

# Faculty Development: A Blended Learning Approach



## Basic Assumption

We believe that everyone participating in simulation activities is intelligent, well-trained, cares about doing their best, and wants to improve.

From the center for Medical Simulation in Boston, MA

Michelle Feliciano, M.Ed., CHSE  
Nichole Kelsey, MSN, RN, CHSE

# ANCC

## Continuing Nursing Education



International Nursing Association for Clinical Simulation & Learning is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

# DISCLOSURES

- **Conflict of Interest**
  - Michelle Feliciano and Nichole Kelsey (Simulation Educators for the Cleveland Clinic) 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 100% of session
  - Complete online evaluation

# Learning Outcomes

Upon completion of this educational activity, participants will be able to:

1. Participants will be able to *discuss* the faculty development course components described throughout the session.
2. Participants will be able to *design* a simulation faculty development program aligned with the current standards and best practices.
3. Participants will be able to *integrate* simulation faculty development concepts into current professional development programs.

# History of Cleveland Clinic Simulation Program

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**1997** – Animate Simulation lab opened

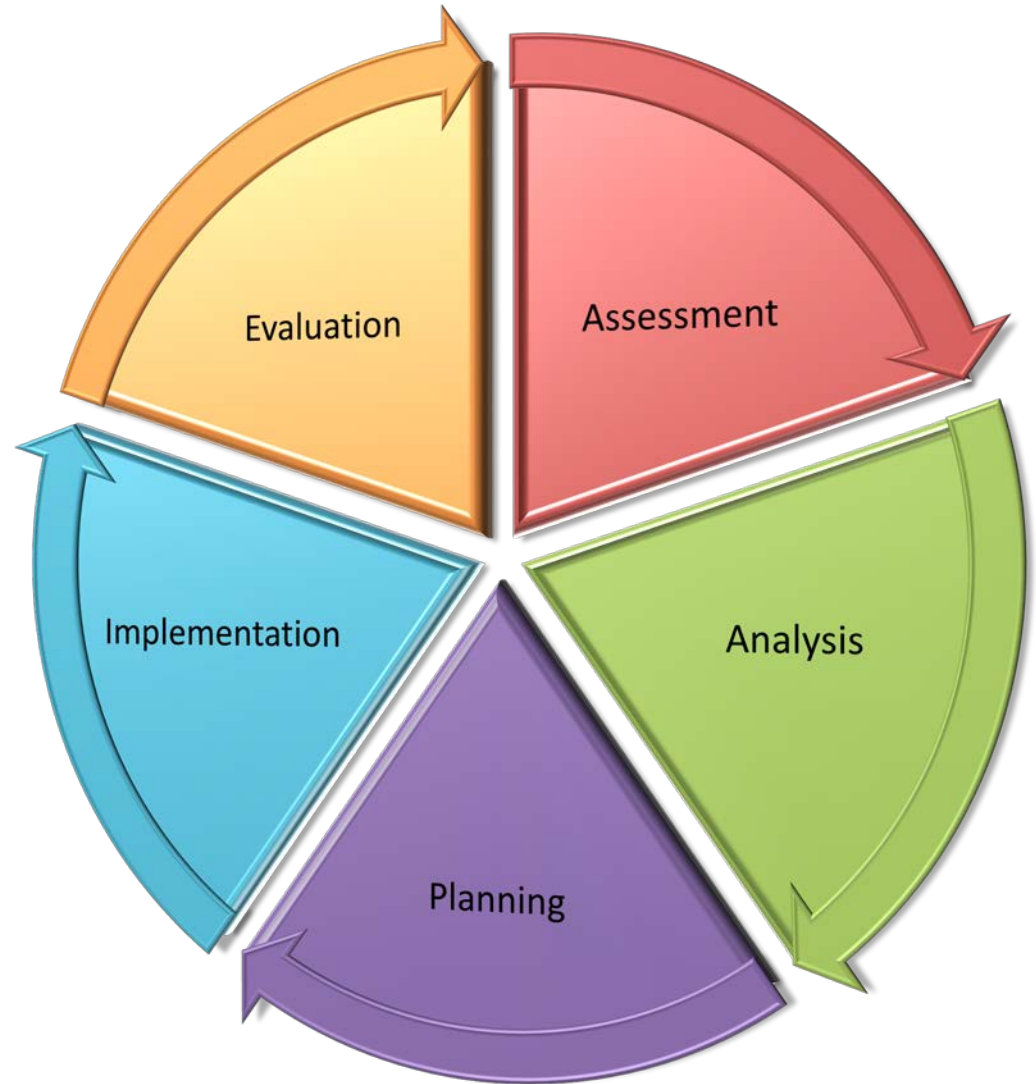
**2006** – Nursing Simulation program began with Department of Labor grant

