

FACILITATOR COMPETENCY RUBRIC

CONCEPTS	COMPONENTS	BEGINNER (1) TO ADVANCED BEGINNER (2)	COMPETENT (3)	PROFICIENT (4) TO EXPERT (5)	
Preparation	Scheduling	Identifies need for small groups at the bedside	Demonstrates creativity in scheduling approaches	Schedules participants for optimal learning experience	
		1	2	3	4
	Learning Objectives	Addresses cognitive, affective, and psychomotor domains of learning	Correlates objectives for all domains of learning to the level of the participants' education or experience	Incorporates objectives that integrate holistic patient-centered care	
		1	2	3	4
	Planning Process	Informs lab staff of plans to conduct simulation	Collaborates with lab staff to ensure learning objectives will be met	Reviews prior simulated clinical experiences (SCEs) to ensure improvements made in learning experience	
		1	2	3	4
	Fidelity Level (e.g. environment, simulation modality)	Intends to use materials/simulation modality based on own comfort/ease	Plans for a level of fidelity that will meet the desired outcomes	Designs experience to closely replicate environment of care in accordance with learning objectives	
		1	2	3	4
	Supply/Equipment Availability	Lists supplies and equipment needed for SCE	Organizes learning materials according to priority of need	Develops or enhances materials to allow learners to critically think	
		1	2	3	4
	Preparation Requirements	Informs participants of any preparation requirements prior to arrival to SCE	Determines whether participants are prepared for the SCE	Analyzes whether level of preparation is sufficient to optimize learning	
		1	2	3	4
	Evaluation Methods	Intends to evaluate whether the participants were satisfied with the SCE	Plans to gather data to evaluate the experience, facilitator, and/or learning outcomes	Plans to use psychometrically sound evaluation tools	
		1	2	3	4
Scores		Total Column	Total Column	Total Column	
Preparation Section Score Guide for Total of All Three Columns: 0-14 = Beginner to Advanced Beginner (requires mentoring by Proficient to Expert facilitator) 15-27 = Competent 28-35 = Proficient to Expert (may provide mentoring to Beginner to Advanced Beginner facilitator)					

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CONCEPTS	COMPONENTS	BEGINNER (1) TO ADVANCED BEGINNER (2)		COMPETENT (3)	PROFICIENT (4) TO EXPERT (5)		
Prebriefing	Expectations (e.g. confidentiality, code of conduct, participation, respect)	Informs participants of what to expect during the SCE		Addresses any participant misconceptions regarding expectations	Provides rationale for the expectations of all participants		
		1	2	3	4	5	
	Learning Objectives	Provides learning objectives to participants prior to scenario		Reviews learning objectives with participants prior to scenario	Clarifies misconceptions, ensuring participants understand the learning objectives prior to the scenario		
		1	2	3	4	5	
	Role Identification	Assigns roles to participants		Provides thorough explanations and/or scripts for each role	Analyzes which role should be given to each participant, to optimize learning, based on identified strengths and weaknesses		
		1	2	3	4	5	
	Learning Environment	Addresses participant concerns as a group without singling out one person		Role models positive, encouraging behaviors that promote learning	Monitors degree of emotions, throughout SCE, to determine if they interfere with learning process		
		1	2	3	4	5	
	Scores		Total Column		Total Column	Total Column	Total Column

Prebriefing Section Score Guide for Total of All Three Columns:
 0-8 = Beginner to Advanced Beginner (requires mentoring by Proficient to Expert facilitator)
 9-15 = Competent
 16-20 = Proficient to Expert (may provide mentoring to Beginner to Advanced Beginner facilitator)

CONCEPTS	COMPONENTS	BEGINNER (1) TO ADVANCED BEGINNER (2)		COMPETENT (3)	PROFICIENT (4) TO EXPERT (5)	
Facilitation	Focus	Focused on self (phone, paperwork) or one component of SCE (skill, event)		Places full attention on participants and SCE	Switches tasks as needed to provide cues, evaluate comprehension, note behaviors	
		1	2	3	4	5
	Guidance	Rescues participants and does not allow scenario to be learner led		Intervenes in SCE when appropriate based on level of participant and objectives	Allows SCE to progress through unexpected errors, allowing participants to problem-solve	
		1	2	3	4	5

