

Title:

The Use of Simulation in Clinical Faculty Development

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Abstract Summary:

Simulation has been used extensively to teach and evaluate the clinical practices of nursing students but rarely is simulation utilized to teach clinical faculty. By providing active learning and prompt feedback faculty-centered simulation can be utilized as an effective tool to prepare nurses for their developing role in clinical teaching.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to discuss the use of simulation in clinical faculty development as well as the opportunities that it offers to novice clinical faculty.	Discussion related to : 1) why simulation is appropriate for faculty development; 2) the opportunities that simulation provides: deliberate practice of a skill in a controlled,

	nonthreatening, safe environment before entering a clinical area.
The learner will be able to identify an innovative strategy to utilize in clinical faculty development.	Discussion related to: 1) simulation scenario development; 2) preparation of faculty for simulation; 3) facilitated self reflection through debriefing.

Abstract Text:

Today many academic institutions are utilizing adjunct clinical faculty members to respond to the current nursing faculty shortage. Often, nurses enter faculty positions as expert clinicians, but are not necessarily prepared for the role of educator. Orientation programs for new clinical faculty rarely focuses on evidence-based teaching strategies and learning theories. Facilitating the development of the teaching skills of these novice clinical faculty is paramount for job satisfaction, faculty self-efficacy, and student academic success.

Simulation has been used extensively to teach and evaluate the clinical practices of nursing students but rarely is simulation utilized to teach clinical faculty. By providing active learning and prompt feedback faculty-centered simulation could be utilized as an effective tool to prepare nurses for their developing role in clinical teaching.

In an effort to strengthen the nursing department's clinical faculty development, a 60-minute low fidelity simulation (including pre-brief and debrief), involving student medication administration, was designed to give new clinical faculty an opportunity to explore the art of teaching in the clinical setting. A standardized patient was trained by a simulation specialist to play the role of the student nurse. In the simulation the new faculty member discusses medications with a student nurse prior to administration. The faculty member is able to practice the use of effective questioning to evaluate the student's critical reasoning skills, evaluate and respond to unsafe student behavior, and communicate feedback in a professional, confident, and caring manner. Following the simulation, a debriefing session occurs utilizing the Debriefing with Good Judgment - Advocacy-Inquiry technique facilitated by an expert clinical teacher.

The Emerging Educational Administrator Institute (EEAI) provided the foundation needed to fully develop and lead this project. It also fostered the development of the knowledge and skills related to the administrator role in academe that are essential for the success of this project and for it to positively impact the college's nursing program through the retention and satisfaction of novice clinical faculty as well as the academic success of the students.