A Clear Vision

Laerdal has set an ambitious goal of helping save 500,000 more lives every year by 2020. Our vision is that no one should die or be disabled unnecessarily during birth or from sudden illness or trauma. The power of saving lives is in your hands.

Visit Laerdal to learn how we have helped customers in various stages of preparing current and future healthcare providers for practice by implementing simulation-based training solutions to:

- Increase Survival
- Promote Patient Safety and Reduce Risk
- Improve Global Health

Visit us at booths 701, 800, 1000, and 1002
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Demonstrations daily
Prize draw for an Amazon Echo
See our full range of new products

PROMPT Flex
Wireless Force Monitoring (Bluetooth)

C-Section Delivery Module

Cervical Dilation & Effacement Module

Booth #715

- Demonstrations daily
- Prize draw for an Amazon Echo
- See our full range of new products

limbsandthings.com
General Information

Demonstrations daily
Prize draw for an Amazon Echo
See our full range of new products

PROMPT Flex
Wireless Force Monitoring (Bluetooth)
C-Section Delivery Module
Cervical Dilation & Effacement Module

PROMPT Flex range

Booth #715
Welcome
from the President

I am delighted to welcome you to the 16th Annual International Meeting on Simulation in Healthcare (IMSH), the world’s largest gathering of healthcare simulation professionals. We look forward to a great experience of learning, networking and expanding our horizons.

If you have been a part of IMSH in the past, you know this is a conference like no other. The meeting is designed for everyone associated with healthcare simulation. The IMSH Planning Committee has carefully selected educational sessions, abstracts and exhibitions with you in mind that will allow you to “Discover, Share, and Lead” like never before.

Educational content at IMSH is exceptional. The plenaries will open Sunday with an IGNITE event focusing on inspirational stories about healthcare simulation followed later that evening by an “Ignite the Night” opening party. On Monday, Allison Levine, team captain of the first American Women’s Everest Expedition, will offer insight on creating cohesive teams, taking responsible risks and developing no-nonsense leaders. On Tuesday, join Matt Weinstein, the bestselling author of “Managing to Have Fun,” IMSH closes on Wednesday with Kim Binsted presenting new viewpoints and applications from another world of simulation through NASA’s ground-breaking work in simulating life on Mars.

Make sure to visit the expo hall, The Hall of Discovery, where more than 100 exhibitors present the latest in healthcare simulation products, technology and innovation. This year the Hall of Discovery will be open until Tuesday evening, including receptions on Sunday and Tuesday evenings, giving you time to explore the products and services you need.

Thank you joining me at IMSH. I appreciate each and every one of you and know you will enjoy everything IMSH offers.

Chad Epps, MD
President
SSH Board of Directors
SSH Staff

Jennifer Manos, RN, MSN, MBA
Executive Director
jmanos@ssih.org

Kevin Helm, MBA
Associate Executive Director
khelm@ssih.org

Kathy Adams
Director of Continuing Education
kadams@ssih.org

Kristyn Gadlage
Accreditation & Certification Coordinator
kgadlage@ssih.org

Ashley Grossman
Membership Coordinator
agrossman@ssih.org

Sara Kagarise
Educational Content Coordinator
skagarise@ssih.org

Judy Larson
Director of Meetings & Exhibits
jlarson@ssih.org

Andrea Maxwell
Executive Assistant
amaxwell@ssih.org

Kathryn Pullins, MS
Membership Manager
kpullins@ssih.org

Andrew Spain, MA, NCEE, CCP-C
Director of Accreditation & Certification
aspain@ssih.org
SSH Board

OFFICERS

Chad Epps  
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Joe Lopreiato

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Ilya Shekhter

Jayne Smitten

Demian Szyld

David Gaba  
Editor in Chief
Welcome
from the 2016 Planning Committee Co-chairs

Welcome to IMSH 2016, the world’s largest gathering of healthcare simulation professionals! Whether this is your first conference or you’re a seasoned attendee, we guarantee you will find the next few days full of exciting opportunities.

This year we will focus on discovering, sharing, and leading in healthcare simulation, with sessions that will engage and challenge you each day. Between Alison Levine’s lessons on leadership from Mt. Everest to Kim Binsted’s simulation of life on Mars to Matt Weinstein’s ideas on managing your world through play, our keynote speakers will inspire you and help you think differently.

Take a look at what’s new this year!

- Expanded IMSH Hall of Discovery hours (through Tuesday at 6:00 PM)
- Exhibition Theater presentations, see page 92 for details.
- A track dedicated to leadership in simulation education.

To maximize your networking, be sure to attend an Affinity Group, Special Interest Group (SIG), or Section meeting to engage with colleagues from around the world; the meeting schedule is on page 16. You’ll also want to review the research and works in progress posters, located in Exhibit Hall D to see the latest trends in simulation education.

And, finally, be sure to congratulate your colleagues who achieved certification as a Certified Healthcare Simulation Educator (CHSE), Certified Healthcare Simulation Education–Advanced (CHSE-A), or Certified Healthcare Simulation Operations Specialist (CHSOS).

Thank you to everyone, from content chairs and content reviewers, to IMSH faculty and exhibitors, to the SSH staff and Board of Directors for dedicating countless hours to IMSH 2016.

We look forward to meeting you in person as we discover, share, and lead the use of simulation in healthcare!

IMSH 2016 Planning Committee Co-chairs
Sabrina Koh, RN, MHS(Edu), PGDip(CC), CHSE
Jared Kutzin, DNP, MS (MMEL), MPH, RN, CPP
Christine Park, MD

Left to right, Co-chairs: Sabrina Koh, Jared Kutzin and Christine Park
2nd Annual IMSH Photo Contest!

