

Problem: The state of Utah continues to grow in its appreciation for the benefits of simulation as a teaching and learning tool in health care. The need for education and training in the art of facilitating simulations is ahead of the availability of certified courses of instruction/training for this need.

Aim/Purpose: The purpose of this Simulation Facilitation Course is to fulfil the need for trained simulation facilitators in the state of Utah and beyond.

Facilitator Course Outcomes: Upon completion of this 3 day course within the guidelines of the Society of Simulation in Healthcare, the participant will be able to:

1. Write a healthcare simulation (Psychomotor)
2. Implement a healthcare simulation (Psychomotor)
3. Perform a Debriefing of a healthcare simulation (Psychomotor)
4. Explain the components of a healthcare simulation (Cognitive)
5. Describe the purpose of a healthcare simulation (Cognitive)
6. Express an appreciation for simulation in healthcare (Affective)

Day 1

Breakfast, Welcome with Meet and Greet 9a.....Madeline Lassche

History of Simulation 9:30 9:45 Maddie

Instructional Objectives Upon Completion of this session, the student will be able to	Content
Name the profession which first initiated simulation	A. Aviation and Simulation B. Life span of simulation C. Current use of simulation across the professions

Introduction to Simulation in Health Care 9:45-1000

Instructional Objections Upon Completion of this session, the student will be able to	Content
List two reasons for the use of simulation in healthcare	Healthcare and error Healthcare skills perfection Drill and practice

Overview of the course 1000a-1015a

Instructional Objections Upon Completion of this session, the student will be able to	Content
Repeat the reasons for offering this course Discuss the overview of this course	Simulation Facilitator Course Needs in the Utah health teaching and learning communities Use of simulation to avoid healthcare error

Break: 10:15 – 10:30

Mock Simulation 10:30-11:00

Instructional Objections Upon Completion of this session, the student will be able to	Content
1, Perform focused cardiac assessment 2, Recognize the imminence of a myocardial infarction	Participants will be provided this information: “Man down in the hallway, we need help! HR 110, irregular, complains left arm has shooting pain.

How does simulation take place in your neighborhood? 11:00am-11:30am

Instructional Objections Upon Completion of this session, the student will be able to	Content
1.Participate in debriefing of MI simulation 2. Discuss the importance of the debrief	Debrief MI simulation scenario Plus Delta Meaningful Debriefing Advocacy and Inquiry

Essentials of Simulation in Healthcare 11:30 -12 noon

Instructional Objections Upon Completion of this session, the student will be able to	Content
1, Plan a simulation based on need essentials	How to determine skill needs in your health care environment What to do next? How to develop the simulation Discuss essentials of simulation in health care

Lunch: 12 noon to 1pm

Simulation integration for hospital educators 1pm-1:30p

Instructional Objections Upon Completion of this session, the student will be	Content

able to	
List 2 types of simulation which may be used in hospitals	Simulation drill and practice Task training Immersive simulations

Show and tell of your groups' example 1:30p-2:15p

Instructional Objections Upon Completion of this session, the student will be able to	Content
Develop a healthcare scenario	Developing a simulation scenarios

Break 2:15p-2:30P

Debriefing Techniques 2:30p -3:30p

Instructional Objections Upon Completion of this session, the student will be able to	Content
1.Name 3 different debriefing styles 2. Practice debriefing a health care scenario	Debriefing styles How to debrief

Inter-professional collaboration 3:30p-4p

Instructional Objections Upon Completion of this session, the student will be able to	Content
1. Discuss inter-professional collaboration 2. Illustrate inter-professional collaboration	Inter-professional collaboration Roles in health care Roles in the simulated event Roles in the real event How roles are assigned/assumed Modeling professionalism Preserving emotional safety

Recap of today and completion of evaluations 4p-4:30p.....Marlene Summers

Day 2

9am-9:30am Breakfast and recap of Day I, Forward with Day 2.....Kris Bouwhuis

Simulation integration for academicians 9:30a -10:15a

Instructional Objections Upon Completion of this session, the student will be able to	Content
1, Explain the concept of simulation immersion 2. Participate in the preparation of an immersion experience	The concept/theory of immersion in simulation Situated learning; a powerful pedagogical tool Transforming knowledge to the real world Gaming mode? Respect roles Emotional security Emotional Safety

	Modeling professionalism
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Break: 1015a

Keeping it real 10:30a-11a

Instructional Objections Upon Completion of this session, the student will be able to	Content
1.Create realism/fidelity in your simulation event 2.List 2 reasons why realism/fidelity in simulation is important	Training in 3d: the difference in what I see versus what I smell; then the 2 combined equals fidelity! Explain how to make it real; compare the differences between a plastic manikin with no moulage and a plastic manikin well moulaged against a standardized patient fully moulaged

Mock simulation

11:30a Debrief (instead of debrief using our participants, debrief on us) (good cop/bad cop debrief) debrief and role play defensive behaviors....then professional behavior

Instructional Objections Upon Completion of this session, the student will be able to	Content
1.Differentiate between good and bad debrief techniques Articulate the effects of a bad debrief versus a good debrief	Types of Debriefing which offer calm and emotionally secure learning environments versus attacking and demeaning approaches to debriefing

12noon -1pm Lunch

The anatomy of a basic simulation 1p-1:30p

Instructional Objections Upon Completion of this session, the student will be able to	Content

Dissect a simulation scenario Re-order simulation objectives	The good, bad and the ugly of constructing effective simulation scenario objectives Writing effective objectives for our scenarios
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Making it work 1:30p-2:15p Break out groups and develop a scenario

Instructional Objections Upon Completion of this session, the student will be able to	Content
Build a scenario	Participants in groups of 4 with guided supervision by the Course Facilitators and using principles learned will develop a scenario: <ol style="list-style-type: none"> 1. Why the scenario is needed 2. What are the behavioral outcomes 3. What are the objectives 4. Build the content (scenario behavioral points to meet the objectives)

Break 2:15p-2:30p

2:30p -4p Did I do that?

Instructional Objections Upon Completion of this session, the student will be able to	Content
Facilitate a scenario	Select one group to implement on another group and remaining groups to observe

Recap of Day 2 and Evaluations 4p – 4:30p

Day 3

Breakfast and recap of days 1 and 2 9a-9:15a

Inter-professional Collaboration 9:15a-9:45a

Instructional Objections	Content
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Upon Completion of this session, the student will be able to	
Integrate the principles of emotional safety through use of inter-professional collaboration	Professionalism What they said and what I heard Be clear! Calm down! The anatomy of an error

9:45-10:15 Roles, TeamSTEPPS and Crew Resource Management

Instructional Objections Upon Completion of this session, the student will be able to	Content
Develop a consciousness of assessing for and using available resources	TeamSTEPPS concept Crew Resource Management concept

Break 10:15-10:30

Simulation Immersion 10:30am to 12 noon Each duo has a room which we set up last night using the scenarios the participants developed yesterday

Instructional Objections Upon Completion of this session, the student will be able to	Content
Practice participating in a scenario	Participant performance in a scenario which they designed; course instructors will facilitate

Lunch 12 noon-1p

Facilitating a simulation 1p-3p Duos take command of their stations

Instructional Objections Upon Completion of this session, the student will be able to	Content
Facilitate a scenario using concepts learned	Each do of instructors will observe each group facilitate a scenario simulation which they developed

Closure, Recap and Evaluations 3p.....All instructors

References

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<https://www.ssih.org/SSH-Resources/Live-Learning-Center>

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