



Crucial Elements in Developing Maryland's Simulation Education Leaders

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The use of simulation has rapidly advanced as a teaching-learning strategy in nursing education. The National Council State Board of Nursing (NCSBN) National Simulation Study provides evidence that up to 50% of clinical experience can be substituted with simulation under conditions used in the study (Hayden, Smiley, Alexander, Kardong-Edgren, & Jeffries, 2014). Concerns have emerged as prelicensure nursing programs begin to replace clinical experiences with simulation without adequate faculty development, business plans and administrative support. Answering the call for faculty development in simulation-based education, the Maryland Clinical Simulation Resource Consortium (MCSRC) was funded as a five-year statewide initiative 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). The aim is to create a sustainable increase in the quality and quantity of simulation used in nursing education rallying a bridge between academia and practice. The initiative began with a descriptive mixed method study to identify faculty and program development needs in simulation based education (Beroz, in press). A structured interview process with a survey for data collection was submitted to Montgomery College's Office of Institutional Research and Analysis which deemed the study exempt from the IRB process. The survey was based on the NCSBN simulation guidelines for faculty and program preparation with face validity from national simulation experts (Alexander et al., 2015). Aggregate data from the survey informed development of a statewide simulation curriculum for a train the trainer program. Key stakeholders and simulation experts created the curriculum across Benner's Theory of Novice to Expert (2001) using recognized simulation standards and guidelines. Simulation Education Leaders I (novice), II (competent) and III (expert) move through the curriculum building sustainability of education resources boosting leadership, scholarship and certification across all five regions in Maryland. Crucial elements in the development of Simulation Education Leaders will be presented with evidence of changes in simulation practices six months after the first train the trainer program.