Shutterbugs—flaunt your talent and you could win!

It’s time for the 2nd Annual IMSH Photo Contest! Take photos during any formal conference activity—sessions, social functions, the exhibit hall, etc. and post them on Twitter, #IMSH2016 or the SSH Facebook page. Photos receiving the most “Likes” or “Retweets” will win.

Submit photos in the following categories:

- **Discover:** Demonstrate the latest discoveries you found at IMSH—and why they are important

- **Share:** IMSH attendees love to share their knowledge and enthusiasm for healthcare simulation—your photos should show us how

- **Lead:** SSH is committed to helping you advance your leadership skills…show us how you did so at IMSH.

**PRIZES**

$100 per photo from each category

$250 Grand Prize will be awarded to the person whose photo captures content from all of the above categories.

**DETAILS**

- When posting your photo, please indicate the category it applies to

- The contest closes at 9:00 AM on Wednesday, January 20

- Winners will be announced during the Closing Plenary Session on Wednesday, January 20

- All IMSH attendees and vendors are eligible to participate

- All submissions will confer authorized release of the photo by SSH

Have fun! facebook twitter
Thank you to our 2016 sponsors for helping to make IMSH 2016 a huge success!

JOIN US FOR CHSE AND CHSOS EXAM PREP WORKSHOPS!

February 15
CAE Healthcare’s HPSN World Conference
Tampa, FL

March 10
Orlando Health Institute for Learning
Orlando, FL

April 23
Northern Virginia Community College Medical Education Campus
Springfield, VA

May 21
Women's Guild Simulation Center for Advanced Clinical Skills,
Cedars Sinai Medical Center *
Los Angeles, CA

July 23
Greenville Healthcare Simulation Center *
Greenville, SC

September 24
Penn Medicine Clinical Simulation Center *
Philadelphia, PA

*SSH Accredited Program

Visit www.simcertification.com for more details!
# Conference Information

**REGISTRATION / PRESENTER CENTER / SSH CENTRAL HOURS**

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Friday</td>
<td>2:00 - 6:00PM</td>
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<tr>
<td>Saturday</td>
<td>7:00AM - 6:00PM</td>
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<td>Sunday</td>
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<td>Monday</td>
<td>7:00AM - 6:00PM</td>
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<tr>
<td>Tuesday</td>
<td>7:00AM - 6:00PM</td>
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<tr>
<td>Wednesday</td>
<td>7:00 - 10:00AM</td>
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</tbody>
</table>

**SSH CENTRAL**

Located next to Registration, visit SSH Central to gather information, meet colleagues and catch up with friends. We look forward to seeing you, answering your questions, and getting connected! Stop by for:

- IMSH Information
- IMSH Ribbons
- Tech Bar to help with mobile app (update your sim center information as well)
- IMSH attendee map (come place your pin!)
- Healthcare Simulation Community information
- Affiliate Corner and information
- Mentor/Mentee meeting location
- SSH Membership information
- SSH Accreditation information
- Certification information—CHSE, CHSOS, CHSE-A

**IMSH MOBILE APP – DOWNLOAD TODAY!**

Use the new IMSH 2016 Mobile App to help you navigate the many opportunities and offerings at this year’s meeting. The app is available for Apple, Android, Windows and Blackberry platforms and can be used to help you connect with colleagues, identify key content areas of interest, and navigate the expansive IMSH exhibition. **Just search for “IMSH 2016” in your app store.**

**Key Features:**

- View the most current, up to date, conference agenda
- Create your own custom, personal meeting schedule
- Receive up to the minute alerts
- View the list of exhibitors you want to visit
- Network and connect with other IMSH attendees
- View the most current list of faculty, poster presenters, and showcase entrants
- The web-based and mobile app versions ensure you can access features anytime, from anywhere

SSH is committed to ensuring you have a great experience with our IMSH 2016 Mobile App. If you have any questions or need support, stop by the Tech Bar at SSH Central.
CHSE AND CHSOS EXAM INFORMATION

All exams take place at the Marriott Marquis Hotel in the Leucadia Room.

If you completed your CHSE or CHSOS application before IMSH, and have been approved to take the exam, there are several options for dates/time listed below. You need to follow the instructions you received by email in order to sign up for the exam.

Exam Schedule:

- Saturday, Jan. 16   2:00PM
- Sunday, Jan. 17   8:00AM
- Monday, Jan. 18   2:00PM
- Tuesday, Jan. 19   2:00PM
- Wednesday, Jan. 20 11:00AM

Please note that you are not allowed to test unless you have been approved and signed up online. Questions? Contact coordinator@simcertification.com.

FREE WIFI ACCESS

Free WIFI is available in the C-D lobbies and meeting rooms 20-33.

User name: SSH2016  Password: healthcare

ACCREDITATION STATEMENT

This activity has been planned and implemented in accordance with the Essential Areas and Policies of the Accreditation Council for Continuing Medical Education (ACCME). The Society for Simulation in Healthcare (SSH) is accredited by the ACCME to provide continuing education for physicians. The Society of Simulation in Healthcare designates this educational activity for a maximum of 30.00 AMA PRA Category 1 Credits™. Each physician should claim credit commensurate with the extent of his/her participation in the activity. This activity has been submitted to the Midwest Multistate Division for approval to award nursing contact hours. The Midwest Multistate Division is accredited as an approver of continuing nursing education by the American Nurses Credentialing Center’s Commission on Accreditation.

