological safety has been demonstrated to be a **precursor to learning-oriented behaviors**."*

(Rudolph, et al. 2014, p. 2)

Psychological Safety:
Outcomes of a psychologically safe environment.

- Manifesting learning-oriented behaviors

- Willingness to take risk in the service of learning

- Operating on the edge of expertise with a positive attitude *(the 'stretch' zone)*

- Embracing the uncomfortable

- Openness to comprehensive feedback

- Readiness to reflect on new and/or challenging events presented in the scenario

- Motivation to contemplate and learn from mistakes

- Tolerating not knowing the exact answer(s)

- Engagement, experimentation, and fair evaluation

(Janzen, et al. 2016 & Rudolph, et al. 2014)

Psychological Safety:
Establishing the "safe container".

▶ Safe Container…

"an **environment** *where* **learners face professionally meaningful challenges** *and are* **held to high standards** *in a way that* **engages** *them but does* **not intimidate or humiliate** *them".*

(Rudolph, et al. 2014, p. 1)

Psychological Safety:
Establishing the "safe container".

- Set the stage during briefing:
  - Clarify expectations
  - Establish a 'fiction contract'
  - Cover the logistics
  - Demonstrate facilitator commitment to learners well being
- Be consistent among facilitators
- Observe for signs of psychological harm or panic
- Provide resources to address psychological needs
- Create & implement policies that support psychological safety

(Janzen, et al. 2016, Rudolph, et al. 2014, & Gaba, 2013)

Psychological Safety:
The student's perspective.

- *"I believe this is an **environment** that **promotes learning, vulnerability, honesty,** and **creativity**. An environment that is psychologically safe allows the individual to **be fully present without fear of shaming** or verbal **humiliation** from instructors."*

  OBU Senior Nursing Student

- *"To me, psychological safety is the **ability to express yourself** and **take action without a mental limitation** produced from the fear of failure and ridicule of peers. I think that our Simulations did have psychological safety. Though **I did have different anxious feelings** going into sim, **I always felt safe**."*

  OBU Senior Nursing Student

Think, Pair, Share:
Strategies to establish a psychologically safe learning environment.

▶ *What does psychological safety mean to you?*

▶ *What impact does a psychologically safe environment have on student learning outcomes?*

▶ *What are 3 things you can do to create a 'safe container' for learners?*

1.

2.

3.

Objective 1:
Apply strategies within a simulation experience to establish a psychologically safe learning environment.

INACSL Standards of Best Practice: Simulation^{SM}

INACSL Standards of Best Practice: Simulation^{SM}

The Who...

- ▶ The International Nursing Association for Clinical Simulation and Learning (INACSL)

- ▶ *"Global leader in transforming practice to improve patient safety through excellence in health care simulation."*

- ▶ Community of practice for simulation
- ▶ Provides the Standards of Best Practice: Simulation
- ▶ Publishes Clinical Simulation in Nursing Journal

(INACSL, 2016, p. S48)

INACSL Standards of Best Practice: Simulation^{SM}

The What and the Why…

- ▶ Simulation Design

- ▶ Outcomes and Objectives

- ▶ Facilitation

- ▶ Debriefing

- ▶ Participant Evaluation

- ▶ Professional Integrity

- ▶ Simulation-Enhanced Interprofessional Education (Sim-IPE)

- ▶ Simulation Glossary

(INACSL, 2016)

INACSL Standards of Best Practice: Simulation^{SM}

The How…

- ▶ Acknowledge the importance of implementing the established standards into daily simulation practices

- ▶ Access the standards for free from the INACSL website
  - ▶ INACSL Home Page
    - ▶ https://www.inacsl.org/i4a/pages/index.cfm?pageid=1
  - ▶ INACSL Standards of Best Practice: Simulation
    - ▶ http://www.nursingsimulation.org/issue/S1876-1399(16)X0014-X

- ▶ Develop a strategic plan to implement the standards within your current simulation practices

INACSL Standards of Best Practice: Simulation^{SM}

The How...

