



California Health Sciences University

COLLEGE OF OSTEOPATHIC MEDICINE (COM)

SIMULATION ORIENTATION AND PROFESSIONAL DEVELOPMENT POLICY

PURPOSE

The purpose of this policy is to ensure all users (internal and external) including faculty, facilitators, students, staff and standardized patients who engage in simulation-based education activities, understand the educational theories associated with the healthcare simulation standards of best practice when conducting, facilitating, or participating in a simulation experience. It defines qualifications for using manikins, equipment, and technology including proper educational principles and pedagogy for simulated-based activities.

SCOPE

The policy affects all Simulation Center personnel, CHSU faculty, staff, and participants (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)

- INASCL [Healthcare Simulation Standards of Best Practice™ Professional Development](#)
- INASCL [Healthcare Simulation Standards of best Practice™ Professional Integrity](#)
- INASCL [Healthcare Simulation Standards of Best Practice™ Simulation-Enhanced-IPE](#)
- [Association of Standardized Patient Educators \(ASPE\) Standards of Best Practice](#)

Orientation to the Simulation Center and program is required for all participants prior to attending a simulation experience. At a minimum it will include a tour, professional conduct, safety, dress, and modalities for patient care training.



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The Simulation Center Director or designee will attend CHSU new employee orientation and provide an overview of the Simulation Center and program.

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 learners and standardized participants from unnecessary risks.

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

Simulation Center and Program staff including standardized patients new to their position will receive a comprehensive orientation and training by the Simulation Center Director, Assistant Manager Standardized Participant Program with designated stimulation staff to ensure quality performance and customer service.

DEFINITIONS

- A. Facilitator** – An individual that helps to bring about an outcome by providing indirect or unobtrusive assistance, guidance, or supervision.
- B. 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.
- C. Simulation Guideline** – A recommendation of the qualities for simulation fidelity, simulation validity, simulation program, or for formative or summative evaluation. A set of



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recommendations, incorporating currently known best practice, based on research and/or expert opinion.

- D. Simulationist** – An individual who is involved in the design, implementation, and/or delivery of simulation activities, for example, educators, technologists, operations specialists, technicians.
- E. Standardized Patient** – A individual trained to portray a patient with a specific condition in a realistic, standardized, and repeatable way. A person who has been carefully coached to simulate an actual patient so accurately that the simulation cannot be detected by a skills clinician.

REFERENCES

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

RELATED INFORMATION AND PROCEDURES

- A. Simulation-based education is a modality 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 interpersonal competencies and course 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.
- B. 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. All faculty who work with students and learners in the Simulation Center are required to complete orientation and Tier 1 simulation training before working with learners in the simulation center. Refer to the [Interprofessional](#)



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Simulation Immersive Education Model.

- C. Simulation-based education is a highly interactive modality requiring careful planning for implementation. Using an immersive educational model based on adult learning theory, Tier 1 simulation training is provided by the Simulation Center Director and staff for new Simulation Center staff, CHSU faculty, and external clients desiring to learn this new skill.
- D. Tier 2 simulation training is offered for faculty working consistently within the Simulation Center and according to assessed needs. An annual evaluation is completed for professional development with constructive feedback on observed encounters with students.
- E. Tier 3 simulation training is offered for faculty desiring to receive simulation educator certificate through validation of scenario writing, facilitation, prebriefing, and debriefing. An annual evaluation is completed for professional development with constructive feedback on observed facilitation with students and contribution to scenario development.
- F. Simulation practice review and training updates are provided annually to ensure quality improvement and simulation based-activities by the simulation director and staff to already trained simulation faculty and facilitators.
- G. Standardized patient training uses an immersive educational model based on adult learning theory. It is provided for all new and developing standardized patients before interacting with participants and includes annual evaluation with constructive feedback based on observed work.

RESPONSIBILITIES

Simulation Center Director and personnel, all CHSU faculty, internal and external clients and are responsible to uphold and follow this policy.

HISTORY (R*)

Approval Date:

7/5/2023

Revision Date(s):

Reviewed Date(s):

7/5/2023



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R: COM Dean

A: Simulation Center Director, Associate Dean for Osteopathic Clinical Education and Simulation, Assistant Manager Standardized Participant Program

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

I: CHSU Community