OBTAINING CREDIT FOR ATTENDANCE

Make sure to have your badge scanned as you enter the classroom. If your badge is not scanned, you will not receive credit. You will receive an email at the end of each day with a link to course evaluations. You must complete an online evaluation for each course you attend to receive credit. Contact imsh2016@ssih.org if you do not receive the link to the evaluations.
Hotel Map

HOTELS

1. Hilton Gaslamp Quarter
   401 K St., San Diego, CA 92101
   WALKING DISTANCE: 1 min.

2. Hilton Bayfront
   1 Park Blvd., San Diego, CA 92101
   WALKING DISTANCE: 1 min.

3. Marriott Marquis Marina
   333 W. Harbor Dr., San Diego, CA 92101
   WALKING DISTANCE: 1 min.

4. Hard Rock
   207 5th Ave., San Diego, CA 92101
   WALKING DISTANCE: 2 mins.

5. Omni
   675 L St., San Diego, CA 92101
   WALKING DISTANCE: 2 mins.

6. Marriott Gaslamp Quarter
   660 K St., San Diego, CA 92101
   WALKING DISTANCE: 5 mins.

7. Solamar
   435 6th Ave., San Diego, CA 92101
   WALKING DISTANCE: 5 mins.

8. Residence Inn Gaslamp
   356 6th Ave., San Diego, CA 92101
   WALKING DISTANCE: 6 mins.

9. Hotel Z
   521 6th Ave., San Diego, CA 92101
   WALKING DISTANCE: 6 mins.

10. Horton Grand
    311 Island Ave., San Diego, CA 92101
    WALKING DISTANCE: 7 mins.

11. Westin Gaslamp
    910 Broadway Cir., San Diego, CA 92101
    WALKING DISTANCE: 10 mins.

12. Renaissance San Diego Downtown Hotel
    (Formerly W)
    421 W. B St., San Diego, CA 92101
    WALKING DISTANCE: 16 mins.
Course Schedule
Schedule at a Glance

SATURDAY
8:00AM - 5:00PM  CHSE Prep Course
8:00AM - 5:00PM  CHSOS Prep Course
1:00 - 5:00PM  Preconference & Immersive Courses

SUNDAY
8:00AM - 12:00PM  Preconference & Immersive Courses
12:00 - 1:30PM  Mentor – Mentee luncheon
2:00 - 3:15PM  Opening Plenary Session: IGNITE IMSH! Impacting Lives 5 Minutes at a Time
3:30PM  IMSH Hall of Discovery Ribbon Cutting
3:30 - 7:00PM  IMSH Hall of Discovery Open
4:00 - 6:00PM  Professor Rounds
4:00 - 6:00PM  2nd Annual Spectrum of Ideas Showcase
4:00 - 6:00PM  6th Annual Serious Games & Virtual Environments Arcade & Showcase
7:00 - 9:30PM  IMSH Welcome Reception & Party: IGNITE the Night!

MONDAY
7:00 - 8:15AM  Committee, Section, SIG and Affinity Group Meetings
8:30 - 9:45AM  Plenary Session: Lou Oberndorf Lecture on Innovation in Healthcare Simulation
9:00AM - 6:00PM  IMSH Hall of Discovery Open
10:00 - 11:30AM  Workshops & Panel Presentations
11:30AM - 1:00PM  Lunch
11:45AM - 12:45PM  Committee, Section, SIG and Affinity Group Meetings
1:00 - 2:00PM  Didactic Session
2:15 - 3:45PM  Workshops & Panel Presentations
4:00 - 5:30PM  Workshops & Panel Presentations
5:00 - 7:00PM  Committee, Section, SIG and Affinity Group Meetings, Industry Events
5:45 - 6:45PM  SSH Business Meeting
WHO WILL WIN THE PIONEER IN SIMULATION AWARD?

Join us Monday, January 18 during the Plenary Session for the announcement of this year’s Pioneer in Simulation.

Previous recipients include:

- **2015**: Stephen F. Abrahamson for his work in creating Sim One (1966) - The First Computer-Controlled Patient Simulator.

Don’t miss this exciting announcement!

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<table>
<thead>
<tr>
<th>TUESDAY</th>
<th>7:00 - 8:15AM</th>
<th>Committee, Section, SIG and Affinity Group Meetings</th>
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<tr>
<td></td>
<td>8:30 - 9:45AM</td>
<td>Plenary Session: Michael S. Gordon Center Lecture on Medical Education</td>
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<td></td>
<td>9:00AM - 6:00PM</td>
<td>IMSH Hall of Discovery Open</td>
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<td>10:00 - 11:30AM</td>
<td>Workshops &amp; Panel Presentations</td>
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<tr>
<td></td>
<td>11:30AM - 1:00PM</td>
<td>Lunch</td>
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<td></td>
<td>11:45AM - 12:45PM</td>
<td>Committee, Section, SIG and Affinity Group Meetings</td>
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<td></td>
<td>1:00 - 2:00PM</td>
<td>Didactic Session</td>
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<td></td>
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<td>Workshops &amp; Panel Presentations</td>
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<td></td>
<td>4:00 - 6:00PM</td>
<td>IMSH Hall of Discovery Appreciation/Closing Reception</td>
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<td>5:00 - 7:00PM</td>
<td>Committee, Section, SIG and Affinity Group Meetings</td>
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<td></td>
<td>6:00 - 6:30PM</td>
<td>Affiliation Agreement Signing</td>
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<td></td>
<td>6:00 - 7:00PM</td>
<td>Accreditation and Certification Reception</td>
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<td></td>
<td>6:30 - 7:30PM</td>
<td>International and Affiliate Reception</td>
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<tr>
<th>WEDNESDAY</th>
<th>7:00 - 8:15AM</th>
<th>Committee, Section, SIG and Affinity Group Meetings</th>
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<td>8:30 - 10:00AM</td>
<td>Workshops &amp; Panel Presentations</td>
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<td></td>
<td>10:15 - 11:15AM</td>
<td>Didactic Session</td>
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<td></td>
<td>11:30AM - 12:30PM</td>
<td>Closing Plenary Session</td>
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Course Legend

