Faculty Development: A Blended Learning Approach

Basic Assumption

We believe that everyone participating in simulation activities is intelligent, well-trained, cares about doing their best, and wants to improve.

From the center for Medical Simulation in Boston, MA.

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International Nursing Association for Clinical Simulation & Learning is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center’s Commission on Accreditation.
DISCLOSURES

• Conflict of Interest
  – Michelle Feliciano and Nichole Kelsey (Simulation Educators for the Cleveland Clinic) report no conflict of interest
  – Julia Greenawalt (INACSL Conference Administrator & Nurse Planner) reports no conflict of interest
  – Leann Horsley (INACSL Lead Nurse Planner) reports no conflict of interest

• Successful Completion
  – Attend 100% of session
  – Complete online evaluation
Learning Outcomes

Upon completion of this educational activity, participants will be able to:

1. Participants will be able to discuss the faculty development course components described throughout the session.

2. Participants will be able to design a simulation faculty development program aligned with the current standards and best practices.

3. Participants will be able to integrate simulation faculty development concepts into current professional development programs.
History of Cleveland Clinic Simulation Program

1997 – Animate Simulation lab opened

2006 – Nursing Simulation program began with Department of Labor grant

2012 – Inanimate Multidisciplinary Simulation Center opened, expanding simulation services

2013 – First Faculty Development Program offered

2014 – Simulation and Advanced Skills Center (SASC) created through merger with Multidisciplinary Simulation Center and Nursing Simulation program.

2014 – received SSH accreditation
Assessment & Analysis

Needs Assessment (2013)

• Content
• Structure

Multidisciplinary Simulation Center Faculty Development Needs Assessment

The expansion of simulation into the Cleveland Clinic Multidisciplinary Simulation Center (MSC) has brought new opportunities to engage in unique educational forums. Simulation education is diverse and includes such things as task/procedure training (e.g., ultrasound guided central venous line training), team training (e.g., mock codes, high risk situations), latent threat identification (e.g., testing new equipment, clinical spaces, or protocols) and utilizing standardized patients for physical exam or other communication-based learning (e.g., delivering bad news). A background in simulation is not necessary to teach or create simulation experiences for your learners and staff, but the Simulation Center is seeking to create a course that provides the fundamentals of simulation education. This brief, anonymous survey gathers your needs for this instruction.

* Required

What is your provider type? *

- Advanced Practice Nurse
- Nurse
- Physician’s Assistant
- Resident Physician
- Staff Physician
- Other: 

Sample Question 2

Please note any additional roles that you hold within the institution *
Check all that apply

- Manager
- Institute/Center/Department Chair
- Clinical Instructor
- Clinical Nurse Specialist
- Simulation Center Core Faculty
- Residency/Fellowship Program Director
- Clerkship Director
- Other: 

I have been involved in simulation for: *

- Not at all
Planning

- Faculty
- Retreat
- Core Courses
- Elective Courses

Retreat (4 hours)
- Introduction to Simulation
- Adult Learning Principles
- MSC Process
- Incorporating Simulation into the Curriculum (introduction)

Core Requirements (1.5 hours each)
- Identifying Needs and Outcomes
- Developing Goals and Objectives/Curriculum Development
- Assessment
- Debrief 1

Electives (1.5 hours each)
- Technology – AV
- Technology – manikins
- Standardized Patients
- Debrief 2
- Programming (Basic)
- Programming (Advanced)
- Advanced Curriculum Development
Implementing & Evaluating

More time to practice or an additional class?

This was a simulation course but I didn’t touch a mannequin

- 2013 - 2014
- Total FD attendees: 45
- Number from Nrsg: 932
- Courses: 1722

- 2015
- Courses: 932
- Number from Nrsg: 1722

Bar graph showing attendance and courses from 2013 to 2015.
## Assessment, Analysis, & Planning

### 2016

- Complete structure redesign – blending learning approach
- Survey completed by participants and non-participants
- Updated evaluation scale
- New program faculty & leadership

### Faculty Development program

<table>
<thead>
<tr>
<th>Online self-study</th>
<th>2-day onsite workshop</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite asynchronous learning to begin 3 weeks before onsite workshop</td>
<td>Stanley Shalom Zielony Building</td>
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### The online content includes:
- Baseline knowledge pre-test
- Confidence and experience self-reporting survey
- Introduction to simulation
- Establishing goals & objectives
- Assessment in simulation
- Basics of debriefing
- Approximately 4 hours of content
- Includes videos, discussion boards, and reading assignments

### The onsite content includes:
- Adult & experiential learning theories
- Reflective feedback
- Fundamentals of debriefing
- Artful questioning
- Facilitation within simulation
- Simple and team-based case building
- Includes multiple hands-on, highly interactive modalities
- Post-test (to be completed via within 72 hours of completing the course)
Implementing

- Screenshot(s) from online self-study
- Asynchronous with deadlines
Implementing

- Images from 2-day onsite workshop
- Scenario Development
Evaluation

It was great practice and feedback.

The lessons learned were helpful in my future simulations.

Less Online
Future of Cleveland Clinic Simulation Program

2016 – SASCE
2016 – Simulation Shared Governance
2016 – DASH process established
2016 – Simulation Fellowship
2017 – A/I update course created
2017 – Simulation Mentorship
Thank you!

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