

EDUCATING THE EDUCATORS

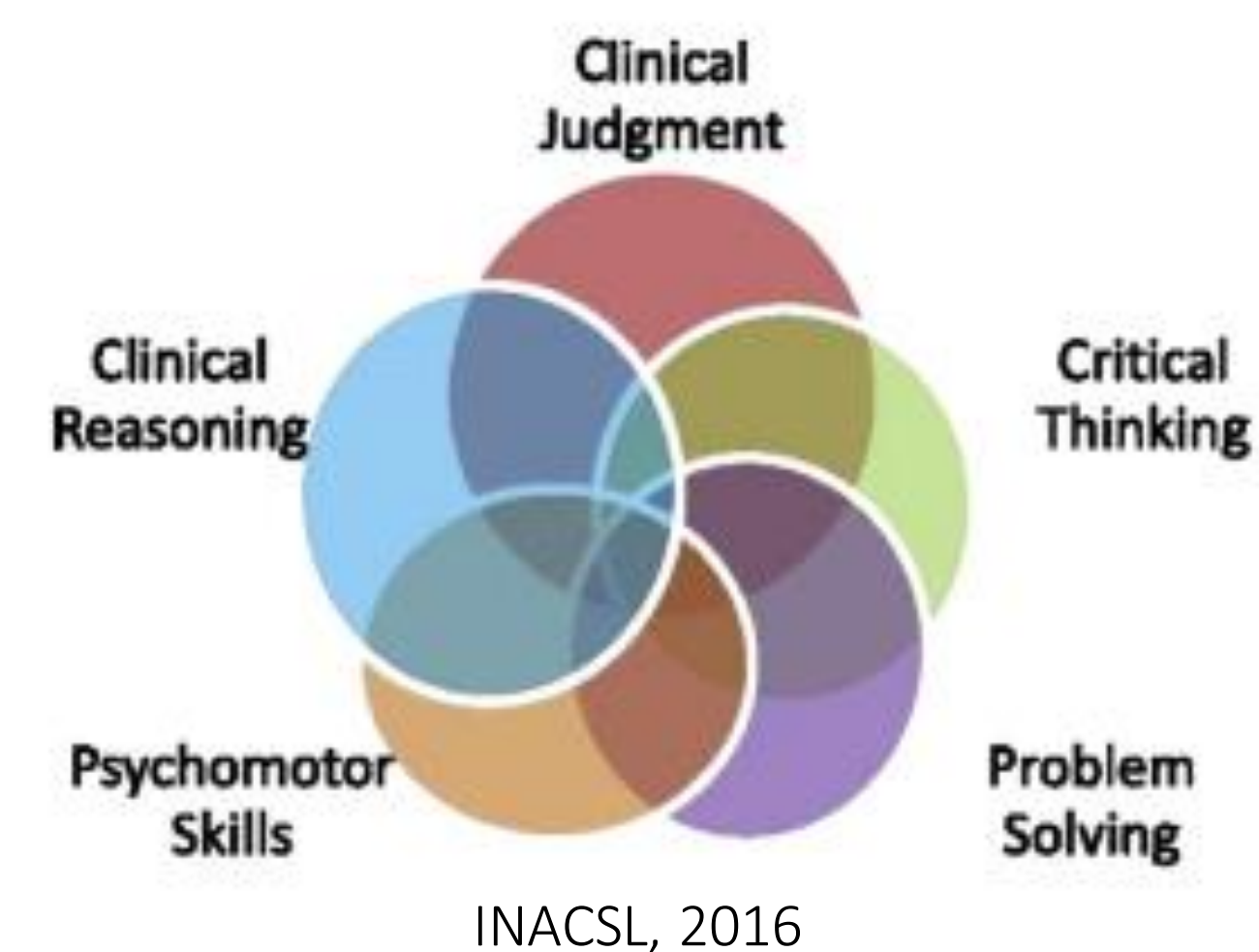
THROUGH THE PEER-TO-PEER FEEDBACK (P2PFB) EXERCISE

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INTRODUCTION

WHAT IS THE ROLE OF SIMULATION IN NURSING EDUCATION?

Simulation is a series of structured activities that reflect potential situations one may encounter in education, practice, and research. These simulation activities allow students to develop and enhance their knowledge and clinical skills by giving them opportunities to analyze and respond to real-life situations while in a simulated environment (INACSL, 2016). Simulation allows those who participate to have the opportunity to enhance their clinical judgement, critical thinking, problem solving, psychomotor skills, and clinical reasoning skills. This is done by creating high intensity situations that cannot always happen in a typical clinical setting, thus preparing students for more challenging situations that they may face in their nursing profession.



