Organizational SCOR to Mitigate Risk: The Simulation Culture Organizational Readiness Survey (SCORS)

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Disclosures

- Conflicts of Interest
  - Colette Foisy-Doll and Kim Leighton report no conflicts of interest

With permission from MacEwan University, 2016
Objectives

Upon completion of this presentation, participants will be able to:

1. Discuss the value of using a tool, such as the SCORS, to determine organizational culture readiness for integration of simulation.

2. Analyze organizational readiness for simulation-based education based on responses to survey items on the SCORS.

3. Prioritize organizational cultural needs based on responses to the SCORS items.
Where are we from?
How long have you been using Clinical Immersive Simulation?

1) Not using yet
2) 1-2 years
3) 3-6 years
4) 7-10 years
5) Greater than 10 years
SO WHAT’S THE BIG DEAL?

Organizational Elements that Shape Simulation in Nursing

(OESSN) Model

(Taplay et al., 2014)
OESSN Model - 7 Phases of Adoption and Incorporation of Simulation

Secure Resources
Collaborative Leadership
Getting it Out of the Box
Learning About Simulation
Finding a Fit
Trial Equipment
Integrate into Curriculum

(Taplay et al., 2014)
THE BIG DEAL IS THIS...
REASONS FOR LOW UPTAKE OF SIMULATION

• Simulators stayed in boxes
• Lack of planning: space, people, funding, curriculum
• Lack of underpinning: theory, standards, and guidelines
• Fear of change & technology
• Lack of recognition - i.e. workload, dedicated personnel
• Perception that simulation is “play”
• Sacred Cows (Taplay et al, 2015; Jeffries, 2014)
HIGH UPTAKE ORGANIZATIONS UNDERSTOOD...

NEED TO PREPARE FOR A SIGNIFICANT CULTURE CHANGE

- Use strategic change leadership and management
- Tie to organizational philosophy
- Empower simulation champions
- Communicate and communicate more
- Create appropriate physical spaces
- Cultural change
- Grounded efforts in evidence
- Theoretical basis for integration

(Taplay, et al, 2015)
How would you classify the level of simulation uptake in your program?

1) Low uptake
2) Mid uptake
3) High uptake
4) No uptake
One type of tool was missing...

Organizational Culture Readiness

Participant

Experience

Facilitator

Curriculum
The Simulation Culture Organizational Readiness Survey (SCORS)

Adapted from:
Organizational Culture & Readiness for System-Wide Integration of Evidence-based Practice Survey
- Drs. Bernadette Melnyk and Ellen Fineout-Overholt
- TeamSTEPPS Readiness Assessment
- Four sections; 36 items
- Overall Assessment of SCORS Results
- Guidebook—companion
- Content Validation

<table>
<thead>
<tr>
<th>SCORS Survey Questions</th>
<th>None at All</th>
<th>A Little</th>
<th>Somewhat</th>
<th>Moderately</th>
<th>Very Much</th>
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<td>Q12.</td>
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<td>Q13.</td>
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<td>Q14.</td>
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<td>Q15.</td>
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<td>Q16.</td>
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<td>Q17.</td>
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<td>Q18.</td>
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<td>Q19.</td>
<td>1 2 3 4 5</td>
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</table>

Defined Need and Support for Change

- Knowledge
- Skills
- Positive Attributes
- Teamwork

1. To what extent is innovation, experiential learning and quality assurance experiences clearly described and committed to the mission and philosophy of your institution?
2. To what extent does your organization clearly describe the need to consider SBE integration?
3. To what extent have administrators within your organization communicated a clear strategic vision for SBE?
4. To what extent have administrators within your organization provided a written commitment to SBE?
5. To what extent have administrators within your organization provided funding to support the commitment to SBE?
6. To what extent does your organization generate the need for SBE based on current evidence, standards, and guidelines?
7. To what extent does your organization clearly describe the need for SBE integration to your institutional leadership?
8. To what extent have the educators you work with articulated a need for SBE integration into the curriculum?
9. To what extent have the educators in your institution verbalized a commitment to SBE integration into the curriculum?
Survey Analysis - Research Questions

Quasi-experimental - Descriptive Correlational Survey Design

*Ethics Approval - MacEwan Research Ethics Board

1. To what extent does the SCORS demonstrate internal consistency when completed by healthcare educators?

2. Do variables significantly predict subscale and total scores of the SCORS:
   - Organization type
   - Employment length
   - Role
   - Current simulation involvement
   - Perceived ability to affect change
   - Simulation integration level
   - Perceived organizational readiness
Results

