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

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Faculty Disclosure

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Session Objectives

- Identify two components of a successful hybrid educational experience to prepare new part-time clinical faculty

- Describe how simulated teaching encounters can be used to facilitate role transition from clinician to educator

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Presentation Overview

- The nursing faculty shortage-background
- A multi-faceted hybrid approach to prepare clinicians as educators
- Development and use of simulated teaching encounters
- Outcomes and recommendations

Background

- 50 % of today's nursing faculty will retire in the next 10 years (NLN, 2014)

- Internationally the shortage is intensified by "global migration and brain drain"(Nardi & Gyurko, 2013, p.318)

- Recruitment and retention of those from diverse backgrounds to teach is challenging (American Association of Colleges of Nursing (AACN), 2017)

- Attracting and mentoring nurse experts to become educators require a multifaceted approach (Hinderer et al., 2016; Jetha et al., 2016; Feldman et al., 2015; Gardner, 2014, Kowalski & Kelly, 2013).

Purposes of ESFAMI

- Prepare expert nurse clinicians to become educators

- Increase the diversity of available part-time clinical faculty

- Promote use of Academy graduates by partner schools

- Encourage educational advancement of Academy graduates

- Create a database of available part-time faculty for our region

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Components of the Academy

- 30 contact hour program
  - Face-to-face introductory session
  - Online instruction
  - *Simulated clinical teaching session***
  - Focus groups
  - Mentoring workshops

- Teaching obligation
  (Hinderer et al, 2016; Reid et al, 2013)

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Why Simulations?

- Simulations defined
  - Re-creation of realistic situations (Foronda, Liu, & Bauman, 2013)
  - Use of standardized patients, manikins or both
  - Safe environment for learning (Szauter, 2014; Richardson et al., 2014).
- Novice faculty learn "how" to be effective clinical teachers (Hinderer et al., 2016; Hunt et al., 2015).

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Methods

- Mixed methods design
  - Quantitative – survey
  - Qualitative – open ended questions

- Institutional Review Board approval

Simulation Session-1

- Held at medical simulation center
- 4 hours
- Participants viewed faculty-made scenarios depicting common student encounters
- Group critique of how each situation was handled and alternative approaches

Simulation Session-2

- Participants engaged in teaching encounter with "standardized student"

- Video-recorded & viewed in large group

- Group discussion
  - Positive behaviors of novice teachers
  - Alternative ways to handle difficult situations
  - How to give constructive feedback

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Content of Teaching Encounters

- Late and unprepared student
- Dramatic decline in quality of clinical performance
- Leaving clinical area without notifying faculty
- Persistently using a cell phone for social purposes during a clinical rotation

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Scenario 1: The nursing student abandoned the patient and left the unit without speaking to her clinical instructor. The clinical instructor discusses this with the student, upon finding her in the conference room

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Scenario 2: A nursing student arrived late to clinical and missed pre-conference. The clinical instructor discusses the student's tardiness and evaluates her preparedness

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Scenario 3: A nursing student arrived late to clinical and missed pre-conference for the second week. The clinical instructor discusses the student's tardiness.

Scenario 4: The student breaks down on the clinical unit and is unable to care for her patient. Student confides personal circumstances.

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Selection & Training of SPs

- Who are they?
  - Current nursing students from partner schools
  - Community theater members
  - University theater students
- How are they trained?
  - 4 hour session
  - Scripts presented
  - View/critique previous enactments
  - Practice & coaching

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Specifics of SP program

- Paid actors
- Commitment to training & performances
- Open to coaching
- Willingness to provide feedback to novice faculty

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Debriefing

- After clinical encounters completed, selected videos were viewed by group
- Group debriefing
  - Focused on the variety of approaches
  - Reflect on teaching/learning principles and giving feedback
  - Identify strengths and areas for growth
  - Feedback from SPs

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Expansion of Simulations

- May 2016
  - 1 simulation per participant
- May 2017
  - 2 simulations per participant
- May 2018
  - 3 simulations per participant

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Faculty Academy
&Mentorship Initiative

Data collection

- Graduates completed Academy Experience Evaluation (AEE)
  - Online 17-item survey
  - 13 multiple choice items
    - 5-point Likert scale (1 to 5)
    - Higher scores indicated greater satisfaction

- 4 open-ended questions

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Quantitative Results

➢ Overall, mean AEE scores were high, indicating a positive experience
  ➢ Range = 4.40 to 4.76

➢ Highest scoring multiple choice items
  ➢ Simulation experiences
  ➢ Ability to identify problematic student issues

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Qualitative Data- Simulations

➤ Simulations promoted learning
  ➤ Fun, enjoyable activity
  ➤ Exposed to "real-life" scenarios
  ➤ Practice handling challenging student situations was beneficial
  ➤ Seeing how others managed scenarios gave ideas for alternative solutions

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Qualitative Data-
Peer Feedback

➢ Discussion and peer feedback was invaluable

➢ Watching self on film showed what was done well and which areas still need work

➢ "Critiquing others helped us learn how to give constructive feedback"

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Components for Success

➢ Multidimensional approach

➢ Availability of simulation center with audio/video recording capability

➢ Creation of "safe" space for learning

➢ Committed project team & talented SPs

➢ Grant budget to pay SPs

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Challenges-Participants

➢ Required on-site presence
➢ Desired more simulations and management of "difficult" clinical situations
➢ Requested additional "how-to" activities

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Challenges-Academy Faculty/Administrators

➢Simulation center availability

➢Personnel cost

➢Development/enactment of scenarios

➢Expertise for audio/video capture
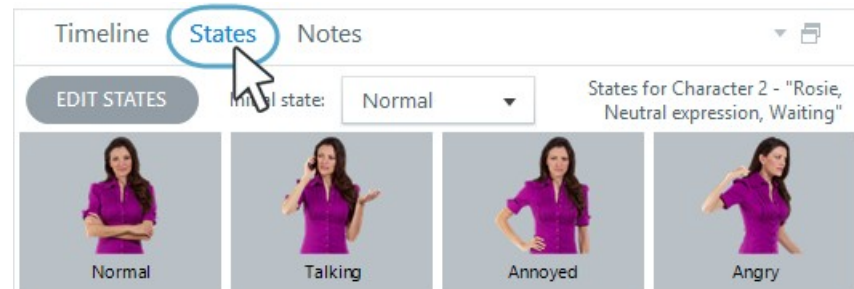
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Conclusions

➢ All participants highly satisfied with simulation activities

➢ Academy attendees felt well-prepared to teach

➢ Learning "how" to teach/give feedback is vital for success

➢ Faculty facilitators report that use of simulations is an effective approach

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Next Steps

➢ Expanded use of simulations
  ➢ Avatars to create common student mistakes
    ➢ Created with Articulate Storyline™
    ➢ All participate as teacher
    ➢ Done in anticipation of standardized "student" ~~er~~

Illustrated Characters

Photographic Characters

Timeline States Notes

EDIT STATES   Initial state: Normal ▼   States for Character 2 - "Rosie, Neutral expression, Waiting"

Normal   Talking   Annoyed   Angry

Next Steps - continued

➢ Standardize approach to debriefing

➢ Expand research on effectiveness of simulation from faculty perspective

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Questions??

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