NURSING SIMULATION EDUCATORS

Simulation educators, those who facilitate student learning during the simulation, function in different roles than traditional didactic teaching. They differ in a sense that they must guide their students to reach the skills stated above in a simulated realistic situation. Because of this, nursing simulation educators must always work to strengthen their skills to enhance the experience for those they teach. Evaluation and feedback are key components to professional improvement and instructional quality in higher learning including nursing simulation (INACSL, 2016). Therefore, the uniqueness of simulation teaching, especially during a pandemic with limited clinical access, has created a need for innovative educator evaluation methods.



Student and simulation educator in the simulation setting

THE PURPOSE OF THIS PROJECT WAS TO CREATE A PEER-TO-PEER FEEDBACK EXERCISE FOR SIMULATION EDUCATORS WITH FUTURE INTENTION OF VALIDATION AND EVALUATION POST-PANDEMIC.



Simulation educator reviewing and providing feedback on the students' simulation experience

FUTURE PLANS

EVALUATING THE PEER-TO-PEER FEEDBACK EXERCISE

The P2PFB Exercise is an ongoing study that will be trialed in the Fall of 2021 with simulation educators who work at the UW-Eau Claire's Nursing Clinical Learning Center. This exercise will use a mixed method study consisting of our homegrown Qualtrics Simulation Confidence and Skills survey, the well-known Debriefing Assessment for Simulation in Healthcare (DASH) survey, and our homegrown 1:1 interview questions. Participants will use the Qualtrics survey to assess their simulation confidence and skills both pre-exercise and post-exercise. Participants will use the DASH to evaluate their own video-recorded simulation and a peer's video-recorded simulation. The 1:1 interview will be conducted post-exercise to assess the P2PFB Exercise's benefits, usefulness, and feasibility. The materials from this exercise could be used as evidence of the quality regarding their teaching performance in a simulation for professional development needs such as performance reviews. This combination of surveys and interview data will address the following study questions:

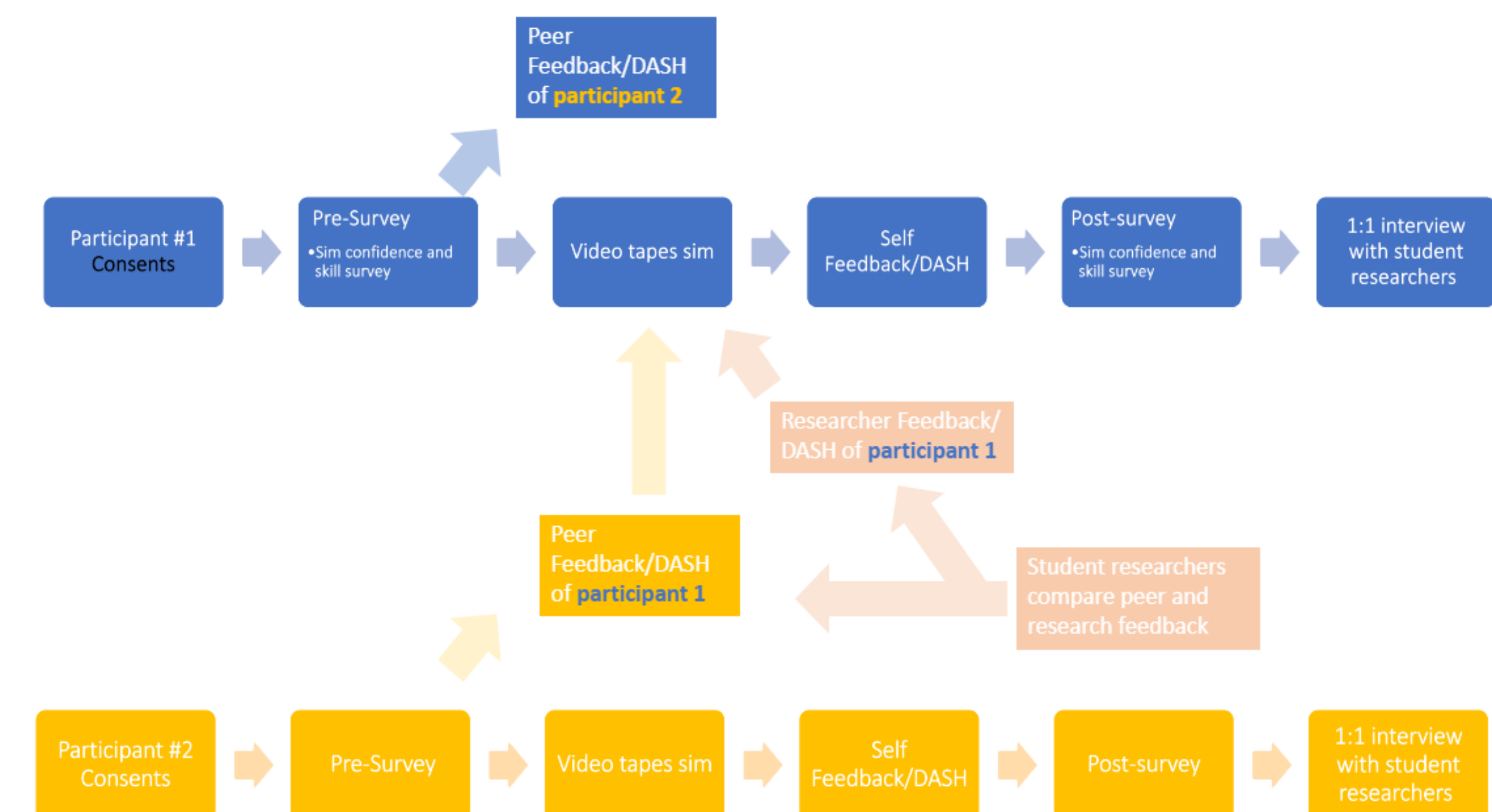
- #1: Does the Peer-to-Peer Feedback Exercise increase a simulation educator's:
 - a) confidence level in their ability to use simulation as a teaching technique?
 - b) skill with teaching simulation as demonstrated by self-score on the Debriefing Assessment for Simulation Healthcare tool?
- #2: Is a peer-to-peer feedback exercise feasible for simulation educators to complete once per academic year?
- #3: Does a peer-to-peer feedback exercise provide "useful" evaluation data for simulation educator's performance reviews.