*Acknowledgment of statistician: Greg Gilbert EdD MSPH

- Respondents = 103

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Internal Consistency</th>
<th>95% Confidence Interval</th>
<th>Interpretation</th>
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<tr>
<td>Need</td>
<td>.92</td>
<td>.90-.94</td>
<td>Excellent</td>
</tr>
<tr>
<td>Readiness</td>
<td>.87</td>
<td>.82-.90</td>
<td>Good</td>
</tr>
<tr>
<td>Resources</td>
<td>.92</td>
<td>.90-.94</td>
<td>Excellent</td>
</tr>
<tr>
<td>Sustainability</td>
<td>.72</td>
<td>.62-.81</td>
<td>Good</td>
</tr>
<tr>
<td>Total SCORS</td>
<td>.96</td>
<td>.95-.97</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

Variables

- Level of involvement in simulation,
- perceived ability to affect change, and
- current level of integration were significant predictors of scores for subscales:
  - Need
  - Resources
  - Total SCOR
SCORS Sections

A. Defined Need and Support for Change
B. Readiness for Culture Change
C. Time, Personnel, and Resource Readiness
D. Sustainability Practices to Embed Culture
E. Overall Assessment
Section A: Defined Need and Support for Change

- Institution’s mission and philosophy
- Strategic vision
- Written administrative commitment
- Funding
- Articulated need
- Current use
- Educator need and commitment
Section B: Readiness for Culture Change

- Critical mass who possess simulation KSA
- Administrative support for culture change
- Existing credentialed or trained simulationists who mentor, model best practices
- Technology proficiency
- Current researchers, IF appropriate to mission
- Availability of librarians
Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.

(Margaret Mead)
Section C: Time, Personnel, and Resource Readiness

- Available fiscal resources?
  - Human resources
  - Education
  - Release time to lead integration of simulation-based education (SBE)
  - Physical learning space
  - Equipment

- Access to quality technology

- Support to learn/manage technology

- Existing simulation champions?
  - Administrators, clinicians, educators, technology specialists, administrative and support staff
Section D: Sustainability Practices to Embed Culture

• Importance of measurement and sharing of outcomes
• Who influences decisions regarding SBE?
  • Clinicians
  • Educators
  • Administration
• Planning for sustainable educational practices
Overall Assessment of SCORS Results

- Rating of organization’s overall readiness for SBE integration
- Movement over past 6 months toward SBE integration
- Where is need for targeted strategic planning?
- Adjustable scoring
- Springboard to strategizing
Strategize to Remove Barriers

**Defined Need for Change**
- Philosophy, Mission, & Vision
- Culture/Climate
- Commitment from Organization
- Need for Curriculum Change
- Accreditation and Regulations

**Readiness for Culture Change**
- Critical Mass
- K, S, A
- Qualified, Dedicated People
- Researchers & Support
- Competing Priorities

**Time, Personnel, & Resources**
- Funding
- Faculty Workload
- Faculty Education & Training
- Event Staffing
- Well-equipped Site

**Sustainable Practices to Embed Culture**
- Measure Outcomes - Student/Patient
- Total Quality Improvement
- Policies & Processes
- Clinical Practice Credits
- Sharing and Collaboration
Create a Sense of Urgency
Build a Guiding Coalition
Form a Strategic Vision and Initiatives
Enlist an Army
Enable Action by Removing Barriers
Generate Short Term Wins
Sustain Acceleration
Institute Change

Change Leadership is Key

Kotter, 2015
### SCORS: Simulation Culture Organizational Readiness Survey - 2017

Please read the SCORS Companion Guidebook prior to scoring.

