

## Introduction

In the Fall of 2018, a new 15,000 sq foot clinical skills and simulation lab was opened with the expectation to increase simulation utilization; however, incorporating manikin-based simulation into an existing nursing program can be met with resistance from faculty, who are often reluctant or ill equipped to integrate simulation into the curriculum (Jansen, Berry, Brenner, Johnson, & Larson, 2010).



## Background

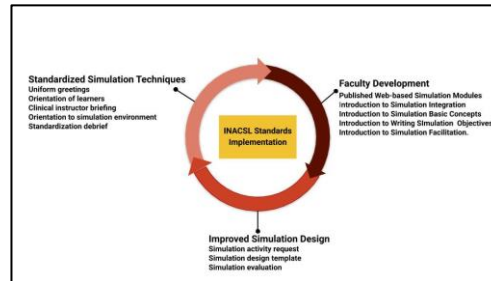
Didactic course instructors unfamiliar with simulation theory were faced with integrating simulation into existing curriculum, without a clear understanding of simulation pedagogy. Lack of faculty knowledge led to simulation activities that were conducted without clear objectives or measurable outcomes resulting in inconsistencies, poor simulation satisfaction surveys, and frustration for learners and faculty. To address the gap in faculty knowledge, an awareness initiative of INACSL Standards was developed targeting course instructors.

## Aim

The aim of this intervention was to expose the faculty to INACSL standards of simulation.

## Interventions

1. Created asynchronous web-based simulation modules
2. Created a standardized simulation process using INACSL
3. Hosted a simulation workshop with a simulation expert and incentivized with CEUs for participation



## Discussion

Simulation faculty created four web-based modules introducing INACSL standards that were made available to all faculty. Then a standardized simulation process was created including a learner greeting, environmental orientation, debrief process, and a clinical faculty briefing were implemented. Evidence of the initial impact was realized using Set M Tool score comparisons between baseline and current data. The learner satisfaction rating increased from 1.30 to 4.24 indicating a 226% increase.

Pre/Post Comparison Data for Med/Surg & Peds