**2012** – Inanimate Multidisciplinary Simulation Center opened, expanding simulation services

**2013** – First Faculty Development Program offered

**2014** – Simulation and Advanced Skills Center (SASC) created through merger with Multidisciplinary Simulation Center and Nursing Simulation program.

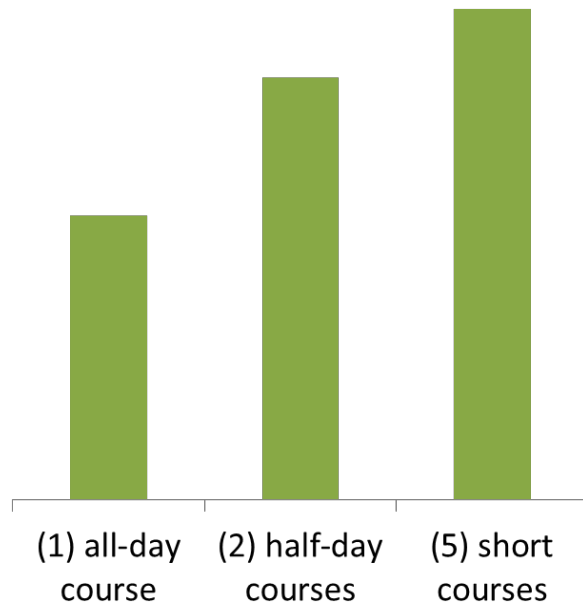
**2014** – received SSH accreditation



# Assessment & Analysis

## Needs Assessment (2013)

- Content
- Structure



## Multidisciplinary Simulation Center Faculty Development Needs Assessment

The expansion of simulation into the Cleveland Clinic Multidisciplinary Simulation Center (MSC) has brought new opportunities to engage in unique educational forums. Simulation education is diverse and includes such things as task/procedure training (e.g., ultrasound guided central venous line training), team training (e.g., mock codes, high risk situations), latent threat identification (e.g., testing new equipment, clinical spaces, or protocols) and utilizing standardized patients for physical exam or other communication-based learning (e.g., delivering bad news). A background in simulation is not necessary to teach or create simulation experiences for your learners and staff, but the Simulation Center is seeking to create a course that provides the fundamentals of simulation education. This brief, anonymous survey gathers your needs for this instruction.

\* Required

### What is your provider type? \*

- Advanced Practice Nurse
- Nurse
- Physician's Assistant
- Resident Physician
- Staff Physician
- Other:

### Sample Question 2

### Please note any additional roles that you hold within the institution \*

Check all that apply

- Manager
- Institute/Center/Department Chair
- Clinical Instructor
- Clinical Nurse Specialist
- Simulation Center Core Faculty
- Residency/Fellowship Program Director
- Clerkship Director
- Other:

### I have been involved in simulation for: \*

- Not at all

# Planning

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- Faculty
- Retreat
- Core Courses
- Elective Courses

## **Retreat (4 hours)**

- Introduction to Simulation
- Adult Learning Principles
- MSC Process
- Incorporating Simulation into the Curriculum (introduction)

