

Simulation 2017 Breakout Sessions

Friday, October 13, 2017

Session	Title/Description	Objectives	Experience Level	Presenter
1101	<p>Multi-dimensional Reality: Enhancement of the Simulation Essentials</p> <p>Is there more to fidelity in healthcare simulation for successful outcomes? Is mimicking reality more complex than a straightforward low or high fidelity? Let us explore the multi-dimensional reality as related to healthcare simulation.</p>	<ul style="list-style-type: none"> Identify the important of fidelity in healthcare simulation and its relationship to successful educational outcomes. Understand the concepts of multi-dimensional fidelity as applied to healthcare simulation. Apply the concepts of multi-dimensional fidelity to various aspects of simulation such as planning, scenario writing, implementation of the scenarios and debriefing. 	Any Level	<p>Usha Asirvatham, MSN, RN-BC, CHSE <i>Nursing Education Specialist</i> Mayo Clinic</p>
1102	<p>Simulation and Latent Risk Identification</p> <p>This session will define different types/categories of latent risk factors and active errors in health care settings. Ways simulation can identify latent risk factors and address latent risks or active errors will be discussed, including examples from our work at HCMC. Small group activities will have participants draw on past experiences and develop simulation based solutions to these identified threats or errors. Tips on running and debriefing scenarios for this purpose will be shared.</p>	<ul style="list-style-type: none"> Identify and define different types of latent risks and active errors, and how these can be addressed with simulation. Develop a plan to address an active error with a simulation based intervention, identify additional latent risks, and successfully debrief this type of scenario. 	Any Level	<p>Mindi Driehorst, MSN <i>Simulation Education Specialist</i> Hennepin County Medical Center</p>
1103	<p>Using Simulation in Transition to Practice</p> <p>Transition from nursing education to professional practice is a difficult time for novice nurses. This sessions will discuss current state of challenges within this transition. Description of the NLN/Laerdal medical program "Accelerating to Practice" will be described. Benefits of creating measurable objectives for simulation will be discussed.</p>	<ul style="list-style-type: none"> Discuss current issues with transition to practice. Discuss benefits of creating measurable objectives for simulation. 	Intermediate	<p>Molly Kellgren, MSN <i>Manager, Accelerating to Practice</i> National League for Nursing</p>
1301 100 min workshop	<p>Developing an Evaluation/PI Plan for Your Program</p>	<ul style="list-style-type: none"> Describe two benefits of developing an evaluation/PI plan for your simulation program. Analyze components of an effective performance or quality improvement plan. Apply strategies to create a performance improvement initiative for your simulation program. 	Intermediate / Advanced	<p>Gail Johnson, PhD(c), CPHQ, CHSE, CHSOS <i>Director, Clinical simulation</i> HealthPartners Institute</p>
1302 100 min workshop	<p>Standardized Patients: Recruiting, Selecting & Training</p>	<ul style="list-style-type: none"> Use appropriate methods to select & train SPs Use SPs for simulation scenarios with and without physical findings 	Any Level	<p>Joe Miller, BS <i>Standardized Patient Program Coordinator</i> IERC & AHC Simulation Center University of Minnesota</p>

