



# California Health Sciences University

COLLEGE OF OSTEOPATHIC MEDICINE (COM)

SIMULATION ACTIVITY DESIGN POLICY

## PURPOSE

The purpose of this policy is to describe the simulation educational activity design process which includes needs assessment, development, and implementation.

## SCOPE

This policy affects all Simulation Center staff, CHSU faculty, staff, students, and clients (internal and external) who work in and with the CHSU simulation center.

## POLICY STATEMENT

The CHSU Simulation Center and Program adheres to the Society for Simulation in Healthcare (SSiH) Core and Teaching/Education Standards and the International Nursing Association for Clinical Simulation and Learning (INASCL)

- SSiH Educational Activities and Design
- SSiH Qualified Educators
- SSiH Evaluation and Improvement
- INASCL [Healthcare Simulation Standards of Best Practice™ Simulation Design](#).
- INASCL [Healthcare Simulation Standards of Best Practice™ Outcomes & Objectives](#)
- INASCL [Healthcare Simulation Standards of Best Practice™ Prebriefing](#)
- INASCL [Healthcare Simulation Standards of Best Practice™ Debriefing](#)

There are a variety of educational activities held at the Simulation Center using multiple simulated learning methods. Due to the variation of events, it becomes important to standardize how educational activities are planned, developed, and implemented. The design process is based on national standards/guidelines and best practices that clarify the minimum requirement for



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simulation fidelity, validity, formative, and summative evaluation.

Simulation-based educational learning experiences and scenario development require contact with a member of the simulation team. A [Simulation Scenario Request Form](#) is completed for resource and time tracking.

Simulated experiences offered in the simulation center shall be developed and supported by evidence-based research in an effort to promote relevant skill development, clinical reasoning, clinical judgement and reflection for the individual's performance improvement.

Simulation-based experiences are developed based on curricular course learning objectives (CLOs), a need's assessment and/or gap analysis conducted by faculty and instructors collaborating with the Simulation Center team. Simulation-based experiences are grounded in adult and simulation educational theories.

### DEFINITIONS

**A. Simulation Activity** - The entire set of actions and events from initiation to termination of an individual simulation event; in the learning setting, this is often considered to begin with the prebriefing and end with the debriefing.

**B. Simulation Learning Methods**

1. Case-Based Learning
2. Computer Simulation
3. Mixed Media (virtual and augmented reality)
4. Procedural or Partial Task Training
5. Hybrid Simulation (two or more modalities of simulation combined)
6. Integrated Procedural Training (psychomotor focus)
7. Integrated Procedural Training (whole procedure)
8. Mixed Simulation (Use of multiple types of simulation in the same scenario or place)
9. Simulation/Scenario-Base Learning



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10. Standardized/Simulated Patient

11. Debriefing

### REFERENCE

Lopreiato JO (Ed.). (2016). Healthcare simulation dictionary (34). Rockville, MD: Agency for Healthcare Research and Quality.

### RELATED INFORMATION AND PROCEDURES

- A. A scenario database is compiled in an online library file, many of which are validated. Faculty can make a scenario request to any of the Simulation Center team. All validated scenarios are reviewed prior to use for evidenced base practice by subject matter experts and referenced. New original scenarios must be piloted prior to use with students to ensure alignment with course objectives and expected outcomes.
- B. The CHSU simulation scenario template is used for all simulation-based development.
- C. All Simulation Center staff will be trained in Simulation Theory, Scenario Writing, Prebriefing, Debriefing, Facilitation, Manikin specific training, Running an Event, and Moulage application.
- D. Faculty and clinical instructors are required to complete Tier 1 Simulation Education Training.

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### RESPONSIBILITIES

Simulation center staff, all CHSU faculty, internal and external clients, and students of CHSU are responsible to uphold and follow this policy.

### HISTORY (R\*)

Approval Date:

7/5/2023

09/06/2019

Revision Date(s):

4/3/23



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Reviewed Date(s):

7/5/2023

**R:** COM Dean

**A:** Simulation Center Director, Associate Dean for Osteopathic Clinical Education and Simulation

**C:** COM Faculty and Staff, CHSU Legal Counsel, CHSU Policy Development Committee, Simulation Personnel

**I:** CHSU Community