



California Health Sciences University

CHSU SIMULATION CENTER AND PROGRAM

SIMULATION PROFESSIONAL DEVELOPMENT POLICY

I. PURPOSE

This CHSU Simulation Center and Program policy is to ensure that all faculty/facilitators engaged in simulation understand and are prepared to follow the education theories associated with the stands of best practice for simulation when conducting or facilitating a simulation-based experience.

II. SCOPE

This policy affects all Simulation Center administration and staff, CHSU faculty and staff who work in and with the CHSU Simulation Center.

III. POLICY STATEMENT

The CHSU Simulation Center and Program offers simulation-based training for healthcare educators and researchers who want to develop and maintain high-quality healthcare simulation to develop health professionals' knowledge, skills, and attitudes, whilst protecting patients from unnecessary risks.

Simulation-based education is a technique for practice and learning that can be applied to many different disciplines and educational settings. These techniques, tools, and strategies can be applied in designing structured learning experiences and as a measurement tool linked to targeted teamwork competencies and learning objectives. Learning the art and science of simulation-based education is considered valuable for professional development. All COM employees are encouraged to take simulation training.

It is the right of the learner/student to have high quality simulation-based experiences facilitated by competent simulation staff, faculty, and clinical instructors who are trained in providing theory-based simulations. Therefore, professional development training in simulation-based education is required for all those facilitating simulation-based experiences whether in the simulation center or the classroom.

If a faculty member has not attended simulation training by Simulation Program staff or provided proof of education and/or certification from a reputable simulation organization/institution, then the faculty member cannot deliver simulation-based education or use the equipment until training and validation is complete.

Faculty, when teaching or facilitating within a simulation-based experience, are to adhere to [International Nursing Association for Clinical Simulation and Learning \(INACSL\) Standards of Best Practice: Simulation](#). These standards are evidence based and have been reviewed by interprofessional health care simulation experts.



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Detailed procedures for this policy can be accessed in the Professional Development Equipment Policy and Procedure.

IV. DEFINITIONS

Simulation-Based Experience – An array of structured activities that represent actual or potential situations in education and practice. These activities allow participants to develop or enhance their knowledge, skills, and attitudes, or to analyze and respond to realistic situation in a simulation environment.

Simulation Guideline – A recommendation of the qualities for simulation fidelity, simulation validity, simulation program, or for formative or summative evaluation. A set of recommendations, incorporating currently known best practices, based on research and/or expert opinion.

V. REFERENCES

Pitcher, Goddall, Jensen, et al., (2012) in Lopreiato JO (Ed.). (2016). Healthcare simulation dictionary (33). Rockville, MD: Agency for Healthcare Research and Quality.

Lopreiato JO (Ed.). (2016). Healthcare simulation dictionary (36). Rockville, MD: Agency for Healthcare Research and Quality.

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