



CRUCIAL ELEMENTS IN DEVELOPING MARYLAND'S SIMULATION EDUCATION LEADERS

SABRINA BEROZ, DNP, RN, CHSE

MARYLAND CLINICAL SIMULATION RESOURCE CONSORTIUM

*AUTHORIZED UNDER THE AUSPICES OF THE NURSE SUPPORT PROGRAM II (NSP II) AND JOINTLY
APPROVED BY THE HEALTH SERVICES COST REVIEW COMMISSION (HSCRC) AND THE MARYLAND
HIGHER EDUCATION COMMISSION (MHEC).*

DISCLOSURES

- Conflict of Interest :
- Sabrina Beroz (Nurse Planner, Content Expert and Faculty) reports no conflict of interest.
- This work is authorized under the auspices of the Nurse Support Program II (NSP II) and jointly approved by the Health Services Cost Review Commission (HSCRC) and the Maryland Higher Education Commission (MHEC). Hosted by Montgomery College

OBJECTIVES

- Upon completion of the presentation, the participants will be able to:
 - Discuss salient factors impacting the quality of simulation practices.
 - List the key findings from the survey of simulation programs in Maryland.
 - Identify the crucial elements in developing simulation education leaders.



BACKGROUND

- Development of commercially available high fidelity simulators
- NLN Jeffries Simulation Framework → NLN Jeffries Simulation Theory
- INACSL Standards of Best Practice: SimulationSM (2011, 2013, 2015, 2016)
- NCSBN National Simulation Study (Hayden et al., 2014)
- NCSBN Simulation Guidelines for Prelicensure Nursing Programs (Alexander et al., 2015)

DESCRIPTIVE MIXED METHOD STUDY

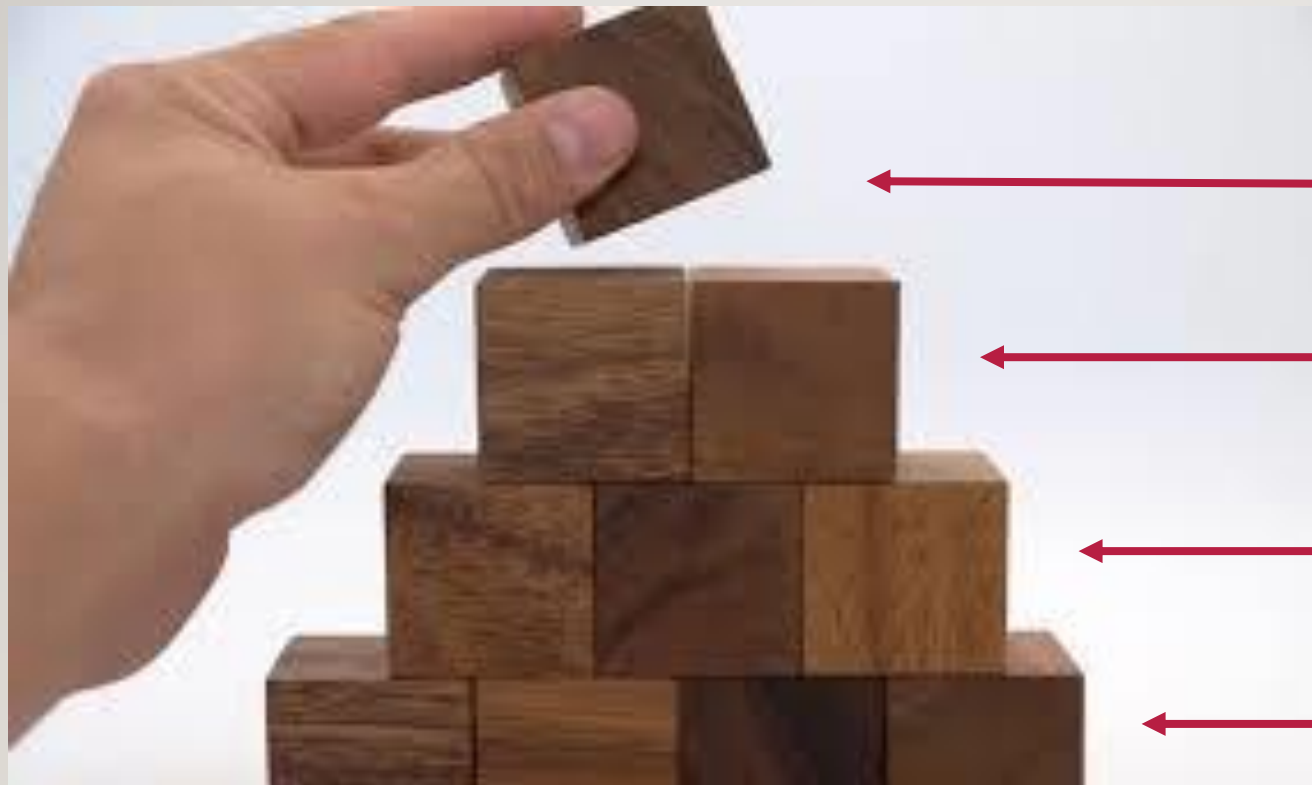
- Purpose: Identify faculty and program development needs in simulation-based education.
- Method: Structured interview process with a survey for data collection.
- Survey: NCSBN simulation guidelines for faculty and program preparation (checklists).