		<ul style="list-style-type: none"> • Use SPs for a wide range of clinical scenarios 		
1201	<p>The Unexpected Experience – The Emergency Department</p> <p>This case study features principles that have transformed an Emergency Department culture. An interdisciplinary team of department staff developed a patient experience workshop. They identified key content and determined the modes of delivery. The team took a different approach from a typical simulation session. They based this on their colleagues' feedback but still incorporated key aspects of simulation and created tools and videos to support skills practice. 350 department members participated over a 3-month period.</p>	<ul style="list-style-type: none"> • Detail organizational approaches to improve service culture in the Emergency Department • Determine how to adapt key aspects of simulation experience to meet the needs of various groups and stakeholders. • Describe how to establish an internally led care team coaching program to enhance the impact of any training efforts 	Intermediate	<p>Richelle Jader, MHA, BSN, RN <i>Director of Emergency Services</i> Regions Hospital Emergency Department</p>
1202	<p>Simulation and Latent Risk Identification</p> <p>This session will define different types/categories of latent risk factors and active errors in health care settings. Ways simulation can identify latent risk factors and address latent risks or active errors will be discussed, including examples from our work at HCMC. Small group activities will have participants draw on past experiences and develop simulation based solutions to these identified threats or errors. Tips on running and debriefing scenarios for this purpose will be shared.</p>	<ul style="list-style-type: none"> • Identify and define different types of latent risks and active errors, and how these can be addressed with simulation. • Develop a plan to address an active error with a simulation based intervention, identify additional latent risks, and successfully debrief this type of scenario. 	Any Level	<p>Mindi Driehorst, MSN <i>Simulation Education Specialist</i> Hennepin County Medical Center</p>
1203	<p>Wading Through the Weeds of Needs: Discovering the Gap Through Needs Assessment</p> <p>This session will explore the goals and essential components of needs assessments in simulation. Participants will have an opportunity to practice using a sample needs assessment tool.</p>	<ul style="list-style-type: none"> • State the key goals of needs assessments in simulation. • Describe the essential components of a needs assessment. • Demonstrate appropriate use of a needs assessment tool. 	Any Level	<p>Kim Hinrichs, MSN, RN, CHSE <i>Sr Learning & Development Specialist for Simulation</i> Allina</p>
2101	<p>The Unexpected Experience – The Emergency Department</p> <p>This case study features principles that have transformed an Emergency Department culture. An interdisciplinary team of department staff developed a patient experience workshop. They identified key content and determined the modes of delivery. The team took a different approach from a typical simulation session. They based this on their colleagues' feedback but still incorporated key aspects of simulation and created tools and videos to support skills practice. 350 department members participated over a 3-month period.</p>	<ul style="list-style-type: none"> • Detail organizational approaches to improve service culture in the Emergency Department • Determine how to adapt key aspects of simulation experience to meet the needs of various groups and stakeholders. • Describe how to establish an internally led care team coaching program to enhance the impact of any training efforts 	Intermediate	<p>Richelle Jader, MHA, BSN, RN <i>Director of Emergency Services</i> Regions Hospital Emergency Department</p>
2102	<p>Submitting Healthcare Simulation Manuscripts for Publication: Why? What? Where? How?</p> <p>Publication of research, best practice, successes, and challenges are important to advance the science of healthcare simulation. This workshop will explore what type of manuscripts should be submitted, where to submit manuscripts, and the basics of how to submit a manuscript for publication. Participants will work in groups to develop a plan to submit a manuscript to a peer-reviewed journal.</p>	<ul style="list-style-type: none"> • Explore where and how to submit manuscripts for publication. • Identify information to include when submitting a manuscript for publication. • Develop a plan to submit a manuscript to a peer-reviewed journal. 	Any Level	<p>Melody Bethards, MSN, RN, CHSE <i>Nursing Simulation Coordinator</i> Des Moines Area Community College</p>

