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## NCSBN Simulation Faculty Preparation Checklist

- The Simulation program is based on educational theories associated with simulation such as experiential learning theory.
- The faculty are prepared by following the INACSL Standards of Best Practice: Simulation<sup>SM</sup>.
- A tool for evaluating simulation-based learning experiences has been designed based on the INACSL Standards of Best Practice: Simulation evaluation methods.
- The program curriculum sets clear objectives and expected outcomes for each simulation-based experience, which are communicated to students prior to each simulation activity.
- The faculty are prepared to create a learning environment that encourages active learning, repetitive practice, and reflection, and to provide appropriate support throughout each activity.
- The faculty are prepared to use facilitation methods congruent with simulation objectives/expected outcomes.
- The program utilizes a standardized method of debriefing observed simulation using a Socratic methodology.
- A rubric has been developed to evaluate the students' acquisition of KSAs (knowledge, skills and attitudes) throughout the program.
- The program has established a method of sharing student performance with clinical faculty.
- The program collects and retains evaluation data regarding the effectiveness of the facilitator.
- The program collects and retains evaluation data regarding the effectiveness of the simulation experience.
- The program provides a means for faculty to participate in simulation-related professional development such as webinars, conferences, journal group discussion, readings, certifications such as SSH Certified Healthcare Simulation Educator (CHSE), participation in NLN Sim Leaders/ STTI NFLA (Sigma Theta Tau International - Nurse Faculty Leadership Academy) with a focus on simulation.