

## Nursing Education Research Conference 2018 (NERC18)

### Learning How to Teach: Using Simulations to Prepare New Clinical Faculty

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The dearth of nursing faculty is a prime factor in the ongoing shortage of registered nurses (AACN, 2015). Recruitment and retention of qualified individuals from diverse backgrounds to teach students in clinical settings is especially challenging (AACN, 2017). Educating practicing nurse experts about the complexity of the clinical academic environment requires a multifaceted approach (Hinderer, Jarosinski, Seldomridge, & Reid, 2016).

Simulation activities using high fidelity human patient simulators, standardized patient actors, or a combination of both have been used in the education of health care professionals (Szauter, 2014). Realistic situations are recreated to promote learning, while providing protection from real-life errors (Foronda, Liu, & Bauman, 2013). Skills acquisition and critical thinking can be refined as participants have opportunities to learn from their mistakes (Richardson et al., 2014). Simulated experiences offer rich educational opportunities for novice faculty as they learn how to be effective clinical teachers (Hunt, Curtis, & Gore, 2015).

The Eastern Shore Academy and Mentorship Initiative (ES-FAMI), a partnership of three nursing programs and three hospitals in rural Maryland, was designed to develop quality adjunct faculty to address regional needs for clinical teachers. With an emphasis on recruiting multiethnic, multicultural faculty, a 30 contact hour program was established to provide foundational knowledge about teaching/learning theory, structuring a clinical experience, and providing feedback on student written work and clinical performance. Participants also engaged in simulated teaching encounters to refine their skills as new faculty. Simulations were used in two ways. First, participants viewed and critiqued teaching encounters developed by ESFAMI program faculty. Next, participants engaged in encounters with “standardized students”, trained actors who depicted common student behaviors requiring feedback and correction that were video-recorded for review and critique. Standardized students were current nursing students recruited from partner schools as well as actors from community theater groups. All “standardized students” attended a training session to master three scripts: a late and unprepared student, a student persistently using a cell phone to text with friends during a clinical rotation, and a student experiencing a dramatic downturn in quality of clinical performance. Each academy participant was assigned to one of the three scenarios which were enacted and video-recorded while the others completed a different activity. After everyone had completed a simulation, the group gathered to watch and discuss each video. Debriefing focused on the variety of approaches, how they reflected principles of teaching, learning, and giving feedback, as well as strengths and areas for growth. Based on participant feedback, the simulation activities were expanded to assure that everyone experienced at least two encounters with discussion and debriefing between each round of encounters. Standardized students also provided comments on how each faculty member made them feel during the encounter as well as their assessment of the effectiveness of each teacher’s feedback.

Results: All participants completed the online Academy Experience Evaluation (AEE), a 13 multiple choice item instrument with a 5-point Likert scale (higher scores indicating greater satisfaction) and four additional open-ended questions. Responses on the AEE revealed an overall positive experience with the ES-FAMI program with mean scores on the multiple choice items ranging from 4.40(+.50) to 4.76(+.52). The highest scoring items on the AEE related to applicability of the modules to clinical faculty role and the quality of the simulation experiences in participants for the clinical faculty role. Data from the open-ended questions supported the effectiveness of simulations in facilitating learning, problem solving, and developing skills in giving feedback among novice nursing faculty.

Discussion/Conclusion: The use of simulated teaching encounters is an effective strategy to prepare new part-time faculty but is not without its challenges. These include the time-intensive nature of recruitment, training, and re-training the standardized students, the need for budgetary support to underwrite actor costs (\$16/hour), the availability of a dedicated simulation center with audio-video capture capabilities, and developing/refining the debriefing skills of the simulation facilitators. Nonetheless, the findings of this study have global implications for nursing education. Helping clinicians actualize the faculty role through the use of simulations in conjunction with a multi-modal educational experience, strengthens their transition from clinical practice to academia.

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**Title:**

Learning How to Teach: Using Simulations to Prepare New Clinical Faculty

**Keywords:**

Clinical Faculty, Simulations and Standardized Patients

**References:**

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**Abstract Summary:**

The aim of this study was to explore the effectiveness of simulated teaching encounters using standardized “students” as part of a hybrid educational experience to prepare expert nurse clinicians for new roles as part-time clinical faculty. Data from three simulation sessions (n = 21 participants) will be presented.

