



2019

eSIM Strategic Plan

What is Simulation?

Simulation is an educational technique in which clinical events are recreated to engage individuals, teams, systems and communities in an interactive, immersive and meaningful “real-world” experience, often through self-reflection and guided facilitation.

What is the eSIM Program?

eSIM is the Provincial Simulation Program in Alberta Health Services (AHS). eSIM stands for Educate, Simulate, Innovate and Motivate:

- Educate: individual performance, team effectiveness, interprofessional education and interdisciplinary collaboration
- Simulate: new process, pathways, order sets, spaces to support system and process improvement
- Innovate: new technologies and approaches to healthcare delivery and patient / family care
- Motivate: mentor and coach frontline educators to independently facilitate simulation and debriefing



eSIM Vision

eSIM will be leaders in healthcare simulation in order to promote best practice, prevent harm and enhance quality of care.

eSIM Mission

eSIM's mission is to lead simulation along the continuum of care within AHS by enhancing patient, workforce, system and performance outcomes.

eSIM Values

- Accessibility
- Collaboration
- Impact
- Innovation
- Interprofessional Teamwork
- Mentorship
- Practice
- Respect
- Safety
- Standardization
- Quality



eSIM Foundational Strategies

eSIM's foundational strategies utilize our core values and expertise to align our impact to that of AHS's Four Foundational Strategies. That is, "*(guiding) efforts to sustain safe, high-quality health-care delivery for the benefit of all Albertans*" (<https://www.albertahealthservices.ca/about/Page12951.aspx>)

eSIM's four strategic areas of impact are outlined in the next pages.



1. Frontline Simulation

“Simulation offers a safe and a “mistake forgiving” environment where learners can learn from their errors without the risk of harming real patients.” (Gordon)

Frontline simulation offers a powerful educational approach to continuing professional development while targeting various levels of professional practice including cognitive, procedural, communication, and teamwork skills. Bringing foundational and applied knowledge and skills into context, it bridges the gap between theory and practice.

Objective:

Working with stakeholders, eSIM will offer high quality simulation to Staff and Physicians to meet the educational needs of AHS. By conducting frontline simulation, eSIM will bring the highest level of experiential education to the people who can make a difference where it can be applied to those who need it most, our patients. eSIM practices, policies and procedures for delivery of simulation-based education will also address key considerations that will be necessary to ensure that the program complies with current simulation program accreditations standards and in-turn achieves full accreditation status.

Methods:

eSIM uses leading methods and technologies to incorporate simulation into educational strategies. During simulation sessions participants are immersed in a learning environment working with their real teams under real conditions. This leads to the discovery of performance gaps that otherwise might not have been identified (enhancing quality care), as well as exposing potential Latent Safety Threats prior to their occurrence in a real-life situation (enhancing safety). This leads to invaluable learning, reporting, and reinforcement of a culture of continuous quality improvement. eSIM works with educators, managers, and leaders to ensure that the program is responsive to the evolving needs of AHS. We consistently review simulation conducted by our staff, as well as those conducting simulation independently, to ensure that our education is relevant, timely, of the highest quality, and is making the greatest impact.



2. Projects

“It is not enough to do your best; you must know what to do, and then do your best.”
(Deming)

Simulation offers additional opportunities to directly impact priority areas in healthcare. Driven by the needs of the organization, projects can apply simulation methodologies to test, inform, improve, implement, or solve a problem or issue, striving for organizational improvement.

Objective:

eSIM will work with our stakeholders and collaborators to identify, prioritize, and implement simulation-based learning and system level simulation initiatives while showing direct impact to front-line performance, safety, engagement, and outcomes.

Methods:

eSIM leads structured projects identified by stakeholders and/or the organization, ensuring priorities and issues most applicable to simulation are identified. We then ensure our projects are supported by evidence, aligned with the appropriate collaborators, follow measurable objectives, and show impact in one or more of our eSIM Impact Areas: Patient Experience, Staff Experience, Patient Safety, Access, Financial Sustainability, Quality/Effectiveness of Care.



3. Innovation

*"Only those who will risk going too far can possibly find out how far it is possible to go."
(Eliot)*

Simulation and innovation go hand in hand, as simulation itself is an innovative educational technique. In an ever-changing world of technology and healthcare, it is important to stimulate growth, design, creation, and to test new ideas for better learning and execution using simulation in all of its forms. Innovation supports taking chances, daring greatly, being supportive of failure and trying again.

Objective:

eSIM will encourage innovation by exploring and implementing new simulation methodologies and technologies as we work to provide the most effective simulation-based education possible for AHS.

Methods:

eSIM will devote time and resources towards the design, creation, research, development, and evaluation of new tools, techniques and approaches for providing simulation to AHS. Successful innovation will impact AHS by enabling the improvement in the quality and/or quantity of front-line simulation, projects, and faculty development.



4. Faculty Development

“Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime.” (unknown)

Faculty development is an integral part of building the capacity, reach, breadth and impact of simulation-based training implemented throughout a large organization with a distributed geography. A successful faculty development program enables a simulation program to impact an organization’s staff and patients exponentially.

Objective:

eSIM’s faculty development strategy addresses how we support the development and mentorship of independent simulation facilitators, as well as how we support the on-going professional development of eSIM program staff. This strategy will create a culture in which we all learn and grow in a standardized, supportive way where we all feel safe, valued, and invited to reach our full potential. Through our faculty development strategy, workforce engagement will be higher, retention and recruitment will be maximized, and higher quality care will ultimately be achieved. eSIM’s faculty development strategy will also address key considerations that will be necessary to ensure that the program complies with current simulation program accreditations standards and in-turn achieves full accreditation status.

Methods:

eSIM will champion a clear simulation faculty development vision for the organization, using valid evidence-based approaches accepted within the simulation community of practice. This will create and maintain a safe, healthy, and inclusive place to learn and to grow, and will develop excellent teachers and mentors. These teachers and mentors will carry forward respect, value, and support for frontline educators, further creating a culture of empowerment by giving people access to the resources and development opportunities they need to do their jobs most effectively.

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IMPACT		FRONTLINE SIMULATION 65% # OF SIM SESSIONS	PROJECTS 20% # OF PROJECTS	FACULTY DEVELOPMENT 10% # OF INDEPENDENT FACILITATORS	INNOVATION 5% # OF NEW IDEAS GENERATED & EVALUATED
	PATIENT & FAMILY CENTRED CARE	NUMBER OF PATIENTS IMPACTED	HCAHPS		
	STAFF EXPERIENCE	NUMBER OF STAFF TRAINED	GALLUP/ CUST. SURVEYS	NUMBER OF INDEPENDENT FACILITATORS TRAINED % OF INDEPENDENT SESSIONS	
	PATIENT SAFETY	NUMBER OF RLS LEADS AS A RESULT OF SIM NEVER EVENTS	NUMBER OF ADVERSE EVENTS REDUCED OR PREVENTED		
	ACCESS	SIM UTILIZATION NUMBER OF PROCESS ISSUES ASSIGNED	LENGTH OF STAY 30-DAY READMISSIONS		
	FINANCIAL SUSTAINABILITY	SIMULATION IMPACT FACTOR	DOLLARS SAVED		REVENUE
	QUALITY/ EFFECTIVENESS	PARTICIPANT QUALITY AUDITS SIMULATION IMPACT FACTOR	SPONSOR SATISFACTION	NUMBER OF FACILITATORS RETAINED FACILITATOR QUALITY AUDITS	NUMBER OF PRESENTATIONS/ PUBLICATIONS