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<thead>
<tr>
<th>COURSE TYPE</th>
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<tr>
<td>COM</td>
<td>Committee Meeting</td>
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<tr>
<td>DEB</td>
<td>Debate</td>
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<td>EXPO</td>
<td>Exposition</td>
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<tr>
<td>IG</td>
<td>Interest Group - Section, SIG, AG</td>
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<tr>
<td>IMM</td>
<td>Preconference Immersive Course (Off-site)</td>
</tr>
<tr>
<td>MEAL</td>
<td>Breakfast, Lunch, Dinner and Banquets</td>
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<tr>
<td>PANEL</td>
<td>Panel Presentation</td>
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<tr>
<td>PLEN</td>
<td>Plenary Presentation</td>
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<td>POD</td>
<td>Podium Presentation</td>
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<tr>
<td>PRE</td>
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<td>PROF</td>
<td>Professor Rounds</td>
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<tr>
<td>SHOW</td>
<td>Showcase</td>
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<tr>
<td>SOC</td>
<td>Social Event</td>
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<tr>
<td>WIKSP</td>
<td>Workshop</td>
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<table>
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<tr>
<th>COURSE TRACK</th>
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<tbody>
<tr>
<td>AccCr</td>
<td>Accreditation &amp; Certification</td>
</tr>
<tr>
<td>ADMIN</td>
<td>Program Administration</td>
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<tr>
<td>ASSMT</td>
<td>Assessment &amp; Outcomes</td>
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<td>LEAD</td>
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<td>INSTR</td>
<td>Instructional Methods</td>
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<td>RSCH</td>
<td>Research &amp; Development</td>
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<tr>
<td>TECH</td>
<td>Technical Operations</td>
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<tr>
<td>NonEd</td>
<td>Non-Educational Event</td>
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<table>
<thead>
<tr>
<th>INTEREST GROUP</th>
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<tbody>
<tr>
<td>ANES</td>
<td>Anesthesia Section</td>
</tr>
<tr>
<td>BOOK</td>
<td>Book Salon (Club) Affinity Group</td>
</tr>
<tr>
<td>CRIT</td>
<td>Critical Care SIG</td>
</tr>
<tr>
<td>DIR</td>
<td>Directors of Sim Centers</td>
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<tr>
<td>EM</td>
<td>Emergency Medicine</td>
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<tr>
<td>EMS</td>
<td>Emergency Medical Services Affinity Group</td>
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<tr>
<td>FacDev</td>
<td>Faculty Development</td>
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<td>GAME</td>
<td>Serious Games-VE SIG</td>
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<td>GOVT</td>
<td>Government</td>
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<td>HOSP</td>
<td>Hospital Based Centers Section</td>
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<td>IM</td>
<td>Internal Medicine Affinity Group</td>
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<tr>
<td>IPE</td>
<td>Inter Professional Education Affinity Group</td>
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<td>LCLR</td>
<td>Low Cost &amp; Low-Resource Affinity Group</td>
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<tr>
<td>NON</td>
<td>Non-Physician Providers SIG</td>
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<td>NURS</td>
<td>Nursing Section</td>
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<td>OBGYN</td>
<td>OB/GYN SIG</td>
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<tr>
<td>PERI</td>
<td>Perioperative SIG</td>
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<tr>
<td>PED</td>
<td>Pediatric Section</td>
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<tr>
<td>R&amp;D</td>
<td>Research &amp; Development</td>
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<tr>
<td>SP</td>
<td>Standardized Patient</td>
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<tr>
<td>SUR</td>
<td>Surgery SIG</td>
</tr>
<tr>
<td>SysMod</td>
<td>Healthcare Systems Modeling &amp; Simulation Affinity Group</td>
</tr>
<tr>
<td>TRAIN</td>
<td>Formal Training (Fellowships, Certificates, Masters) Programs in Healthcare Simulation</td>
</tr>
</tbody>
</table>

* COURSE LEARNING LEVELS

**Expert level** courses are highlighted in blue. All other courses are considered general level.
Saturday

7:00AM - 7:00PM | SDCC ROOM 33BC
INSPIRE, By Invitation Only
Type: COM | Track: NonEd (R20164)

8:00AM - 5:00PM | SDCC ROOM 29A
CHSE Workshop 1
Type: PRE | Track: AccCr (R20152)
Speaker(s): Dawn M Schocken, MPH, PhD

8:00AM - 5:00PM | SDCC ROOM 29B
CHSE Workshop 2
Type: PRE | Track: AccCr (R20153)
Speaker(s): Jason Zigmont, PhD, CHSE-A

8:00AM - 5:00PM | SDCC ROOM 29C
CHSE Workshop 3
Type: PRE | Track: AccCr (R20154)
Speaker(s): Stephen C. Charles, MS, MA, PhD, CHSE

8:00AM - 5:00PM | SDCC ROOM 29D
CHSOS Workshop
Type: PRE | Track: AccCr (R20155)
Speaker(s): Timothy Whitaker, BS, CHSE, CHSOS, EMT-P, CMTE

