Setting the Stage for Embracing Diversity in Simulation: Development and Implementation of a Faculty Self-Assessment and Resource Guide

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Abstract

Background/Introduction
The American Association of Colleges of Nursing and the National Academies of Science, Engineering, and Medicine both have emphasized the importance of preparing nursing students to care for diverse populations. Faculty often perceive they are ill-prepared to teach students the intricacies of providing patient-centered evidenced-based care to diverse populations.

Purpose
The purpose of this project was two-fold: (1) To develop a faculty self-assessment of perceived knowledge and understanding of caring for diverse populations based on Benner's Novice-to-Expert model; and (2) To develop a resource guide to facilitate an increase in faculty's knowledge, comfort, and ability to teach students to care for diverse populations during a simulation learning experience.

Methods or Processes/Procedures
Benner's Novice-to-Expert model was used as a framework to develop the self-assessment and resource guide. Three populations (Indigenous, LGBTQ+, Disability) were initially selected to increase diversity in simulation scenarios while building inclusiveness and competence in nursing students caring for patients who identify as belonging to one of these populations. Faculty teaching simulation were asked to complete self-assessment activities and then use the guide to select resources that could facilitate their increase in knowledge and ability to teach students to care for these populations. Resources were stratified to align with the Novice-to-Expert model.

Results
The faculty self-assessment and resource guide has been developed and will be implemented in September 2023 with evaluation in October and November 2023.

Limitations
This project was implemented with faculty teaching simulation to pre-licensure students at one university.

Conclusions/Implications for Practice
The faculty self-assessment and resource guide provides a systematic, theory-based, customized approach to increase one's knowledge and abilities for teaching students to care for diverse populations. While originally developed for faculty teaching simulation to pre-licensure nursing students, this could be used by faculty teaching in skills lab, the classroom or clinical setting, as well as in graduate programs.

Biography

Dr. Carol Kostovich is an Associate Professor and Assistant Dean of Innovative Educational Strategies and Simulation in the Marcella Niehoff School of Nursing, Loyola University Chicago. In addition to teaching courses at the undergraduate and graduate level, she oversees nursing simulation within the pre-licensure and graduate programs. Dr. Kostovich holds undergraduate and graduate degrees in nursing and a post-graduate certificate in Educational Research Methodology. Dr. Kostovich's research focuses on creating psychologically safe spaces for students and patients and designing and evaluating innovative approaches to teaching. She is a certified healthcare simulation educator.

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