Incorporating AACN Essentials into Simulation Scenarios and Utilizing Simulation to Assess Competencies

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Disclosures

KT Waxman

Subcontractor for the California Simulation Alliance, a program of Health*Impact*

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AACN's Assessment Expert Working Group

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LEARNING OUTCOMES

- Articulate the simulation scenario development process including discussing components of a scenario storyboard
- Identify ways of incorporating the AACN Essentials into a simulation scenario
- List ways to assess competencies utilizing simulation

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THE ESSENTIALS:

CORE COMPETENCIES FOR PROFESSIONAL NURSING EDUCATION

AACN Essentials

1. Knowledge for Nursing Practice
2. Person-Centered Care
3. Population Health
4. Scholarship for the Nursing Discipline*
5. Quality and Safety
6. Interprofessional partnerships
7. Systems-Based Practice
8. Informatics and healthcare Technologies
9. Professionalism
10. Personal, Professional, and Leadership Development

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AACN Essentials

- Core competencies needed for nursing graduates of baccalaureate, master's, and Doctor of Nursing Practice
- Defining what is needed to meet the requirements of the current workforce needs
- Standards to ensure nurses are trained at a high level
- Competency-based approach

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COMPETENCY-BASED EDUCATION

AACN defines competency-based education as

"a system of instruction, assessment, feedback, self-reflection, and academic reporting that is based on students demonstrating that they have learned the knowledge, attitudes, motivations, self-perceptions, and skills expected of them as they progress through their education."

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Simulation

Simulation: Overview & Formats

- Simulation is a technique—not a technology—to replace or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner. *David Gaba*
- Simulation is a springboard from which deeper learning and understanding can emerge.
- Simulation takes many forms: manikin based, Standardized patients, computer based, tabletop, task trainers, XR (augmented reality – AR; virtual reality –VR; and mixed reality – MR), to name a few
- Each simulation scenario should have some component of patient safety or quality care.
- Quality debriefing is essential to assist the learner to make the important learning connections to their clinical practice.

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Why simulation?

4 main uses in healthcare

- ❑ Education
- ❑ Assessment
- ❑ Research
- ❑ Health system integration

To enhance Patient Safety

- ↓ human error
- ↑ learner's skill development
- Practice skills in a controlled environment
- Facilitate on-demand access to patients

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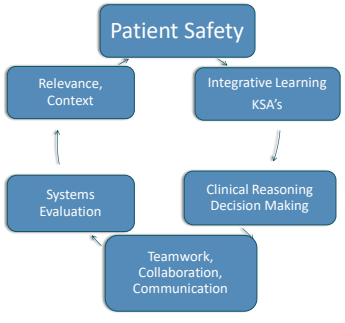

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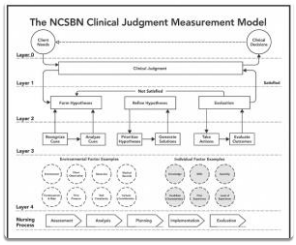

NCSBN'S CLINICAL JUDGMENT MEASUREMENT MODEL

- Patient Safety is the over-arching goal
- Process expected of new grads
- Simulation is the methodology
- Framework for NextGen NCLEX

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California Simulation Alliance HealthImpact

CSA Scenario Development

Uses step-wise approach to ensure:

- supports learners in achieving intended outcomes
- ensures that scenarios are relevant, accurate and based on current evidence
- authored/validated by academic/clinical teams
- continuously evolving

Initial (2010) 50 scenarios funded by Gordon and Betty Moore Foundation

2021 8 additional scenarios funded by Kaiser Permanente Community Benefit

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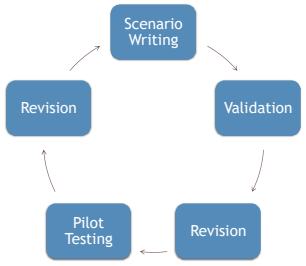
Collaborative Step-Wise Process



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Introduction – Scenario Development

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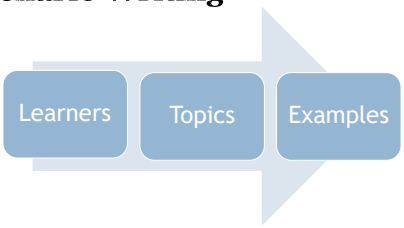
Scenario Writing



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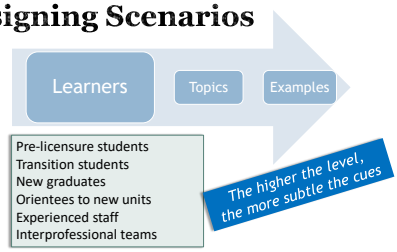
Designing Scenarios



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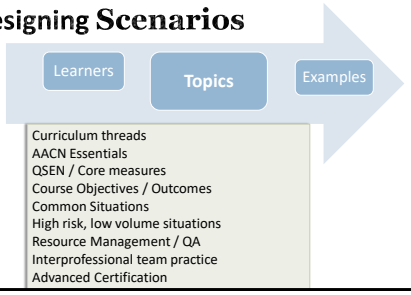
Designing Scenarios



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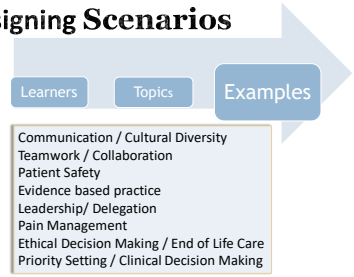
Designing Scenarios



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Standardized template

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CSA Integration Background

Began in June 2010 - San Francisco Bay Area

125 scenarios updated in 2022

QSEN competencies

- Integration of QSEN Competencies
- Integrated objective language to make KSA's more explicit and visible
- Integrated QSEN language in Objectives through Case Flow (Learner Actions & Debriefing Points)
- Focused primarily on: Patient Centered Care, Safety, Teamwork & Collaboration, Informatics

AACN Essentials

- Integration of AACN Competencies
- Integrate for entry-level professional nursing education and advanced-level nursing education.
- Integrated AACN domain, competencies, and sub-competencies language in Objectives through Case Flow (Learner Actions & Debriefing Points)

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Integration Process

Scenario Overview
Highlight AACN competencies addressed during scenario

Outcomes/ Objectives
1. Broad overview
2. Scenario Objectives
3. Specific Performance Elements

Learner Actions
AACN Essential Domain used in specifying skills & attitudes to be assessed during scenario

Debriefing Points
1. Points to cover that form the basis for learner outcome/competency.
2. Effective in involving active participants

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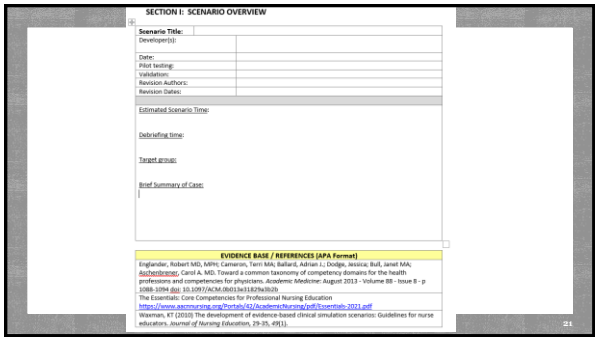

SECTION I: SCENARIO OVERVIEW

Scenario Title:	
Developer(s):	
Date:	
Pilot testing:	
Validation:	
Revision Authors:	
Revision Dates:	

Estimated Scenario Time:

Debriefing time:

Target group:

Brief Summary of Case:

EVIDENCE BASE / REFERENCES (APA Format)

Englander, Robert MD, MPH; Cameron, Terri MA; Ballard, Adrian J.; Dodge, Jessica; Bull, Janet MA; Aschenbrener, Carol A. MD. Toward a common taxonomy of competency domains for the health professions and competencies for physicians. *Academic Medicine*: August 2013 - Volume 88 - Issue 8 - p 1088-1094 doi: 10.1097/ACM.0b013e31829a3b2b

The Essentials: Core Competencies for Professional Nursing Education
https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf

Waxman, KT (2010) The development of evidence-based clinical simulation scenarios: Guidelines for nurse educators. *Journal of Nursing Education*, 29-35, 49(1).

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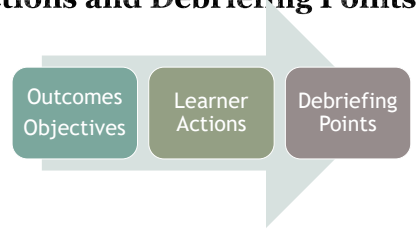
Linking Objectives to Learner Actions and Debriefing Points



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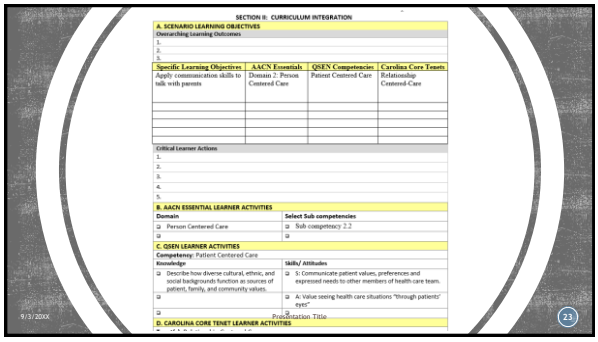

SECTION II: CURRICULUM INTEGRATION

A. SCENARIO LEARNING OBJECTIVES

Overarching Learning Outcomes
1.
2.
3.

Specific Learning Objectives	AACN Essentials	QSEN Competencies	Carolina Core Tenets
Apply communication skills to talk with parents	Domain 2: Person Centered Care	Patient Centered Care	Relationship Centered-Care

Critical Learner Actions
1.
2.
3.
4.
5.

B. AACN ESSENTIAL LEARNER ACTIVITIES

Domain	Select Sub competencies
☐ Person Centered Care	☐ Sub competency 2.2
☐	☐

C. QSEN LEARNER ACTIVITIES

Competency: Patient Centered Care

Knowledge	Skills/ Attitudes
☐ Describe how diverse cultural, ethnic, and social backgrounds function as sources of patient, family, and community values.	☐ S: Communicate patient values, preferences and expressed needs to other members of health care team.
☐	☐ A: Value seeing health care situations "through patients' eyes"
☐	☐

D. CAROLINA CORE TENET LEARNER ACTIVITIES

9/3/20XX Presentation Title 23

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CASE FLOW/ TRIGGERS/ SCENARIO DEVELOPMENT STATES			
Initiation of Scenario :			
STATE/ PT. STATUS	**DESIRED LEARNER ACTIONS & TRIGGERS TO MOVE TO NEXT FRAME**		
1. Baseline	Operator: Triggers:	Learner Actions: 1. Hand hygiene 2. Introduce self & colleagues 3. SBAR concern re: sepsis 4. 60 sec. situational assessment	Debriefing Points: AACN Competency (#) ▪ Quality & Safety (5) ▪ Person-Ctr. Care (2) ▪ Interprofessional Partnerships (6) ▪ TeamSTEPPS – situation monitoring
SCENARIO END POINT:			
SUGGESTIONS TO INCREASE OR DECREASE SCENARIO COMPLEXITY:			

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Storyboard Work

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Getting started …. Storyboard

- Identified Problem/Topic
- AACN Essential Competencies and/or Domains
- Case Summary
- Scenario Objectives / Learning Outcomes
- Critical Performance Elements
- Case Flow
  - Initiation
  - 1st frame
  - 2nd frame
  - 3rd frame
  - 4th frame
  - Scenario end point

DEBRIEF

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Storyboard Approach

Storyboard Template

Storyboard Template

Use this template to develop your scenario.

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Storyboard Sample

Storyboard Sample

Reference this template as a sample to complete your scenario development worksheet.

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Your Story

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Time to Share

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We cannot become what we want by remaining what we are. Max DePress

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We cannot become what we want by remaining what we are. Max DePress

Adapted: *We cannot educate the next generation of nurses by remaining in our same mindset.*

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Resources

- Englander, Robert MD, MPH; Cameron, Terri MA; Ballard, Adrian J.; Dodge, Jessica; Bull, Janet MA; Aschenbrener, Carol A. MD. Toward a common taxonomy of competency domains for the health professions and competencies for physicians. *Academic Medicine*: August 2013 - Volume 88 - Issue 8 - p 1088-1094 doi: 10.1097/ACM.0b013e31829a3b2b
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- Waxman, KT (2010) The development of evidence-based clinical simulation scenarios: Guidelines for nurse educators. *Journal of Nursing Education*, 29-35, *49*(1).
- QSEN Competencies (prelicensure and graduate) qsen.org
- California Simulation Alliance (CSA) website https://www.californiasimulationalliance.org/
- INACSL Healthcare Simulation Standards of Best Practice™ https://www.inacsl.org/healthcare-simulation-standards
- Society for Simulation in Healthcare (SSH) Healthcare Dictionary https://www.ssih.org/dictionary
- National League for Nursing (NLN) Simulation Innovation Resource Center (SIRC) Tools and Tips including a Simulation Design Template (2019) https://www.nln.org/education/education/sirc/sirc-resources/sirc-tools-and-tips-6a0fca5c-7836-6c70-9642-ff00005f0421
- Maxworthy, J.C., Epps, C.A., Yasuharu, O., Mancini, M.E., & Palaganas, J. C. (2022). Defining Excellence in Simulation Programs, 2nd ed. Wolters Kluwer. ($174.99) https://shop.lww.com/Defining-Excellence-in-Simulation-Programs/p/9781975146467?s_kwcid=AL!13284!3!518449013471!!!u!16563078759661&gclid=EAIaIQobChMIx-TKpPj_9wIVSVtyCh3XKQuvEAQYASABEgKUw_D_BwE#
- GNSH 30 Minute Team Engagements https://www.gnsh.org/

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Thank you

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www.californiasimulationalliance.org

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