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CONCEPTS	COMPONENTS	BEGINNER (1) TO ADVANCED BEGINNER (2)	COMPETENT (3)	PROFICIENT (4) TO EXPERT (5)	
	Engagement of Participants	Recognizes when all participants are not involved in the SCE	Provides appropriate cues or prompts as part of the SCE in an effort to engage all participants	Uses a variety of methods to involve disengaged participants	
		1	2	3	4
	Performance	Identifies participants with poor performance	Identifies strengths and weaknesses of participants	Ascertains potential causes for both strengths and weaknesses	
		1	2	3	4
	Time/Length	Continues through scenario as written without regard to time management	Stops scenario prior to finish, if necessary, in order to have time for debriefing	Adapts, during the experience, to address all learning objectives within time constraints	
		1	2	3	4
	Evaluate	Determines whether the SCE progressed as intended	Identifies components of the SCE that need to be addressed during the debriefing	Develops a holistic reaction to the scenario that will guide debriefing	
		1	2	3	4
	Scores		Total Column	Total Column	Total Column

Facilitation Section Score Guide for Total of All Three Columns:

0-12 = Beginner to Advanced Beginner (requires mentoring by Proficient to Expert facilitator)

13-23 = Competent

24-30 = Proficient to Expert (may provide mentoring to Beginner to Advanced Beginner facilitator)

CONCEPTS	COMPONENTS	BEGINNER (1) TO ADVANCED BEGINNER (2)	COMPETENT (3)	PROFICIENT (4) TO EXPERT (5)	
Debriefing	Model/Plan	Discussion is randomly organized	Uses an established model or plan to facilitate debriefing	Uses the parts of a model or plan that are most useful for the current learning situation and participants	
		1	2	3	4
	Facilitate Reflection	Reviews simulation activity with participants	Explores with participants the rationale for their decisions	Facilitates in-depth analysis of decision-making processes and higher order thinking	
		1	2	3	4
	Engagement	Recognizes that not everyone is involved in discussions	Guides discussion to keep everyone engaged	Uses a variety of methods to engage all participants	
		1	2	3	4

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CONCEPTS	COMPONENTS	BEGINNER (1) TO ADVANCED BEGINNER (2)	COMPETENT (3)	PROFICIENT (4) TO EXPERT (5)	
	Active Listening	Contributes more to discussion than the participants do	Provides prompts or cues only to obtain needed information	Demonstrates comfort with silence to allow participants to think and process	
		1	2	3	4
	Performance Feedback	Shares positive observations with participants	Guides discussion of positive performance and analysis of areas for improvement	Facilitates self-reflection and peer analysis of performance	
		1	2	3	4
	Learning Objectives	Focuses on scenario events	Determines whether learning objectives were met	Assists participants to determine level of attainment of learning objectives	
		1	2	3	4
	Transfer of Learning	Tells participants how SCE can be used in traditional clinical environment	Facilitates discussion of how SCE can be used to improve patient care	Guides participants to determine how both positive and negative lessons can be applied to patient care	
		1	2	3	4
	Summary	Abruptly ends SCE without summarizing learning experience	Summarizes the SCE for the participants	Supports the participants as they summarize the SCE	
		1	2	3	4
	Scores		Total Column	Total Column	Total Column

Debriefing Section Score Guide for Total of All Three Columns:

0-16 = Beginner to Advanced Beginner (requires mentoring by Proficient to Expert facilitator)

17-31 = Competent

32-40 = Proficient to Expert (may provide mentoring to Beginner to Advanced Beginner facilitator)

CONCEPTS	COMPONENTS	BEGINNER (1) TO ADVANCED BEGINNER (2)	COMPETENT (3)	PROFICIENT (4) TO EXPERT (5)	
Evaluation	Experience	Asks the participants if they liked/enjoyed the SCE	Uses methods designed to collect data from participants, staff, and faculty about the SCE	Incorporates feedback to improve future learning outcomes	
		1	2	3	4
	Participants	Asks simulation staff and faculty for observations about participants' learning outcomes	Uses methods designed to collect data about the participants and learning	Assists individual participants to create an action plan based on learning outcomes	
		1	2	3	4

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CONCEPTS	COMPONENTS	BEGINNER (1) TO ADVANCED BEGINNER (2)		COMPETENT (3)	PROFICIENT (4) TO EXPERT (5)	
	Curriculum	Unable to make connection between challenges in SCE and possible curriculum concerns		Recognizes that challenges identified during an SCE may be a result of curricular design	Collaborates with the curriculum team to ensure learning needs are met	
		1	2	3	4	5
	Facilitators	Does not seek feedback on own performance		Seeks feedback from students and peers about facilitator's skills	Incorporates feedback into self improvement plan	
		1	2	3	4	5
Scores		Total Column		Total Column	Total Column	
Evaluation Section Score Guide for Total of All Three Columns: 0-8 = Beginner to Advanced Beginner (requires mentoring by Proficient to Expert facilitator) 9-15 = Competent 16-20 = Proficient to Expert (may provide mentoring to Beginner to Advanced Beginner facilitator)						

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