

Engaging Learning Organizational Principles for Global Simulation:


Facilitator Professional Development

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Disclosures

All of the presenters have NO financial disclosure or conflicts of interest with the presented material in this presentation.

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Session Objectives

| | |
|-----------------|---|
| Discover | Discover methods to identify curricular needs for simulation professional development programs. |
| Identify | Identify curricular components to onboard and mentor simulation facilitators. |
| Explain | Explain implementation strategies and tools to evaluate simulation facilitators. |
| Discuss | Discuss benefits and challenges of current simulation facilitator curricular models. |

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1. Why Do a Needs Assessment?

(Rachael Hodges)

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Program Needs

Most programs commonly use:

- Home-grown development methods
- Or gain professional development training from conferences

Challenges:

- Lack of admin support
- Lack of funds to secure training
- Varied mix of faculty needs (part time, clinical, etc.)
- Hard to match participant availability and training times

Benefits:

- Engaged and ready learners
- Easily accessible learning guides and standards for learning

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Individual Needs Assessment

- Type and amount of previous teaching experience
- Type and amount of previous simulation experience
- Knowledge of simulation best practices:
 - SSH Accreditation Standards
 - CHSE/CHSE-A Certification Criteria
 - INACSL Standards
 - ASPE Standards
- Level of debriefing expertise (Cheng, et al., 2020)
 - Discovery
 - Growth
 - Maturity

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Why complete a personal needs assessment?

CHSE blueprint
INACSL standards
SSH standards (specifically teaching)
ASPE standards

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Consider the design of your own program and identify learning needs for your professional development...



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SSH Teaching Standard

The Simulation Program must :

- Have qualified educators.
- Appropriately matched educators for all learner groups
- Assure simulation development and competence of educators
- Develop onboarding and development processes for those delivering simulation activities
- Establish opportunities for educators to engage in professional development specific to simulation

(SSH Teaching Standard, 2016)

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INACSL Standards of Best Practice



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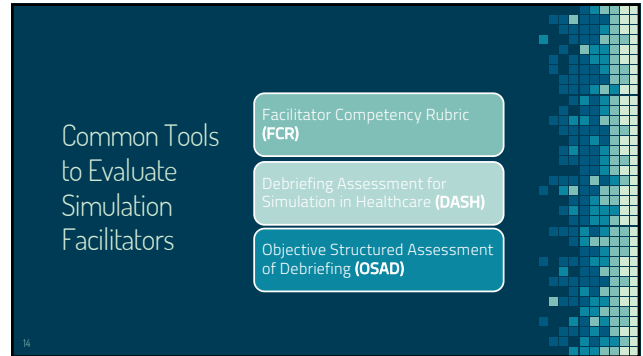
Certified Healthcare Simulation Educator Criterion

| Professional Values and Capabilities | Healthcare & Simulation Knowledge | Educ. Principles Applied to Simulation | Simulation Resources & Environment |
|---|---|--|--|
| Leadership, Integrity, & Respect Quality management Plan-do-check-act | Sim needs assessment Sim modalities Debriefing phases Human factors & modeling | Plan, Design & Implementation Evaluation and Improvement Application of Ethical Principles | Process improvement Managing technology & resources effectively Program needs identification & reporting |

