

# Using Simulation for Faculty and Preceptor Development

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## Objectives

- Recognize the importance of training for expert clinicians transitioning to a role as educator at the bedside
  - Discuss how to use simulation to prepare an educator for bedside teaching
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# Problem Identification

Current State:

- What training do faculty and preceptors get?



# Problem identification

Future State

- What is needed?



## Society for Simulation in Healthcare Nursing Section

### Workgroup members:

- Melody L Bethards, MSN, RN, CNE, CHSE
- Tresa Dusaj, PhD, RN\*
- Denise Foy, MSN, RN-BC
- Kate Morse, PhD, ARNP-BC, CRNP, CNE
- Colleen Nevins, DNP, RN\*
- Wendy Thomson, EdD, MSN, RN, CNE, CHSE\*

## Forming a workgroup

- Simulation experience
- Hospital
  - ✓ Preceptor class
- Academic
  - ✓ Clinical faculty experience

## Workgroup process

- Utilize different experiences and priorities
  - Identify goals and objectives
  - Write stem for scenarios
  - Identify common problems and write specific scenarios
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## Agenda

- Introduction
  - Scenarios
    - Prebrief
    - Simulation
    - Debrief
  - Conclusion
    - Debriefing of experience
    - Developing an educational action plan/contract
  - Evaluation
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## Roles

- Instructor or Preceptor – Learner
- Student or Orientee – Actor
- Patient - Mannequin

## Scenarios

Theme: Safety – medication error:

- Multiple medications to be given to a patient. Due to distraction, there is potential medication error.

Theme: Giving feedback

- Educator sits down to provide feedback on their medication administration; the student / orientee reacts emotionally.

Theme: Student/orientee competency

- Insertion of foley by student/orientee where there is break in sterility. Student/orientee reacts insists on continuing procedure.

Theme: Leading a post-clinical discussion or debriefing in clinical environment

## Next Steps

- Supporting documents / training
    - What info / education needed prior
    - In progress
  - Testing
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## Summary

- Lessons learned
    - Be clear about purpose, goals and objectives
    - Select most common or distressing issues
    - Identify key debriefing points
      - Skilled direction (teach vs clinical)
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## References

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