<p>2103</p>	<p>All the Bells and Whistles of Healthcare Simulation...Do We Need Them? The science of simulation based education relies upon many educational theories. The cognitive load theory is built on human cognitive architecture for greater understanding of human learning and retention and plays a significant role in better outcomes of health care simulation. This presentation will help educators explore the relationship of this theory to their educational outcomes.</p>	<ul style="list-style-type: none"> • Understand the human cognitive architecture relevant to learning and retention. • Recognize cognitive overload commonly associated with health care simulations. • Apply principles of cognitive load theory to various aspects of simulation based instructional design such as developing objectives, scenario development and implementation and debriefing to enhance educational outcomes. 	<p>Any Level</p>	<p>Usha Asirvatham, MSN, RN-BC, CHSE <i>Nursing Education Specialist</i> Mayo Clinic</p>
<p>2104</p>	<p>Low Cost / Low Resource AV Options</p>	<ul style="list-style-type: none"> • Identify 2 benefits to incorporating AV into simulation activities. • Identify 2 challenges when using AV technologies in simulation. • Explore 3 low cost/low resource solutions. 	<p>Any Level</p>	<p>Hans Lamkin <i>Simulation Operations Specialist</i> HealthPartners Institute</p> <p>Gail Johnson, PhD(c), CPHQ, CHSE, CHSOS <i>Director, Clinical simulation</i> HealthPartners Institute</p>
<p>2301 100 min workshop</p>	<p>Getting to the Point! Scripted Debriefing While debriefing big teams or small groups, focusing on key learning objectives can be challenging even for an experienced debriefer. Scripted debriefing can help any debriefer ensure a debriefing session stays on track. Studies have shown scripted debriefing to improve learning outcomes and standardize delivery. During this workshop, learners will be given the chance to practice tailoring and using two debriefing tools to various simulation settings.</p>	<ul style="list-style-type: none"> • Customize two debriefing tools to various simulation settings. • Use a debriefing tool while debriefing in a team setting. • Customize a debriefing tool to a personal simulation project. 	<p>Intermediate</p>	<p>Samreen Vora, MD <i>Medical Director of Simulation</i> Children’s Minnesota</p> <p>Karen Mathias, MSN, RN, APRN-CNS <i>Director</i> Children’s Minnesota</p>
<p>2302 100 min workshop</p>	<p>Achieving Fair and Reliable Performance Assessment in Simulation In this session, participants will learn about different forms of performance assessment that are outlined in the INACSL Standards of Best Practice for simulation. Participants will practice these forms of assessment while evaluating a video-recorded clinical simulation performance. Through small group and facilitated large group discussion, participants will identify challenges associated with achieving fair and reliable assessment of student and practitioner performance. Best practices for simulation design, implementation, and evaluation will be presented.</p>	<ul style="list-style-type: none"> • Differentiate between formative, summative, and high-stakes assessment in simulation. • Assess a video-recorded simulation performance using an evaluation tool. • Identify challenges of reaching inter-rater reliability in performance assessment. 	<p>Intermediate</p>	<p>Ann Holland, PhD, RN <i>Professor</i> Bethel University</p>
<p>2201</p>	<p>Moulage: Mannequin Safe Tips and Tricks</p>		<p>Beginner</p>	<p>Gail Johnson, PhD(c), CPHQ, CHSE, CHSOS <i>Director, Clinical simulation</i> HealthPartners Institute</p>
<p>2202</p>	<p>Minnesota Board of Nursing Program Rules for Simulation The Minnesota Board of Nursing will present the recently adopted program approval rules that permit the use of high fidelity simulation to meet a portion of the clinical learning requirements for practical and professional nursing programs.</p>	<ul style="list-style-type: none"> • Define the term "high fidelity" simulation as used in the MBON Program Approval Rules. • Describe major aspects of the landmark study evidence to support amending the program approval rules. 	<p>Any Level</p>	<p>Marilyn Krasowski, EdD, MSN, RN <i>Director for Education</i> Minnesota Board of Nursing</p>