<table>
<thead>
<tr>
<th>Defined Need and Support for Change</th>
<th>None at All</th>
<th>A Little</th>
<th>Somewhat</th>
<th>Moderately</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 To what extent are innovation, experiential learning and quality student experiences clearly described as central to the <strong>mission and philosophy</strong> of your institution?</td>
<td>1</td>
<td>2</td>
<td><strong>3.77</strong></td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2 To what extent has your organization <strong>clearly defined the need</strong> to consider simulation-based education (SBE) integration?</td>
<td>1</td>
<td>2</td>
<td><strong>3.77</strong></td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3 To what extent have administrators within your organization communicated a <strong>clear strategic vision</strong> for SBE?</td>
<td>1</td>
<td>2</td>
<td><strong>3.23</strong></td>
<td>4</td>
<td>5</td>
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<tr>
<td>4 To what extent have administrators within your organization provided a <strong>written commitment</strong> to SBE?</td>
<td>1</td>
<td>2</td>
<td><strong>2.62</strong></td>
<td>3</td>
<td>4</td>
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<tr>
<td>5 To what extent have administrators within your organization provided <strong>funding</strong> to support the commitment to SBE?</td>
<td>1</td>
<td>2</td>
<td><strong>3.31</strong></td>
<td>4</td>
<td>5</td>
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<tr>
<td>6 To what extent does your organization <strong>promote the need for SBE based on current evidence, standards, and guidelines?</strong></td>
<td>1</td>
<td>2</td>
<td><strong>3.46</strong></td>
<td>4</td>
<td>5</td>
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<tr>
<td>7 To what extent is SBE currently being used as a <strong>teaching modality</strong> in your institution?</td>
<td>1</td>
<td>2</td>
<td><strong>3.15</strong></td>
<td>4</td>
<td>5</td>
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<tr>
<td>8 To what extent have the educators you work with <strong>articulated a need for SBE integration into the curriculum?</strong></td>
<td>1</td>
<td>2</td>
<td><strong>3.31</strong></td>
<td>4</td>
<td>5</td>
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<tr>
<td>9 To what extent have the educators in your institution <strong>verbalized a commitment to SBE integration into the curriculum?</strong></td>
<td>1</td>
<td>2</td>
<td><strong>3.62</strong></td>
<td>4</td>
<td>5</td>
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**Subtotal Section A**

Average 3.36 (Somewhat) 26/45
### Section B: Exemplar

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<tr>
<th>B.</th>
<th>Readiness for Culture Change</th>
<th>None at All</th>
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<th>Somewhat</th>
<th>Moderately</th>
<th>Very Much</th>
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<tbody>
<tr>
<td>10</td>
<td><strong>To what extent is there a critical mass of professionals who already possess strong SBE:</strong></td>
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<tr>
<td>10a</td>
<td>Knowledge</td>
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<tr>
<td>10b</td>
<td>Skills</td>
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<td>2.92</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10c</td>
<td>Positive Attitudes</td>
<td>1</td>
<td>2</td>
<td>3.58</td>
<td>4</td>
<td>5</td>
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<td>11</td>
<td><strong>To what extent do administrators support culture change including the efforts required to implement and sustain SBE program integration?</strong></td>
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<td>12</td>
<td><strong>To what extent are there credentialed or trained simulationists who mentor/coach others, including, other simulationists?</strong></td>
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<td>12b</td>
<td>Knowledge</td>
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<td>2</td>
<td>2.15</td>
<td>3</td>
<td>4</td>
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<td>13</td>
<td><strong>To what extent does your organization have individuals who model SBE best practice?</strong></td>
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<td>14</td>
<td><strong>To what extent are staff/faculty proficient in the use of technology? (I.e. computer systems, AV and IT systems)</strong></td>
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<td>15</td>
<td><strong>To what extent are there graduate level prepared researchers available to assist in research to develop new knowledge, as appropriate to your organization’s mission?</strong></td>
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<td>16</td>
<td><strong>To what extent are librarians available within your organization to help search for evidence-based practice and related simulation resources?</strong></td>
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<td>17</td>
<td><strong>To what extent are your librarians accessed to search for evidence-based practice and related simulation resources?</strong></td>
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<td>18</td>
<td><strong>To what extent do you believe that now is the right time to implement a culture change to support SBE?</strong></td>
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**Subtotal Section B**

Average 2.73 (A Little)
Repository of Instruments Used in Simulation Research

The INACSL Research committee has provided a list of categorized citations, but cannot ensure the comprehensiveness of this list or validate any psychometric properties. We suggest proper pilot testing and psychometrics with use.

The instruments used for simulation were categorized based on the domains used in the NLN/Jeffries Simulation Theory as found in:


A separate category for debriefing was also added. There was a good faith effort to place instruments in the correct categories, although many instruments can be placed in multiple categories. Where possible, the purpose or names of the instruments are identified above the citation. Citations grouped together under a bolded heading belong to the same category.

This webpage is easily searchable using the Ctrl + F feature. Once clicking the control key and F at the same time, a text box will appear and allow a keyword search.

If you would like to send feedback or request an instrument be added to the list, please complete the request form here: INACSL Instrument Repository Request Form. If you have any questions, please contact the INACSL Instrument Repository Liaison, Tonya Schneiderith at tschneiderith@stevenson.edu.

Skill Performance

Instruments to assess or evaluate skill acquisition for the clinical nursing role.

Questions?

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