|  |  |  |  |
| --- | --- | --- | --- |
| Chen Lab Website  Interprofessional Simulation Center  Health Sciences Building  Regional Academic Health Center | |  | | --- | | Event | | Cover Page | |

This template serves as the overview document for a scenario, skills session, or OSCE events. It will be coupled with additional documentation for the specific simulation session. If this is a multi-station event, this document globally covers all stations with each station requiring additional add-on documents.

This document follows established curriculum design practices and is essential for not only creating the best simulation-based education outcome but also meets Society for Simulation in Healthcare course learning event accreditation standards.

Details of the design process are at: <https://hsbsim.iu.edu/center-resources/create-course/index.html>

Event Title:

Course Name:

Course Number (if applicable):

Contact(s):

|  |  |  |  |
| --- | --- | --- | --- |
| Name | E-Mail | Telephone | Department |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Sessions Type (if more than one, check all that apply  Scenario  Skills Station  OSCE

Is this course part of a research project?  Yes  No

Brief Summary:

Target Schedule

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | One time event |  | Fall Semester |  | Monthly |
|  | Short term series |  | Spring Semester |  | Quarterly |
|  | Irregular |  | Summer Semester |  | Annually |
|  | Weekly |  | Spring & Fall Semesters |  | As requested |
|  | Bi-weekly |  | Other rotation |  |  |

Society for Simulation in Healthcare Category

Teaching/Education  Assessment

Research  System Integration

**1: Problem Identification**

What healthcare or educational need does this curriculum address?

What is the impact on patients, healthcare professionals, students, and/or society?

Select the general category of impact (may select more than one).

Educational Outcomes  Societal function

Clinical outcomes  Medical and nonmedical costs

Quality of life  Patient and provider satisfaction

Quality of healthcare  Work and productivity

Use of healthcare and other resources  Other:

**2. Needs Analysis**

What is the current state?

What is the ideal state?

General needs analysis (difference between current state and ideal state: describe the learning gap in knowledge, skills, or practice)

How is an educational intervention targeting this group going to solve the healthcare problem?

Source of needs analysis information (Check all that apply)

Observed performance deficits

Improve ability in achieving local or organizational performance metrics such as mortality and

morbidity, serious safety events, or other patient related outcomes

New procedures, medications, equipment, locations, or processes

New knowledge (such as protocol changes)

Regulatory and accreditation requirements

Curriculum requirements

Organizational goals or initiatives

Learner self-assessment of personal education needs (surveys or focus groups)

Improve educational methodology of existing course

Improve employee, student, or medical staff recruitment, satisfaction, and retention

Expert opinion

Research specific goal (testing new device or procedure)

User request

Other:

For Nursing Students, select QSEN Competencies addressed with this simulation

Patient-centered Care  Teamwork and Collaboration

Evidenced-based Practice  Quality Improvement

Safety  Informatics

For Physician Residents, select ACGME Core Competencies addressed with this simulation

Medical Knowledge  Patient Care

Practice-based Learning/Improvement  Interpersonal and Communication Skills

Professionalism  System-based Practice

**3: Learner Analysis**

Is this course an IPE event?  Yes  No

Who are the targeted learners for this curriculum? If IPE, select all that are applicable.

Medical Student  Nursing Student  Social Work Student  SLHS Student  Other Student

Physician  Registered Nurse  Respiratory Therapists  Pharmacists  MA/Tech

EMS  OT/PT  Non-medical staff  Administrator  Other:

Single discipline/profession (all physicians from a single specialty)

Multidisciplinary (physicians from different disciplines, such as surgery and anesthesia)

What is the targeted learners’ current level of training and education regarding this need?

Does this group have a preferential learning style?

Does this group face any barriers to learning or have any enabling or reinforcing factors?

What resources are available to the targeted learners regarding this need?

**Step 4: Goals and Objectives**

Instructional Goal: What is the desired overall result for this course? This should preferably be a single sentence.

Is this goal linked to organizational strategic goals or imperatives?  Yes  No

Explain how it is linked or explain why this link is not needed.

Learner Objectives [Specific cognitive (knowledge), psychomotor (skill and behavioral), or affective (attitudinal) objective addressed at the overall course level].

Scenario or station-objectives may be addressed later.

1.

2.

3.

4.

5.

**5. Assessment Strategy**

Formative  Summative

Describe assessment strategy:

**6.Educational Strategy**

Is simulation the best educational strategy to achieve the goal and objectives? Yes  No

Explain why or select from list below.

Check all that apply:

Objectives are higher level objectives (Application level or higher)

Simulator able to provide necessary fidelity to meet objectives

Learning objectives require some level of experimentation on the part of the learners

Learning objectives include testing systems capabilities

Learning objectives require a contextual application of knowledge and skills

Active reflection (debriefing) essential to meeting objectives and reinforcing learning

Learners expected to respond better in an active learning environment

Group interaction and communications are key objectives

Beyond the simulation scenario(s), will other learning materials need to be used or developed? Yes  No

If yes, what materials need to be used or developed (i.e., workbooks, slide presentations, etc.)?

**7. Implementation**

Will pilot testing be required?  Yes  No

Are all simulators and/or supplies available?  Yes  No

If no, what needs to happen to have all simulators and/or /supplies available?

**8. Evaluation**

How will learner evaluation be accomplished?

Standard Simulation Center Evaluation (QR Code)

Course specific evaluation form supplied by Course Director

End of overall course evaluation

Informal in-course evaluations and interactions, including debriefing

Expert educator observation

Focus group

Other: