PIII-21: Developing novice faculty: Educator competencies for simulation

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Abstract:
Introduction: Purpose: To evaluate the effectiveness of an intensive course for novice faculty, part of the larger project Responding to the Nursing Shortage: A New Paradigm (Pelayo, 2008); secondarily, to incorporate NLN Nurse Educator competencies and Quality and Safety Education for Nurses (QSEN)as frameworks for preparing faculty to use simulation. Significance: The project’s intent is to address increased student enrollment, faculty shortage and dwindling clinical sites using a regional simulation lab. Using simulation experiences to partially meet clinical requirements is a new practice in nursing education. Faculty lack preparation for this new strategy (Jeffries & Rizzolo, 2006); best practices for faculty development have not been defined. Educator competencies have been developed and are the basis for certification (NLN, 2005). The QSEN initiative (www.qsen.org) proposes competencies for nursing practice defining knowledge, skills and attitudes (KSAs)in each area for nursing education. The project incorporated NLN educator competencies and QSEN defined KSAs into the faculty development and simulation experience.

Method(s): A course syllabus was approved by Project Director/ peers. NLN Competencies #1, 2 and 3, determined most needed by faculty in the simulation environment, and QSEN materials served as the foundation for the course; reflective journaling facilitated critical thinking. Four pediatric scenarios with QSEN competencies were developed. A research based evaluation tool was refined and pilot tested.

Results: Participant satisfaction, measured using a 24 item standard satisfaction instrument, indicated high levels of satisfaction with achievement of course objectives and teaching effectiveness; on a scale from 1 to 5 (strongly agree) mean was 4.5; comments included that the course was helpful in developing educator skills.

Discussion & Conclusions: An intensive course can be used to “jump-start” faculty preparation and the NLN competencies effectively guided educational activities. QSEN competencies were valuable in scenario development and implementation. Further implementation of the course will incorporate NLN produced mini-courses regarding simulation.

Abstract History:
This abstract has not been presented or accepted for presentation in whole or in part at the SNRS or other scientific meeting.

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