Healthcare Simulation Standards of Best Practice^{TM} Professional Development

INACSL Standards Committee, Beth Hallmark, PhD, RN, CHSE-A, ANEF,
Michelle Brown, PhD, MS, MLS(ASCP)^{CM}, SBBCM, CHSE,
Dawn Taylor Peterson, PhD, Mary Fey, PhD, RN, CHSE-A, ANEF, FAAN,
Sharon Decker, PhD, RN, FSSH, ANEF, FAAN, Elizabeth Wells-Beede, PhD,
RN, C-EFM, CHSE, Teresa Britt, MSN, RN, CHSE-A, Lori Hardie, MSN, RNC,
NPD-BC, CHSE, Cynthia Shum, DNP, MEd, RN, CHSE-A,
Henrique Pierotti Arantes, MD, PhD, Matthew Charnetski, MS, NRP,
CHSOS, CHSE, Catherine Morse, PhD, MSN, RN, ACNP-Ret

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As the science of simulation continues to evolve, so does the need for additions and revisions to the Healthcare Simulation Standards of Best Practice^{TM}. Therefore, the Healthcare Simulation Standards of Best Practice^{TM} are living documents.

Standard

Initial and ongoing professional development supports the simulationist across their career. As the practice of simulation-based education grows, professional development allows the simulationist to stay current with new knowledge, provide high-quality simulation experiences, and meet the educational needs of the learners.[1–5]

Background

In the early development of simulation-based education, much of the training was provided by the manufacturers of the equipment.[6] As the practice of healthcare simulation has evolved over the past decade, more attention has been paid to the pedagogy underlying the practice. The increased focus on pedagogy, training, and profes-

sional development of the simulationist has expanded far beyond the technical aspects of simulation. In addition, with an increased focus on participant-centered learning and evidence-based facilitation, the field of healthcare simulation has matured. This evolution led to the development of professional standards and the recognition by regulatory bodies that simulation is a specialized educational strategy. These factors have all contributed to the expansion of and need for professional development.[1,2,4,5]

Major accrediting bodies and professional organizations recognize the need for ongoing professional development for simulationists. The Society for Simulation in Healthcare (SSH) has published Accreditation Standards for simulation programs.[8,9] The Standards include a requirement for specific training for simulationists.[10] The Association for Standardized Patient Educators (ASPE)[11] and the Association for Simulated Practice in Healthcare (ASPiH)[12] both include a requirement for professional development in their standards. The National Simulation Guidelines for Prelicensure Nursing Programs, published by the National Council of State Boards of Nursing (NCSBN),[7] specify the need for educator training and that training adheres to simulation standards of best practice. These organizations set expectations for individuals and simulation programs to demonstrate adherence to professional SBE standards. These professional standards include a commitment to foundational and ongoing professional development and assessment of competence.[2]

Simulationists[13] fulfill a variety of roles and responsibilities. These roles and responsibilities will vary from institution to institution, based on organizational resources and the previous experience, knowledge, and skills of the simulationist. Depending on the institution, the simulationist may be asked to be an administrator, facilitator, educator, researcher, operations specialist, technical specialist, or some combination of these roles. In consideration of these factors, as well as a careful examination of the literature, this standard is named "The Professional Development Standard" rather than "The Faculty Development Standard". For the purpose of this Standard, professional development refers to instruction and activities that improve simulation skills specific to the roles mentioned above. The professional development standard provides a roadmap for simulationists; following this standard will ensure the simulationist is trained at all levels of simulation design, implementation, and evaluation and support quality and excellence for learner experiences ".

Criteria Necessary to Meet this Standard

1 Perform an educational needs assessment that includes a gap analysis to provide the foundational evidence for a well-designed professional development plan.

2 Participate in professional development activities that address desired learning outcomes and align with an individual's role and the priorities of the institution.

3 Reevaluate the professional development plan on a regular basis using formative and summative methods by both the individual and the organization.

Criterion 1: Perform an educational needs assessment for each individual that includes a gap analysis to provide the foundational evidence for a well-designed professional development plan.
Required Elements:

- Develop the educational needs assessment utilizing formative and summative assessment of the individual's skill set based on educational standards, review of professional literature, current practices, and organizational needs. This should include self-reflection, assessment of current knowledge, and future goals.
- Identify gaps based on recognized resources, including, but not limited to: Healthcare Simulation Standards of Best Practice™, Certified Healthcare Simulation Educator (CHSE) Standards,[8] Society of Simulation and Healthcare (SSH) Accreditation Standards,[9] Association for Standardized Patient Educators (ASPE) Standards,[10] Association for Simulated Practice in Healthcare (ASPiH Standards),[12] National Organization of Nurse Practitioner Faculties (NOPF),[16] the Canadian Certified Simulation Nurse Educators competencies (CASN).[15]

Criterion 2: Participate in professional development activities that address learning outcomes and align with an individual's role and the priorities of the institution.
Required Elements:

- Pursue professional development based on identified learning outcomes.
- Incorporate current best practices found in the literature into daily practice.
- Contribute to the body of knowledge in simulation (e.g., publications, editorials, empirical research, blogs, social media, and presentations).
- Integrate standards from professional organizations (e.g. Healthcare Simulation Standards of Best Practice™, CHSE Standards,[8] SSH Accreditation Standards,[9] APSE Standards,[11] ASPiH Standards,[12] National Organization of Nurse Practitioner Faculties (NOPF),[16] CASN Standards[15] and Healthcare Simulation Dictionary.[14]
- Attend and contribute to healthcare simulation conferences at the local, regional, national, and international levels.
  - Partner with colleagues in the field to present a session, poster or workshop.

○ Develop and lead a session, poster or workshop.
- Develop a community of practice at the local, regional, national, and international levels.
    ○ Foster peer relationships within the field of healthcare simulation.
    ○ Engage with simulation experts who can serve as mentors, provide feedback, and contribute to continuous professional growth.
    ○ Incorporate peer review and mentoring as a developmental strategy.
    ○ Explore opportunities to collaborate with others in the field of simulation.
    ○ Develop mentorship skills and foster the growth of others in simulation.
- Pursue professional certification through simulation organizations.
- Participate in formal education programs in healthcare simulation such as certificates, academic degrees, and fellowships.
- Ensure the organization supports the development of an actionable professional development plan that aligns with the individual's role and the priorities of the institution.

Criterion 3: Reevaluate the professional development plan on a regular basis using formative and summative methods by both the individual and the organization.
Required Elements:

- Simulation professionals should commit to continued professional growth through reflection on current knowledge, skills, and abilities, and review of professional literature, current practices, and organizational needs.
- Resources for reevaluation and goal setting may include: Healthcare Simulation Standards of Best Practice™, CHSE Standards,[8] SSH Accreditation Standards,[9] APSE Standards,[11] ASPiH Standards,[12] National Organization of Nurse Practitioner Faculties (NOPF),[16] CASN Standards,[15] and Healthcare Simulation Dictionary.[14]

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About the International Nursing Association for Clinical Simulation and Learning

The International Nursing Association for Clinical Simulation and Learning (INACSL) is the global leader in transforming practice to improve patient safety through excellence in health care simulation. INACSL is a commu-

nity of practice for simulation where members can network with simulation leaders, educators, researchers, and industry partners. INACSL also provides the INACSL Standards of Best Practice: Simulation[SM], an evidence-based framework to guide simulation design, implementation, debriefing, evaluation, and research.