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.

**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.

**PEER-TO-PEER FEEDBACK EXERCISE**

**PROCESS**

1. Participants 1 & 2: Completing P2PFB Exercise
2. Peer Feedback:
   a) Play recorded simulation
   b) Watch video
   c) Review and provide feedback
3. Post Exercise:
   a) Assess simulation confidence and skills (Qualtrics survey)
   b) Complete interview

**TOOLS**

**CONFIDENCE AND SKILL SURVEY**

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<th>Rating Scale</th>
<th>1</th>
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<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>1. I am lost</td>
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<td>2. I am a ruler</td>
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<td>3. I am coming up</td>
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<td>4. I am very confident</td>
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<td>5. I am an expert</td>
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**DASH SURVEY**

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 helped them see how to improve or how to sustain good performance
- **Element 5:** I facilitated critical thinking, problem solving, psychomotor skills, and clinical reasoning skills
- **Element 6:** I provided feedback on the students’ simulation experience

**FUNDING SUPPORT:**

This project was funded by UWECC CETL’s Summer SoTL Grant Program.

**REFERENCES:**