

ATTACHMENT 9 - Educational Planning Table – Live/Enduring Material

PROVIDER'S NAME Hinds Community College, Nursing and Allied Health

Title of Activity: Simulation Basics Institute Course

Identified Gap(s): Recent published simulation guidelines for prelicensure nursing programs identified qualifications necessary for facilitators leading simulation and debriefing. While many faculty have been trained in simulation, most training is limited to vendor directed education programs.

Description of current state: Simulation is a proven, learner-centered activity, which allows for demonstration of actions while stimulating decision-making and critical-thinking. However, despite available resources and increasingly abundant information promoting the benefits of simulation, many nursing education programs have yet to integrate simulation effectively into the curriculum.

Description of desired/achievable state: Ideally, after faculty and staff are trained in simulation methodology they are able to effectively integrate simulation into their classroom, clinicals, and skills lab.

Gap to be addressed by this activity: Knowledge Skills Practice Other: Describe _____

Learning Outcome (s) __

- Incorporate simulation standards of practice in the design, implementation, and evaluation of simulation-based experiences.
- Use evidence-based simulation practices consistently to ensure competence in debriefing.
- Construct an interprofessional scenario by collaborating with faculty from other disciplines.

Select all that apply: Nursing Professional Development Patient Outcome Other: Describe _____

CONTENT (Topics)	TIME FRAME (if live)	PRESENTER/ AUTHOR	TEACHING METHODS/LEARNER ENGAGEMENT STRATEGIES
Provide an outline of the content	Approximate time required for content	List the Author	List the learner engagement strategies to be used by Faculty, Presenters, Authors
Canvas Online Portion – Assessment Quiz	15 minutes	Alaina Herrington	Assess learners' level of knowledge and customize the learning experience as needed.
Canvas Online Portion –Reading Assignments	1 hour	Reading Material : 1. The NCSBN National Simulation Study by NCSBN 2. NCSBN Simulation Guidelines for Prelicensure Nursing Programs by (Alexander, 2015) (see below) 3. INACSL Standards	Reading and Reviewing Standards of Best Practice

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		of Best Practice by the International Nursing Association for Clinical Simulation and Learning Organization. 4. Simulation Dictionary by Society of Simulation in Healthcare.	
Canvas Online Portion – 4 Online Modules: Sim 101: Introduction to Clinical Simulation Sim 102: Pedagogical Approaches in Simulation for Developing Critical Thinking Sim 103: Designing and Writing a Simulation Scenario Sim 104: Briefing and Debriefing –The Key to Learning in Simulation	2 hours	University of Washington, Center for Health Sciences Interprofessional Educational, Research and Practice	These online presentations includes audio, video, examples, demonstrations, and instructional methods.
<ul style="list-style-type: none"> Review implementation methods of best practice in simulation. Identify process of writing a simulation scenario. 	60 minute	Alaina Herrington	Powerpoint, Lecture
<ul style="list-style-type: none"> Identify SMART objective examples. Review Blooms Taxonomy. Practice writing objectives. 	30 minutes	Alaina Herrington	Lecture and Learner Participation in Active Learning
<ul style="list-style-type: none"> Discuss debriefing frameworks and best practice standards. Converse the difference between positive and negative debriefing behaviors 	45 minutes	Alaina Herrington	Powerpoint, Lecture
<ul style="list-style-type: none"> Explain the importance of evaluation and what tools are required in the process. 	15 minutes	Alaina Herrington	Powerpoint, Lecture

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<ul style="list-style-type: none"> Group Work: Groups work together to write, setup, run, and debrief a scenario. A debriefing of the debrief is conducted given the learner feedback on their actions. 	2 hours	Alaina Herrington Tamera Nailen	Active Role Play
<ul style="list-style-type: none"> Evaluation 	15 minutes	Alaina Herrington	Evaluation Form

List the evidence-based references used for developing this educational activity:

- Alexander, M., Durham, C. F., Hooper, J. I., Jeffries, P. R., Goldman, N., Kesten, K. S, Spector, N., Tagliareni, E., Radtke, B. & Tillman, C. (2015). NCSBN simulation guidelines for prelicensure nursing programs. *Journal of Nursing Regulation*, 6(3), 39-42.
- “Best Practices in Debriefing” by Laerdal
- Beginner and Intermediate Simulation Instructor Courses by The SimHealth Group
- Jeffries PR, Rogers KJ. Theoretical framework for simulation design. In Jeffries P. *Simulation in Nursing Education: From Conceptualization to Evaluation*. 2nd ed. New York: National League for Nursing;2012.
- Kern DE, et al: *Curriculum Development for Medical Education – A Six-Step Approach*. Baltimore: The Johns Hopkins Univ. Press. 1998
- Rudolph, J and Raemer, D. We know what they did wrong, but not why: the case for frame-based feedback. *The Clinical Teacher* 2013; 186-189.
- University of Washington, Center for Health Sciences Interprofessional Educational, Research and Practice

If Live:

Note: Time spent evaluating the learning activity may be included in the total time when calculating contact hours.

Total Minutes 480 divided by 60= 8 contact hour(s)

If Enduring:

Method of calculating contact hours:

Pilot Study Historical Data _____ Complexity of Content _____ Other: Describe _____

Estimated Number of Contact Hours to be awarded: 8

Alaina Herrington
Completed By: Name and Credentials

July, 8, 2016
Date