## **Core Requirements (1.5 hours each)**

- Identifying Needs and Outcomes
- Developing Goals and Objectives/Curriculum Development
- Assessment
- Debrief 1

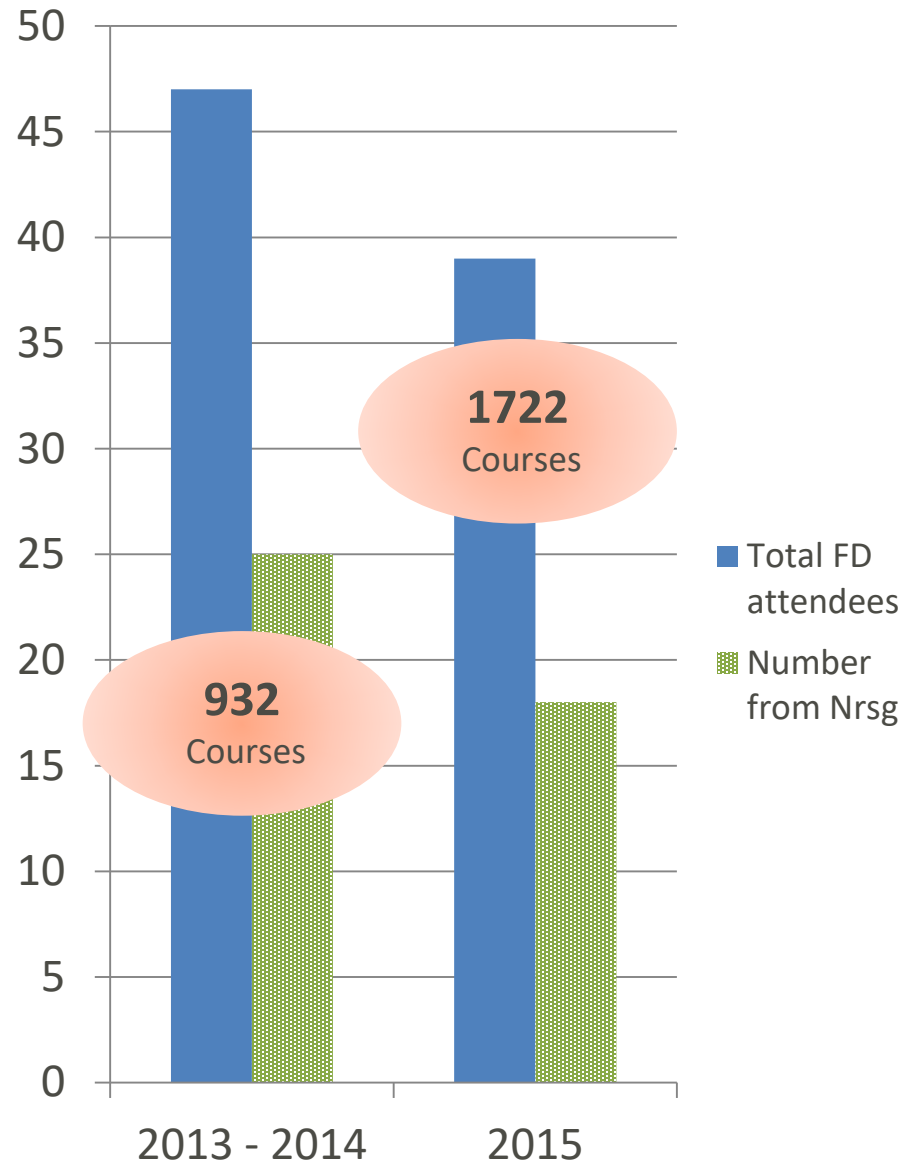
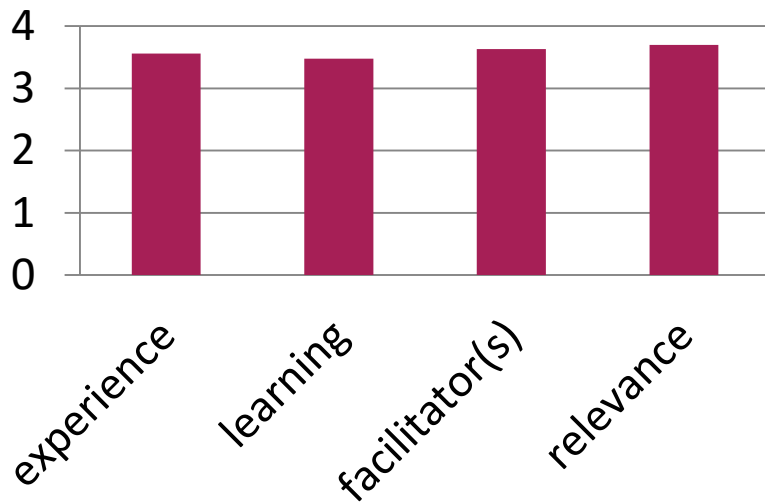
## **Electives (1.5 hours each)**

- Technology – AV
- Technology – manikins
- Standardized Patients
- Debrief 2
- Programming (Basic)
- Programming (Advanced)
- Advanced Curriculum Development

# Implementing & Evaluating

This was a simulation course but I didn't touch a mannequin

More time to practice or an additional class?





# Assessment, Analysis, & Planning

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## 2016

- Complete structure redesign – blending learning approach
- Survey completed by participants and non-participants
- Updated evaluation scale
- New program faculty & leadership

Faculty Development program	
<b>Online self-study</b> Prerequisite asynchronous learning to begin 3 weeks before onsite workshop	<b>2-day onsite workshop</b> Stanley Shalom Zielony Building
<b>The online content includes:</b> <ul style="list-style-type: none"><li>• Baseline knowledge pre-test</li><li>• Confidence and experience self-reporting survey</li><li>• Introduction to simulation</li><li>• Establishing goals &amp; objectives</li><li>• Assessment in simulation</li><li>• Basics of debriefing</li><li>• Approximately 4 hours of content</li><li>• Includes videos, discussion boards, and reading assignments</li></ul>	<b>The onsite content includes:</b> <ul style="list-style-type: none"><li>• Adult &amp; experiential learning theories</li><li>• Reflective feedback</li><li>• Fundamentals of debriefing</li><li>• Artful questioning</li><li>• Facilitation within simulation</li><li>• Simple and team-based case building</li><li>• Includes multiple hands-on, highly interactive modalities</li><li>• Post-test (to be completed via within 72 hours of completing the course)</li></ul>

# Implementing

- Screenshot(s) from online self-study
- Asynchronous with deadlines

The screenshot displays a user interface for an online self-study course. At the top, there is a navigation bar with links for Home, My Courses, Find Learning, Transcript, My Reports, Calendar, and Support. Below this is a breadcrumb trail: Dashboard > Courses > Simulation Center > Sim Faculty Development. A 'Turn Editing On' button is located in the top right corner.

The main content area is divided into several sections:

- Course Instructions:** A text block explaining that users must complete all learning activities to receive CME credit. A check mark indicates completion. Activities are available in sequence, and grayed-out activities indicate prerequisites have not been met.
- Course Completion Status:** A box stating the user is not currently tracked for completion in this course, with a 'View course report' link.
- Search Forums:** A search bar with a 'Go' button and an 'Advanced search' link.
- Course Content:** A list of activities with checkboxes for completion. The current activity is 'Establishing Goals and Objectives'. Below it are three other activities: 'Writing Goals and Objectives', 'Goals and Objectives- Video', and 'Goals and Objectives-Discussion Board'. Each activity has a checkbox and a note: 'Not available unless: The activity Standards is marked complete'.

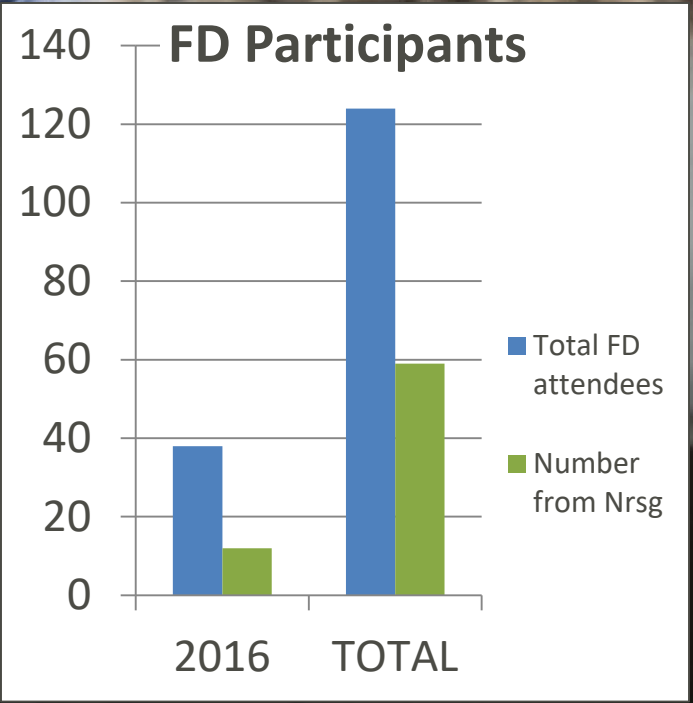
Navigation links for 'Introduction to Simulation' and 'Assessment in Simulation' are visible on both sides of the content area. A 'Jump to...' dropdown menu is located at the bottom of the content area.

# Implementing

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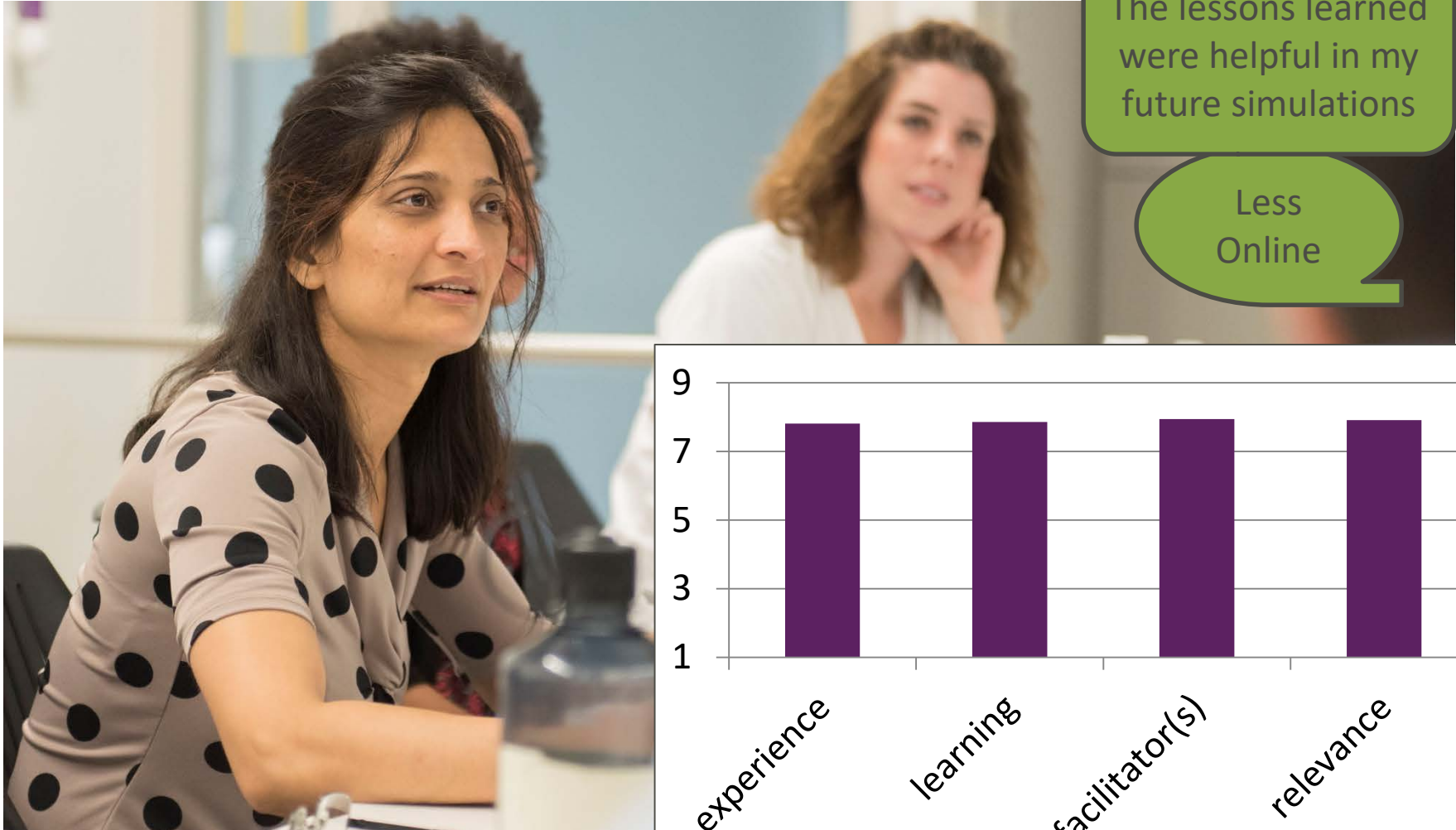
- Images from 2-day onsite workshop
- Scenario Development





