**USER GUIDE FOR EVALUATORS**

**Implementation Quality Rubric for Healthcare Simulation (IQR-SIM)**

This document provides an overview of and serves as a guide on how to use the Implementation Quality Rubric for Healthcare Simulation (IQR-SIM) to evaluate the implementation quality of simulation-based programs in the different health professions education.

**Description:** The IQR-SIM is an operational tool that is intended for use by educators, program directors, managers, and operations staff to evaluate the process and quality of implementation of simulation-based courses in their institutions.

**Purpose:** The IQR-SIM aims to aid in the implementation process to identify gaps, monitor the process in real time, and promote the achievement of desired outcomes.

**Format:** The IQR-SIM consists of specific tasks through different implementation phases that are evaluated using a three-point rating scale. This allows the implementation evaluator to identify and assess the status of the implementation process and what tasks are yet to be accomplished.

**Rating**

*Three-point rating scale.* The IQR-SIM was designed as a three-point rating scale:

- “1” indicates a task that is not accomplished
- “2” describes a task that is partially accomplished
- “3” represents a task that is fully accomplished and completed.

**Other answer options**

- *Don’t know/Can’t assess.* This option indicates indeterminate decisions, allowing for further investigation if the task has been accomplished in the past or by other members of the teams.
- *Not applicable.* Choose this option when an item is not applicable for the simulation-based program you are evaluating or is not applicable to your local context
- *Comment section.* Additional information provided in the comment sections could be used to jumpstart conversations among the team members regarding capacities and other resources that are needed to ensure a quality implementation of simulation-based programs

**Phases of Implementation of simulation-based programs**

The IQR-SIM is divided into three phases, starting from the formation of the implementation team, engagement of stakeholders and context definition, to implementation planning, and lastly
monitoring and evaluation. The items under each phase represent action steps that needed to be accomplished to ensure quality implementation.

**Phase 1: Stakeholder Engagement and Context Exploration.** This initial phase, engagement of implementation stakeholders and context exploration is further divided into three main categories of (1) identification of implementation team and stakeholders, (2) obtaining buy-in and (3) determining alignment and fit of the program and the institution.

**Definition of terms in Phase 1**

- **Stakeholders** – this is narrowly defined in this context as individuals who hold organizational responsibility and accountability for implementation.
- **Implementation initiator**- is defined as the person who instigates and leads the implementation of the simulation-based program.
- **Implementation team**- this includes all members of the implementation team as defined by the implementation lead. The implementation team supports the implementation effort to ensure success and effectiveness. A diverse team is recommended, with different expertise in relation to the program, its purpose and use, the implementation process and evaluation of outcomes.
- **If a task is “defined”**- in this rubric, we assume that when a task is defined, it includes documentation.
- **Determination of the degree of fit**- refers to alignment of the simulation-based program to the vision, structure and values of the host context. The host context refers to the institution or the organization. This step allows for the potential adaptation or modification of the program and informs the development of implementation plans in Phase 2.

**Phase 2: Implementation Planning.** Phase 2 involves the development of implementation plans based on the information gathered and synthesized in Phase 1, to guide the initiation of the implementation process. These include the “what”, “who” and “when” of the implementation. Development of implementation plans in this phase will also be useful in phase 3 during monitoring and evaluation of process and outcomes.

**Definition of terms in Phase 2**

- **Implementation Process** – includes the full series of coordinated stages or steps- from exploration of the need for change, to identifying resources, to full implementation.
- **Implementation Outcomes**- defined as the effects of deliberate and purposive actions to implement new programs. Includes acceptability, appropriateness, adoption, feasibility, fidelity, implementation cost, penetration, and sustainability of evidence-based practice.
- **Educational Outcomes**- this refers to the outcomes of the program or the educational intervention.
- **Instructors**- this refers to the persons who teach or facilitate the simulation program.
Phase 3: Implementation Monitoring and Evaluation

- Evaluation of implementation process and outcomes- this pertains solely to the different stages/steps throughout the implementation process, and implementation outcomes as described above.
- Evaluation of simulation program outcomes- this refers to effect of the educational intervention (i.e., learning outcomes such as improved test scores, change in behaviors, unintended consequences, etc.)