

Simulation 2018 Breakout Sessions

Friday, October 26, 2018

Session	Title/Description	Objectives	Experience Level	Presenter
1101	<p>Collaboration is Key to Medical Simulation</p> <p>This session will detail the efforts made by a local fire department, prosthetics and orthotics company, and multidisciplinary simulation center to adequately support a scenario based on the Stop the Bleed initiative.</p>	<ul style="list-style-type: none"> • Discover alternative collaborations to create unique simulation barrier devices. • Join the discussion on collaborative relationships. • Participate in a lively discussion regarding novel simulation scenarios and/or creations. 	Any Level	<p>Brenda Bos, MS, RN <i>Nursing Education Specialist</i> Mayo Clinic</p>
1102	<p>Theories to Support Simulation Education</p> <p>Theories are used to support specific aspects of simulation, or as a foundation to simulation programs and simulation education. Select theories will be examined. Application to the development, implementation, facilitation and debriefing of specific simulation activities will be discussed. The use of theory as a foundation for a simulation program or simulation center will be considered.</p>	<ul style="list-style-type: none"> • Identify two theories to guide simulation work. • Identify two theories to guide simulation work. • Apply a theory to simulation design, facilitation and debriefing. 	Any Level	<p>Carol Reid, PhD, CNE, CHSE <i>Associate Professor</i> Metropolitan State University</p>
1103	<p>Evaluating Learners in Simulation: Why? What? How?</p> <p>Evaluation of students participating in simulation learning experiences requires special planning to ensure adherence to best practice standards. This podium presentation will provide an opportunity for participants to explore the purpose of evaluating learners in simulation and determine the best type of evaluation based on the purpose. Possible evaluation tools will be shared and strategies for implementing best practice for evaluation students in simulation learning experiences will be explored.</p>	<ul style="list-style-type: none"> • Identify the purpose of evaluating learners in simulation learning experiences. • Apply best practice standards when evaluating learners in simulation. • Explore evaluation tools for individuals and teams participating in simulation. 	Any Level	<p>Melody Bethards, MS, RRT, CHSE <i>Simulation Coordinator</i> Des Moines Area Community College</p>
1104	<p>Navigating a Team's Clinical Performance Amid Complex Scenarios</p> <p>Complex clinical situations demand highly functional and integrated teams to navigate through the challenges that high risk clinical cases present. Utilizing simulation to replicate these high risk encounters allows optimal team performance through continued practice and immersion experiences. Setting boundaries that define communication, performance and role clarification leads to functional performance to manage complex clinical situations in a safe manner. During the presentation two examples will be identified where individual and team efforts were expounded upon within simulation scenarios to develop performance based confidence in managing low frequency high risk clinical cases.</p>	<ul style="list-style-type: none"> • Describe the design of a simulation scenario focused on optimizing a team performance in complex clinical scenarios. • Describe the role of individual and team efforts during a complex simulation-based clinical scenario. • Describe the execution of simulation-based scenarios focused on performance improvement in high risk clinical cases. 	Any Level	<p>Travis Spier, RN, MSN, NR-P, FP-C, CCEMT-P <i>Director of Simulation</i> Sanford Health</p>

<p>1302 100 min workshop</p>	<p>Prebrief: Setting the Stage This workshop will explore the importance of incorporating prebriefing into simulation-based education. A review of the INACSL Standard of Best Practice SM: Simulation Design and faculty sharing their experience developing and implementing prebrief checklist will lay the foundation before participants have the opportunity to develop a prebriefing checklist. A prebriefing checklist provides opportunities for a consistent and thorough prebrief, setting the stage for learners to experience satisfaction and confidence during simulation-based educational experiences.</p>	<ul style="list-style-type: none"> • Explore the importance of implementing a comprehensive prebrief. • Identify key points of prebriefing the learner before the simulation-based education experience. • Create a comprehensive Facilitator’s Prebriefing Checklist. 	<p>Any Level</p>	<p>Valerie Schwartz, RN, MSN <i>Simulation Faculty</i> Des Moines Area Community College</p>
<p>1201</p>	<p>Saving the Scenario – Incorporating Cues to Help Meet Objectives Cueing is an integral attribute to simulation design and the fidelity of a simulation experience. Cueing can be delivered via equipment, environment, patient, or embedded participant. Planning for and using cues to promote fidelity in a simulation scenario will be discussed. Implications for simulation design will be explored.</p>	<ul style="list-style-type: none"> • Define cueing. • Describe the use of cueing in simulation design. • Create or modify a simulation scenario to include cues that address potential obstacles in the scenario while maintaining desired level of fidelity. 	<p>Any Level</p>	<p>Carol Reid, PhD, CNE, CHSE <i>Associate Professor</i> Metropolitan State University</p>
<p>1202</p>	<p>Fundamentals of Planning and Design of an Inter-professional Sim Center Advancements in healthcare delivery are influencing how simulation is taught to health careers students and medical professionals. MSU Mankato had the opportunity to re-think their methods and approach to simulation education with the design of the new Maverick Family Nursing Simulation Center. Walking through their holistic approach and in-depth planning and design process, attendees will get a virtual tour of the simulation center, highlighting its innovations and strategies for facility upgrades.</p>	<ul style="list-style-type: none"> • Gain understanding of the planning process for simulation spaces/centers from concept to move-in including communication protocol, fundraising, and engagement. • Explore opportunities for re-thinking a simulation program and curriculum to enhance real world training. • Describe strategies and possibilities for spatial enhancements to improve simulation learning outcomes for today and in the future. 	<p>Any Level</p>	<p>Colleen Royle, EdD, MSN, RN <i>Simulation Center Director</i> School of Nursing Minnesota State University, Mankato</p>
<p>1203</p>	<p>Using Simulation as a Student Remediation Tool Session is intended for those working with students or staff that require remediation in clinical practice areas. The purpose of the session is to expand upon how to develop and use simulation for student remediation in clinical practice. Areas covered will include assessment for student learning need, creating objectives in collaboration with clinical instructors, development of scenarios based on student need, and student evaluation procedures.</p>	<ul style="list-style-type: none"> • Understand when simulation is an appropriate tool for student remediation. • Understand the formative and summative evaluation when using simulation during student remediation. • Describe how to collaborate with clinical instructors to develop individualized student remediation plan in simulation 	<p>Any Level</p>	<p>Onalee Finseth, MSN, RN, PHN, CHSE <i>Nursing Faculty Simulation and Lab Coordinator</i> Rochester Community and Technical College</p>

<p>1204</p>	<p>Simulation Model for Psychiatry Resident Education Psychiatrists & other mental health professionals encounter aggression and assaults. One approach to train psychiatrists in violence management and psychiatric emergencies is through clinical simulation-based education. Using topics suggested by the American Psychiatric Association task force, clinical simulation scenarios were created and implemented to psychiatry residents. Specific training in violence management using clinical simulation appears effective in improving resident's preparedness and clinical knowledge related to the care of psychiatric emergencies.</p>	<ul style="list-style-type: none"> • Evaluate the curriculum for the integration of clinical simulation in psychiatric training. • Discuss simulation as an education strategy in teaching residents the clinical knowledge related to the care of psychiatric emergencies. • Describe the correlation between simulation and the learner's change in knowledge and attitude towards the management of psychiatric emergencies. 	<p>Any Level</p>	<p>Yee Xiong, MD <i>Resident Physician</i> Hennepin-Regions Psychiatry Residency</p>
<p>2101</p>	<p>Saving the Scenario – Incorporating Cues to Help Meet Objectives Cueing is an integral attribute to simulation design and the fidelity of a simulation experience. Cueing can be delivered via equipment, environment, patient, or embedded participant. Planning for and using cues to promote fidelity in a simulation scenario will be discussed. Implications for simulation design will be explored.</p>	<ul style="list-style-type: none"> • Define cueing. • Describe the use of cueing in simulation design. • Create or modify a simulation scenario to include cues that address potential obstacles in the scenario while maintaining desired level of fidelity. 	<p>Any Level</p>	<p>Carol Reid, PhD, CNE, CHSE <i>Associate Professor</i> Metropolitan State University</p>
<p>2102</p>	<p>Fundamentals of Planning and Design of an Inter-professional Sim Center Advancements in healthcare delivery are influencing how simulation is taught to health careers students and medical professionals. MSU Mankato had the opportunity to re-think their methods and approach to simulation education with the design of the new Maverick Family Nursing Simulation Center. Walking through their holistic approach and in-depth planning and design process, attendees will get a virtual tour of the simulation center, highlighting its innovations and strategies for facility upgrades.</p>	<ul style="list-style-type: none"> • Gain understanding of the planning process for simulation spaces/centers from concept to move-in including communication protocol, fundraising, and engagement. • Explore opportunities for re-thinking a simulation program and curriculum to enhance real world training. • Describe strategies and possibilities for spatial enhancements to improve simulation learning outcomes for today and in the future. 	<p>Any Level</p>	<p>Colleen Royle, EdD, MSN, RN <i>Simulation Center Director</i> School of Nursing Minnesota State University, Mankato</p>

2103	<p>Using Simulation as a Student Remediation Tool Session is intended for those working with students or staff that require remediation in clinical practice areas. The purpose of the session is to expand upon how to develop and use simulation for student remediation in clinical practice. Areas covered will include assessment for student learning need, creating objectives in collaboration with clinical instructors, development of scenarios based on student need, and student evaluation procedures.</p>	<ul style="list-style-type: none"> • Understand when simulation is an appropriate tool for student remediation. • Understand the formative and summative evaluation when using simulation during student remediation. • Describe how to collaborate with clinical instructors to develop individualized student remediation plan in simulation 	Any Level	Onalee Finseth, MSN, RN, PHN, CHSE <i>Nursing Faculty Simulation and Lab Coordinator</i> Rochester Community and Technical College
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2301 100 min workshop	<p>Safety First! Maintaining Psychological Safety in Simulation Simulation learning experiences can be stressful. Simulation educators have a responsibility to ensure a safe learning environment. This workshop will provide an opportunity for participants to develop strategies for maintaining psychological safety throughout the simulation learning experience.</p>	<ul style="list-style-type: none"> • Identify the benefits of providing a psychologically safe learning environment. • Apply the concepts of psychology safety throughout the simulation learning experience. • Develop strategies for managing simulation learner psychological safety. 	Any Level	Melody Bethards, MS, RRT, CHSE <i>Simulation Coordinator</i> Des Moines Area Community College
2302 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. • 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

2201	<p>Simulation on the Move Taking simulation on the road benefits learners and facilities in underserved and low volume clinical areas. The immersive opportunities provided within mobile simulation allows clinicians an opportunity to experience and respond to low volume encounters. The business, operational and logistics considerations discussed in course will provide a foundation for developing a program meeting mobile learning needs.</p>	<ul style="list-style-type: none"> • Review the design and development of a mobile simulation program. • Discuss logistical needs for running a mobile program. • Review programmatic development that covers customer requests and needs. 	Any Level	<p>Travis Spier, RN, MSN, NR-P, FP-C, CCEMT-P <i>Director of Simulation</i> Sanford Health</p>
2202	<p>Simulation Based Learning and High Stakes Assessment to Improve Oncology Nursing Competency A simulation-based Oncology Education and Competency program for oncology nurses. The presenters will review the multi-disciplinary approach for development and implementation of the program utilizing simulation-based methods for high stakes summative assessment. We will share SIM techniques and scenarios addressing specific high risk components; focusing on chemotherapy administration, extravasation, spills and hypersensitivity reactions. The process utilized to monitor staff competency and post-program surveys assessing the success of the program will be reviewed.</p>	<ul style="list-style-type: none"> • Outline the resources needed for development and implementation of a simulation-based learning and high stakes summative assessment program. • Share two techniques to implement high stakes summative assessment to maintain a safe learning environment while using simulation for management of chemo administration, extravasation, hypersensitivity reactions and spills of chemotherapy-biotherapy. • Analyze two post-program assessment strategies to evaluate the success of the implementation of a new process for summative assessment for high stakes chemotherapy administration. 	Any Level	<p>Stephanie Kroon, MSPAS, PA-C <i>Physician Assistant, Oncology</i> Regions Hospital Cancer Care Center</p>
2203	<p>Creatively Building a Simulation Program on a Meager Budget Establishing a new simulation program involves plenty of challenges. The challenges examined in this presentation will include finding space and equipment, establishing a respected program and adjusting to the dynamic changes involved in maintaining a successful program.</p>	<ul style="list-style-type: none"> • Creative relationship building. • Creative ways to secure equipment for simulation. • Creative ways to secure space for simulation. 	Any Level	<p>Debra Grabow, MS, RN <i>Simulation Manager</i> Sanford Health</p>
2204	<p>007: The Brief Prebriefing and preparatory activities are identified in the INACSL Standards of Best Practice: Simulation as required elements of Simulation Design and Facilitation. Is there current evidence regarding the amount of information to include in such activities and the prebrief? How do desired outcomes of the simulation learning experience (SLE) relate to prebriefing information? This presentation will engage participants in exploring these questions. It will include an interactive discussion on aligning preparatory and prebriefing activities to maximize student learning in the SLE.</p>	<ul style="list-style-type: none"> • Review the INACSL Standards of Best Practice: Simulation Design and Facilitation. • Discuss preparatory activities and prebriefing information to facilitate student-learning outcomes. • Identify strategies to utilize when designing simulation learning preparatory work and prebriefing. 	Any Level	<p>Melanie Wynja, MSN, RN <i>Instructor of Nursing</i> Dordt College</p>

3101	<p>Simulation on the Move Taking simulation on the road benefits learners and facilities in underserved and low volume clinical areas. The immersive opportunities provided within mobile simulation allows clinicians an opportunity to experience and respond to low volume encounters. The business, operational and logistics considerations discussed in course will provide a foundation for developing a program meeting mobile learning needs.</p>	<ul style="list-style-type: none"> • Review the design and development of a mobile simulation program. • Discuss logistical needs for running a mobile program. • Review programmatic development that covers customer requests and needs. 	Any Level	<p>Travis Spier, RN, MSN, NR-P, FP-C, CCEMT-P <i>Director of Simulation</i> Sanford Health</p>
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3301 100 min workshop	Scripted Debriefing: Getting to the Points! 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.	<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. 	Any Level	Karen Mathias, MSN, RN, PCNS-BC <i>Program Director</i> Children's MN
3302 100 min workshop	How to Use Simulation to Assess Soft Skills How do you develop a simulation that assesses soft skills i.e. (communication, teamwork, mindfulness, compassion, assertiveness, empathy, approachability, trustworthiness, & creativity)? Attributes in which we can all improve. This workshop will include a discussion on why soft skills are important.	<ul style="list-style-type: none"> • Define soft skills. • Scenario development to demonstrate soft skills. • Demonstration of how to evaluate soft skills during a simulation. 	Any Level	Cheryl Paulson, RRT, BAH <i>Respiratory Therapy Simulation Specialist Instructor of Anesthesia</i> Mayo Clinic-Rochester
3201	Buttonology/Manikin Practice Intended for new and novice educators in the world of simulation! This session will go over tips and tricks for start-up, set-up and facilitation of simulations.	<ul style="list-style-type: none"> • Learn basic starting procedures and functions of manikins. • Practice making hands on changes to settings/functions to increase scenario complexity for learners. 	Beginner	Trent Kroschel, BSN, CHSE <i>Simulation Educator</i> HealthPartners Clinical Simulation
3202	Moulage Magic Want to explore the “moulage magic” to bridge the gap between simulation and real life? Moulage Magic is an interactive session designed to allow participants hands on experience in creating their own moulage “magic”. You will practice with a variety of moulage techniques to make your simulation scenarios look and feel like the real thing.	<ul style="list-style-type: none"> • Create realistic looking wounds using one or more moulage techniques. • Demonstrate how to use moulage to create realism for simulation scenarios. 	Beginner	Lori Winters, MS, RN <i>Simulation Educator</i> HealthPartners Clinical Simulation
3203	Creating an Interactive Health Science Program with Wearable Simulators This session will highlight the research and benefits behind the use of simulators, specifically wearables, in health science programs. Attendees will have the opportunity to see four wearable simulators and learn how these can be incorporated in a typical classroom.	<ul style="list-style-type: none"> • Understand the research and benefits of wearable simulators to teach soft skills such as empathy. • Learn how to use wearable simulators to teach a variety of nursing skills. • Walk in the shoes of someone with a variety of medical conditions through simulation experiences. 	Any Level	Merri Johnson <i>Senior Account Manager</i> RealityWorks
3204	Preventive Maintenance for the Laerdal 3G Manikin This course addresses maintenance and repairs for adult, pediatric, and infant manikins through a hands-on immersive experience. Simulation centers can be negatively impacted when manikins fail to operate optimally. Users need the training to perform appropriate maintenance and repairs on their manikins. Maintaining sim operations requires becoming more knowledgeable and confident removing and replacing internal and external manikin parts.	<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. 	Beginner	Hans Lamkin <i>Simulation Operations Specialist</i> HealthPartners Clinical Simulation

Saturday, October 27, 2018

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4102	<p>Collaboration is Key to Medical Simulation</p> <p>This session will detail the efforts made by a local fire department, prosthetics and orthotics company, and multidisciplinary simulation center to adequately support a scenario based on the Stop the Bleed initiative.</p>	<ul style="list-style-type: none"> • Discover alternative collaborations to create unique simulation barrier devices. • Join the discussion on collaborative relationships. • Participate in a lively discussion regarding novel simulation scenarios and/or creations. 	Any Level	<p>Brenda Bos, MS, RN <i>Nursing Education Specialist</i> Mayo Clinic</p>
4103	<p>Creating an Interactive Health Science Program with Wearable Simulators</p> <p>This session will highlight the research and benefits behind the use of simulators, specifically wearables, in health science programs. Attendees will have the opportunity to see four wearable simulators and learn how these can be incorporated in a typical classroom.</p>	<ul style="list-style-type: none"> • Understand the research and benefits of wearable simulators to teach soft skills such as empathy. • Learn how to use wearable simulators to teach a variety of nursing skills. • Walk in the shoes of someone with a variety of medical conditions through simulation experiences. 	Any Level	<p>Merri Johnson <i>Senior Account Manager</i> RealityWorks</p>
4104	<p>Navigating a Team's Clinical Performance Amid Complex Scenarios</p> <p>Complex clinical situations demand highly functional and integrated teams to navigate through the challenges that high risk clinical cases present. Utilizing simulation to replicate these high risk encounters allows optimal team performance through continued practice and immersion experiences. Setting boundaries that define communication, performance and role clarification leads to functional performance to manage complex clinical situations in a safe manner. During the presentation two examples will be identified where individual and team efforts were expounded upon within simulation scenarios to develop performance based confidence in managing low frequency high risk clinical cases.</p>	<ul style="list-style-type: none"> • Describe the design of a simulation scenario focused on optimizing a team performance in complex clinical scenarios. • Describe the role of individual and team efforts during a complex simulation-based clinical scenario. • Describe the execution of simulation-based scenarios focused on performance improvement in high risk clinical cases. 	Any Level	<p>Travis Spier, RN, MSN, NR-P, FP-C, CCEMT-P <i>Director of Simulation</i> Sanford Health</p>

<p>4302 100 min workshop</p>	<p>Developing & Implementing Successful Multi-disciplinary Healthcare Simulations While simulation based Inter Professional Education (IPE) is gaining popularity in healthcare, it is not uncommon to find simulation educators who find themselves unsure of how to initiate and implement simulation-based IPE and debrief in a way that is truly inter-professional. This workshop aims to address the needs of educators who would like to initiate, incorporate, or improve IPE using simulation in healthcare. In addition to review of basics and core competencies of IPE, participants will learn to write objectives, develop scenarios and evaluate simulation-based IPE in a variety of settings beyond mock codes in an interactive environment.</p>	<ul style="list-style-type: none"> • Discuss strategies to apply Inter-professional education principles to facilitate simulations in collaboration and communication among healthcare teams in various practice settings beyond mock codes. • Identify challenges and formulate solutions to implementing successful simulation-based inter-professional education. • Review currently available tools measuring outcomes of simulation-based inter-professional education in healthcare teams. 	<p>Any Level</p>	<p>Usha Asirvatham, MSN, RN-BC, CHSE <i>Nursing Education Specialist</i> Mayo Clinic</p>
<p>4201</p>	<p>Interview Simulation Circuits to Hire Nurses The use of simulation as part of the hiring process of nurses for the hospital setting allows managers to identify candidates that are the best fit for the unit and organization. This presentation provides an overview of how Interview Simulation Circuits are developed, implemented and evaluated. The benefits and challenges of this novel approach will be discussed.</p>	<ul style="list-style-type: none"> • Describe the Interview Simulation Circuit process. • Discuss how the simulation design is critical to identify the desired qualities and behaviors for the position. • Review the advantages and challenges of the Interview Simulation Circuit. 	<p>Any Level</p>	<p>Wanda Goranson, MSN, RN-BC, CHSE, CHSOS <i>Simulation Education Manager</i> UnityPoint Health - Des Moines</p>
<p>4202</p>	<p>Theories to Support Simulation Education Theories are used to support specific aspects of simulation, or as a foundation to simulation programs and simulation education. Select theories will be examined. Application to the development, implementation, facilitation and debriefing of specific simulation activities will be discussed. The use of theory as a foundation for a simulation program or simulation center will be considered.</p>	<ul style="list-style-type: none"> • Identify two theories to guide simulation work. • Identify two theories to guide simulation work. • Apply a theory to simulation design, facilitation and debriefing. 	<p>Any Level</p>	<p>Carol Reid, PhD, CNE, CHSE <i>Associate Professor</i> Metropolitan State University</p>
<p>4203</p>	<p>Evaluating Learners in Simulation: Why? What? How? Evaluation of students participating in simulation learning experiences requires special planning to ensure adherence to best practice standards. This podium presentation will provide an opportunity for participants to explore the purpose of evaluating learners in simulation and determine the best type of evaluation based on the purpose. Possible evaluation tools will be shared and strategies for implementing best practice for evaluation students in simulation learning experiences will be explored.</p>	<ul style="list-style-type: none"> • Identify the purpose of evaluating learners in simulation learning experiences. • Apply best practice standards when evaluating learners in simulation. • Explore evaluation tools for individuals and teams participating in simulation. 	<p>Any Level</p>	<p>Melody Bethards, MS, RRT, CHSE <i>Simulation Coordinator</i> Des Moines Area Community College</p>