- *Scenario:* Students are in a simulation scenario and the faculty observe behaviors from a student that do not correlate with a psychologically safe learning environment. Other students are beginning to 'shut down' and show signs of disengagement throughout the experience as a result of these behaviors.

- *The Response:* What would be your response in/to this situation?

- *The Recommendations:*
  - Apply INACSL Standards of Best Practice: Simulation^{SM}.
  - Review the literature in regards to this issue.
  - Remember your role as a facilitator.

Now & Later:
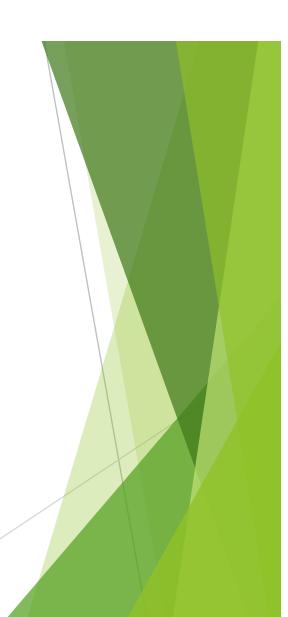
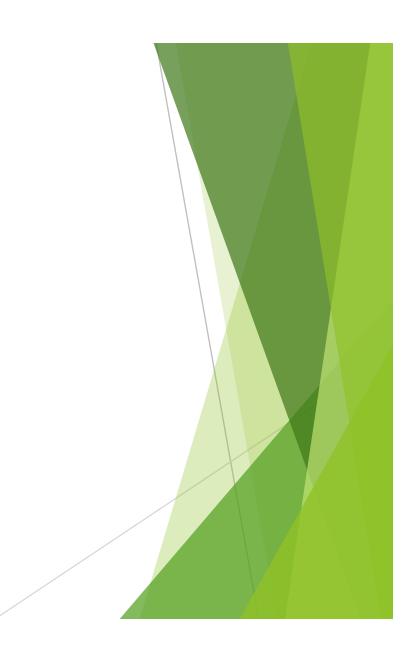*Application of the standards into simulation practices.*

Now

▶ Identify 1 area of needed improvement in your simulation practices (personal or institution wide).

▶ Select at least 1 INACSL standard you can utilize to guide the improvement process.

Later

▶ Initiate a plan to integrate the selected standard to improve simulation practices within your sphere of impact (personal or institution wide).

▶ Evaluate the implemented integration plan for continued quality improvement.
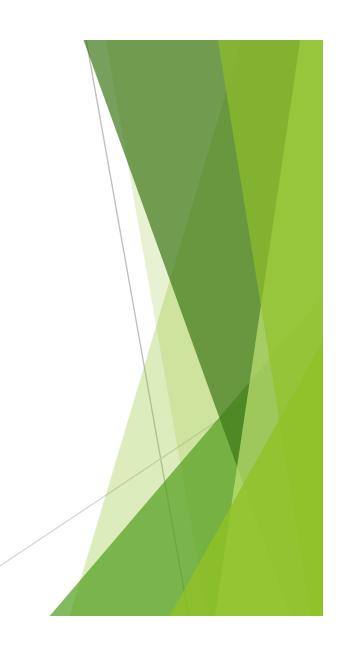
Objective 2:
Initiate processes to integrate the INACSL Standards of Best Practice: Simulation into simulation practices.

Staff/Faculty Development

Staff/Faculty Development:
The needs assessment.

- ▶ Reflection on current practices
  - ▶ Individual
  - ▶ Institution wide

- ▶ Knowledge of necessary criteria
  - ▶ INACSL Standards of Best Practice: Simulation^{SM}
  - ▶ Teaching & learning theories & frameworks
  - ▶ Simulators & equipment specifics
  - ▶ Institutional practices & policies

- ▶ Realization of need for a shared mental model

Staff/Faculty Development:
The strategic plan.

