Mapping Evidence for Simulation Facilitator Development in Pre-Registration Health Professions Education: A Scoping Review

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- aligned with best practice standards.⁴

To map existing evidence on simulation facilitator examining content, structure, and evaluation.

- » JBI scoping review methodology.^{6, 7, 8}
- » Time range 2005–2025.
- professionals.



- » Considerable heterogeneity in terminology, delivery methods, structure, and evaluation.
- » Literature lacked consistent use of conceptual models to guide development and evaluation.
- » Facilitator development content often concentrated on debriefing, underrepresenting other phases.
- » Predominantly local interventions lacking evidence-based rigour; comparative research could identify best practices. » Most programs used top-down, expert-driven
- development; few interventions were informed by needs assessments.
- overlooking development across the career continuum. evidence of longitudinal tracking or continuous improvement loops.
- » Existing interventions largely targeted novice facilitators, » Current interventions were often isolated events; minimal
- » Few studies demonstrated alignment with INACSL's standards or measured organizational outcomes.
- » Most interventions used pre/post-assessments, focusing on lower levels of Kirkpatrick's Model.
- » Evaluation was mostly self-reported; objective tools like the FCR are underutilized despite availability.
- » No studies explored why learning occurred—missing variables like cognitive load, emotions, and motivation; future research should consider this.
- Blended approaches may offer the best flexibility and reach; more research is needed to evaluate their effectiveness.



learning

Discussion



SCAN ME for references

