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Use of QSEN Based Simulation to Orient Nurse Educators: The Role of The Clinical Teacher

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Use of QSEN Based Simulation to Orient Nurse Educators
The Role of The Clinical Teacher
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PROBLEM
- Nursing simulation literature is primarily focused on practice environments for nursing students.
- The literature however, does not address the use of simulation for training new faculty.

BACKGROUND & SIGNIFICANCE
- Simulation has been well documented in the nursing literature as an effective strategy to prepare and teach students clinical based situations (Benner, Sutphen, & Day, 2010).
- Much of the literature addresses the implementation of simulation into undergraduate nursing curriculum (Hayden, 2010).
- Simulation curriculum, is directed toward the undergraduate nursing student ability to critically think, clinically reason, and develop clinical skills (Jeffries, 2008).

PURPOSE
- The purpose of this simulation project was to utilize the six QSEN core competencies to create simulation templates to train novice clinical faculty in the clinical environment.

PROJECT QUESTIONS
1) Does a simulation-based clinical nursing faculty orientation program increase self-perceived competence in the clinical nursing faculty role?
2) Do novice nursing faculty perceive increased competence following participation in simulation-based scenarios?

METHODS
- The first phase of this project was to merge the QSEN competencies (Cronenwett et al., 2007) and their respective KSAs to create a template for simulation.
- QSEN competencies were adapted for the novice nurse educator.
  - Patient-centered care
  - Teamwork and Collaboration
  - Evidence-Based Practice
  - Patient Safety
  - Quality Improvement,
  - Technology & Informatics
- A group (N=21) nurse educator students enrolled in a masters of nursing educator practicum agreed to participate in the simulation.
- A group (n=4) of novice clinical educators were given pre-simulation work and assigned roles for participation in the simulated scenario.
- Following the simulation, the novice nurse educators were debriefed by experienced [10+ years] faculty and each of the KSA was addressed.

RESULTS
Student Satisfaction and Self-Confidence in Learning survey, adapted for nurse educators was used (N=21, n=16)(Jeffries, 2008).
- 80% believed the methods used in this simulation were helpful and effective.
- 100% (n=16) believed the simulation provided a variety of learning materials and activities which promoted learning specific to the role of clinical nurse educator.
- Faculty believe the use of simulation is a creative, experiential strategy that can be used teach novice nurse educators as they transition into the role of clinical faculty.

REFERENCES

