

Developing and Adopting a Simulation Faculty Credentialing Plan

Ashley Franklin, PhD, RN, CCRN, CNE, CHSE
Texas Christian University



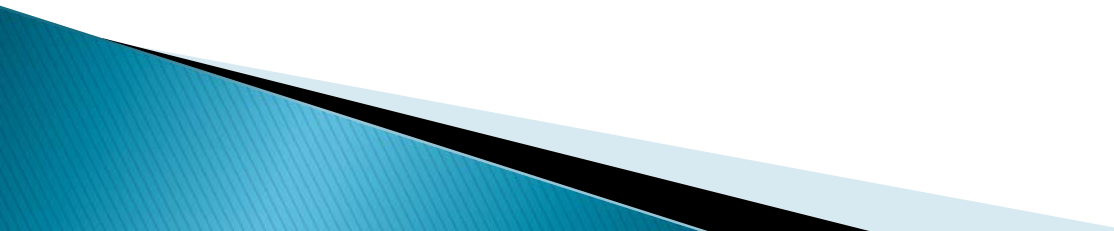
Disclosures

- ▶ No Sponsorship or Commercial Support
 - ▶ Employment
 - ▶ Related Work
 - Program Grant – Texas Higher Education Coordinating Board
 - ▶ Unrelated Work
 - Research Grant – National League for Nursing
- 

Objectives

- ▶ At the conclusion of this presentation,
 - the learner will be able to identify strengths of a simulation faculty credentialing plan.
 - the learner will be able to describe steps in a faculty competency program for undergraduate simulation teaching.

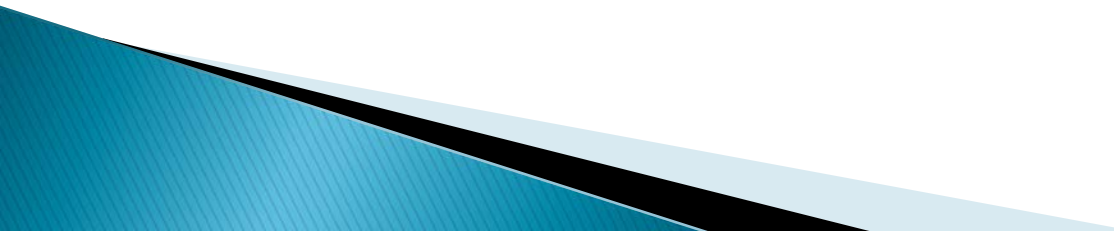
Local Background

- ▶ Simulation at Texas Christian University
 - ▶ Clinical Faculty versus Simulation
 - ▶ Curriculum Revision
 - ▶ Three New Dedicated Simulation Courses
 - ▶ 15,000 sf Renovated Lab Space
- 

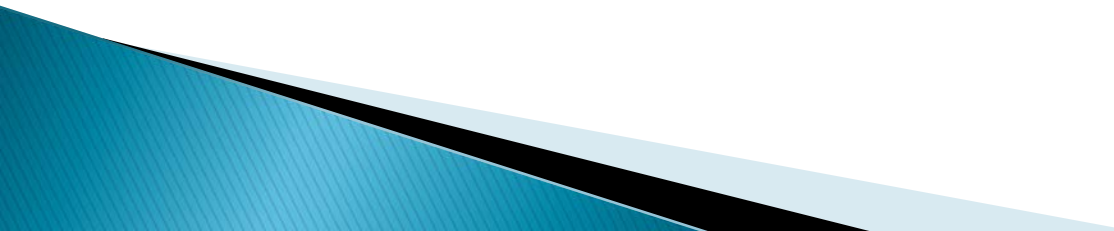
Literature Background

- ▶ INACSL Simulation Standards of Best PracticeSM
 - ▶ NCSBN Simulation Study
 - ▶ Arizona BON Advisory Opinion
 - ▶ NCSBN Simulation Guidelines
-and more*

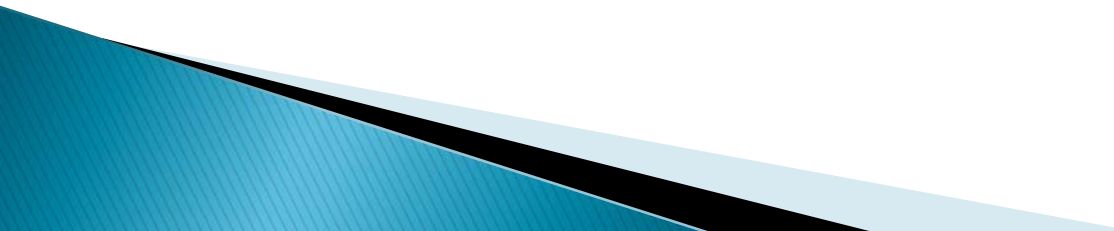
Strengths of Faculty Development Plan

- ▶ Mentoring opportunities
 - ▶ Faculty buy-in
 - ▶ Administrative support
 - ▶ Increased faculty competence and confidence
- 

Simulation Faculty Credentialing Plan

- ▶ Didactic content/Review of Evidence
 - ▶ Experiential learning
 - ▶ Facilitator/debriefing practice
 - ▶ Conferences
 - ▶ Online modules/Discussions
- 

Conclusion

- ▶ Influencing Change Through Leadership
 - ▶ Ongoing Need for Quality Simulation Teaching
 - ▶ Growing Number of Stakeholders
 - Faculty
 - Administration
 - Regulatory Bodies
- 

References

Arizona State Board of Nursing. (2015). Advisory opinion; education use of simulation in approved RN/LPN programs. Retrieved from <https://www.azbn.gov/resources/advisory-opinions/>

Alexander, M., Durham, C. F., Hooper, J. I., Jeffries, P. R., Goldman, N., Kardong-Edgren, S., Kesten, K. S., Spector, N., Tagliareni, E., Radtke, B., & Tillman, C. (2015). NCSBN simulation guidelines for prelicensure nursing programs. *Journal of Nursing Regulation, 6*(3), 39–42.

Gantt, L. (2012). Who's driving? The role and training of the human patient simulator operator. *CIN: Computers, Informatics, Nursing, 30*(11), 579–586. doi: 10.1097/NXN.0b013e318266ca52

Hayden, J., K., Smiley, R. A., Alexander, M., Kardong-Edgren, S., & Jeffries, P. R. (2014). The NCSBN National Simulation Study: A longitudinal, randomized controlled study replacing clinical hours with simulation in prelicensure nursing education. *Journal of Nursing Regulation, 5*(2), S1–S64.

International Nursing Association for Clinical Simulation and Learning (INACSL). (2013). *Standards of Best Practice: Simulation*. Elsevier. Retrieved from <http://www.inacsl.org/files/journal/Complete%202013%20Standards.pdf>

Jeffries, P. R., Kardong-Edgren, S., & Hayden, J. (2015). Faculty development when initiating simulation programs: Lessons learned from the National Simulation Study. *Journal of Nursing Regulation, 5*(4), 17–25.