Students preparing for and practicing skills to be used in simulation

PEER-TO-PEER FEEDBACK EXERCISE

PROCESS



TOOLS

CONFIDENCE AND SKILL SURVEY

	1- I am lost	2- I am a novice	3- I am gaining confidence	4- I am very confident	5- I am an expert
Setting the stage for an engaging learning experience during simulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining an engaging context for learning during simulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Structuring debriefing in an organized way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying what students do well and poorly – and why	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students to see how to improve or how to sustain good performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing self-evaluation and personal reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening to Peer Evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing professionally based on self and peer evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching simulations overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The confidence and skill survey will be done before and after the P2PFB Exercise as a quantitative measurement of data.

FUNDING SUPPORT:

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REFERENCES:

- Center for Medical Simulation, (2020, October 08). Debriefing Assessment for Simulation in Healthcare (DASH). Retrieved March 29, 2021, from <https://harvardmedsim.org/debriefing-assessment-for-simulation-in-healthcare-dash/>
- INACSL Standards Committee (2016, December). INACSL standards of best practice: Simulation Design. *Clinical Simulation in Nursing*, 12(S), S5-S12. <http://dx.doi.org/10.1016/j.ecns.2016.09.005>.

DASH SURVEY

Rating Scale	1	2	3	4	5	6	7
Rating	1	2	3	4	5	6	7
Descriptor	Extremely Ineffective / Detrimental	Consistently Ineffective / Very Poor	Mostly Ineffective / Poor	Somewhat Effective / Average	Mostly Effective / Good	Consistently Effective / Very Good	Extremely Effective / Outstanding

Element 1 assesses the introduction at the beginning of a simulation-based exercise. Skip this element if you did not participate in the introduction.

Element 1	Rating Element 1
I set the stage for an engaging learning experience	
Behavior	Behavior Score
A. I introduced myself, described the simulation environment, what would be expected during the activity, and introduced the learning objectives, and clarified issues of confidentiality	
B. I explained the strengths and weaknesses of the simulation and what the participants could do to get the most out of simulated clinical experiences	
C. I attended to logistical details as necessary such as toilet location, food availability and schedule	
D. I stimulated the participants to share their thoughts and questions about the upcoming simulation and debriefing and reassured them that they wouldn't be shamed or humiliated in the process	

Center for Medical Simulation, 2020

The participants will use the DASH survey to evaluate their own performance as well as a peer's performance. Pictured above is one of the six elements that make up the DASH Survey

- **Element 1:** I set the stage for an engaging learning experience
- **Element 2:** I maintained an engaging context for learning
- **Element 3:** I structured the debriefing in an organized way
- **Element 4:** I provoked in-depth discussions that led them to reflect on their performance
- **Element 5:** I identified what they did well or poorly and why
- **Element 6:** I helped them see how to improve or how to sustain good performance