*"As teachers and learners **move** away from content-laden curricula **to curricula** that **emphasize experiential learning**, it is **critical** that **nurse educators** have the requisite **knowledge** and **skills** to **use simulation** to its **full potential**."*

(NLN, 2015, p. 2)

Staff/Faculty Development:
The essentials.

- Standardized protocols for facilitating simulation scenarios
  - Theory & Framework
  - Design
- Debriefing based on a validated model
  - Debriefing for Meaningful Learning (DML)
  - Debriefing with Good Judgment
  - Promoting Excellence and Reflective Learning in Simulation (PEARLS)
- Evaluation of student performance with valid & reliable tool
  - Creighton Clinical Evaluation Instrument (CCEI)
- Evaluation of faculty performance with valid & reliable tool
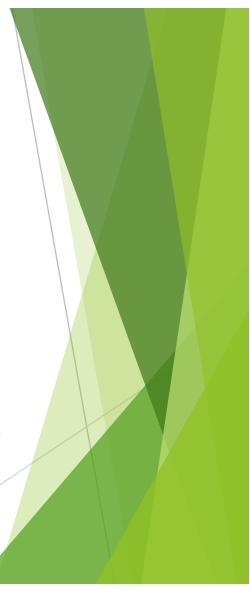 - Debriefing Assessment for Simulation in Healthcare (DASH) *multiple versions

(Jeffries, et al. 2015)

Staff/Faculty Development:

Recommended resources.

▶ Association of Standardized Patient Education (ASPE). http://www.aspeducators.org

▶ Center for Medical Simulation. https://harvardmedsim.org

▶ Laerdal: Simulation User Network (SUN). http://www.laerdal.com/us/learn/sun/

▶ METI: Human Patient Simulation Network (HPSN). http://www.hpsn.com/#sec_1

▶ Simulation Innovation Resource Center (SIRC): An Interactive Global Simulation Community. http://sirc.nln.org

  ▶ NLN: SIRC Faculty Development Toolkit of Simulation Resources. http://sirc.nln.org/pluginfile.php/18733/mod_page/content/30/Faculty%20DeveloppToolkit%20Final%20February%202016.pdf

▶ Society for Simulation in Healthcare (SSIH). http://www.ssih.org

▶ The International Nursing Association for Clinical Simulation and Learning (INACSL). http://www.inacsl.org/i4a/pages/index.cfm?pageid=1

If This, Then That:
Developing a plan to address staff/faculty development.

If this: Identified needs ⟹ Then that: Goals & interventions

1.   1.

2.   2.

3.   3.

Objective 3:
Formulate a plan to address the staff/faculty development needs related to simulation science within a program.

Wrap It Up & Write It Out:

Identifying areas of needed clarification and prioritizing next steps.

Wrap it up: Muddiest points

1.

2.

3.

Write it out: Action items

1.

2.

3.

Questions & Comments

Thank You

Please fill out your evaluations. Your feedback is essential and appreciated.

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Additional Resources

▶ Debrief2Learn Website. https://debrief2learn.org

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▶ Levine, A. I., DeMaria, Jr, S., Schwartz, A. D., & Sim, A. J. (Eds.). (2013). *The comprehensive textbook of healthcare simulation*. New York, NY: Springer.

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▶ Palaganas, J, Maxworthy, J.C., Epps, C., & Mancini, M.A. (Eds.). (2014). *Defining excellence in simulation programs*. Philadelphia: Wolters Kluwer.

▶ Simulation Innovation Resource Center (SIRC): Resources. http://sirc.nln.org/mod/page/view.php?id=843#toolstips

Additional Resources Continued

▶ Creighton-Competency Evaluation Instrument (C-CEI) Tool: https://nursing.creighton.edu/academics/competency-evaluation-instrument

▶ Center for Medical Simulation. Debriefing Assessment for Simulation in Healthcare. Retrieved from: https://harvardmedsim.org/debriefing-assessment-for-simulation-in-healthcare-dash/

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