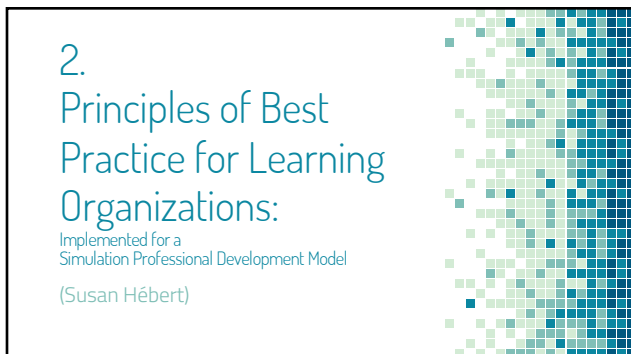
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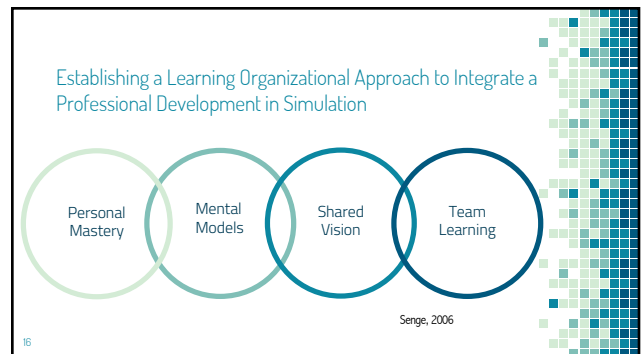
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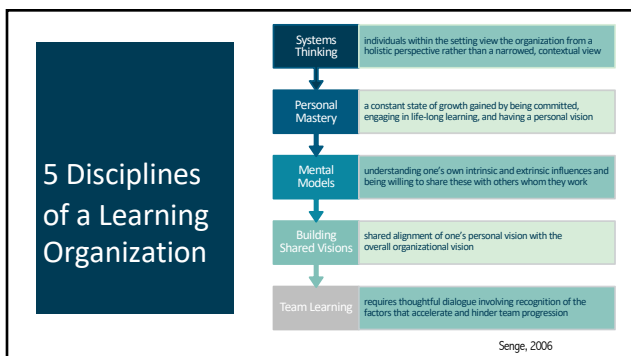
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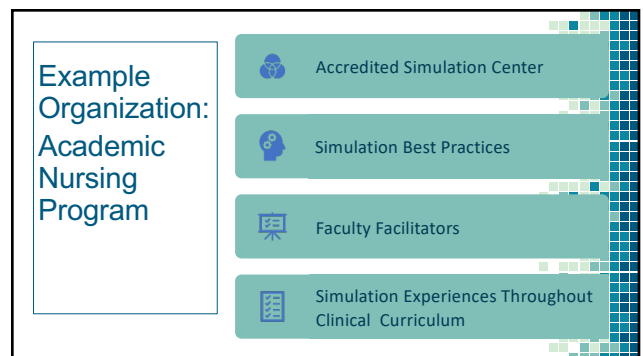
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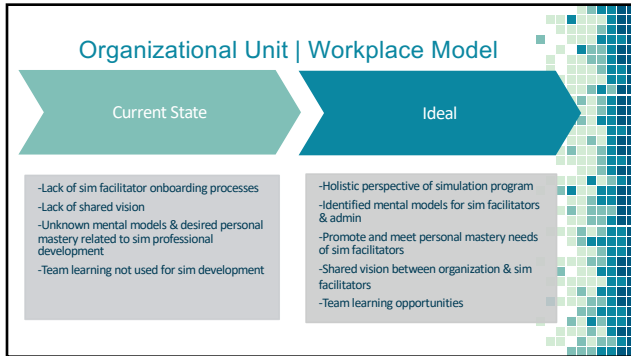
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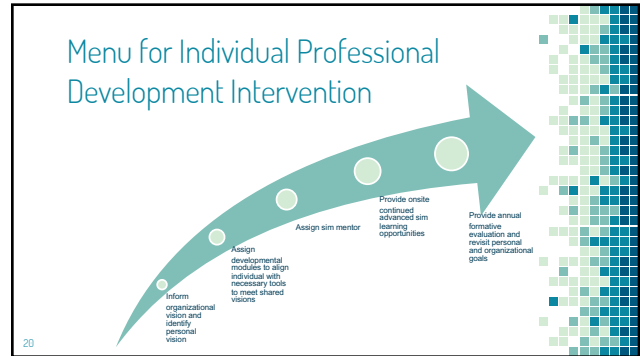
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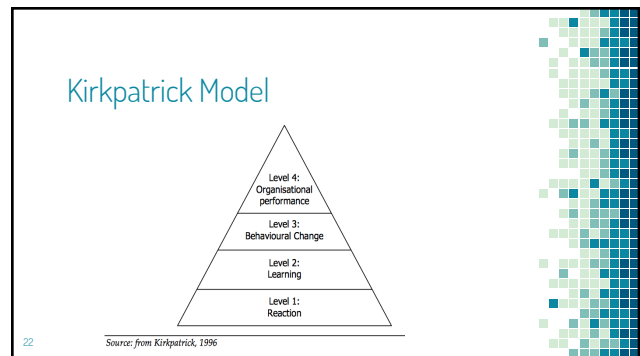


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3. Development in an Individual and Global Perspective

(Teresa Britt)

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4. Trello Professional Development Tool and Tutorial

(Jacque Bradford)

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What we did

Trello

- What is it?
- Why use it to operationalize PD curriculum?
- How does it relate to Senge's Principles of Best practice of Learning Organizations?

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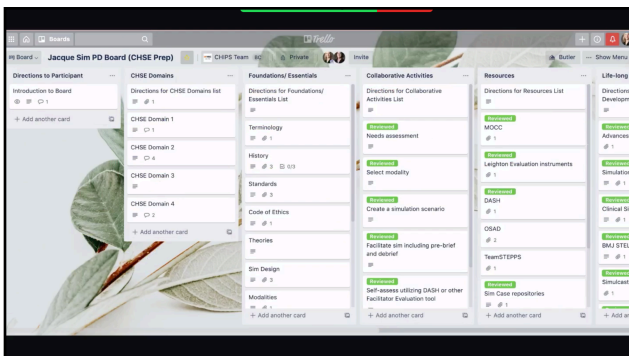
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Video Tutorial

- Brief intro to our Trello boards
- Explore example Trello boards:
 - Individual PD boards
 - Subgroup or specialty group boards
 - Large or global level board

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5. Our Take Aways

(Teresa Britt)

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So How to Begin?

- Perform a needs assessment
 - Individual Level
 - Global Level
- Catalog and organize your data
- Operationalize your data

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Professional Development Content

- Debriefing
- Coaching
- Feedback
- Sim Design
- Educational Theories and Principles
- Evaluation of Learning
- Curricular Integration
- Sim Standards
- Theoretical Support

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Benefits

Higher achievement of objectives by participants.
Enhanced educational performance in all aspects of educational delivery.
Ample pool of well-trained educators who can assist with training others (train the trainer model)
Supports accreditation standards

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Challenges

How to decide on included content
Ways to incentivize participation
Strategies identified to support higher level outcomes (Level 3 and 4 Kirkpatrick)
Workload and adequate staff/ resources

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Summary

Becoming a Simulation Educator is a transformational process.

To have a successful transformation, professional development opportunities should be intentional and customized to foster movement from novice to expert.

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Summary Cont.

Simulation certification and accreditation standards should be the benchmark of professional development content.
Integrating learning organizational principles can create the foundation for successful simulation professional development.

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Summary Cont.

Simulation professional development programs should strive to meet Level 3 and 4 achievement levels through multi-modal approaches.

Having expert Sim Educators will improve Sim Program educational outcomes and support mission and vision accomplishment.

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THANKS!

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