



Faculty Development in Simulation: A Critical Component for Success

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Disclosures

- President of INACSL
- Associate Editor of the Journal Clinical Simulation in Nursing
- NLN-DML Programs
- Advisor for the NLN Jonas Scholar Program



Dream

What is your vision for
simulation?

...Begin with the end in mind



Prepare

- Identify Champions
- Gain leadership support and resources
- Review the evidence, the INACSL Standards for Best Practice: SimulationSM, the NLN White Papers, the NCSBN Guidelines and your own State Board of Nursing information.

Assess

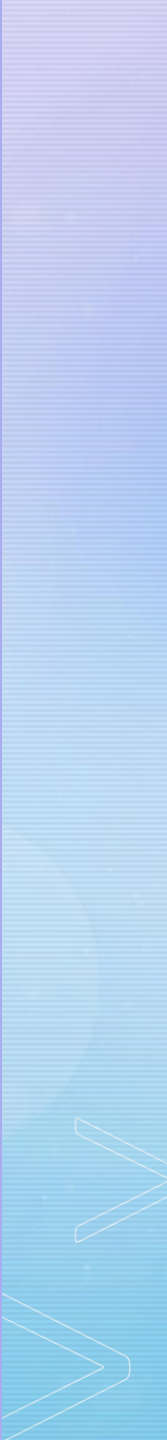
- The quality & consistency of faculty's use of simulation design, simulation implementation, debriefing and your strategy for evaluation of simulation in your program

Consider

- What simulation is currently being done? Does it reflect evidence-based practices? What is going well? Where is improvement needed? How should the program change or expand?
- When you map the curriculum with the clinical experiences your students receive, where are the holes that simulation could fill? What do those faculty need to make this happen?



Assess

- The comfort of the faculty with using simulation pedagogy
 - The outcomes (student, program etc.)
- 

Plan

- Develop a plan
- Create consistent training strategies
- Dose and re-dose. Practice makes perfect!
- Work with available resources
 - Regular touch-base meetings with account managers and educational specialists

Training & Education

- Incorporate both formal and informal education and training. Dose and re-dose
- Take advantage of training from account managers and education specialists
- Use current literature
- Referrals to local, regional and national experts

Implement, Debrief & Feedback

- Have a plan to assess, debrief and provide feedback to faculty after training
- Use valid and reliable instruments to assess faculty use of simulation and debriefing
- Pay attention to inter-rater reliability
- Provide many opportunities

Feedback & Evaluation

- Self
- Peer
- Student
- Formative and Summative

Revise

- Make continuous quality improvement changes—this is a cyclic process
- Continuous touch-base with your account managers and education specialist staff
- Continue to educate and train new faculty and staff
- Dose and re-dose
- Incorporate latest evidence
- Invite simulation colleagues from outside your program to observe and provide feedback



Document

- Process and outcomes
- Use documentation for program and simulation center accreditation



Dream

Your vision for simulation use
can be achieved with careful
faculty development

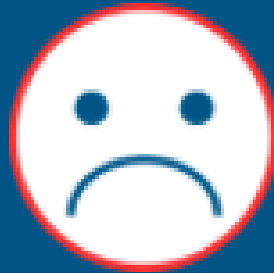


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