**Content Outline:**

Content Outline- **Learning How to Teach: Using Simulations to Prepare New Clinical Faculty**

I. Introduction-Overview of the nursing faculty shortage

- A. The national picture – characteristics and statistics
- B. Need for formalized approach to prepare clinicians as educators
- II. Strategies to prepare clinicians as educators
  - A. Multi-pronged approach of the Eastern Shore Faculty Academy and Mentorship Initiative
    - 1. Face-to-face meetings
    - 2. Online modules
    - 3. Simulated teaching encounters with “standardized students”
    - 4. Group and individualized mentoring
  - B. Developing/using simulated teaching encounters
    - 1. Standardized patient recruitment and training
    - 2. Script development/refinement
    - 3. Enactment and debriefing
- C. Results
  - 1. Academy Experience Evaluation-highly satisfied participants
  - 2. Open-ended questions-simulations facilitated problem-solving and helped build skills in giving feedback
- III. Conclusion – Simulations are an effective strategy to learn how to teach
  - A. Time intensive to prepare scenarios and “standardized students”; once scripts are refined can be used again
  - B. Budgetary support is essential to pay “student actors”
  - C. Audio-video capture improves participant self-reflection
  - D. Facilitator expertise in debriefing is a vital component for success

First Primary Presenting Author

***Primary Presenting Author***

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**Professional Experience:** 2012-present-author and co-PI, Toolkits to Teach Communication Skills in Psych/Mental Health Nursing; also co-PI of the Eastern Shore Faculty Academy and Mentoring Initiative Project, a collaborative with two other nursing programs to train part-time clinical faculty; Co-director of Eastern Shore Western Shore Faculty Initiative needs assessment. All three projects funded by Maryland Higher Education Commission NSP-2. 2015-present Director of Graduate and Second Degree Nursing Programs & Professor of Nursing, Salisbury University, Salisbury, MD 1996-2015 Chair and Professor of Nursing, Salisbury University, Salisbury, MD-teaching undergraduates and graduate nursing students in classroom and clinical settings. Has won over \$5M in extramural funding for various grant projects. Author or co-author of presentations and publications on development of psych/mental health toolkits. 2012 Recipient of the University System of Maryland Regents Award for Teaching Excellence

**Author Summary:** Dr. Seldomridge has taught undergraduate and graduate nursing students for over 30 years. She is co-founder of the Eastern Shore Faculty Academy and Mentorship Initiative, a multi-faceted approach to prepare expert nurses as clinical faculty, now in its 6th year of operation. Dr. Seldomridge is Co-PI with Dr. Webster on a Maryland Higher Education grant aimed at the development of toolkits to teach core psychiatric mental health nursing skills.

Second Secondary Presenting Author

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**Professional Experience:** Dr. Jarosinski has been a nursing faculty member at Salisbury University, Maryland, U.S. since 2010 and prior to that faculty at University of N.C. Wilmington, since 2006. She currently teaches Psychiatric Mental Health and Community Health nursing in the undergraduate program, and Genetics in the Graduate program. She is co-director of the Eastern Shore Faculty Academy and Mentorship Initiative (ESFAMI), an educational program to prepare expert nurses as part-time faculty. She also co-directs the Eastern Shore Western Shore Faculty Initiative (ESWSFI), a comprehensive statewide needs assessment of the faculty shortage in Maryland. Her research foci include: clinical nurse education, nursing simulation, women and mental health and schizophrenia.

**Author Summary:** Dr. Jarosinski, SU Associate Professor of Nursing, is co-director of ESWSFI, a needs assessment, and, ESFAMI, a project to train expert nurses as nursing faculty. Research interests include: simulation, women/mental health, nursing education/ faculty shortage. She is widely published on these subjects.

Third Secondary Presenting Author

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**Professional Experience:** Registered Nurse for 20 years includes experience working with older adults

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**Author Summary:** Dr. Brown Reid has been teaching for the past nine years. She is one of the co-directors of the Eastern Shore Faculty Academy and Mentorship Initiative (ESFAMI) and the Eastern Shore-Western Shore Faculty Initiative needs assessment, both MHEC Nurse Support II grant-funded projects. For the past five years her focus has been on breast cancer, nursing education and the nursing faculty shortage.