Integrating Objective Structured Teaching Encounters (OSTEs) into the MCSRC Curriculum: A Pilot Project

Maryland Clinical Simulation Resource Consortium

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Background

The Maryland Clinical Simulation Resource Consortium (MCSRC) was established in 2015 to enhance the integration of simulation-based education across Maryland's pre-licensure nursing programs. It is funded by the Nurse Support Program II (NSP II). MCSRC supports educators and institutions through funding for equipment, faculty development programs, and structured training initiatives designed to build simulation capacity statewide. One of its cornerstone offerings is a multi-level Simulation Education Leader (SEL) training program, which provides foundational and advanced instruction in simulation pedagogy, facilitation, and debriefing.

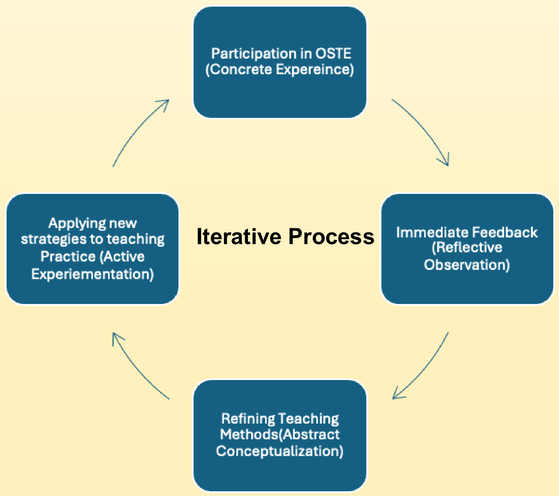
To date, MCSRC has trained over 400 nurse educators, yet only 20 have gone on to obtain Certified Healthcare Simulation Educator (CHSE) certification. Additionally, findings from the Program Assessment Simulation Survey (PASS) highlighted continued variation in simulation use and adoption across programs, suggesting a disconnect between training and consistent implementation in practice.

Currently, MCSRC evaluates training efficacy through pre- and post-quizzes and confidence surveys, addressing only the first two levels of Kirkpatrick's model. To better assess facilitator competence, MCSRC is piloting Objective Structured Teaching Encounters (OSTEs), a proven approach in medical education for developing instructional skills (Oh et al., 2021). OSTEs provide a structured framework to assess practical teaching skills with feedback, meeting the third level of Kirkpatrick's model.

Description of MCSRC Training

- SEL I - Simulation Theory, Standards of Best Practice and Ethical Considerations
- SEL II - Advanced Debriefing, Evaluation & Curriculum Integration
- SEL III - Scholarship, Certification & Leadership

Framework



Kolb's Experiential Learning Theory

Description of Pilot

Target Participants: Simulation education leaders who have completed Level 3 training of MCSRC curriculum

Key Components of Pilot

- ***Environment:*** *Virtual*
- ***Standardized Scenario****: MC Simulation Library*
- ***Standardized Evaluation Tool****: Faculty Competency Rubric (Leighton,2018)*
- ***Standardized Learners:*** *Other Educators from MGH IHP*

OSTEs : Three Stations

Briefing → Facilitation → Debrief

Discussion

Outcomes:

One SEL III educator completed the pilot and reported that the structured feedback enhanced their facilitation confidence.

Limitations:

Recruitment was the primary challenge in this project. Despite outreach to SEL III participants over a three-month period, several individuals who initially expressed interest were unable to participate due to time constraints, and a few canceled at the last minute. This highlights a broader logistical challenge inherent in implementing OSTEs.

Next Steps

Goal: Increase participation

Apply Neuroscience Strategies

Internal Motivators

1. Personal commitment to teaching excellence
2. Desire for skill development
3. Alignment with professional identity as an educator

External Motivators

1. Incentivize participation – Honoraria
2. Micro-credentialing

Conclusion

Objective Structured Teaching Encounters (OSTEs) provide a structured, practical approach to building facilitator competence in simulation-based education. Integrating OSTEs into professional development, such as MCSRC, can enhance teaching effectiveness, educator confidence, and simulation adoption in nursing education

References

Leighton, K., Mudra, V., & Gilbert, G. E. (2018). Development and psychometric evaluation of the facilitator competency rubric. Nursing Education Perspectives, 39(6), E3–E9. https://doi.org/10.1097/01.nep.0000000000000409

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