



iCELS Simulation Quality Assurance Form

Before You Start:

- Familiarize self with overview of prior QAs
- Review our Simulation Program Quality Assurance Report and **Process Statement**
 - The goals of this review are to support program sponsors, collaborators and iCELS to provide consistently high-quality simulation-based learning experiences that meet best practice standards; to collect and disseminate data related to those for ongoing quality improvement, professional development and sustainability; to advance the utilization of simulation to improve outcomes.
- Review schedule to determine if the session can be watched live. If not, then to watch an encounter:
 - **Live onsite:** Go to learningspace.umassmed.edu/ **Legacy Login** > "**Recording**" **tab** > Start a new # tab > Drag and drop relevant Rooms into the new # tab > Under individual camera, roll mouse over the "Settings" icon which looks like a gear > Turn on volume
 - **Pre-recorded:** Go to learningspace.umassmed.edu/ **Legacy Login** > "**Video Review**" **tab** > search for the relevant session or select from the list shown learningspace.umassmed.edu/
 - Note that recorded sessions may not include prebrief or debrief. In the case of prebrief questions the reviewer will need to infer what occurred in the prebrief based on language or behavior in the simulation itself. In the case of debrief the reviewer will need to incorporate responses from the lead faculty to the event debrief evaluation.

On completion of this QA Form or [electronic version](#):

- Simulation Educators/Simulationists may identify concerns (communication, process, program evaluation or implementation). If identified, action plan to address gaps, remediation or follow-up discussion with iCELS leadership will follow.
- Note: this process will include at least one facilitator per program in the first year, and then every other year. This process will be discussed at the initial program development meeting. Programs will be offered the opportunity to identify which facilitator will participate, and request additional review as feasible.

Simulation Quality Process Statement

At iCELS we are dedicated to providing high quality experiences to achieve better outcomes through simulation. We believe that everyone engaging with iCELS deserves respect, brings valuable experience, welcomes diversity and is invested in improving outcomes. Ensuring that our simulation programs meet quality education standards is crucial to helping us achieve these goals and our mission. The quality process outlined below is designed to support the success of our collaborators and programs.

Simulation programs within iCELS will be evaluated on a regular basis (each new program will be evaluated at the end of the first year and then routinely every other year). The following process is inclusive of simulation modalities except Standardized patient (SP) simulation as a separate process exists for SP quality assurance (see **Standardized Patient QA process form**).

The Quality Assurance Process described will be performed by iCELS Simulation Educators and Simulationists and consists of the following:

- Video or live review of a facilitator using our **Simulation Quality Assurance Form** ([Qualtrics Link](#))
- Review of available program evaluations (from IREA, sponsor data, iCELS program data or other)
- Review of course objectives and content (as documented in the **iCELS Simulation Case Template**)
- Communication with Program Sponsor and completion of **Simulation Quality Report**

During this quality process iCELS will work with the program team to develop and implement appropriate action plans to address identified gaps. Gaps may be identified in areas including communication, process, program evaluation or implementation.

The action plan will address program-specific gaps and could include review or completion of existing iCELS or other UMass Chan faculty development resources, [Facilitator Development ILM #1](#), facilitated review of recordings, completion of a self-evaluation with self-directed plan or similar. Programs will not be repeated until the action plan is successfully completed. Programs will be offered the opportunity for additional review or request for observation and feedback for specific faculty.

New program development* will follow a process that adheres to best practice. The initiation of new programs includes the following elements.

1. Initial reservation request which triggers the booking process
2. Meeting with Simulation tech, simulation educators, education program specialist and faculty for program development including review of QA process statement
3. Completion of iCELS Simulation case template
4. Pilot of simulation, debrief of pilot and opportunity for feedback

Programs that do not meet these best practice quality standards during planning will not be scheduled until program requirements are in place.

* during implementation, each program is considered new

Simulation Program Review Report

Program Name: _____ Program Sponsor: _____ Reviewer: _____

- Review of course objectives and content (on ICELS simulation case template)

- Review of program evaluations (please attach evaluation summary)
 - ICELS program evaluation
 - School or Sponsor program evaluation (if available)

- Video or in person review of program using our Simulation Quality Assurance Form (attach completed form or link)

- Communication of findings to Program Sponsor (Date of communication or meeting and name of participants: _____)

Areas of strength identified:

Areas for Improvement identified:

Action plan (if n/a please state):

Please sign below stating that you agree that that the above was reviewed

ICELS Signature:

Program Sponsor Signature:

iCELS Simulation Quality Assurance Form

Q1 Event Name:

Q2 Event Date:

Q3 Case Topic:

Q4 Faculty Observed:

Q5 Quality Assurance Observer:

Q6 This case used the following for case portrayal (select all that apply):

- Manikins
 - Hybrid (both standardized patient and mannequin)
 - Task trainer
 - Other _____
-

Q7 This session included the following sections (select all that apply):

- Pre-briefing
 - Simulation
 - De-briefing
 - Other _____
-

Pre-Briefing:

Q9 Does the Simulation begin with a pre-brief?