		<ul style="list-style-type: none"> Summarize the adopted rules and definitions for simulation. 		
2203	<p>Collaborative Classroom Simulations: Integrating Mental and Physical Health in a Longitudinal Simulation for the Tertiary Care Classroom</p> <p>Information obtained from this session will inform nursing educators on effective use of longitudinal CCS integrating complex mental and physical health concerns to better prepare students to care for patients in tertiary care environments.</p>	<ul style="list-style-type: none"> Define classroom collaborative simulations (CCS) as an alternative pedagogy to classroom or clinical teaching. Discuss the advantages and disadvantages of the CCS pedagogy. Discuss effective use of longitudinal CCS integrating complex mental and physical health concerns to prepare students to care for patients in tertiary care environments. 	Beginner	<p>Carrie Hoover, PhD, RN <i>Associate Professor</i> College of St. Benedict/St. John's University</p>
3101	Moulage: Mannequin Safe Tips and Tricks		Beginner	<p>Gail Johnson, PhD(c), CPHQ, CHSE, CHSOS <i>Director, Clinical Simulation</i> HealthPartners Institute</p>
3102	<p>Minnesota Board of Nursing Program Rules for Simulation</p> <p>The Minnesota Board of Nursing will present the recently adopted program approval rules that permit the use of high fidelity simulation to meet a portion of the clinical learning requirements for practical and professional nursing programs.</p>	<ul style="list-style-type: none"> Define the term "high fidelity" simulation as used in the MBON Program Approval Rules. Describe major aspects of the landmark study evidence to support amending the program approval rules. Summarize the adopted rules and definitions for simulation. 	Any Level	<p>Marilyn Krasowski, EdD, MSN, RN <i>Director for Education</i> Minnesota Board of Nursing</p>
3103	<p>Collaborative Classroom Simulations: Integrating Mental and Physical Health in a Longitudinal Simulation for the Tertiary Care Classroom</p> <p>Information obtained from this session will inform nursing educators on effective use of longitudinal CCS integrating complex mental and physical health concerns to better prepare students to care for patients in tertiary care environments.</p>	<ul style="list-style-type: none"> Define classroom collaborative simulations (CCS) as an alternative pedagogy to classroom or clinical teaching. Discuss the advantages and disadvantages of the CCS pedagogy. Discuss effective use of longitudinal CCS integrating complex mental and physical health concerns to prepare students to care for patients in tertiary care environments. 	Beginner	<p>Carrie Hoover, PhD, RN <i>Associate Professor</i> College of St. Benedict/St. John's University</p>
3104	Buttonology / Mannequin Practice		Any Level	
3301 100 min workshop	<p>Beyond the Patient's Clinical Condition: Infusing Subtle Background Information into Simulation Scenarios to Enhance Debriefing Discussions.</p> <p>Providing opportunities for learners in simulation to view the patient holistically is essential. Participants in this workshop will explore the importance of incorporating subtle background information into simulation scenarios to encourage learners to think beyond the patient's clinical condition and promote a more holistic debriefing discussion. Participants will</p>	<ul style="list-style-type: none"> Explore reasons for infusing subtle background information into simulation scenarios. Identify different types of subtle background information that can be infused into simulation scenarios. Infuse subtle background information into a new or existing simulation scenario. 	Any Level	<p>Melody Bethards, MSN, RN, CNE, CHSE <i>Nursing Simulation Coordinator</i> Des Moines Area Community College</p>

	add subtle background information into a new or existing simulation scenario.			
3201	Assessing Skills Using Simulation during Hiring Interview Process This presentation will offer up suggestions on how to develop and run a simulation to enable your department to hire the right candidate that fits your goals.	<ul style="list-style-type: none"> • Creating simulation to assess skills of candidate. • Assess problem solving and communication skills. • Provide value to assess candidates out of box thinking. 	Any Level	Cheryl Paulson, RRT <i>Respiratory Therapy Clinical Educator</i> Mayo Clinic
3202	Using Simulation in Transition to Practice Transition from nursing education to professional practice is a difficult time for novice nurses. This sessions will discuss current state of challenges within this transition. Description of the NLN/Laerdal medical program "Accelerating to Practice" will be described. Benefits of creating measurable objectives for simulation will be discussed.	<ul style="list-style-type: none"> • Discuss current issues with transition to practice. • Discuss benefits of creating measurable objectives for simulation. 	Intermediate	Molly Kellgren, MSN <i>Manager, Accelerating to Practice</i> National League for Nursing
3203	Scenario Design	<ul style="list-style-type: none"> • 	Novice	Heather Anderson, MA, BSN, CCRN, CHSE <i>Simulation Educator</i> HealthPartners Clinical Simulation
3204	Buttonology / Mannequin Practice		Any Level	

Saturday, October 14, 2017

4101	Developing Complex Simulations: Layering Concepts from Nursing Specialty Areas to Enhance Learning Previous learning from nursing specialty areas can be purposefully and systematically incorporated into simulation design and facilitation to enhance provision of holistic, patient-centered care. Such simulations allow participants to provide care in complex situations infrequently seen in clinical settings. The design and facilitation of complex simulations using exemplars from nursing education which incorporate the areas of pediatrics, maternal-child, psychiatric, and family nursing are offered, including examples of simulations used in an academic nursing education setting.	<ul style="list-style-type: none"> • Describe how simulation standards and course and program objectives drive the design and facilitation of complex simulations. • Discuss ways to integrate essential components into complex simulation scenarios. • Analyze multifaceted simulations used in a nursing academic setting as an exemplar. 	Intermediate	Deb Mathias-Anderson, PhD, RN, CNE <i>Associate Professor</i> Metropolitan State University Carol Reid, PhD, RN, CNE <i>Associate Professor</i> Metropolitan State University
4102	All the Bells and Whistles of Healthcare Simulation...Do We Need Them? The science of simulation based education relies upon many educational theories. The cognitive load theory is built on human cognitive architecture for greater understanding of human learning and retention and plays a significant role in better outcomes of health care simulation. This presentation will help educators explore the relationship of this theory to their educational outcomes.	<ul style="list-style-type: none"> • Understand the human cognitive architecture relevant to learning and retention. • Recognize cognitive overload commonly associated with health care simulations. • Apply principles of cognitive load theory to various aspects of simulation based instructional design such as developing objectives, scenario development and implementation and debriefing to enhance educational outcomes. 	Any Level	Usha Asirvatham, MSN, RN-BC, CHSE <i>Nursing Education Specialist</i> Mayo Clinic
4103	Low Cost / Low Resource AV Options	<ul style="list-style-type: none"> • 	Any Level	Hans Lamkin

				<p><i>Simulation Operations Specialist</i> HealthPartners Clinical Simulation</p> <p>Gail Johnson, PhD(c), CPHQ, CHSE, CHSOS <i>Director, Clinical simulation</i> HealthPartners Clinical Simulation</p>
4104	<p>Submitting Healthcare Simulation Manuscripts for Publication: Why? What? Where? How? Publication of research, best practice, successes, and challenges are important to advance the science of healthcare simulation. This workshop will explore what type of manuscripts should be submitted, where to submit manuscripts, and the basics of how to submit a manuscript for publication. Participants will work in groups to develop a plan to submit a manuscript to a peer-reviewed journal.</p>	<ul style="list-style-type: none"> • Explore where and how to submit manuscripts for publication. • Identify information to include when submitting a manuscript for publication. • Develop a plan to submit a manuscript to a peer-reviewed journal. 	Any Level	<p>Melody Bethards, MSN, RN, CHSE <i>Nursing Simulation Coordinator</i> Des Moines Area Community College</p>
4301 100 min workshop	<p>Building a Procedure Lab From Scratch Frustrated shopping for task trainers? Companies want lots of dollars (which you may or may not have) for trainers that are often...adequate. If your need is too niche or your budget is too small, you may be better off just building your own adequate trainer. In this workshop, we will build our own procedure trainers from things around your home, work, or retail establish.</p>	<ul style="list-style-type: none"> • Recognize that a task trainer is just a model and the models don't teach procedures. • Verbalize when higher fidelity is and is not of utmost importance. • Name two (2) examples of household items or easily obtainable retail items that can be used for procedural simulation. 	Any Level	<p>Jessie Nelson, MD <i>Emergency Physician</i> Regions Hospital</p>
4302 100 min workshop	<p>Facilitation: You Are the Great and Powerful Oz! Facilitation can make or break the participants' simulation experience by promoting or hindering learning. From <i>pre-brief to debrief</i>, this workshop will provide information and skills to operationalize the INACSL Standards of Best Practice Facilitation Guidelines into one's simulation practice.</p>	<ul style="list-style-type: none"> • Discuss the value of the INACSL Standards of Best Practice for facilitation guidelines. • Implement two strategies to improve facilitation to promote participant learning. 	Any Level	<p>Krista Kipper, MSN, CHSE <i>Simulation Manager</i> HealthPartners Clinical Simulation</p>
4201	Simulation Certification & Program Accreditation	•		<p>Gail Johnson, PhD(c), CPHQ, CHSE, CHSOS <i>Director, Clinical Simulation</i> HealthPartners Clinical Simulation</p>
4202	<p>Assessing Skills Using Simulation during Hiring Interview Process This presentation will offer up suggestions on how to develop and run a simulation to enable your department to hire the right candidate that fits your goals.</p>	<ul style="list-style-type: none"> • Creating simulation to assess skills of candidate. • Assess problem solving and communication skills. • Provide value to assess candidates out of box thinking. 	Any Level	<p>Cheryl Paulson, RRT <i>Respiratory Therapy Clinical Educator</i> Mayo Clinic</p>
4203	<p>Capabilities and Application of 3D Printing 3D printing is becoming more main stream, and is already being used in many industries. Application of this technology can be useful within medical simulation as well. Attend this session to understand the different types of 3D printing, as various materials, and methods are used depending upon the desired end result. We will also demonstrate process, show various examples, and discuss how you could engage 3D printing in a practical way.</p>	<ul style="list-style-type: none"> • Become familiar with what 3D printing can and cannot do. • Understand various different 3D printing technologies. • Learn how to engage the technology in a practical way. 	Novice	<p>Kiefer Paulson <i>3D Printing Industry Specialist</i> CAD Technology Center, Inc.</p>
5101	Simulation Certification & Program Accreditation	•		<p>Gail Johnson, PhD(c), CPHQ, CHSE, CHSOS <i>Director, Clinical Simulation</i></p>

				HealthPartners Clinical Simulation
5102	Multi-dimensional Reality: Enhancement of the Simulation Essentials Is there more to fidelity in healthcare simulation for successful outcomes? Is mimicking reality more complex than a straightforward low or high fidelity? Let us explore the multi-dimensional reality as related to healthcare simulation.	<ul style="list-style-type: none"> Identify the important of fidelity in healthcare simulation and its relationship to successful educational outcomes. Understand the concepts of multi-dimensional fidelity as applied to healthcare simulation. Apply the concepts of multi-dimensional fidelity to various aspects of simulation such as planning, scenario writing, implementation of the scenarios and debriefing. 	Any Level	Usha Asirvatham, MSN, RN-BC, CHSE <i>Nursing Education Specialist</i> Mayo Clinic
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5301 100 min workshop	Mannequin Maintenance	<ul style="list-style-type: none"> Demonstrate at least three repairs and replacement of parts for Laerdal manikins. Discuss and demonstrate common trouble areas within manikins that lead to operational problems. Discuss how to inspect a manikin to make sure it works as intended. 	Any Level	Hans Lamkin <i>Simulation Operations Specialist</i> HealthPartners Clinical Simulation
5302 100 min workshop	Standardized Patients: Recruiting, Selecting & Training	<ul style="list-style-type: none"> Use appropriate methods to select & train SPs Use SPs for simulation scenarios with and without physical findings Use SPs for a wide range of clinical scenarios 	Any Level	Joe Miller, BS <i>Standardized Patient Program Coordinator</i> IERC & AHC Simulation Center University of Minnesota
5201	In-situ Simulations	<ul style="list-style-type: none"> 		Heather Anderson, MA, BSN, CCRN, CHSE <i>Simulation Educator</i> HealthPartners Clinical Simulation
5202	Developing Complex Simulations: Layering Concepts from Nursing Specialty Areas to Enhance Learning Previous learning from nursing specialty areas can be purposefully and systematically incorporated into simulation design and facilitation to enhance provision of holistic, patient-centered care. Such simulations allow participants to provide care in complex situations infrequently seen in clinical settings. The design and facilitation of complex simulations using exemplars from nursing education which incorporate the areas of pediatrics, maternal-child, psychiatric, and family nursing are offered, including examples of simulations used in an academic nursing education setting.	<ul style="list-style-type: none"> Describe how simulation standards and course and program objectives drive the design and facilitation of complex simulations. Discuss ways to integrate essential components into complex simulation scenarios. Analyze multifaceted simulations used in a nursing academic setting as an exemplar. 	Intermediate	Deb Mathias-Anderson, PhD, RN, CNE <i>Associate Professor</i> Metropolitan State University Carol Reid, PhD, RN, CNE <i>Associate Professor</i> Metropolitan State University

5203	<p>Wading Through the Weeds of Needs: Discovering the Gap Through Needs Assessment</p> <p>This session will explore the goals and essential components of needs assessments in simulation. Participants will have an opportunity to practice using a sample needs assessment tool.</p>	<ul style="list-style-type: none"> • State the key goals of needs assessments in simulation. • Describe the essential components of a needs assessment. • Demonstrate appropriate use of a needs assessment tool. 	<p>Any Level</p>	<p>Kim Hinrichs, MSN, RN, CHSE <i>Sr Learning & Development Specialist for Simulation</i> Allina</p>
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