“The Foundation”

GUIDELINE	KEY RESULTS
Administrative	Budgetary plan for sustainability: 30% (Human, fiscal and materials) Plan for curriculum integration and evaluation of simulation: <ul style="list-style-type: none"> • Curriculum integration → 59% • Evaluation process for quality improvement → 59%
Faculty Development	Dedicated-trained simulation faculty → 22% Simulation based on educational theory → 33% INACSL Standards of Best Practice: Simulation <ul style="list-style-type: none"> • Formal debriefing training → 44% • Use of theory-based debriefing method → 37% • Debriefing competence assessed → 26%

CRUCIAL ELEMENTS IN DEVELOPING SIMULATION EDUCATION LEADERS



← EXPERT

← SEL III: Leadership

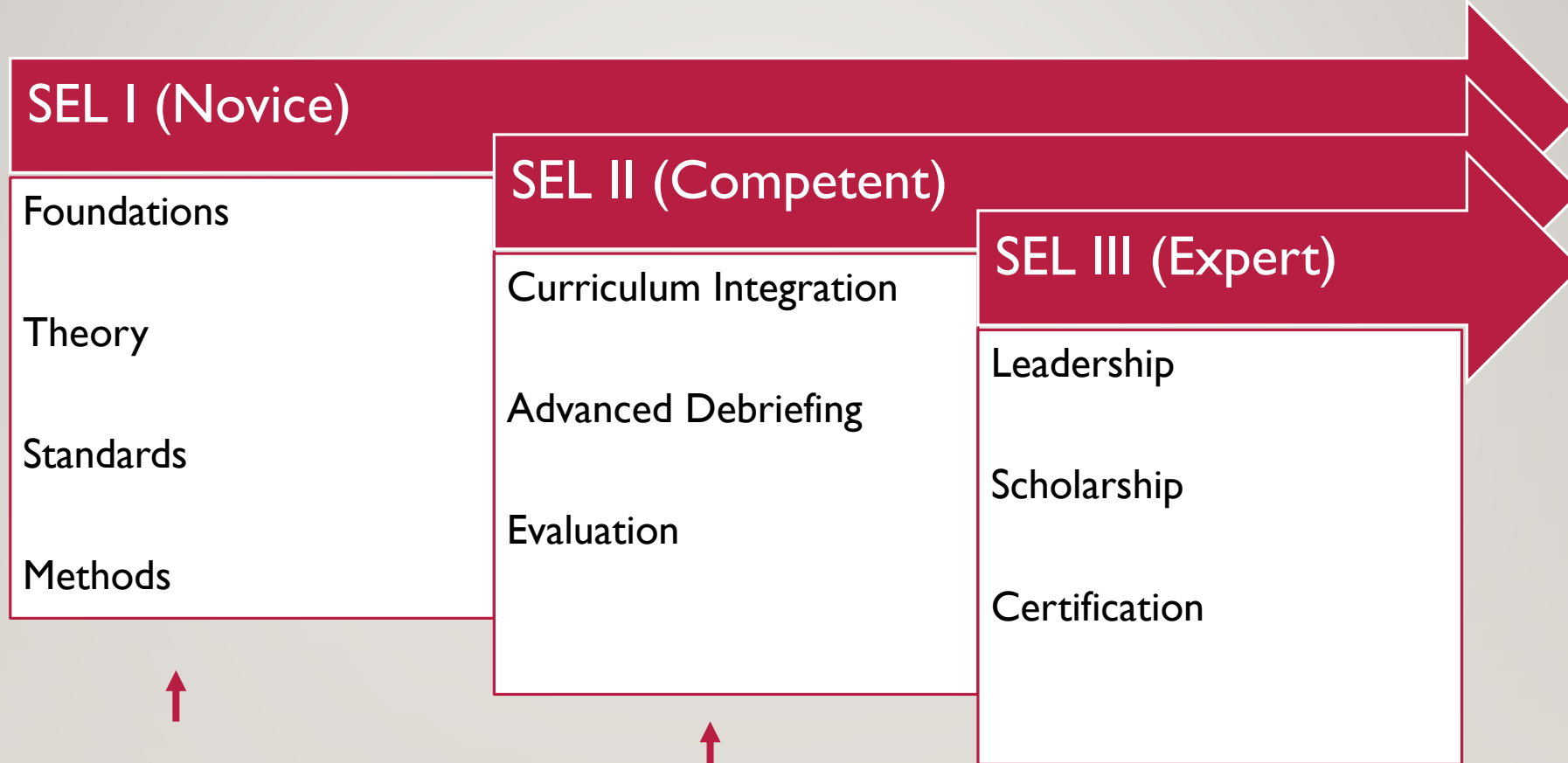
← SEL II: Advanced

← SEL I: Foundations

Train the Trainer Program

SIMULATION EDUCATION LEADER (SEL)

BUILDING SUSTAINABILITY IN ACADEMIA AND PRACTICE



Three Day Train the Trainer Program

<http://cms.montgomerycollege.edu/mcsrc/>

OUTCOMES

SIX MONTHS POST TRAIN THE TRAINER



QUALITATIVE DATA

- **SEL II**
 - **Standardized prebriefing**
 - **Establish safe environment**
 - **Training faculty**
 - **Curriculum integration of simulation**
- **SEL III**
 - **Developing curriculum maps**
 - **Evaluating simulations**
 - **Evaluating debriefing competence**
 - **Simulation Committee formation**
 - **Developing policies/procedures**



DEVELOPING SUSTAINABILITY

- Scholarship → Train the Trainer program and workshops
- Leadership and Teamwork → SIM-Talks and SIM-Teach
- Certification → Certified Healthcare Simulation Educator



Watch MCSRC SIM TALKS "Pediatric Simulation"
by Laura Nicholson & Ashleigh Harlow

QUESTIONS



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CONTACT

Sabrina Beroz

Montgomery College

Sabrina.beroz@montgomerycollege.edu

240-567-5547