- Yes
 - No
 - Unsure
-

Q46 Does the prebrief purposefully refer to the iCELS core belief ?

- Yes
 - No
 - Unsure
-

Q10 Does the pre-brief promote a supportive environment for learning?

- Yes
 - No
 - Unsure
-

Q11 Does the pre-brief discuss fidelity/context of simulation?

- Yes
 - No
 - Unsure
-

Q12 Does the pre-brief orient the learners to the simulation objectives?

- Yes
 - No
 - Unsure
-

Q13 Does the pre-brief orient the learners to the simulation expectations?

- Yes
 - No
 - Unsure
-

Q14 Does the pre-brief orient the learners to the simulation roles?

- Yes
 - No
 - Unsure
-

Q15 Does the pre-brief orient the learners to the simulation equipment?

- Yes
 - No
 - Unsure
-

Q16 Does the pre-brief provide a clear structure for the session, so that learners know what to expect?

- Yes
 - No
 - Unsure
-

Q17 Please provide any comments on the pre-brief itself, either strengths or areas of improvement (Optional):

Simulation Section:

Q18 Were there any technical issues with equipment during the simulation?

- Yes
- No
- Unsure

Q19 If yes, please describe what they were

Q20 The duration of the case or skills session was appropriate

- Yes
- No - please add comments

Q21 Please provide any comments on the simulation itself and or the facilitator, either strengths or areas of improvement (Optional):

Q22 Please provide any comments on the simulation modalities used and if any adjustments should be made (optional)

Debriefing Section:

Q23 Debriefing occurred after the simulation?

- Yes, and was appropriate in length
 - Yes, and could have benefitted from more time
 - No
 - Unsure
-

Q24 If no, was there direct teaching or real time feedback during the sessions?

- Yes
 - No
 - Unsure
-

Q25 Please elaborate or provide feedback on direct feedback or teaching that occurred:

Q26 If no, was there a formal conclusion to the session or wrap up?

- Yes
 - No
 - Unsure
-

Q27 If yes, please describe the wrap up or conclusions:

Q28 How long was the debriefing? (in minutes)

Q29 Introduction (is there an orientation to the debriefing)

- Yes
- No
- Unsure

Q30 Reactions (does the faculty seek emotional response, clear the air, and set the stage for discussion?)

- Yes
- No
- Unsure

Q31 Understanding (Does the faculty analyze and apply?)

- Yes
 - No
 - Unsure
-

Q32 What debriefing strategies or models does the faculty use?

- Advocacy/Inquiry
 - Plus Delta
 - N/A or Unsure
 - Other(s) _____
-

Q33 Does the session include a summary (select all that apply)

- Yes, the faculty reiterates lessons learned
 - Yes, the learners share lessons learned
 - No
 - Unsure
-

Q34 Please add any specific comments in the space below (Optional):

DEI Section:

Q35 What aspects of this simulation (including pre briefing and debriefing) addressed topics related to diversity, equity or inclusion? Please describe briefly -- if none, please enter that:

Q36 Were there missed opportunities to better explore or address DEI in this simulation?

- Yes
 - No
 - Unsure
-

Q37 If so, please describe below:

Q38 Did you identify any areas of potential bias in this simulation that may have caused harm and should be reviewed for the future?

- Yes
 - No
 - Unsure
-

Q39 If so, please describe below:

Faculty Professionalism & Conduct

Q40 According to the iCELS Core Belief, and National Simulation Standards of Professionalism: Were there any concerns for professionalism by faculty during this simulation?

- Concern
 - No concern
-

Q41 Please describe any concerns below being as specific as possible regarding what happened, and suggestions for improvement.

Q42 Do you have any concerns about the faculty's openness to receive feedback, if so please describe and offer suggestions for improvement.

iCELS Executive Director may be notified regarding any concerns identified on this QA form; and will be included in discussions related to DEI and conduct.

Q43 Is an action plan recommended?

Yes

No

IF YES:

- 1) This plan will be developed in partnership between program Faculty and iCELS, starting with conversation and QA review.
- 2) As appropriate, program Faculty and iCELS team will review case materials and videos to create a collaborative action plan that utilizes institutional and iCELS resources.
- 3) A simulation educator or simulationist will observe the faculty performance at the first assignment or next iteration of this program following this QA Review to support professional development and program improvement.
- 4) This process will continue until the action plan is successfully completed. Programs or faculty what do not successfully complete action plans may have limited access to iCELS resources.

Q44 Observation Method

- In-person Observation
 - Real Time Video
 - Recorded Video
 - Other _____
-

Q45 Any other internal notes to iCELS about your review and process?
