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| Chen Lab Website Interprofessional Simulation Center Health Sciences BuildingRegional Academic Health Center |

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| Event  |
| Cover Page |

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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 |
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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: