

SIMULATION IN UNDERGRADUATE NURSING EDUCATION POLICY

Policy: High quality simulation following best practices may be used in lieu of undergraduate clinical hours in NRSE 2351, NRSE 3501, NRSE 3541, NRSE 3091, NRSE 3901, NRSE 4551, NRSE 4561, NRSE 4611, NRSE 4613 and NRSE 4621. ~~No more than 50% of clinical hours in a course will be simulation.~~ The Tennessee Board of Nursing (TBoN) recommends- Up to 50% of simulation activities as a comparable replacement for clinical clock hours in the healthcare setting. Furthermore the TBoN does not require a set number of clinical clock hours in the healthcare setting. <https://www.inacsl.org/simulation-regulations/tennessee/> ~~One hour of simulation = 2 hours of clinical. (Ratio 1:2)~~ Simulation experiences take a variety of forms between face-to-face and virtual simulation. Virtual simulation activities may also take a variety of forms such as asynchronous and synchronous experiences. Determining clinical experience time will be calculated utilizing the following table.

Simulation Activity	Calculation	Ratio
Face-to-Face simulation	1 hour simulation equates to 2 hours of clinical clock hours (NCSBN, 2016)	1:2
vClinical Product	Pre-briefing: 1 hour equates to 1 clinical clock hour <i>Asynchronous or Synchronous</i>	1:1
	Debriefing: 1 hour equates to 1 clinical clock hour <i>Asynchronous or Synchronous</i>	1:1
	vClinical activities (math refresher, med-pass, scenarios, etc.) 1 hour simulation equates to 2 clinical clock hours <i>Asynchronous or Synchronous</i> <i>Bristol, T.J., Herrman, J., & Sherrill, K. (2019). White Paper: The role of virtual simulation: Using vClinicals to provide clinical experience for nursing students during COVID-19. NurseTim, Inc.</i>	1:2
ATI Product	Follow ATI recommended time for each activity <i>Asynchronous or Synchronous</i>	1:1
Online Activities (without references to support a 1:2 ratio)	Online activity: 1 hour equates to 1 clinical clock hour Examples include (but not limited to): online case studies; videos; simulation scenarios [created by ETSU or another college/company]; interactive games.	1:1

Guidelines: The best practices are identified in the National Council State Boards of Nursing's (2016) NCSBN Simulation Guidelines for Prelicensure Nursing Education Programs; the Tennessee Department of Health's (2017) Tennessee Board of Nursing Position Statement on Simulation; and, the International Nursing Association of Clinical Simulation and Learning's (INACSL, 2016 and 2017) INACSL Standards of Best Practice on different aspects of simulation. The Tennessee Board of Nursing has approved the following guidelines for use in each Tennessee nursing program's simulation instruction and specifies in their position statement cited above that the nursing program must have a policy addressing each category. This policy does so for East Tennessee State University's (ETSU) College of Nursing (CON) Undergraduate Programs. The guidelines are as follows with a statement of compliance: NCSBN Simulation Guidelines for Prelicensure Nursing Education Programs:

- Organization and Management:

- “The program shall have an organizing framework that provides adequate fiscal, human, and material resources to support the simulation activities” (NCSBN, 2016).
 - The CON supports or helps to support simulation labs in Nicks Hall on the main campus, the Center for Interprofessional Education and Research (Building 60) on the VA campus, Holston Valley Medical Center in Kingsport, and ETSU Sevier in Sevierville. Funding will be available for personnel, travel, and supplies.
- “Simulation activities shall be managed by an individual who is academically and experientially qualified. The individual shall demonstrate continued expertise and competence in the use of simulation while managing the program” (NCSBN, 2016).
 - The CON has a position description for the Director of Simulation which stipulates that the person be academically and experientially qualified and continue to seek professional development in simulation and associated technology (see Appendix A).
- “There shall be a budget that will sustain the simulation activities and training of the faculty” (NCSBN, 2016).
 - The Director of Simulation receives an annual budget for supplies and travel. The Director may request additional funds as needed.
- Facilities and Resources:
 - “The program shall have appropriate facilities for conducting simulation. This shall include educational and technological resources and equipment to meet the intended objectives of the simulation” (NCSBN, 2016).
 - The CON supports or assists in supporting simulation labs in four locations noted above. Requests for resources and equipment are made as needed and plans are made to accommodate in the budget as available.
- Faculty Preparation:
 - “Faculty involved in simulations, both didactic and clinical, shall have training in the use of simulation” (NCSBN, 2016).
 - The Director of Simulation has funds in the budget for the purpose of professional development. Faculty and lab staff have opportunities to attend state, national, and international simulation conferences.
 - “Faculty involved in simulations, both didactic and clinical, shall engage in ongoing professional development in the use of simulation (NCSBN, 2016).
 - Ongoing professional development in the use of simulation and associated technologies is valued in the CON. The Director of Simulation shall plan for professional development on an annual basis. Professional development in simulation is ongoing utilizing online and onsite training methods.
- Curriculum:
 - “The program shall demonstrate that the simulation activities are linked to programmatic outcomes “(NCSBN, 2016).
 - The baccalaureate nursing program at ETSU is accredited by the Commission on Collegiate Nursing Education (CCNE) and as part of the accreditation process must have a Systematic Plan for Program Effectiveness Satisfaction (SPPE) with the simulation activities are part of the SPPE where applicable.
- Policies and Procedures:

- “The program shall have written policies” on “short-term and long-term plans for integrating simulation into the curriculum; method of debriefing each simulated activity; and plan for orienting faculty to simulation” (NCSBN, 2016).
 - Currently, the CON plan for simulation across the undergraduate programs, including plans for debriefing, faculty and student orientation, and interprofessional involvement is being developed.
- Evaluation:
 - “The program [faculty] shall develop criteria to evaluate the simulation activities” (NCSBN, 2016).
 - Currently, the CON plan for simulation across the undergraduate programs is developing evaluation tools for assessing student performance. A plan for regular evaluation of the tools’ effectiveness in measuring performance is being developed.
 - “Students shall evaluate the simulation experience on an ongoing basis” (NCSBN, 2016).
 - Baccalaureate nursing students will complete evaluation tools related to their satisfaction following the simulation experience and after each semester in which simulation is used.
 - Faculty will review data in effort to implement action to seek improvement when needed.
 - Outcome data will be reviewed regularly by the Simulation team and presented to the UP Faculty on a regular basis.
 - Interventions will be determinate through collaboration with faculty and the simulation team based on the outcome data presented.
- Annual Report:
 - “The program shall include information about its use of simulation in its annual report to the Board of Nursing” (NCSBN, 2016).
 - Simulation is an evolving part of the curriculum in the baccalaureate nursing program. The dean shall report on the use of simulation in the CON annual report and shall be reported on in the CON’s annual Community Advisory Board and Development Council meetings. Information on interprofessional involvement in simulation shall also be reported on at least on an annual basis at a meeting of the Academic Health Sciences Center Dean’s meeting.

The CON is developing alignment of the simulation program with the International Nursing Association for Clinical Simulation and Learning’s (INACSL) Standards of Best Practice. INACSL Standards of Best Practice include aspects such as simulation design, simulation outcomes and objectives, simulation facilitation, simulation debriefing, simulation participant evaluation, simulation professional integrity, simulation-enhanced interprofessional education, and simulation operations.