¨ ¨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: SimulationSM

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¨ ¨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 re ection, 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 debrie ng 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, certi cations such as SSH Certi ed Healthcare Simulation Educator (CHSE), participation in NLN Sim Leaders/ STTI NFLA (Sigma Theta Tau International - Nurse Faculty Leadership Academy) with a focus on simulation.

NCSBN Simulation Faculty Preparation Checklist

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