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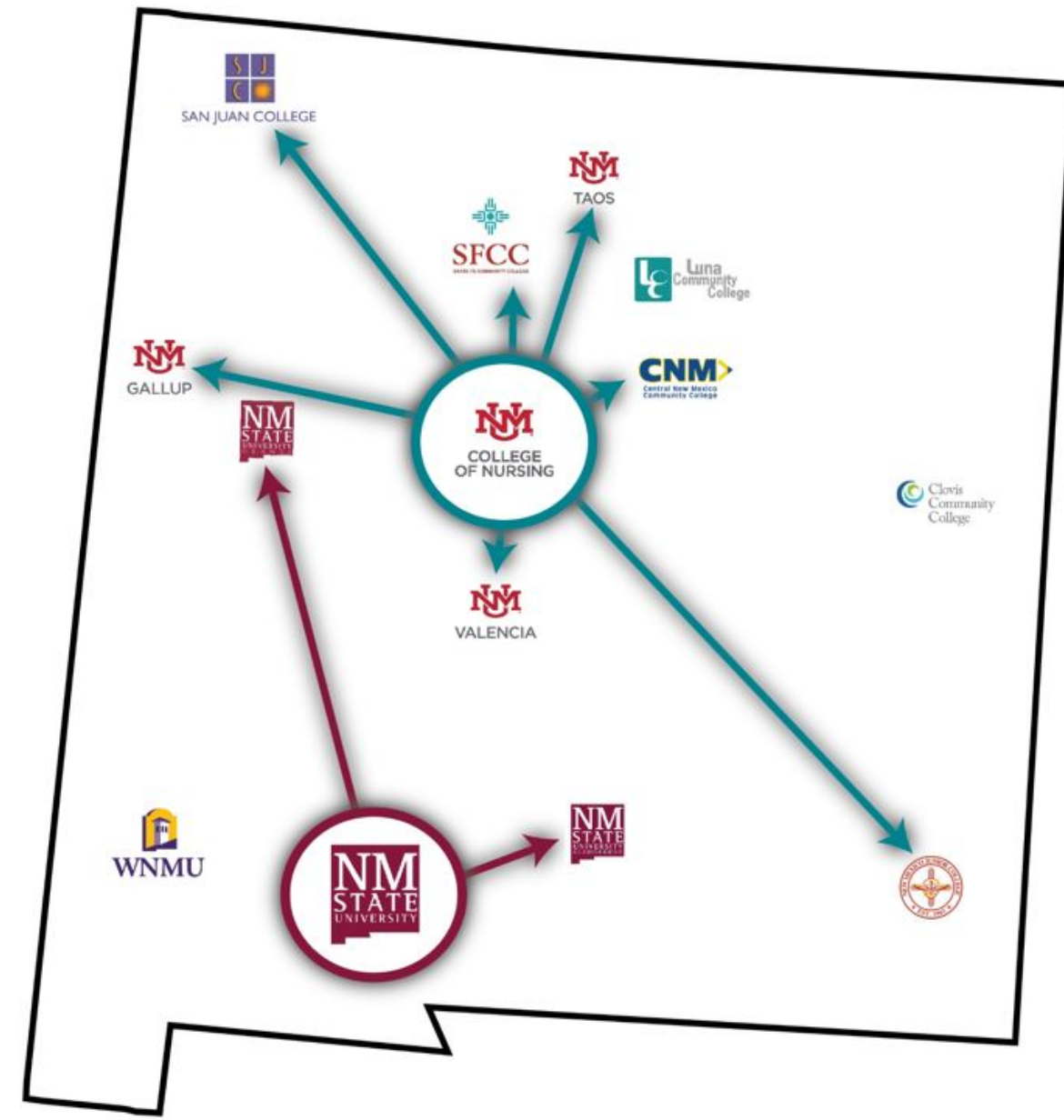
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# Consortium Collaboration for Success with Computer-Based Clinical Simulation: Making a Checklist

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## Introduction

**The New Mexico Nursing Education Consortium (NMNEC** ♦"nem-nek") is a collaborative of 12 state- or tribal-funded nursing programs in 16 locations across the state with a common pre-licensure RN nursing curriculum that supports multiple pathways into nursing.

## Need

With immediate change to fully clinical online teaching in 2020 spring semester, consistency of approach and guidelines for computer-based clinical simulation (commonly referred to as virtual simulation) activities that meet:

- Program and course objectives
- State board of nursing requirements
- Simulation and accreditation standards

## Challenges:

Faculty in each and all programs busy with immediate conversion to online learning and without time to discuss and research solutions.

## Solution

- Collaboration through weekly NMNEC Program Director meetings
- NMNEC Outreach Program Manager (NMNEC faculty support) researching 'virtual' simulation, viewing webinars, reviewing simulation standards and state board of nursing regulations
- Brainstorming definition, goals, and requirements for computer-based clinical simulations
- Development of *Key Components of Computer-Based Clinical Simulation (CBCS) in Place of Clinical/Simulation* document and corresponding checklist
- Utilization of checklist across NMNEC programs

Entire process occurred over ten-day period in April 2020

## Conclusions and Implications

- Having a consortium of nursing programs working together along with a faculty person dedicated working with faculty across programs on maintaining curricular integrity, provides a structure that was able to respond nimbly to a crisis.

- Having components of computer-based clinical simulation defined along with a checklist, in turn, helps faculty maintain quality of clinical education and assurance that state board of nursing regulations and accreditation standards are still met during chaotic times.

## Key Components of Computer-Based Clinical Simulation (CBCS) in Place of Clinical/Simulation

### Definition

**Computer-Based (Clinical) Simulation [CBCS]:** A simulation-based learning activity designed to provide an experience through the use of an alternative medium. Learners can complete specific tasks in a variety of potential environments, use information to provide assessment and care, make clinical decisions, and observe the results in action. Feedback can be provided during and after the interaction.

Source: INACSL Standards of Best Practice: SimulationSM Simulation Glossary. (2016). *Clinical Simulation in Nursing*, 12, S39–S47.

<https://doi.org/10.1016/j.ecns.2016.09.012>

### Overall goals for Computer-Based Clinical Simulation

- Faculty is moving the student to new ways of thinking and to clinically problem-solve
- Faculty is facilitating the student to meet the course/level objectives and competencies
- Faculty are meeting simulation, accreditation, and state board of nursing standards.

### Requirements

- Clear expectations (student learning objectives) for the computer-based clinical simulation
  - Facilitate clinical decision making/clinical judgment
  - Align with meeting a course/level objective and competency
  - Align with curricular concepts
- Pre-briefing activity (synchronous or asynchronous)
- Computer-based clinical simulation
- Faculty facilitated debriefing (synchronous)
  - Faculty engagement with students to know what the students understand and don't understand as a result of the computer-based clinical simulation
- Evaluation of student (Use of Formative or Summative Clinical Evaluation tools recommended)
- Evaluation of the computer-based clinical simulation







Link to ***NMNEC Computer-Based Clinical Simulation Key Components.Checklist*** document. Note the checklist template is specific to the NMNEC statewide pre-licensure RN curriculum.

**[NMNEC Computer-Based Clinical Simulation Key Components.Checklist](#)**

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