Webinar:
Simulation in Assessment of MLT Competencies

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Société canadienne de science de laboratoire médical

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Why??

- **Global shortage** of practitioners due to clinical placements
- Determine the use of **simulation for assessment and evaluation** purposes of CSMLS competencies;
- Stakeholder input critical for **consensus-building** sessions.

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Why??

- **Simulation already in use –** placements vary from 17-40 weeks
- CSMLS largest supporter of **Accreditation**
- Accreditation body needed guidance for **assessors**
- **Regulatory** body support critical

Guidance Document – Educators Choice

- Use of simulation for **assessment and evaluation** purposes for CSMLS MLT competencies, to supplement education, not replace!
- Defines **MAXIMUM** use of simulation in evaluation – replacing sign off in clinical practicums
- Program can choose to do **ZERO** simulation

Assumptions

- Maximum limit for simulation set (no minimum)
- Evaluation of competencies may require multiple evaluations across time
- Maintenance of Competence is expected – even when signed off.

What is sim in our context?

*Simulation is an educational technique used to **imitate real life scenarios** (in part or whole), which enables participants to demonstrate and receive feedback on **knowledge, skills, abilities and/or judgment**. This can include but is not limited to communication, problem-solving, critical thinking and the ability to collaborate and work effectively within a health care team.*

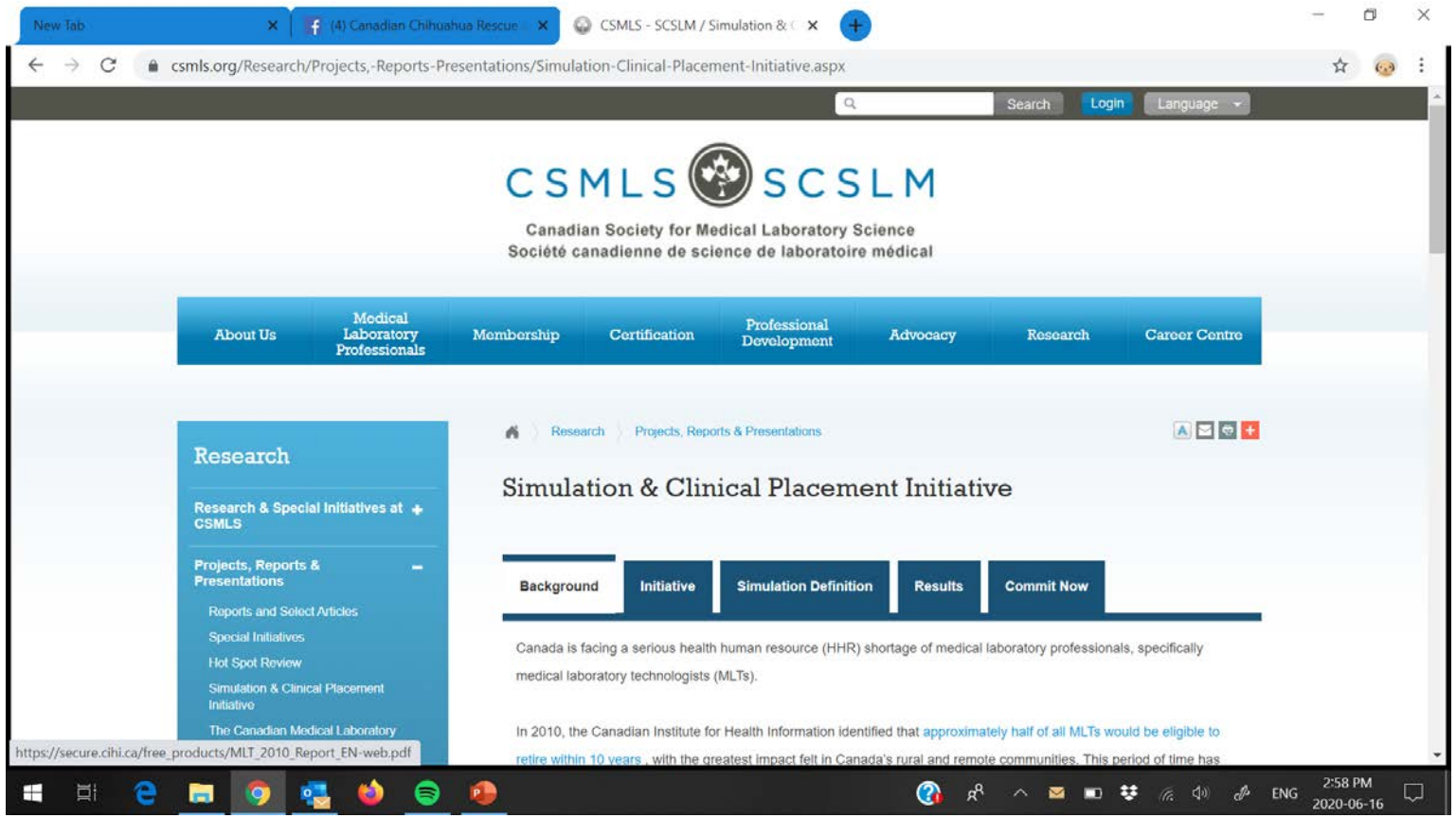
- *https://www.csmls.org/Research/Projects,-Reports-Presentations/Simulation-Clinical-Placement-Initiative.aspx*

Can reflect simple to complex situations....

- ✓through interactive written case-based scenarios;
- ✓computerized laboratory information system gaming;
- ✓inter- or intra-professional role playing;
- ✓standardized patients;

Can reflect simple to complex situations....

- ✓ task trainers such as rubber arms for phlebotomy;
- ✓virtual simulation for specimen identification;
- ✓haptic simulation;
- ✓high fidelity simulation, or
- ✓hybrids of any of these examples.



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Considerations for accreditation

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Consensus Building and Qualifiers

Thresholds

- Concerns that in some instances, **simulation alone is insufficient**
- A hybrid approach relying on both clinical and simulation proposed

Challenges towards implementation

- Resource requirements to implement simulation

Quality required to provide an authentic learning experience

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Limits and Thresholds

- CSMLS will **not set minimum limits** for evaluation using simulation to accommodate needs for programs to create flexible models (voluntary)
- A maximum limit for simulation of **70% per competency section,** excluding section 7, was established.
- **Grandparenting** is acceptable for current successful programs (6-year Accreditation Canada status) who exceed the maximum limits set, meaning they do not have to revert to terminus sign off in clinical placement only.

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Recommendations on Implementation

- **Review** on a regular basis, and that this occurs in line with the competency profile review process

- CSMLS creates an **implementation guidance document** for educators – TBD with help from EQual

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EN: https://www.csmls.org/Certification/Educators-Hub/Guidance-Documents.aspx
FR: https://www.csmls.org/Certification/Centre-de-formateurs/Document-d-orientation.aspx?lang=fr-CA

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Questions?

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Accreditation is intended to support educational programs in preparing competent workforce and graduates that can deliver QUALITY care/service.

Entry-to-Practice and Specialization

Accreditation Considerations and Impacts

1. Accreditation Criteria Specify That: Competency attainment validation IS required

Key Factors/Indicators:

- Programs must provide students with the opportunity to demonstrate competencies in the clinical environment. If some select competencies cannot be attained in the clinical environment, sound rationale for the choice must be provided for assessment in the simulated environment.

- Final validation of competency attainment in the simulated environment must be the exception rather than the rule.

Accreditation Considerations and Impacts

2. Accreditation Criteria Specify That: Competency attainment data MUST be aligned and presented

Key Factors/Indicators:

- […] The program ensures that all competencies are assessed and attained as specified in the national competency profile.
- The program maintains student records that demonstrate all competencies are practiced, performed and attained in the performance environment(s) specified in the national competency profile. […]

Accreditation Considerations and Impacts

3. Accreditation Criteria Specify That: Students MUST be provided adequate and equitable learning opportunities for the practice and attainment of the required competencies.

Key Factors/Indicators:

- Students have timely, adequate and equitable learning opportunities that enable them to practice and attain the required competencies, as specified in the national competency profile […]
- Clinical/practicum learning opportunities are in the actual practice setting of the profession (hospital, clinical, paramedic unit). The program consults the national competency profile for the profession to determine any direction or latitude regarding the attainment of certain competencies in environments other than the actual practice setting, for example, attainment via simulation[…]

Accreditation Considerations and Impacts

Note on performance environments:
Performance environments refer to the context in which the competency is assessed. The performance environment can be simulation (typically in the institution's laboratory facilities), clinical or practicum (in the actual practice setting —hospital, clinic, EMS service).

- Where the national competency profile stipulates performance environments, competency attainment must be demonstrated in the identified environment. […]

- If the national competency profile does not stipulate performance environments, it is expected that attainment of the competencies in the national competency profile requiring performance of clinical skills will be assessed in the actual practice setting of the profession. The rationale for any variation in performance environment must be provided.

- In all cases, evidence of attainment of competencies that are clearly academic in nature, (e.g., "understand", "appreciate", etc.) need not be provided as these are typically assessed via written tests and exams.

What has changed?

Use of guidance document in the accreditation process

EQual survey teams will use the guidance document as a supplement to the CSMLS competency profile for MLAs when assessing applicable criteria.

Considerations for compliance with criteria

Requirements for accreditation:

Criterion – *Assessment of competencies*

- Assessment tools validate students' attainment of required competencies.
- The tools relate directly to the competency-based learning objectives, evaluate student competence according to defined performance criteria, and are used consistently and accurately.
- Students and assessors are aware of applicable policies, procedures and tools.

Critical criterion – *Attainment of competencies*

- Student records include documentation of assessment of attainment of **all** competencies.
- The records include evaluations or assessments conducted in the clinical/practicum and simulation/laboratory environments.
- Evidence of attainment of academic competencies (e.g., "understand," "appreciate,") need not be provided, as these are typically assessed via written tests and exams.

Considerations for compliance with criteria

Requirements for accreditation:

Criterion - *Personnel with the appropriate and current training*

- Didactic and clinical personnel have received appropriate training on the assessment tools and on methods of evaluation using simulation.

Criterion - *Didactic learning resources*

- If simulation is used for assessment purposes in the didactic setting, the educational program must ensure it has appropriate equipment and supplies to support simulation activities.

Criterion - *Appropriate and equitable clinical learning opportunities*

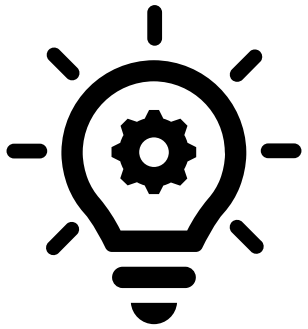
- Educational programs must continue to provide an appropriate and equitable clinical learning experience for students.
- If simulation is used for assessment purposes in the clinical setting, the educational program must ensure the clinical site has access to appropriate equipment and supplies to support simulation activities.

Considerations for compliance with criteria

Requirements for accreditation:

Requirement - Quality Improvement

- Educational programs must evaluate the effectiveness of their chosen approach to assessment of competency attainment and take corrective measures as required.



Criterion 5.1.5

The educational program researches and determines the value of incorporating new technologies or methods into programming to improve the quality or to respond to strategic directions in the profession.

Question & Answer

Thank you!

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