# Evaluation

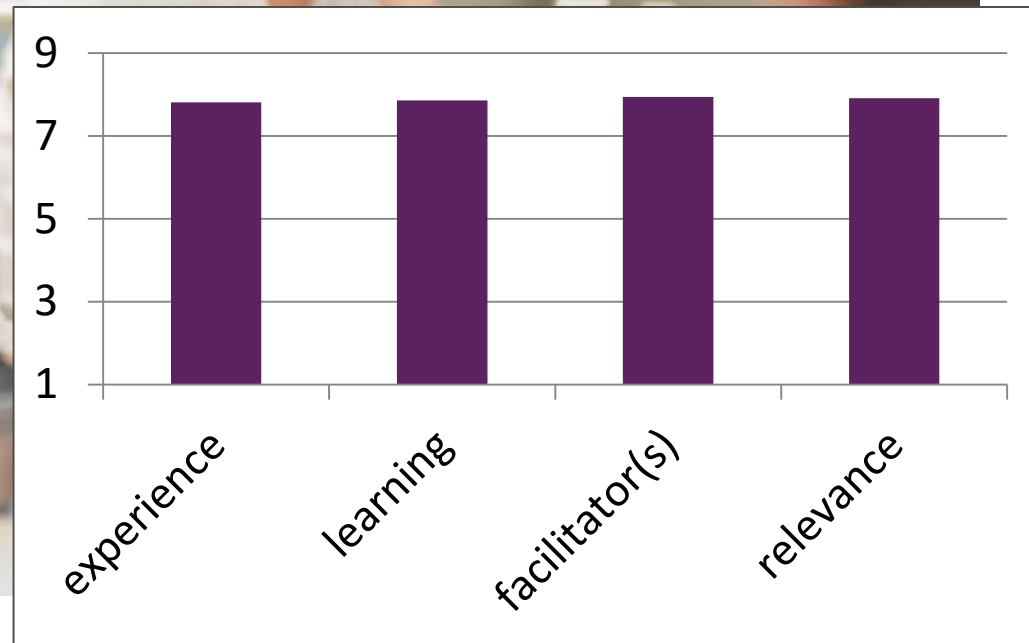
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It was great practice and feedback

