

# The Use of Simulation in Clinical Faculty Development

Joan Grady Loftus DNP, ENFLA Scholar

Cynthia Foronda, RN, PhD, CNE, ANEF, ENFLA Leadership Mentor; Lynnette Leeseberg Stamler, PhD, DLitt, RN, FAAN, ENFLA, Faculty Advisor

## Background

Often times nurses enter faculty positions as expert clinicians, but not necessarily prepared for the role of educator. 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.

Kolb's experiential learning theory was used as a theoretical framework .

## Purpose

To describe the use of faculty-centered simulation as tool to prepare nurses for their developing role in clinical teaching.



## Methods

**Pre-brief**  
15 min

- Review with learner (faculty member):
- Goal: To offer an opportunity for faculty member to explore the art of teaching in a safe clinical setting.
  - Basic assumption: Acknowledge that learner wants to improve professional practice
  - Confidentiality agreement
  - Fiction buy-in with use of the SP as the (student)
  - Organization of activity (including time for both the simulation and debrief session immediately after simulation)

**Simulation**  
15 min

Use of trained standardized patient to play role of student  
 .Faculty discusses medications with student nurse prior to administration  
 Practice effective questioning (Socratic, advocacy-inquiry, etc.) to evaluate student's critical reasoning skills.  
 Identify safe and/or unsafe behavior regarding medication administration knowledge  
 Communicate feedback in a professional, confident, and caring manner  
 Discuss remediation plan with student.

**Debrief**  
30 min

- Private setting
- Maintain "safe" environment
  - Confidentiality agreement
  - Debriefing with Good Judgment - Advocacy-Inquiry technique facilitated by an experienced clinical teacher

**Evaluation**

- Clinical Faculty Simulation Teaching Performance Evaluation tool based on work of Knox & Mogan (1985) and QSEN
- Simulation Evaluation Survey - Adapted from: The Simulation Design Scale: National League for Nursing, 2005



## Conclusions

- Simulation provides safe environment for practicing the art of teaching.
- Excellent tool to preparing and supporting novice clinical faculty.
- Allows for immediate constructive peer evaluation.
- Potential positive impact on retention and satisfaction of clinical faculty as well as the academic success of the students.

## References

- Dreifuerst, K. (2012). Using debriefing for meaningful learning to foster development of clinical reasoning in simulation. *Journal of Nursing Education, 51*(6).
- Lusk, J. ( 2013). Post-simulation debriefing to maximize clinical judgment development. *Nurse Educator, 38*(1),16-19.
- Nugent, K., Bradshaw, M., and Kito, N. (1999). Teacher self-efficacy in new nurse educators. *Journal of Professional Nursing, 15*, 229-237.
- Profetto-McGrath, J., Smith, K. Day, R., and Yonge, O. (2004). The questioning skills of tutors and students in a context based baccalaureate nursing program. *Nurse Education Today, 24*, 363-372.
- Rudolf, J., Simon, R., Rivard, P., Dufresne, R. & Raemer, D. (2007). Debriefing with good judgment: Combining rigorous feedback with genuine inquiry. *Anesthesiology Clinics, 25* (2), 361-376.
- Shellenbarger, T. (2012). Nurse Educator Simulation: preparing faculty for the clinical nurse educator roles. *Clinical Simulation in Nursing, 8*, e249-255.