

Category 3: Simulation

Evaluation Form : Simulation Effectiveness Tool -­‐ Modified (SET-­‐M)

* This evaluation tool is completed by the learners to note how well their learning needs were met in the simulation experience
* Results should be considered in aggregate, allowing for anonymous responses (NO NEED FOR INSTRUCTOR SIGNATURE! Or the learner – you’ll get better info if anonymous).
* The mean of each item should be considered; alternatively, the mean of each subscale.
* Means will range from 1-3 (do not agree to strongly agree); therefore, differences in means will be small. The facilitator should pre-determine the cut-off for when a simulation experience needs to be changed for improvement.
* In general, encourage reflection on any item below a mean of 2.5 and recommend changes to the experience for means below 2.0
* Administer this survey online via QR code

**Course Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

After completing a simulated clinical experience, please respond to the following statements by circling your response.

|  |  |  |  |
| --- | --- | --- | --- |
| **PREBRIEFING:** | **Strongly**  **Agree** | **Somewhat**  **Agree** | **Do Not Agree** |
| Prebriefing increased my confidence | 3 | 2 | 1 |
| Prebriefing was beneficial to my learning. | 3 | 2 | 1 |
| **SCENARIO:** | | | |
| I am better prepared to respond to changes in my patient’s condition. | 3 | 2 | 1 |
| I developed a better understanding of the pathophysiology. | 3 | 2 | 1 |
| I am more confident of my assessment skills. | 3 | 2 | 1 |
| I felt empowered to make clinical decisions. | 3 | 2 | 1 |
| I developed a better understanding of medications. (Leave blank if no medications in scenario) | 3 | 2 | 1 |
| I had the opportunity to practice my clinical decision making skills. | 3 | 2 | 1 |
| I am more confident in my ability to prioritize care and interventions | 3 | 2 | 1 |
| I am more confident in communicating with my patient. | 3 | 2 | 1 |
| I am more confident in my ability to teach patients about their illness and interventions. | 3 | 2 | 1 |
| I am more confident in my ability to report information to health care team. | 3 | 2 | 1 |
| I am more confident in providing interventions that foster patient safety. | 3 | 2 | 1 |
| I am more confident in using evidence-­‐based practice to provide care. | 3 | 2 | 1 |
| **DEBRIEFING:** | | | |
| Debriefing contributed to my learning. | 3 | 2 | 1 |
| Debriefing allowed me to verbalize my feelings before focusing on the scenario | 3 | 2 | 1 |
| Debriefing was valuable in helping me improve my clinical judgment. | 3 | 2 | 1 |
| Debriefing provided opportunities to self-­‐reflect on my performance during simulation. | 3 | 2 | 1 |
| Debriefing was a constructive evaluation of the simulation. | 3 | 2 | 1 |
| What else would you like to say about today’s simulated clinical experience? | | | |

Leighton, K., Ravert, P., Mudra, V., & Macintosh, C. (2015). Update the Simulation Effectiveness Tool: Item modifications and reevaluation of psychometric properties. *Nursing Education Perspectives, 36*(5), 317-­‐323. Doi: 10.5480/1 5-­‐1671.

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