The lessons learned were helpful in my future simulations

Less Online



# Future of Cleveland Clinic Simulation Program

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2016 – SASCE

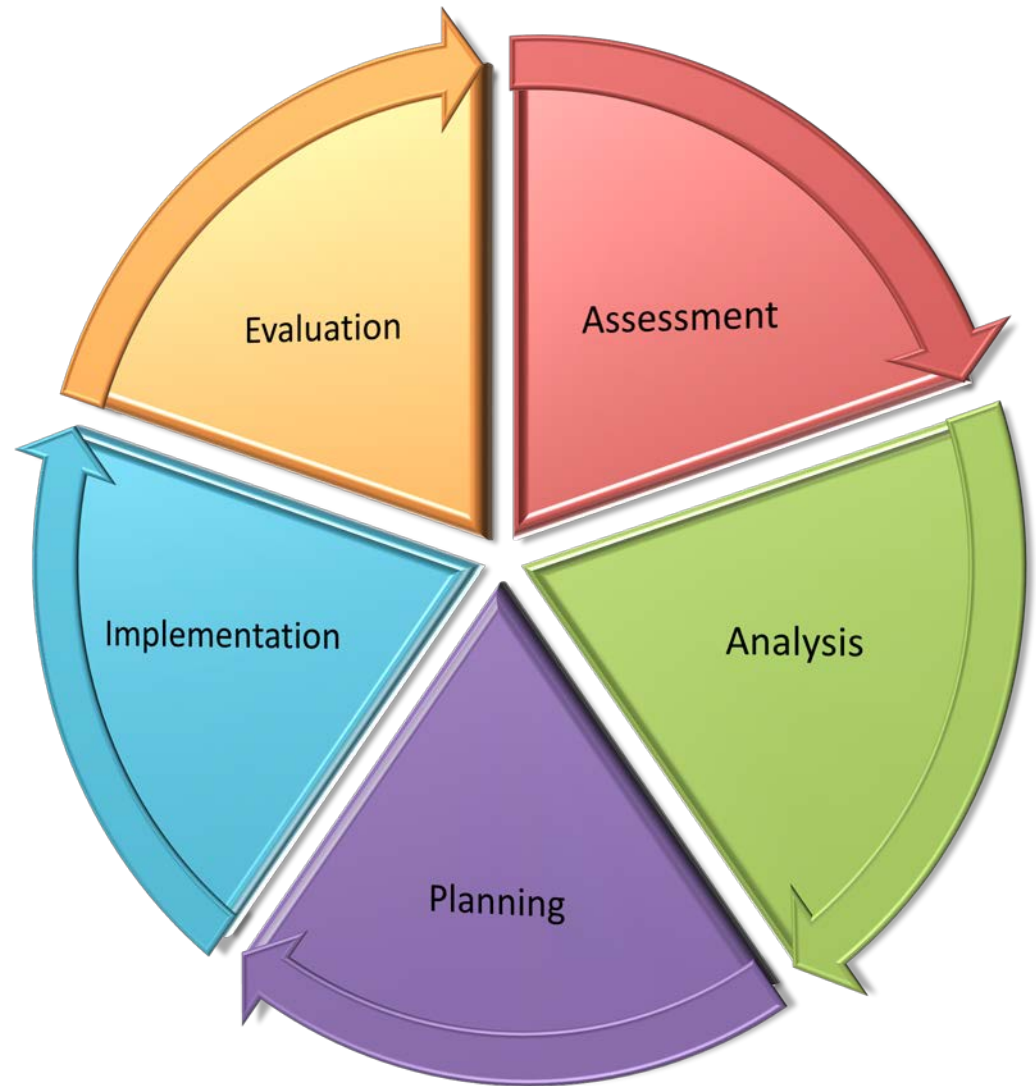
2016 – Simulation Shared Governance

2016 – DASH process established

2016 – Simulation Fellowship

2017 – A/I update course created

2017 – Simulation Mentorship



# Thank you!

**Michelle Feliciano**

felicim@ccf.org

**Nichole C. Kelsey**

kelseyn@ccf.org



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