9:00AM - 12:00PM | MARRIOTT MARQUIS LAGUNA ROOM
SSH Board of Directors, By Invitation Only
Type: COM | Track: NonEd (R20035)

12:00 - 5:00PM | SDCC ROOM 23A
Terminology and Concepts, By Invitation Only
Type: COM | Track: NonEd (R20168)

12:30 - 2:30PM | SDCC ROOM 27B
Finance and Audit Committee, By Invitation Only
Type: COM | Track: NonEd (R20167)

1:00 - 5:00PM | SDCC ROOM 23C
CHSE-A Subcommittee, By Invitation Only
Type: COM | Track: NonEd (R21539)

1:00 - 5:00PM | STRATEGIC OPERATIONS
Active Shooter: Facilitate the Need for Training
Type: IMM | Track: INSTR | Interest Group: HOSP
This course addresses the growing need for simulation teams to provide active shooter simulation training in every environment and multiple levels of care. Attendees will participate in setting up, facilitating, and debriefing an active shooter event. The participants in this course will have access to Hollywood level F/X and lessons learned feedback. Faculty have extensive experience facilitating these drills at multiple locations and with varying budgets. (R21876)

Learning Objectives
1. Demonstrate how to moulage, set up, and coordinate an active shooter scenario;
2. Demonstrate and discuss debriefs at different care levels
3. Discuss lessons learned from extensive military experience in facilitating this type of event, as well as wound and scenario options at different costs and facility sizes.

Speaker(s): Cory Gaconnet, MD, Devin Funk, Naval Medical Center San Diego, Bioskills and Simulation Training Center staff; Strategic Operations staff

1:00 - 5:00PM | SDCC ROOM 30B
Build a Simulation Instructor Course: Meet the Needs for Program and Faculty Development
Type: PRE | Track: INSTR | Interest Group: FacDev
This interactive course will immerse attendees in the design, implementation, evaluation and modification of a simulation instructor course using an action research process. Groups will examine how to conduct a needs analysis, prioritize and order topics in a course, use learner feedback in current and future courses and create courses of varying lengths. (R16568)

Learning Objectives
1. Perform needs assessment of teaching gaps at your simulation center
2. Develop learning objectives for an initial manageable simulation instructor course agenda to match faculty development needs addressing your teaching gaps
3. Design a customized 1-day, 2-day, 3-day, 4-day or 5-day simulation instructor course curriculum incorporating lessons learned from this course

Speaker(s): Sally J Rudy, MSN RN-BC CHSE; Christie Mulvey, CCRC; David L Rodgers, EdD, EMT-P, NRP, FAHA; Elizabeth Sinz, MD FCCM; Margaret Wojnar, MD
Official IMSH 2016 Onsite Program Guide

3. Develop a plan to promote change through simulation
2. Describe how simulation can be integrated into change management
1. Outline different frameworks and principles of change management

Learning Objectives

1. Outline different frameworks and principles of change management
2. Describe how simulation can be integrated into change management strategies
3. Develop a plan to promote change through simulation

Speaker(s): Jennifer Reid, MD; Rebekah Burns, MD; Lennox Huang, MD, FAAP; Kimberly P Stone

Checklist Use During Simulations: Benefits and Challenges

Type: IMM | Track: INSTR | Interest Group: PERI
Presented by the SSH Perioperative Special Interest Group (SIG), this dynamic course includes faculty from Anesthesiology, Surgery, OB GYN-Maternal Fetal Medicine and Nursing. Guided by faculty, participants will simulate and debrief scenarios using emergency checklists and learn the best way to introduce these tools into simulated and clinical environments. Trainee resistance to the use of checklists will be covered as well.

Learning Objectives

1. Verbalize challenges, limitations and potential solutions regarding the implementation of emergency checklists
2. Identify potential scenarios where the use of checklists may lead to an unintended negative perception
3. Practice strategies for debriefing during these simulation scenarios in order to maintain a positive educational experience involving the incorporation of emergency checklists

Speaker(s): Colleen A Lee, RN, MS; Nelli Fisher; David L Hepner, MD, MPH; Edward Kosik; Veronica Lerner, MD; Mikio Nihira, MD, MPH; Ken Plitt, CRNA; David Young

Devil in the Details: Job Descriptions and Onboarding Curriculum for Continued Sustainability

Type: PRE | Track: ADMIN | Interest Group: SIM
This course will focus on developing job descriptions and orientation processes for simulation operations specialists and technologist positions. The presenter will also discuss ways to “sell” new full-time positions so a simulation center has the opportunity to expand.

Learning Objectives

1. Develop a job description for one potential full-time employee
2. Identify the five most important components of a new employee orientation and onboarding process
3. Describe three challenges that a new supervisor may face while transitioning from a peer to a supervisor's role

Speaker(s): Dr. Amar Patel, DHSc, MS, NRP; Evan J Bartley, BS; Laura Gantt, PhD, RN, CEN, NE-BC; Jennifer Muir, MBA
**Discover Moulage: Bring Simulation To Life!**

**Type:** PRE  |  **Track:** INSTR  |  **Interest Group:** OPS

Moulage and theatrical techniques combined with patient manikins or actors can provide authenticity and realism to simulation scenarios. This course will showcase amazing new moulage materials and methods that deliver simple scenario cues without increasing the workload of educator or technician. Participants will create dramatic effects using theatrical moulage materials and will explore the skills and techniques for crafting effective moulage. (16836)

**Learning Objectives**
1. Describe moulage possibilities to simulate critical medical conditions and trauma injuries that can be used to enhance realism in simulation scenarios
2. Create moulage wounds, burns and injuries for use in simulation scenarios to support course learning objectives
3. Outline how moulage cues can be used as an educational tool

