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Abstract

This paper is a review of *Clinical Simulation for Health Care Professionals* (Zapletal et al., 2022), which is designed to be a step-by-step manual for those interested in designing simulated learning experiences for students in health care fields and for clinicians who need to refresh or advance their skills to gain essential competencies for practice as a health care professional. Authors chose the Kern's Model of Curriculum Development to serve as the theoretical framework for development of a simulated learning experience, which also lends itself to organization of the material in an easy-to-use resource. While the book is authored by occupational therapists, there is a wide range of professions represented in the examples provided (athletic training, occupational therapy, nursing, physician assistant, pharmacy, and physical therapy). This review describes the content of the book and provides a critical analysis of the text for utilization in academic occupational therapy settings as a resource for establishing a simulation experience component to occupational therapy programs. Simulation has been increasingly utilized in occupational therapy programs for a variety of reasons including enhancing preparation for clinical practice, providing low-risk learner centered clinical education, and as a method for meeting accreditation requirements for level I fieldwork.

Keywords

Clinical simulation, health care education, inter-professional practice

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Book Review: Clinical Simulation for Health Care Professionals

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ABSTRACT

This paper is a review of *Clinical Simulation for Health Care Professionals* (Zapletal et al., 2022), which is designed to be a step-by-step manual for those interested in designing simulated learning experiences for students in health care fields and for clinicians who need to refresh or advance their skills to gain essential competencies for practice as a health care professional. Authors chose the Kern's Model of Curriculum Development to serve as the theoretical framework for development of a simulated learning experience, which also lends itself to organization of the material in an easy-to-use resource. While the book is authored by occupational therapists, there is a wide range of professions represented in the examples provided (athletic training, occupational therapy, nursing, physician assistant, pharmacy, and physical therapy). This review describes the content of the book and provides a critical analysis of the text for utilization in academic occupational therapy settings as a resource for establishing a simulation experience component to occupational therapy programs. Simulation has been increasingly utilized in occupational therapy programs for a variety of reasons including enhancing preparation for clinical practice, providing low-risk learner centered clinical education, and as a method for meeting accreditation requirements for level I fieldwork.

Description of Book

Clinical Simulation for Health Care Professionals (Zapletal et al., 2022) is comprised of 17 chapters and appendices which span 344 pages. The text is divided into six sections: I Introduction to Kern's Model; II Kern's Model Step 2 – Targeted Needs Assessment; III Kern's Model Step 3 – Goals and Objectives; IV Kern's Model Step 4- Educational Strategies; V Kern's Model Step 5 -Implementation; VI Kern's Model Step 6- Evaluation and Feedback. Formatted as a workbook, several chapters offer worksheets to assist the reader to engage with the content. The appendices provide additional resources and examples to the reader.

Content Summary

Introduction (pp. 1-6)

The introduction provides an overview and definition of simulation (an educational tool) as utilized in health care education for academic programs and for clinicians who desire refreshing or advancing their skills to gain clinical competence. Authors define simulation through a series of citations from a variety of reputable sources which may be summarized as providing a real -world experience to the learner by which the learner will react and engage with the client(s) in a similar manner as they would in a clinical setting. In addition, authors explore contemporary health care education.

Section I: (pp. 7-25)

This section introduces the reader to the Kern's 6-step Model utilized to integrate simulation activities into a curriculum or program to allow the learner to be able to generalize simulation experiences to their practice. This model is built upon the following assumptions: "educational programs have goals...; health care educators are obligated to meet the needs of learners, clients and society; health care educators should be held accountable for outcomes of their learning interventions; systematic approach to curricular / programmatic design is needed to achieve these goals; curriculum / program development is dynamic and interactive...; all steps within the model are interrelated (p. 8)." The 6-step structure of the model, which is utilized in higher education, allows for the flexibility needed to develop the simulation curriculum. Evidence is provided to demonstrate the use of simulation in various health care practices.

Section II: (pp. 27-43)

This section explores the Kern's 6-step Model use for needs assessment and how collaboration between academic programs and clinicians can foster learning opportunities through simulation experiences. This section is dedicated to helping the reader know where to begin the process of adding simulation to the curriculum or program for learner growth. Several worksheets are included to facilitate the reader's ability to engage with the content of this section.

