SIMULATION 2019 BREAKOUT SESSIONS

FRIDAY, SEPTEMBER 27, 2019

Session	Title/Description	Objectives	Experience Level	Presenter
1101 45 min Podium	**Realism, Mimicry, Illusion & Deception: Oh My!** Simulation by its very definition, lends itself to use of illusory and/or deceptive methods. While many simulation educators strongly believe that deception adversely affects a trusting student- teacher relationship and are not conducive to successful learning outcomes, there are educators who argue that deception is part of the fictional world that we create during simulation and we could manipulate such a world to get to better learning outcomes. In an effort to gain a deeper understanding of this issue and to determine a right path forward, this presentation will be offered in a Dissoi Logoi fashion.	• Discuss the role of deception in healthcare simulations. • Argue the merits and demerits of using deceptive techniques in health care simulations. • Articulate application of lessons learned through this debate in future planning and facilitation of simulation based educational experiences.	Any Level	**Usha Asirvatham, MSN, RN-BC, CHSE** *Nursing Education Specialist* Mayo Clinic Multi-disciplinary Center
1103 45 min Podium	**Top Ten Cost Saving Ideas** "Top 10 sim cost saving solutions" will be a presentation and discussion session focused on sharing creative, innovative cost saving solutions that help mitigate the painful gaps all simulation staff experience from lack of resources, staff and funding. There will be a short discussion following the presentation where learners can share a gap in resource, staff or funding with a low cost solution while other learners can help brainstorm alternatives.	• Identify and discuss gaps in resources or staff. • Identify low cost savings solutions.	Any Level	**Lisa Brown, RN, BSN** *Sim Center Manager* Hennepin Healthcare Co-presenter(s): **Mindi Driehorst, RN, MSN** **Brian Cummings, DC**
1201 45 min Podium	**Engaging all Participants in Group Simulation to Improve Learning Outcomes** Learn how to conserve faculty resources by blending students from different departments for simulation activities. A validated tool for measuring student' content knowledge, confidence, and clinical decision-making skills during simulation activities utilizing standardized patients will be presented.	• Identify considerations when designing scenarios for group simulation with graduate nursing students from multiple role foci • Discuss the impact of prebrief and debrief on student learning • Summarize lessons learned following an evaluation of a pilot group simulation	Any Level	**Sandra Paddock, DNP, APRN, CNP, FNP-BC** *Associate Professor* Winona State University Co-presenter(s): **Shelley Wolfe, MS, RN, CHSE**
1203 45 min Podium	**Debriefing Skills for Bedside Staff after Critical Events** Our presentation will explain how we employed elements of Critical Incident Stress Management (CISM) to teach charge nurses to facilitate debriefings after critical events, a technique we have named Distress Debriefing. We will also briefly discuss the concept of burnout syndrome as it pertains to health care professionals and how we use Distress Debriefing to bring awareness and support to bedside staff.	• Discuss the benefits of debriefing critical events in the clinical environment. • Learn ways to implement a debriefing training course at your institution.	Beginner	**Suzanne Nelson, MSN, RN, PCNS, CHSE** *Simulation Education Specialist* Children's Minnesota Co-presenter(s): **Kerry Appleton, MAN, RN, CCRN-K**

1301 100 min workshop	**Step Up Your Debriefing Game** This workshop will focus on developing debriefing strategies to take your debriefing game to the next level. We will review the phases of debriefing and discuss a variety of strategies when facilitating difficult debriefing situations. Participants will have the opportunity to practice debriefing using these newly learned debriefing techniques.	• Explain the phases of debriefing. • Discuss a variety of strategies to facilitating a debrief. • Facilitate a debrief using a best practice method.	Any Level	**Kimberly Hinrichs, MSN, RN** *Supervisor of Simulation Program* Allina Health Co-presenter(s): **Bridget Pavlas, MSN, RN**
1302 100 min workshop	**From Riding the Waves to Driving the Ship: How to Manage Challenging Learner Behaviors During Simulation** Simulation facilitators experience an increased number of uncivil, unprofessional, and disengaged learner behaviors during simulation. These behaviors decrease learning for all learners interfering with meeting the learning objectives. This presentation will address the facilitative approach and debriefing strategies to implement when the simulation group begins to digress. After attending this presentation, the attendees will learn several strategies to regain control of the ship and manage challenging learner behaviors.	• Identify learner behaviors that interfere with learning during simulation. • Describe the impact of uncivil learner behaviors on learning during simulation. • Practice strategies to manage disruptive learner behaviors during simulation.	Intermediate	**Katie Molitor, MA, RN** *Assistant Professor of Nursing* St. Catherine University Co-presenter(s): **Katrice Ziefle, PhD, RN**
1303 100 min workshop	**Designing In-situ Simulation for Quality Improvement** In-situ simulation takes place within the patient care environment involving actual healthcare team members within their own clinical setting. Aside from its use as a training tool, it can be utilized as an investigative methodology to assess system issues, care processes and identify any latent issues. Thereafter, simulation-based investigations can be used to improve the quality of care by comparing against a pre-designed rubric for that specific scenario. This concept can be applied beyond the simulation lab in any clinical environment including acute and non-acute settings. This workshop will share our experience in using simulation as an investigative methodology to assess systems and processes and as a quality improvement initiative. Attendees will be able to apply the principles and lessons learned from this workshop to improve quality of care using simulation-based approaches.	• Describe in-situ simulation as an investigative and assessment tool. • Illustrate specific measures of the simulation-based assessment by examples. • Implement and apply simulation based rubric measures to guide quality improvement.	Any Level	**Manu Madhok, MD** *ED Attending Physician* Children's Minnesota Co-presenter(s): **Vishal Naik, MD** **Vaishali Jha, MD** **Erinn Vonreinn, PA**

2101 45 min Podium	**Realism, Mimicry, Illusion & Deception: Oh My!** Simulation by its very definition, lends itself to use of illusory and/or deceptive methods. While many simulation educators strongly believe that deception adversely affects a trusting student-teacher relationship and are not conducive to successful learning outcomes, there are educators who argue that deception is part of the fictional world that we create during simulation and we could manipulate such a world to get to better learning outcomes. In an effort to gain a deeper understanding of this issue and to determine a right path forward, this presentation will be offered in a Dissoi Logoi fashion.	• Discuss the role of deception in healthcare simulations. • Argue the merits and demerits of using deceptive techniques in health care simulations. • Articulate application of lessons learned through this debate in future planning and facilitation of simulation based educational experiences.	Any Level	**Usha Asirvatham, MSN, RN-BC, CHSE** *Nursing Education Specialist* Mayo Clinic Multi-disciplinary Center
2102 45 min Podium	**Training your Patient and Embedded Actors** Do you use patient actors? Do you use embedded actors? Let's train them to be useful tools in our simulations. Learn techniques to grow your actors.	• Role play training a patient actor to help achieve your objective for your simulation scenario. • Role Play training the embedded actor to help achieve your objective for your simulation scenario.	Beginner	**Lori Winters, MS, RN** *Simulation Educator* HealthPartners Clinical Simulation
2103 45 min Podium	**Top Ten Cost Saving Ideas** "Top 10 sim cost saving solutions" will be a presentation and discussion session focused on sharing creative, innovative cost saving solutions that help mitigate the painful gaps all simulation staff experience from lack of resources, staff and funding. There will be a short discussion following the presentation where learners can share a gap in resource, staff or funding with a low cost solution while other learners can help brainstorm alternatives.	• Identify and discuss gaps in resources or staff. • Identify low cost savings solutions.	Any Level	**Lisa Brown, RN, BSN** *Sim Center Manager* Hennepin Healthcare Co-presenter(s): **Mindi Driehorst, RN, MSN** **Brian Cummings, DC**
2104 45 min Podium	**Four Sites, One Center: Our Journey Towards Simulation Accreditation** A Midwestern land grant university with a four-campus College of Nursing presents the journey towards the Society for Simulation in Healthcare simulation accreditation. Simulation was implemented in undergraduate and graduate nursing programs at various degrees yet lacked formal infrastructure. Faculty learned how to teach with simulation and desired quality improvement. This presentation will outline the accreditation process. Key process lessons throughout the process will be highlighted as well as challenges encountered and outcomes obtained.	• Discuss benefits of achieving accreditation for an institution's simulation program. • Identify available resources to use when seeking SSH accreditation. • Interpret the SSH accreditation process.	Any Level	**Paula Carson, PhD, RN, CHSE** *Associate Professor* South Dakota State University Co-presenter(s): **Trisha Leann Horsley, PhD, RN, CHSE, CNE**

2301 100 min workshop	**All I Ever Needed to Know I Learned in Simulation: How to Incorporate Simulation Principles into 'Regular' Education** Simulation is an excellent evidence-based teaching modality. What are the lessons we can learn from simulation for incorporation into the rest of our teaching – whether it be in front of the classroom or in leading small groups? We will focus on several key principles that we have used in Simulation and extrapolated to other learning environments including establishing psychological safety, simulation planning principles, and how to effectively lead a learner focused debrief.	- Safety first! Participant will be able to define psychological safety, and discuss strategies for achieving this. - Plan to succeed – Participant will be able to discuss how principles of traditional simulation-style learning, including the pre-brief and setting clear objectives, can apply in many other learning environments. - Allowing the learner to steer the boat – Participant will be able to discuss strategies for leading learner-centered reflection.	Beginner	**Amy Greminger, MD** *Assistant Professor* University of MN Duluth campus Co-presenter(s): **Sandy Stover, MD, FAACP** **Anne Woll, MS** **Joseph Miller, BS**
2302 100 min workshop	**Evidence-informed, Context Relevant Simulation Scenario Design: Integrating Curriculum Design Principles and Simulation Standards** "Just design the simulation around the vital signs I gave." If this sounds familiar, the information in this session could help. This session will demonstrate ways to integrate curriculum and educational content design principles within a simulation design template in such a way that non-formally educated Subject Matter Experts (SMEs) in hospital-based simulation programs can successfully develop a robust, easy-to-implement, outcome-producing simulation scenario based upon simulation INASCL standards and best practices in educational design.	- Verbalize ideas of how to assist non-formally educated subject matter experts (SMEs) to create easy-to-implement, robust simulation scenarios, in response to a specifically identified need, backed by evidence-based practice. - Recall best practice guidelines and resources to reference when developing/refining a simulation template (i.e. INASCL Simulation Standards & SSiH Code of Ethics). - Demonstrate how to develop a simulation scenario focus on achieving the desired outcome(s) through guided development of objective statements and critical points of action.	Beginner	**Hannah Schroeder, MSN-Ed, RN, CNE, CHSE, PCCN** *Nurse Educator* HSHS Sacred Heart Hospital
2201 45 min Podium	**Engaging all Participants in Group Simulation to Improve Learning Outcomes** Learn how to conserve faculty resources by blending students from different departments for simulation activities. A validated tool for measuring student' content knowledge, confidence, and clinical decision-making skills during simulation activities utilizing standardized patients will be presented.	- Identify considerations when designing scenarios for group simulation with graduate nursing students from multiple role foci - Discuss the impact of prebrief and debrief on student learning - Summarize lessons learned following an evaluation of a pilot group simulation	Any Level	**Sandra Paddock, DNP, APRN, CNP, FNP-BC** *Associate Professor* Winona State University Co-presenter(s): **Shelley Wolfe, MS, RN, CHSE**

2202 45 min Podium	**Stress in Simulation** Stress is a known factor in the simulation environment. There are negative and positive impacts of the stress through simulation. This presentation will explore the stressors and the correlation to the performance of the student. Through the presentation we will introduce safe and effective ways to inoculate stress. What are you doing in simulation that may be meaningful and what may be a waste of your time and resources?	• At the end of this session the attendee will be able to identify three factors of stress which result in medical errors in the simulated environment. • Participants will be able to inoculate stress during their next simulation session as a part of their student outcomes. • While planning for their next simulation session, participants will construe two ways that stress may be beneficial or harmful for their students.	Any Level	**Kerry Degen, BA, NRP, FP-C, CPC** *Faculty* St. Cloud Technical and Community College
2203 45 min Podium	**Debriefing Skills for Bedside Staff after Critical Events** Our presentation will explain how we employed elements of Critical Incident Stress Management (CISM) to teach charge nurses to facilitate debriefings after critical events, a technique we have named Distress Debriefing. We will also briefly discuss the concept of burnout syndrome as it pertains to health care professionals and how we use Distress Debriefing to bring awareness and support to bedside staff.	• Discuss the benefits of debriefing critical events in the clinical environment. • Learn ways to implement a debriefing training course at your institution.	Beginner	**Suzanne Nelson, MSN, RN, PCNS, CHSE** *Simulation Education Specialist* Children's Minnesota Co-presenter(s): **Kerry Appleton, MAN, RN, CCRN-K**
2204 45 min Podium	**Simulation Curriculum Development in the Department of Orthopedic Surgery** Overview of simulation curriculum development in the UMN Orthopedic Surgery Residency Program. High fidelity and low fidelity simulations for orthopedic procedures focused on addressing high quality, safe patient care and meeting accreditation requirements. Development of unique curriculum at six clinical partner sites, including needs assessment, educational measurement and assessment. Discussion with session participants around implementing educational curriculum at your institution.	• Discuss simulation curriculum development including conceptualization, implementation, assessment metrics and ongoing quality improvement. • Recall considerations in planning for simulation assessment. • Evaluate potential simulation methodologies for use in your institution.	Any Level	**Erik Solberg, MA, MEd** *Education Manager* University of Minnesota, Department of Orthopedic Surgery Co-presenter(s): **Ann Van Heest, MD** **Sarah Anderson, MD** **Marc Tompkins, MD**
3101 45 min Podium	**Simulation Based Mastery Learning for Assessment** Discuss the foundations of assessment using Simulation Based Mastery Learning. Describe the nuances of using an SBML format for a variety of practicing health care professionals including providers, nurses, and allied health. Share an overview of current cutting edge research utilizing SBML curricula with a goal of preventable harm reduction.	• Discuss the foundations of assessment using Simulation Based Mastery Learning. • Describe the nuances of using an SBML format for a variety of practicing health care professionals including providers, nurses, and allied health. • Share an overview of current cutting edge research utilizing SBML curricula with a goal of preventable harm reduction.	Intermediate	**Samreen Vora, MD** *Medical Director of Simulation* Children's Minnesota Co-presenter(s): **Brittany Dahlen, BAN, RN, CCRN-K, CPHON, CPN**

3102 45 min Podium	**Training your Patient and Embedded Actors** Do you use patient actors? Do you use embedded actors? Let's train them to be useful tools in our simulations. Learn techniques to grow your actors.	• Role play training a patient actor to help achieve your objective for your simulation scenario. • Role Play training the embedded actor to help achieve your objective for your simulation scenario.	Beginner	**Lori Winters, MS, RN** *Simulation Educator* HealthPartners Clinical Simulation
3104 45 min Podium	**Four Sites, One Center: Our Journey Towards Simulation Accreditation** A Midwestern land grant university with a four-campus College of Nursing presents the journey towards the Society for Simulation in Healthcare simulation accreditation. Simulation was implemented in undergraduate and graduate nursing programs at various degrees yet lacked formal infrastructure. Faculty learned how to teach with simulation and desired quality improvement. This presentation will outline the accreditation process. Key process lessons throughout the process will be highlighted as well as challenges encountered and outcomes obtained.	• Discuss benefits of achieving accreditation for an institution's simulation program. • Identify available resources to use when seeking SSH accreditation. • Interpret the SSH accreditation process.	Any Level	**Paula Carson, PhD, RN, CHSE** *Associate Professor* South Dakota State University Co-presenter(s): **Trisha Leann Horsley, PhD, RN, CHSE, CNE**
3301 100 min workshop	**Simulation Program Development Using Accreditation Guidelines** During this workshop, the presenters will discuss the accreditation journey, highlight key components of the SSH Companion document, and discuss strategies for navigating and using the Companion document. Participants will have an opportunity to discuss the current state of their programs, identify areas of opportunity, and discuss solutions.	• Identify a benefit of accreditation of a simulation program. • Utilize two beneficial concepts to include in a simulation program working towards accreditation. • List two strategies for navigating and using the Companion document.	Any Level	**Colleen Royle, EdD, MSN, RN, CHSE** *Simulation Center Director* School of Nursing Co-presenter(s): **Krista Anderson, MSN, RN, CHSE**
3302 100 min workshop	**It's All About the Questions: Facilitating Reflection Using Right Questions** A good debriefer facilitates discussion using questions to enhance self-critique, develop critical understanding and to foster appreciation for diverse views. Effective questioning with an intent to be curious about the learner's mental models is essential to reflection during debriefing. It is not uncommon to find simulation educators who find themselves unsure of the right ways ask effective questions for better learning outcomes. This workshop aims to address the needs of educators who would like to understand the role of questioning in debriefing and how to use them effectively. In addition to learning about questioning techniques, they will have opportunities to practice such techniques in an interactive environment.	• Articulate the importance of the art of questioning in facilitation of debriefing. • Discuss various questioning strategies that will result in active reflection and encourage critical thinking during debriefing. • Demonstrate effective questioning skills to facilitate debriefing in challenging situations.	Any Level	**Usha Asirvatham, MSN, RN-BC, CHSE** *Nursing Education Specialist* Mayo Clinic

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3202 45 min Podium	**Stress in Simulation** Stress is a known factor in the simulation environment. There are negative and positive impacts of the stress through simulation. This presentation will explore the stressors and the correlation to the performance of the student. Through the presentation we will introduce safe and effective ways to inoculate stress. What are you doing in simulation that may be meaningful and what may be a waste of your time and resources?	• At the end of this session the attendee will be able to identify three factors of stress which result in medical errors in the simulated environment. • Participants will be able to inoculate stress during their next simulation session as a part of their student outcomes. • While planning for their next simulation session, participants will construe two ways that stress may be beneficial or harmful for their students.	Any Level	**Kerry Degen, BA, NRP, FP-C, CPC** *Faculty* St. Cloud Technical and Community College
3203 45 min Podium	**Enhancing Medical Interpreting through Simulation** A collaborative relationship between the language services department and a hospital based simulation center was formed to enhance the knowledge, skills, and abilities of medical interpreters in the modes of: consecutive, simultaneous, and sight translation skills.	• Measure individual interpreter's performance with regards to the three modes of interpreting. • Obtain an overall understanding of the current state of interpreter education and performance. Determine opportunities for growth for the team as well as each individual interpreter.	Any Level	**Daniel Tschida-Reuter, PMP** *Operations Manager* Mayo Clinic Co-presenter(s): **Hayder Abduljabbar**
3204 45 min Podium	**Simulation Curriculum Development in the Department of Orthopedic Surgery** Overview of simulation curriculum development in the UMN Orthopedic Surgery Residency Program. High fidelity and low fidelity simulations for orthopedic procedures focused on addressing high quality, safe patient care and meeting accreditation requirements. Development of unique curriculum at six clinical partner sites, including needs assessment, educational measurement and assessment. Discussion with session participants around implementing educational curriculum at your institution.	• Discuss simulation curriculum development including conceptualization, implementation, assessment metrics and ongoing quality improvement. • Recall considerations in planning for simulation assessment. • Evaluate potential simulation methodologies for use in your institution.	Any Level	**Erik Solberg, MA, MEd** *Education Manager* University of Minnesota, Department of Orthopedic Surgery Co-presenter(s): **Ann Van Heest, MD** **Sarah Anderson, MD** **Marc Tompkins, MD**

SATURDAY, SEPTEMBER 28, 2019

Session	Title/Description	Objectives	Experience Level	Presenter
4301 100 min workshop	**Difficult Debriefing** Despite learning basic skills in debriefing, we occasionally face situations for which we do not feel prepared. During this workshop, we will discuss techniques to manage potential challenges in debriefing. These challenges will include: addressing emotional responses, encouraging responses in quiet learners, managing the learner who monopolizes the conversation, reducing defensive responses, and debriefing a scenario that does not go well.	• Identify debriefing situations that are personally challenging. • Discuss techniques to address that debriefing challenge. • Select at least one technique to practice in the next month.	Any Level	**Denise Foy, MSN, RN-BC, CHSE** *Operations Manager* Mayo Clinic
4302 100 min workshop	**Manikin Maintenance** 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.	• 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** *Simulation Operations Specialist* HealthPartners Clinical Simulation
4303 100 min workshop	**Moulage Magic!** Want to explore the "moulage magic" to bridge the gap between simulation and real life? Moulage Magic is an interactive workshop 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.	• Create realistic looking wounds using one or more moulage techniques. • Demonstrate how to use moulage to create realism for simulation scenarios. • Discuss manikin safe moulage.	Beginner	**Lori Winters, MS, RN** *Simulation Educator* HealthPartners Clinical Simulation
4102 45 min Podium	**Integrating a Patient Safety Curriculum when Conducting Educational needs Assessment and Development of Sim Scenario/Course Content** This session will review integration of domains of a newly released patient safety curriculum resource developed by the Patient Safety Movement Foundation. We will explore opportunities to apply existing knowledge of evidence-based programs to improve patient safety and team training when conducting an educational needs assessment to ensure integration of the eight domains of the patient safety curriculum. Additionally, we will focus on ensuring integration of patient safety curriculum domains within scenario/course debriefing and evaluation.	• Explain the rationale for integrating patient safety curriculum domains and principles when conducting an educational needs assessment or developing simulation content. • Apply knowledge of existing evidence-based programs addressing some of the patient safety curriculum domains, like the CUSP staff safety assessment tool, when conducting an educational needs assessment. • Integrate patient safety curriculum domains, like the CUSP learning from defects tool or TeamSTEPPS® team training concepts, when developing simulation scenario/course debriefing and evaluation materials.	Intermediate	**Hannah Schroeder, MSN-Ed, RN, CNE, CHSE, PCCN** *Nurse Educator* HSHS Sacred Heart Hospital

4104 45 min Podium	**Virtual Skills Lab: Examining the Benefits of a Virtual Platform for Undergraduate Nursing** A virtual platform for skill instruction was developed that included the use of video conference, text input, group communication and screen sharing. This technology was implemented as an innovative alternative to the traditional practice of in-person lab time.	• Participants will be able to describe the process of implementing a virtual skills lab as a teaching strategy for pre-licensure nursing students. • Participants will be able to identify two benefits to moving psychomotor skills practice from the traditional face-to-face learning lab to the virtual environment.	Intermediate	**Joanne Dunderdale, DNP, RN** *Assistant Professor-Simulation Educator* Loyola University-Chicago Marcella Niehoff School of Nursing Co-presenter(s): **Nancy Raschke-Deichstetter, MS, RN, CEN**
4202 45 min Podium	**Integrating a Patient Safety Curriculum when Conducting Educational needs Assessment and Development of Sim Scenario/Course Content** This session will review integration of domains of a newly released patient safety curriculum resource developed by the Patient Safety Movement Foundation. We will explore opportunities to apply existing knowledge of evidence-based programs to improve patient safety and team training when conducting an educational needs assessment to ensure integration of the eight domains of the patient safety curriculum. Additionally, we will focus on ensuring integration of patient safety curriculum domains within scenario/course debriefing and evaluation.	• Explain the rationale for integrating patient safety curriculum domains and principles when conducting an educational needs assessment or developing simulation content. • Apply knowledge of existing evidence-based programs addressing some of the patient safety curriculum domains, like the CUSP staff safety assessment tool, when conducting an educational needs assessment. • Integrate patient safety curriculum domains, like the CUSP learning from defects tool or TeamSTEPPS® team training concepts, when developing simulation scenario/course debriefing and evaluation materials.	Intermediate	**Hannah Schroeder, MSN-Ed, RN, CNE, CHSE, PCCN** *Nurse Educator* HSHS Sacred Heart Hospital
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