**Speaker(s):** Becky Damazo, RN, CPNP, CHSE-A; MSN, CPNP; Elisabeth Voelker, CHSE

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**Expect the Unexpected: In-Situ Simulation in Dynamic Settings**

**Type:** IMM  |  **Track:** INSTR  |  **Interest Group:** OPS

High-fidelity simulation is needed where care is delivered. In-situ simulation is unpredictable as the clinical setting (ED, rural facilities, ambulance, battlefield) is always changing. In this expert course, participants will discuss challenges, strategize solutions and practice designing and facilitating flexible simulation in dynamic settings. (17843)

**Learning Objectives**
1. Discuss the challenges and benefits of conducting in-situ simulation in unpredictable environments
2. Describe the components of facilitation and scenario design that allow for flexibility and apply these concepts to high-fidelity in-situ scenario design
3. Integrate concepts of flexibility and adaptability into simulation facilitating by participating in simulation and debriefing in unpredictable situations

**Speaker(s):** Susanna Cohen, DNP, CNM; Kimberly Calkins, MA; Jason Sterne; Dilys Walker, MD

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**Living Communication: Taking Cues from the Actors’ Studio**

**Type:** PRE  |  **Track:** LEAD  |  **Interest Group:** FacDev

Excellence in communication is an essential skill of a simulation instructor. In this course, participants will explore and practice living communication through exercises used by actors. This session will encourage participants to become entirely active in the communication process in mind, body and imagination, intending to make meaningful, productive and inspiring connections with all types of learners and colleagues. (17666)

**Learning Objectives**
1. Listen with more attention and see with more focus.
2. Adapt dynamically to surprises during a scenario or debriefing.
3. Lead as a collaborative and inspiring instructor.

**Speaker(s):** Christine Park, MD; Jason Economus, BA; Keith Littlewood, MD; Andres Navedo, MD

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**Type:** PRE  |  **Track:** INSTR  |  **Interest Group:** IPE

This interactive course and symposium will address the acute need for interprofessional teamwork training in healthcare, strategies to provide or improve interprofessional teamwork, collaboration and communication, and the potential impacts on systems of care. This session will provide training using a combination of didactic education, teamwork activities, role play and interactive case discussion. (16090)

**Learning Objectives**
1. Identify the leading causes of medical error and patient harm within our healthcare system.
2. List barriers to effective communication and teamwork.
3. Outline successful strategies to improve communication and teamwork among interprofessional teams.

**Speaker(s):** Hans Lamkin, EMT; Adam Dodson, NRP, NCEE, CCEMT-P
Mock, Mock. Who’s There? Developing Faculty for a Robust Mock Code Program

Mock codes offer limited opportunity for extensive discussion. A sustainable in-situ simulation program often requires the commitment of multiple faculty. This course will review basic principles of developing a mock code curriculum, adult learning theory and data collection processes. It will equip educators with tools to train their faculty to facilitate mock codes and set up an infrastructure to effect systems changes based on mock code data. (#16614)

Learning Objectives
1. Describe the basic principles and adult learning theory governing the development of an in situ simulation curriculum
2. Train and develop faculty at your institution to become effective facilitators of mock codes
3. Formulate a means to capture and share mock code data on systems and team performance to improve patient care and safety

Speaker(s): Marleny Franco, MD; Linda Brown, MD, MSCE; Max G Dannecker, NREMT-I; Frank Overly, MD, FAAP

Research: Where Do I Begin??

This course aims to help novice educational investigators acquire basic knowledge and skills in educational research. The session's interposed discussion and small group session will focus on: (1) stating quantitative and qualitative research questions; (2) exploring the features of a sound educational research project; and (3) preparing research reports. Participants will leave with an outline for an educational research project. (#17431)

Learning Objectives
1. Describe the components of a quantitative and qualitative research question
2. Describe the fundamentals of educational research design, management and execution
3. Articulate the elements of a research report abstract and manuscript

Speaker(s): Jeffrey Groom, PhD, CRNA; William C McGaghie, PhD; Viva Siddall, MS, MS, RRT-ACCS, RCP, CHSE

Teaching Highly Kinesthetic and Visual/Spatial Procedural Skills

Whether it's how to deliver a baby or how to place a central line, simulation educators are challenged with finding best practices to instruct kinesthetic skills. They require a toolkit to help learners achieve procedural competency. In this workshop, frameworks for kinesthetic and visual-spatial skills will be introduced, and case studies will be used to reinforce concepts. It will also allow for deliberate practice of effective teaching skills. (#16886)

Learning Objectives
1. Discuss the VARK Model and apply strategies to help struggling learners when acquiring procedural skills training during simulation-based educational programs
2. Practice coaching methods to help trainees effectively manipulate equipment when operating on task trainers
3. Describe newer technologies (i.e., iPad apps, virtual reality simulators) to better assist trainees in conceptualizing three-dimensional anatomy

Speaker(s): Dimitrios Papanagnou, MD, MPH; Carl Alsup; Arthur Au, MD; Komal Bajaj, MD, CHSE; Steven Kornweiss, MD; Michael Meguerdichian; Nur-Ain Nadir, MD; Nicole Piela, MD; Julie Waldman, MD
Sunday

7:30AM - 2:30PM  |  MARRIOTT MARQUIS LAGUNA ROOM
Healthcare Academy
Type: COM  |  Track: NonEd  (#20035)

