

Welcome

Evaluating Facilitator Competency: What Have We Learned?

INACSL CONFERENCE, 2016

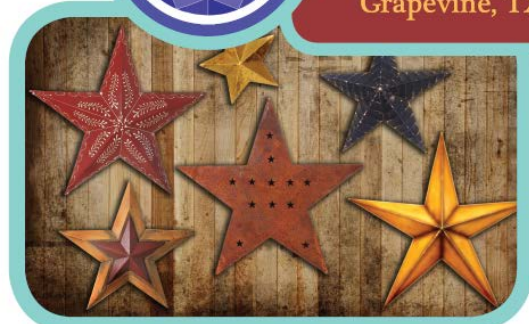
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INACSL
CONFERENCE,
2016



June 15-18, 2016

Gaylord Texan
Resort
Grapevine, TX



Continuing Nursing Education



INACSL is an accredited ANCC provider.



- Conflict of Interest

- Kim Leighton, Vickie Mudra, & Greg Gilbert report no conflict of interest

- Julia Greenawalt (INACSL Conference Administrator & Nurse Planner) reports no conflict of interest

- Leann Horsley (INACSL Lead Nurse Planner) reports no conflict of interest

- Successful Completion

- Attend 90% of session

- Complete online evaluation



Objectives

Upon completion of this presentation, participants will be able to:

1. Discuss rubric development, rationale, and challenges
2. Explain use of G theory to analyze data
3. Apply rubric to various behaviors and situations
4. Utilize the FCR to guide faculty development



- Background
 - Need to evaluate training but no tool existed
- Purpose
 - Identify competent facilitators and provide adequate resources to others
- Theoretical Framework
 - Benner's Novice-to-Expert Theory
- Foundation
 - INACSL Standards of Best Practice: Simulation

- Identify Concepts
 - Preparation, Prebriefing, Facilitation, Debriefing, Evaluation
- Identify Components
- Presentations and Feedback
 - Conferences, workshops
 - Expert panel
- Compression of Levels
- Use of Likert-Scale

FACILITATOR COMPETENCY RUBRIC

CONCEPTS	COMPONENTS	BEGINNER (1) TO ADVANCED BEGINNER (2)	COMPETENT (3)	PROFICIENT (4) TO EXPERT (5)	
Preparation	Scheduling	Identifies need for small groups at the bedside	Demonstrates creativity in scheduling approaches	Schedules participants for optimal learning experience	
		1	2	3	4
	Learning Objectives	Addresses cognitive, affective, and psychomotor domains of learning	Correlates objectives for all domains of learning to the level of the participants education or experience	Incorporates objectives that integrate holistic patient-centered care	
		1	2	3	4
	Planning Process	Informs lab staff of plans to conduct simulation	Collaborates with lab staff to ensure learning objectives will be met	Reviews prior simulated clinical experiences (SCEs) to ensure improvements made in learning experience	
		1	2	3	4
	Fidelity Level (e.g. environment, simulation modality)	Intends to use materials/simulation modality based on own comfort/ease	Plans for a level of fidelity that will meet the desired outcomes	Designs experience to closely replicate environment of care in accordance with learning objectives	
		1	2	3	4
	Supply/Equipment Availability	Lists supplies and equipment needed for SCE	Organizes learning materials according to priority of need	Develops or enhances materials to allow learners to critically think	
		1	2	3	4
	Preparation Requirements	Informs participants of any preparation requirements prior to arrival to SCE	Determines whether participants are prepared for the SCE	Analyzes whether level of preparation is sufficient to optimize learning	
		1	2	3	4
	Evaluation Methods	Intends to evaluate whether the participants were satisfied with the SCE	Plans to gather data to evaluate the experience, facilitator, and/or learning outcomes	Plans to use psychometrically sound evaluation tools	
		1	2	3	4

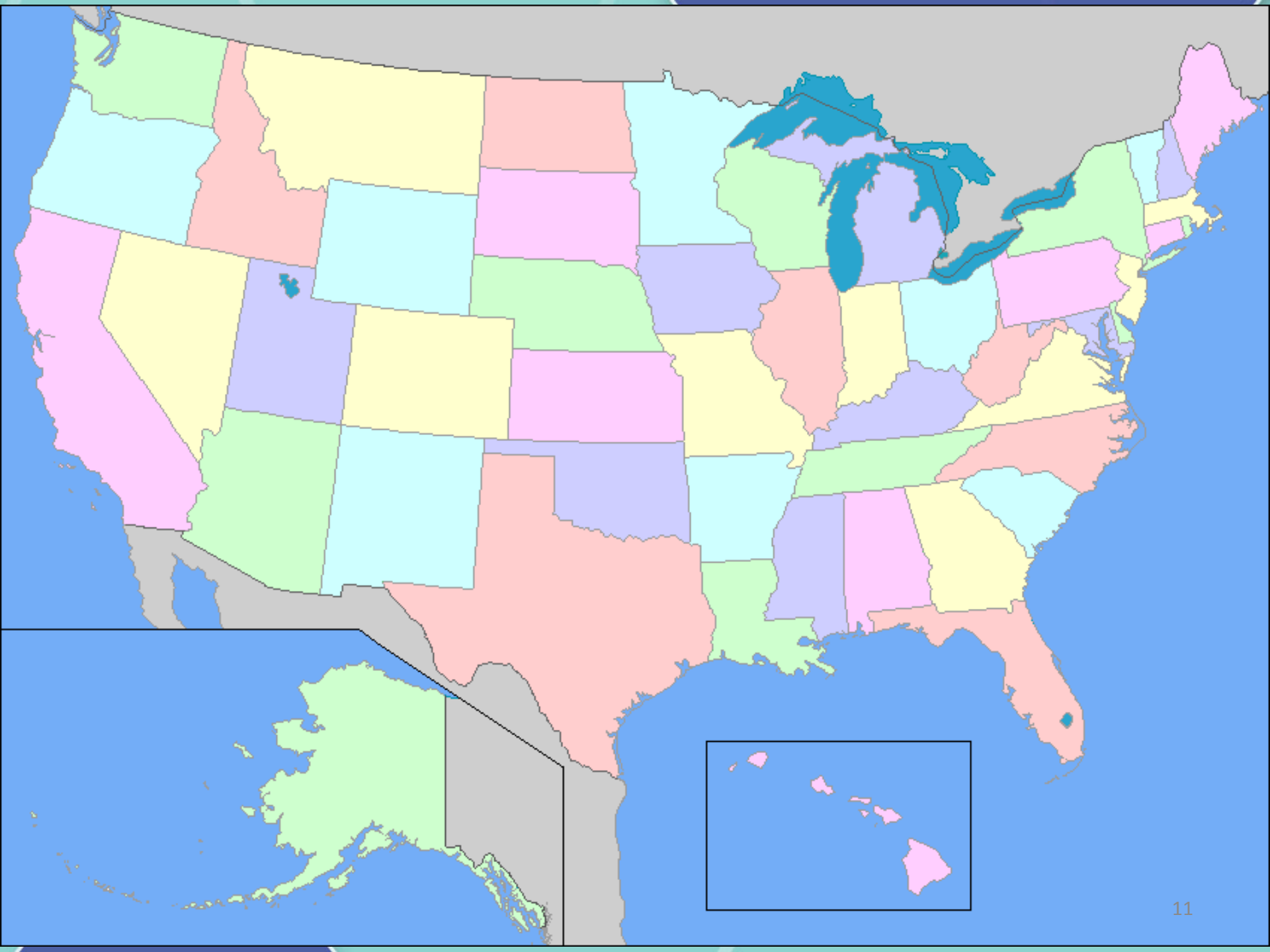
- Multidimensional vs. unidimensional
- More complete analysis
- Identifies sources of variation
- Can be used for allocation of resources
- Analog to reliability coefficients
- *The estimated proportion of observed score variance due to the universe-score variance is .XX (the G coefficient).*



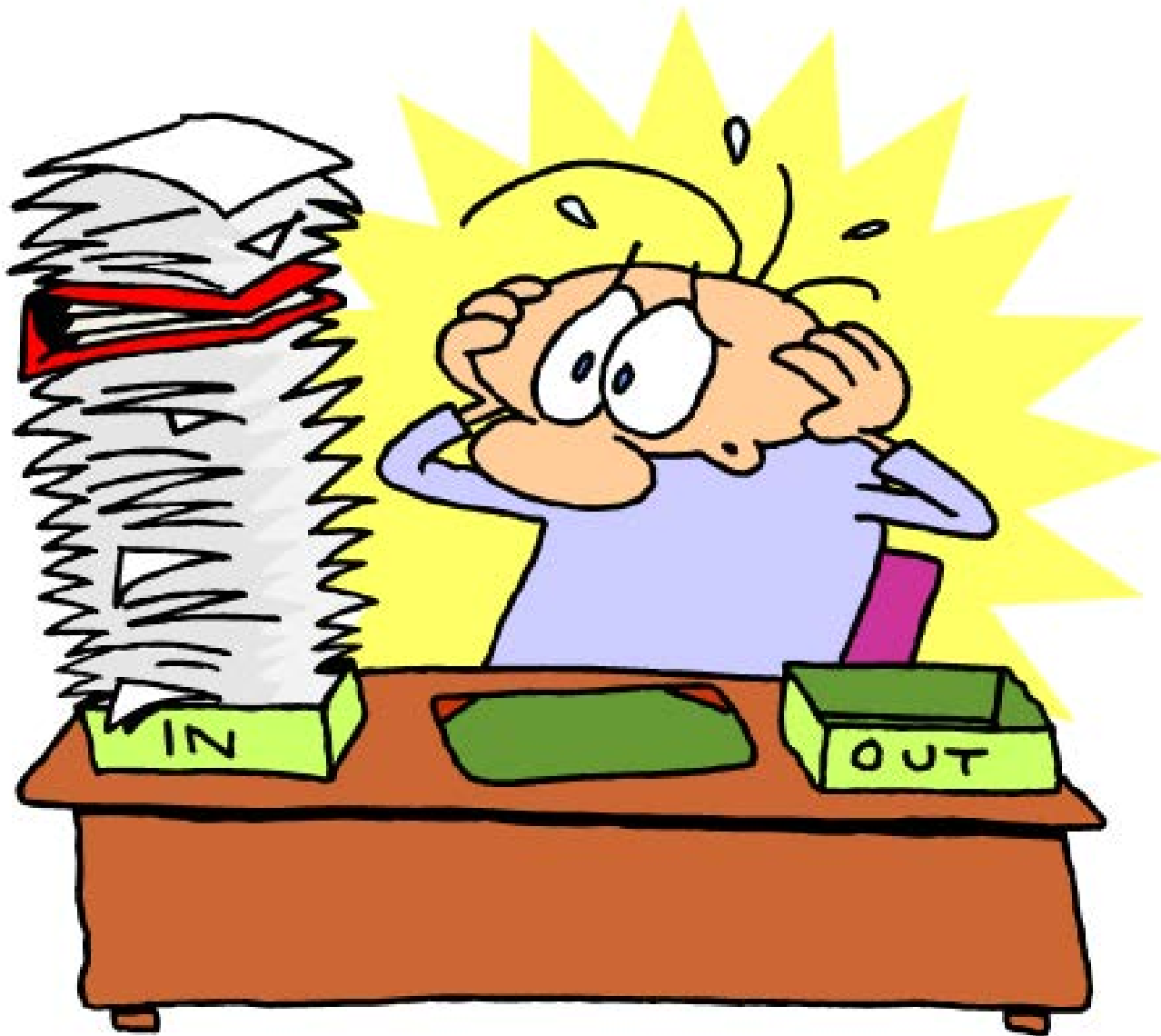
CHALLENGES!



- Concurrent rollout of other initiatives
- Mission = Teaching
- Staff evaluating faculty
- Performance, being observed
- Faculty development planning vs evaluation
- Summer! Holidays! Exams!







- IRB completion did not equal participation
 - Key faculty left positions
 - Faculty supported---then didn't participate
 - Technology issues
- Some participants did not view entire webinars
- Manual processes
- Frequent follow-up required

EXEMPLARS



- Participants
 - Five US schools
 - One school outside US
- Data collection ends JUNE 30, 2016!!
- Manuscript submission
- Survey dissemination

- Using the Facilitator Competency Rubric
- Facilitator Development
- Facilitator Evaluation

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References

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