

# Faculty Development for Healthcare Simulation Educators: The Value of a Comprehensive Model.

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## Abstract

Workshop Topic: Faculty Development

### Background/Rationale

Faculty development for healthcare simulation is often undervalued and neglected in favor of purchasing simulation equipment. Despite simulation being ubiquitous in in both academia and the in-service setting many educators do not have the necessary skills or training to use simulation effectively. Further, recent studies by the National Council of State Boards of Nursing in the United States have cautioned schools that they must ensure an infrastructure is in place to support the use of simulation along with providing education and training for their faculty. Recently, the National League for Nursing leadership development program announced a new faculty development toolkit and assessment tool that was created using Benner's model of Novice to Expert.

### Workshop Description

This workshop will present a novel model that can be used to evaluate, plan and track faculty development for healthcare simulation educators. The author of this workshop developed an evidence-based practice model in her Doctor of Nursing Practice program working in alliance with the California Simulation Alliance. Using Patricia Benner's theoretical model of Novice-to-Expert as the foundation a five-tiered model was created. The model has established standards for ongoing development including: suggested education, support (mentoring), certifications and timeframes. In this session the participants will be presented with an overview of the Comprehensive Model for Faculty development. The model will be distributed and each person will evaluate their current level of

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development and create a plan for their own ongoing development. In small groups the participants will create a plan for their own simulation program's faculty development.

## Learning Objectives

By the end of this workshop participants will be able to:

1. Recognize the utility of a comprehensive faculty development model.
2. Complete an evaluation of their own current level of faculty development using the Comprehensive Model.
3. Appraise the value of the Comprehensive model for their own simulation program's faculty development.