8:00 - 10:00AM  |  MARRIOTT MARQUIS LEUCADIA ROOM
CHSE/CHSOS Testing, Application/Approval Required
Type: COM  |  Track: NonEd  (#20041)

8:00AM - 12:00PM  |  SDCC ROOM 29A
Acting Up: Techniques for Better Simulations
Type: PRE  |  Track: INSTR  |  Interest Group: FacDev
In this course, through interactive group exercises, discussion, and games, participants will learn integral acting tips to improve realism and enhance the quality of their simulations. (#17899)

Learning Objectives
1. Comprehend three important acting techniques to improve your performance
2. Increase the realism of your roleplay in simulation with five class-tested improv exercises
3. Define, analyze and troubleshoot the top five most common errors in sim acting

Speaker(s): Alan Sousa

8:00AM - 12:00PM  |  SDCC ROOM 30D
Build a Cast Iron Simulation Program
Type: PRE  |  Track: ADMIN  |  Interest Group: DIR  (#17310)
Speaker(s): Katie L Walker, MBA, RN; Bonnie J Driggers, RN, MS, MPA; Michael Seropian, MD, FRCP

8:00AM - 12:00PM  |  SDCC ROOM 30A
CHSE-A: Portfolio Development Workshop
Type: PRE  |  Track: AccCr
This workshop is focused on helping the participant understand the CHSE-A portfolio requirements, and then to develop the portfolio during the workshop. (#17831)

Learning Objectives
1. List the CHSE-A portfolio elements
2. Describe reflective statements

8:00AM - 12:00PM  |  SDCC ROOM 30B  EXPERT
Collecting and Reporting Essential Administrative Program Metrics
Type: PRE  |  Track: ADMIN  |  Interest Group: DIR
In this course, participants will be guided by faculty in the understanding of fundamental terminology regarding simulation activities to creating a complex analysis that can be used for reports or predictions of costs and future expansion. (#17008)

Learning Objectives
1. Describe common terminology surrounding simulation education programs
2. Practice collecting program data
3. Compare/contrast program activity with that of other centers

Speaker(s): John Lutz, BS; Jennifer Calzada, MA; Sandra Feaster, RN, MS, MBA; Farrah Leland, JD; Troy E Reihsen

8:00AM - 12:00PM  |  SDCC ROOM 30B
Develop an Evaluation Plan: The Kirkpatrick Way
Type: PRE  |  Track: ASSMT  |  Interest Group: FacDev
Course evaluation is a critical part of curriculum development. One of the most enduring and well documented evaluation models is the Kirkpatrick model. In this course, participants will develop a four level evaluation plan for a simulation education program based on this model. They will also have the opportunity to examine the benefits as well as the challenges in developing a comprehensive evaluation plan. (#17433)

Learning Objectives
1. Identify the Kirkpatrick four levels of evaluation utilized in simulation-based education
2. Design an assessment strategy utilizing the four levels of evaluation for a given topic
3. State the opportunities and challenges for assessing at each of the four levels of evaluation

Speaker(s): Roberta L Hales, MHA, RRT-NPS, RN; David L Rodgers, EdD, EMT-P, NRIP, FAHA
**Experimental Research and Design: Go to the Next Level**

**Type:** PRE  |  **Track:** RSCH  |  **Interest Group:** R&D

This course covers the more advanced fundamental principles of experimental research. Addressed will be theory, hypotheses, reliability, validity, controlling threats to validity, single factor designs, factorial designs and interactions and quasi-experimental designs. Attendees will gain experience generating hypotheses, creating operational definitions, controlling threats to validity, designing experiments and interpreting findings.  

**Learning Objectives**

1. Generate operational definitions and hypotheses from theories
2. Identify the primary threats to validity and how to control them
3. Interpret main effects and interactions in figures from factorial designs

**Speaker(s):** Mark W Scerbo, PhD

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**Game-Based Learning: Layered Learning Model and Game Development**

**Type:** PRE  |  **Track:** INSTR  |  **Interest Group:** GAME

Educational games are becoming ubiquitous within healthcare education and clinical training programs. By their very nature, games are both an evaluative and summative experience for teachers and students. This session will provide participants with an overview of game-based learning in healthcare education. It will conclude with a faculty facilitated interactive game development exercise using a narrative storyboarding technique.

**Learning Objectives**

1. Introduce pedagogy that supports mobile learning applications and games
2. Identify opportunities to integrate clinical simulation and gaming applications into their existing curricula
3. Develop a storyboard for a game-based learning application

**Speaker(s):** Reid A Adams, BA; Eric B Bauman, PhD, RN; Greg Vaughan

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**Incorporate Rapid Cycle Deliberate Practice into Your Toolbox: An Instructor Training Course**

**Type:** PRE  |  **Track:** INSTR  |  **Interest Group:** FacDev

This course is an immersion in the implementation of the Rapid Cycle Deliberate Practice (RCDP) method.

**Learning Objectives**

1. Create specific, observable, data-driven learning objectives for a Rapid Cycle Deliberate Practice simulation
2. Prepare interdisciplinary team members for participation in a Rapid Cycle Deliberate Practice simulation session, using strategies provided by the course faculty
3. Demonstrate the debriefing and multiple replay method using an RCDP scenario mapped to one of the established learning objectives

**Speaker(s):** Julienne Perretta, MS, RRT-NPS; Jordan Duval-Arnould, MPH, DrPHc; Elizabeth A Hunt, MD, MPH, PhD; Justin Jeffers, MD; Julianna Jung, MD; Shannon Poling, MPH[Sc]; CEBT, CHSE; Nicole Ann Shilkofski, M.D., M.Ed.; Nancy Sullivan, DNP, RN

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**Leadership Re-Boot: Put the CARE Back in Healthcare**

**Type:** PRE  |  **Track:** LEAD  |  **Interest Group:** DIR

In the midst of a huge transformation occurring healthcare, re-invigorating leadership practices is key. This program supports aspiring leaders in reinventing their roles for the "Brave New World" of healthcare. In addition, strategies for responding effectively – with vision, passion and renewed energy – to challenges in delivering innovative, safe and efficient care WITHOUT burning out will be explored.

