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Standards of Best Practice: Simulation

INACSL Standards of Best Practice: SimulationSM Professional Integrity

INACSL Standards Committee

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As the science of simulation continues to evolve, so does the need for additions and revisions to the INACSL Standards of Best Practice: SimulationSM. Therefore, the INACSL Standards of Best Practice: Simulation are [living documents](#).

Standard

Professional integrity is demonstrated and upheld by all involved in simulation-based experiences.

Background

Professional integrity refers to the ethical behaviors and conduct that are expected of all involved throughout simulation-based experiences. Professional integrity is a person's internal system of principles encompassing a number of additional interrelated attributes such as confidentiality, compassion, honesty, commitment, collaboration, mutual respect, and engagement in the learning process.¹⁻⁴ Professional integrity is doing what is right in the face of strong countervailing temptation or pressure and regardless of who is or is not watching and continues indefinitely even after the conclusion of the simulation-based experience.⁵

Despite one's role in a simulation-based experience, whether as a participant, facilitator, debriefer, faculty,

operator, or other role, all involved with the simulation-based experience are responsible for acting with professional integrity and developing self-awareness of how one's personal and professional behavior affects those around him or her.³

All involved in the simulation-based experience need to discuss the attributes of professional integrity especially that of confidentiality. The level or degree of confidentiality is dependent on the policy established by the institution. Organizations must have established methods of sharing student performances.^{6,7} There may be a *duty to report* inappropriate behaviors dictated by legal, ethical, and/or institutional regulations.^{8,9}

Everyone becomes vulnerable to a certain extent when they are placed within a simulation-based experience; it is therefore imperative that an unequal power balance be recognized and professional boundaries maintained so the knowledge obtained from the simulation learning outcomes are not compromised.¹⁰ Boundary crossings may be inadvertent, thoughtless, or purposeful but these judgments can affect grades, relationships, jobs, positions, and careers.

There is responsibility to act and monitor professional integrity across all disciplines and professions.

Potential consequences of not following this standard can lead to unanticipated behaviors and/or interference with simulation-based outcomes. Participants may have an inability to be fully immersed in the simulated based experience altering or biasing an individual's performance. It can affect a career, self-esteem, create a sense of distrust in professional relationships, loss of a safe learning environment, and alteration of group dynamics.¹⁻⁶

Criteria Necessary to Meet This Standard

1. Foster and role model attributes of professional integrity at all times.
2. Follow standards of practice, guidelines, principles, and ethics of one's profession.
3. Create and maintain a safe learning environment (see INACSL Standard: Facilitation).
4. Require confidentiality of the performances and scenario content based on institution policy and procedures.

Criterion 1: Foster and role model attributes of professional integrity at all times.

Required elements:

- Attributes of professional integrity include being:
 - Organized and prepared for the simulation-based experience.
 - Accountable for one's role and responsibilities.
 - Collaborative, supportive, nonintimidating, and mutually respectful.
 - Able to share expertise and/or experiences in a safe, nonjudgmental manner.
 - Calm, compassionate, and creating a sense of trust.
 - Cognizant of issues related to the care of diverse populations and the diversity among all involved in the simulation-based experience.
 - Honest, mindful, and sensitive to cultural differences and ethical issues related to the simulation-based experience.
- Recognize unprofessional and unethical behavior during simulation and take steps to abate it.
- Consciously make a personal choice to act with professional integrity.

Criterion 2: Follow standards of practice, guidelines, principles, and ethics of one's profession.

Required elements:

- Always pursue excellence as a member of a profession.
- Abide by the legal and professional standards of practice and codes of ethics that guide one's discipline.
- Remain current in standards of practice, guidelines, principles, and ethics of one's profession.

- Embed professional standards of practice and codes of ethics of participant's disciplines to develop, remind, and reinforce attributes of professional integrity.

Criterion 3: Create and maintain a safe learning environment (See INACSL Standard: Facilitation).

Required elements:

- Clearly communicate the attributes of professional integrity and the importance of confidentiality.
- Support active learning, reflection, and deliberate repetitive practice.
- Provide clear communication and honest feedback in an effective, respectful manner.
- Maintain professional boundaries to minimize fear of negative consequences to professional role/status and personal relationships (i.e., colleague to colleague, peer to peer, teacher to student, or friend to friend).

Criterion 4: Require confidentiality of the performances and scenario content based on institutional policy and procedures.

Required elements:

- Establish policies and procedures for the appropriate sharing of participant performance with those that need to know and have a legitimate educational interest including mechanisms for monitoring, reporting, and addressing violations.⁶
- Establish policies and procedures for securing and destroying written documents, audio, and/or video footage.
- Preserve the integrity of scenario content, events/actions that occurred in the simulation, feedback delivered, and all conversations that occurred before, during, and after the simulation-based experience based on institutional policy.

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