



## **ASPIRE Recognition of Excellence in Healthcare Simulation in a Medical, Dental, Veterinary School**

### **Short Description of the Area of Healthcare Simulation**

#### **Definition**

Simulation in healthcare education is a “technique, not a technology that replaces or amplifies real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner” (Gaba 2004). Simulation may include a range of technologies and educational contexts that include but are not limited to: simulated (standardized patients), simple and partial task trainers, full body patient mannequins, virtual reality, augmented reality, haptic, hybrid models, and simulated environments. An institution that has achieved excellence in healthcare simulation education ensures it is well-designed (embedded in appropriate educational theory), and integrated into the curriculum, uses it as an adjunct to patient or health systems care training and/or assessment experiences, and provides for outcome driven measures that are continuously evaluated for quality and improvement.

#### **Scope**

An applicant institution or organization may have a single centralized simulation program or a decentralized series of simulation activities aimed at enhancing standards of teaching/education, faculty preparedness, and scholarship. These may include programs and activities for:

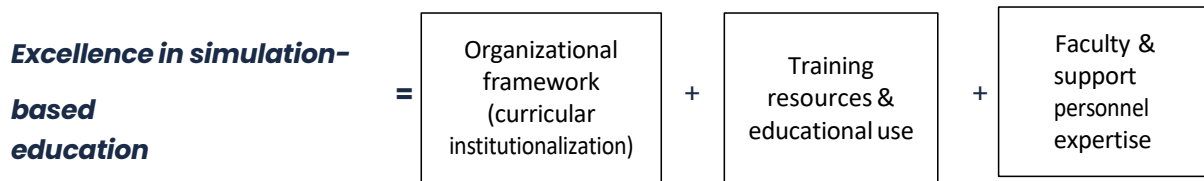
- teaching and assessing clinical and procedural skills;
- promoting critical thinking and problem-solving skills;
- fostering communication and teamwork;
- introducing and promoting interprofessional learning and practice;
- developing patient safety, healthcare systems, and/or cultural awareness;
- individualizing (“precision”) care and public health;
- exploring healthcare systems science and practice.

Cultural, geographic, social, fiscal and other issues may influence how healthcare simulation education is delivered at an institution and will vary among institutions. Excellence may be identified and recognized in institutions with limited resources just as much as in “resource-rich” institutions. The way in which institutions demonstrate context appropriateness will be taken into account by the panel when reviewing each

submission.

## Conceptual Frameworks

Excellence in healthcare simulation may be seen as the product of three components (Figure 1): organizational framework (curricular institutionalization), training resources and educational use, faculty and support personnel expertise. This framework will be used to map the criteria of excellence in healthcare simulation education to continue to facilitate institutions to “aspire” and achieve excellence in all four domains.



**Figure 1 – Conceptual framework for determining excellence in simulation-based healthcare education**

- *Organizational framework (Curricular institutionalization)* includes elements necessary for full adoption and integration of simulation-based medical education into an institution’s mission and culture. It involves the decision of an institution to fully embrace its goal of improving patient care and patient safety through reducing and preventing medical errors, as well as more individual goals of teaching and assessing across a wide range of competencies.
- *Training resources and educational use* refers to incorporating appropriate simulation methodologies that meet an institution’s needs. In addition, it includes having the necessary physical space and support resources for simulation-based training. It also encompasses best evidence justification for, and application of, the associated curricula, learning strategies and outcome measures.
- *Faculty and support personnel expertise* includes healthcare professionals trained in the proper use of simulation-based education. It also includes administrative and technical individuals involved in the operation, management, and administration of simulation-based training, as well as researchers dedicated to advancing the field.

## Application process

Applicants will describe the entire scope of the institution’s simulation programs in the application summary and will specify whether the application will describe the whole series of simulation programs or focus on a specific simulation program that prepares learners for clinical practice. The program(s) should include a focus on undergraduate and graduate entry healthcare education, but may also include those involving postgraduates and practicing clinicians. The school’s designated program(s) will

constitute “the program of healthcare simulation” for the ASPIRE program application and be assessed using the criteria for excellence.

## **Criteria and Evidence of Excellence**

**Criterion 1 – Organizational Framework (Curricular institutionalization): The institution’s healthcare simulation education program has clear goals that are aligned with its organizational priorities and objectives, is systematically designed, and serves the educational mission of the institution.**

<b>Examples of Evidence</b>
Narrative description of the institution’s simulation-based education program goals, how the program facilitates targeted priorities of the institution (and national, international), and/or if not aligned with institutional priorities then how it works to improve the educational climate.
Narrative description of the curriculum development model, theoretical framework and evidence used to design simulation-based education. Provide an example(s) of how the model was applied to design and/or implement a horizontally and/or vertically integrated training program.
Narrative description of how the program addresses the overall aim to improve educational practice.

**Criterion 2 – Training Resources and Educational Use: The institution’s simulation healthcare program incorporates appropriate simulation methodologies that meet its institution’s needs. In addition, it includes having the necessary physical space and support resources for simulation-based training. It also encompasses evidence-based justification and application of the associated curricula, learning strategies and outcome measures.**

<b>Examples of Evidence</b>
Narrative description of the process used to align its simulation training resources (space, equipment, simulation device(s), support technology) and methodologies (individual, team-based, immersive) to its defined training needs.
Narrative description of demonstrating that simulation training activities are grounded in best practices or proven conceptual frameworks for education. Provide an example of how the framework was applied to guiding simulation activities (scenario development, practice sessions).
Narrative description of how the program develops and/or uses outcomes measures with evidence for their construct validity. Provide an example describing a rigorous process for demonstrating validity evidence when using an assessment instrument for trainees.

Narrative description of how the program uses structured (best evidence) feedback and debriefing methods (it has either developed or adopted) as part of the simulation-based learning process. Provide specific example(s) of feedback and/or debriefing techniques that are used in simulation activity or program.

Narrative description of the formal process used to evaluate the simulation program including identifying the model / framework used (these can be national or international standards / criteria). Provide an example (in the form of a summary table or executive summary) of such a process used for one or more of the simulation programs.

**Criterion 3 – Faculty and support personnel expertise: The healthcare simulation program ensures that its faculty and support personnel have demonstrated expertise in simulation-based healthcare education. This not only includes professionals trained in the best evidence use of simulation-based medical education, but also includes individuals involved in the operation, management, and administration of simulation-based training, and researchers dedicated to advancing the field.**

#### **Examples of Evidence**

Narrative description of the recruitment, selection and preparation of simulation faculty and staff for their role and how they are supported by the institution to advance their own scholarly and professional development, including keeping up-to-date with developments in the field. Describe formal training that faculty must undergo for using simulation for training and/or assessment; (workshops, courses (face-to-face, online), seminars, certificate, diploma, degree).

Narrative description of the recruitment, selection and preparation of faculty to carry out simulation-based health care research and how they are supported by the institution to advance their own scholarly and professional development. Describe formal training that faculty must undergo for using simulation for research purposes.