**Learning Objectives**

1. C—Collaborate: Develop self-social awareness and increase emotional agility
2. A—Adapt: Take ownership, distribute accountability and reconcile shifting values (e.g. patient vs. hospital evaluations)
3. R—Develop resilience: Manage stress, avoid burnout and maintain work-life balance

**Speaker(s):** Pascal Scemama de Gialluly, MD, MBA; Jeffrey Hull; Rebecca D Minehart, M.D.

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**Lean Tools to Improve Your Leadership Skills**

**Type:** PRE  |  **Track:** LEAD  |  **Interest Group:** DIR

Lean leaders are managers who lead by modelling an evidence-based problem solving and performance improvement approach used in business and healthcare to align people with purpose and process and to improve workflow, teamwork and satisfaction. In this workshop, you will learn the behaviors, skills and tools to build up your team, develop standard work and create effective measure and management systems within your organization.

**Learning Objectives**

1. Discuss six behaviors and principles of lean leaders
2. Practice lean tools to develop self, others and your organization
3. Create a personal plan of action to become a lean leader

**Speaker(s):** Yue Ming Huang, EdD, MHS; Rukhsana A Khan, MPH; Robert Martin, PsyD; Kenneth M Miller, RN, MSN, CCRN; Maria D. D. Rudolph, MD; Randolph Steadman, MS, MD; Katherine Wigan, MBA
1. Describe three different methods of debriefing and their associated learning objectives, performance gaps and transition to the next topic.

This course introduces attendees to a framework for debriefing blender 3 existing methods of debriefing into one integrated approach. Using the "Promoting Excellence and Reflective Learning in Simulation" or the PEARLS method, attendees will apply the approach. Participants will gain experience using this blended 3 methods of debriefing in a safe environment, providing and receiving structured feedback. The approach can be implemented in parallel with ongoing institutional activities, either separate from or integrated with faculty development and/or continuous education to maintain the skills of skilled faculty.

Learning Objectives
1. Apply principles of adult learning theories to student-led scenario development
2. Examine a teaching strategy for a simulation-based flipped classroom
3. Implement learner-designed simulations at their own institutions

Speaker(s): Stephen C. Charles, MS, MA, Ph.D., CHSE; Mary L. Koehn, PhD, APRN, CHSE; Mike Shepherd; Paul N Uhlig, MD

2. Identify the directive feedback, learner self-assessment (eg. Plus/Minus), and focused facilitation (eg. Advocacy/Inquiry) into the PEARLS framework of debriefing

Apply the PEARLS debriefing tool to help implement the PEARLS blended method of debriefing

Speaker(s): Traci Robinson, RN; Ghazwan Altabbaa, MD, MSc FRCP; Wendy E Bissett, RN, CNE; Gavin Burgess; Helen Catena, RN; Jonathan Duff, MD; Kristin Fraser, MD, FRCP; Vincent Grant, MD, FRCP; James Lewis Huffman, BSc, MD, FRCP; Stuart C Rose

3. Reflect on practical aspects of including SP methodology into current simulation environments

Speaker(s): Anthony LaPorta, MD, FACS; Roy Lee Alison, MD, PhD; FACEP; FAAEM; Michael Czekajlo, MD, PhD; Ellen S Deutsch, MD, FACS, FAAP; Adam Dodson, NRP; NCCE, CCEMT-P; Gladys L. Fernandez, MD, MD; Devin James Funk; Cory Gaconnet, MD; Esita Kavvila, JD; Jordan Halasz; Tuan Hoang, MD, FACS; Joseph LaPorta, MS2; Mark S Lea; Tanner McClure; MS2; MR EDUARDO RAUL MEDINA, RCVT, EMFT-P; Alan Moloff, DO, MPH; Jamie Stinner; Michael Tsieman, MD, FACS

2. Identify how the directive feedback, learner self-assessment (eg. Plus/Minus), and focused facilitation (eg. Advocacy/Inquiry) fit within the PEARLS framework of debriefing

Speaker(s): Anthony LaPorta, MD, FACS; Roy Lee Alison, MD, PhD, FACEP, FAAEM; Michael Czekajlo, MD, PhD; Ellen S Deutsch, MD, FACS, FAAP; Adam Dodson, NRP; NCCE, CCEMT-P; Gladys L. Fernandez, MD, MD; Devin James Funk; Cory Gaconnet, MD; Esita Kavvila, JD; Jordan Halasz; Tuan Hoang, MD, FACS; Joseph LaPorta, MS2; Mark S Lea; Tanner McClure; MS2; MR EDUARDO RAUL MEDINA, RCVT, EMFT-P; Alan Moloff, DO, MPH; Jamie Stinner; Michael Tsieman, MD, FACS

3. Show ways to add true real appropriate stress and anxiety that allow for learning

Speaker(s): Anthony LaPorta, MD, FACS; Roy Lee Alison, MD, PhD, FACEP, FAAEM; Michael Czekajlo, MD, PhD; Ellen S Deutsch, MD, FACS, FAAP; Adam Dodson, NRP; NCCE, CCEMT-P; Gladys L. