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NLN/Jeffries Simulation Framework: State of the Science Summary

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Editorial

NLN/Jeffries Simulation Framework: State of the Science Summary



In summer 2011, a research task force from the International Association of Clinical Simulation and Learning (INACSL), in consultation with Dr. Pamela Jeffries, invited international nursing researchers and educators to participate in a project to evaluate state-of-the-science and existing research regarding the simulation model/framework (Jeffries, 2005, 2007). The model/framework was developed to define simulation education variables and provide an organized guide. The 21 researchers and educators worked on one of five teams, one for each of the five existing major model/framework constructs (Teacher, Student, Educational Practices, Outcomes, and Simulation Design Characteristics).

Each of the construct teams attempted to answer the following questions:

1. How is the concept defined in the literature to date?
2. What is the state of the science (what evidence is available) surrounding the assigned framework constructs to date?
3. What are the major knowledge gaps and research opportunities in these areas?
4. What are the important future directions for research surrounding the concepts in the framework?

A major challenge encountered was that the model/framework did not have a standardized name, which added to the difficulty of reviewing the literature. Early in the project the name of the framework, NLN/Jeffries Simulation Framework, was clarified and it should be used in all related future work and references. The teams found that few studies identified any theoretical framework that underpinned their work. Although not named, the framework constructs appeared to inform the work, but often the framework was not mentioned in the published literature.

A second challenge was the lack of standardized terminology for the constructs. Two teams recommended

changing the names of the constructs or allowing synonyms (e.g., Teacher could also be Facilitator, and Student could also be Participant). The suggested changes were included in the newest version of the framework as shown in Figure (Jeffries, 2012).

There was also difficulty knowing when saturation was reached. Teams were unsure if diminishing returns were the result of the lack of standardized terminology or if indeed most sources had been located on the subject. Teams reported locating few empirical studies on the individual constructs, with wide variance on the volume and strength of the evidence.

The teams reported the preliminary results of the concept analyses and literature review at the 11th Annual International Nursing Simulation/Learning Resource Center Conference in June 2012. I encourage you to review these articles, which include results of the initial literature review, the conference audience feedback, and further review of the literature based on the feedback. During summer 2013, phase 2 started with a think tank to expand and advance the outcomes and evaluate the potential growth of the NLN/Jeffries Simulation Framework to move from a framework into a theory.

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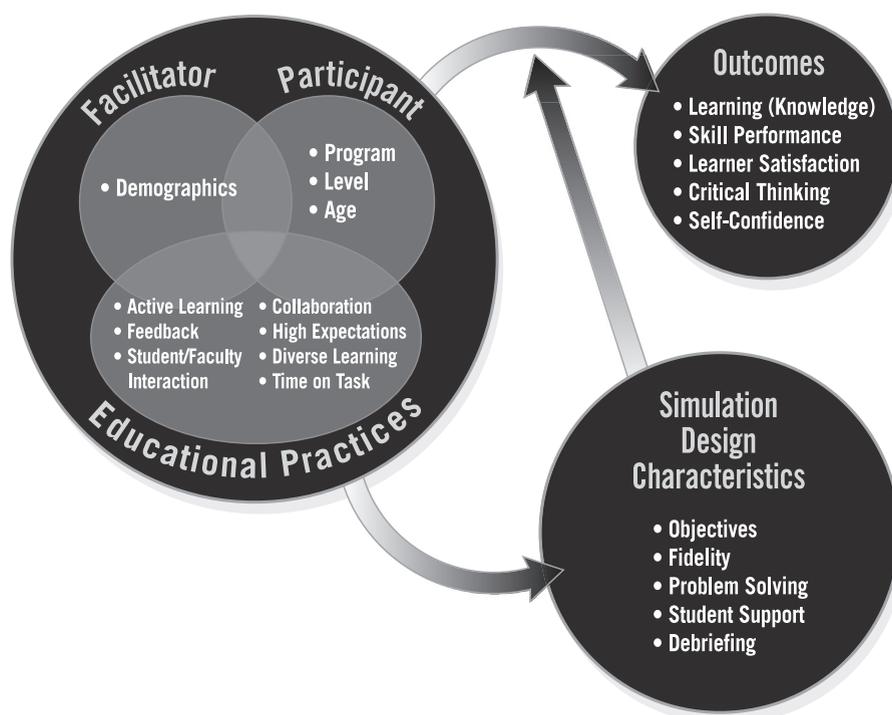


Figure NLN/Jeffries Simulation Framework. (From Jeffries, P.R. (Ed.). (2012). *Simulation in nursing education: From conceptualization to evaluation* (2nd Ed). New York, NY: National League for Nursing, with permission).

References

- Jeffries, P. R. (2005). A framework for designing, implementing, and evaluating simulations used as teaching strategies in nursing. *Nursing Education Perspectives*, 26(2), 96-103.
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