Section III: (pp. 45-77)

This section is devoted to helping the reader establish effective learning goals and objectives and assessing the learning that occurs when engaging in simulation. Authors provide a review of learning theories and the foundational concepts of writing objectives (including SMART goals and learning taxonomies). There is a robust list of simulation related assessment tools for a wide range of skills which note psychometric properties of each assessment. Several worksheets are included to facilitate the reader's ability to engage with the content of this section.

Section IV: (pp. 80-115)

This section provides the reader with foundational knowledge related to understanding types of simulation, levels of fidelity and the phases of a simulation experience. Further exploration of simulation in the virtual context and gamification are addressed. The reader also explores how the simulation experience effects the student, their learning experience, and how to address common challenges associated with simulation experiences. Several worksheets are included to facilitate the reader's ability to engage with the content of this section.

Section V: (pp. 117-174)

This section is devoted to designing and implementing the simulation experience in alignment with curricular design and strategic planning. Given the economic challenges institutions are facing, there is a significant focus on providing simulation experiences within budgetary constraints and identifying the resources needed for successful simulation experiences. The authors offer tips to avoid challenges related to design and implementation, and the use of standardized patients. Several worksheets are included to facilitate the reader's ability to engage with the content of this section.

Section VI: (pp. 175-205)

The section highlights the most vital portions of the simulation experience, the debriefing phase and assessment of the simulation experience which will inform a continuous improvement process for future simulation experiences. This section also addresses how simulation can be utilized in research projects. Several worksheets are included to facilitate the reader's ability to engage with the content of this section.

Appendices: (pp. 207-316)

The appendices provide additional resources and case studies specific to a variety of disciplines. A case simulation for occupational therapy in a skilled nursing setting and resources specific to how to integrate the use of standardized patients into an occupational therapy curriculum are included.

Critical Analysis of Educational Value

This text is a valuable resource for programs wishing to launch or refine a current simulation component to their program. There are several benefits offered by this publication. Content is divided into defined sections allowing for easy use of the material; authors provide an overview of Kern's Model at the start of each section, which helps to bring concepts together for the reader. Many of the chapters include

worksheets which serve to encourage the reader to engage with the content. The authors, all occupational therapists, share their experiences, often highlighting challenges they have encountered so those utilizing this resource may benefit from their experiences and proactively work to avoid these challenges. The publisher offers faculty access to additional supporting materials through <http://www.efacultylounge.com>.

The text utilizes the Kern's Model to provide an overarching structure for the content of the book. While it was not specifically discussed what other models or frameworks may have been considered for this publication, authors noted that "creating a simulation program is a process and this model was specifically chosen" for this reason (p. xvii). Furthermore, the Kern's Model provides a framework for establishing (or improving) an educational simulation program by guiding the process and ensuring inclusion of components essential to a successful simulation process. This model emphasizes the need for simulation to be integrated into a curriculum versus being added as an "extra" to the curriculum. Best practice standards established by medicine and nursing serve as the primary evidence and structure for creating and implementing safe, effective, and non-judgmental simulation experiences along with peer-reviewed publications (International Nursing Association for Clinical Simulation and Learning, 2021; Issenberg et al., 2005).

While the use of simulation allows for applying concepts learned in low-risk settings where the learner is the focus of the intervention versus the client, the use of simulation in occupational therapy education has expanded due to the ability for academic programs to utilize simulation to satisfy Level I fieldwork requirements as outlined by the Accreditation Council for Occupational Therapy Education (ACOTE, 2018) and to provide students with desirable hands-on experience prior to clinical practice.

Overall, the book offers practical "how to" information supported by the "why" behind the creation of a successful simulation experience program. The book is grounded in evidence to support the use of simulated learning in the curricula, a skillset which is often not part of one's development as an educator or if it is, may not leave educators being as well-versed in its use as desired. This book offers support and serves as a guideline of best practices to those wishing to utilize simulated learning experiences. Authors may want to include more examples of scenarios and specifically scenarios that offer a more inter-professional focus when publishing a future edition.

Book Information:

Title: *Clinical Simulation for Health Care Professionals*

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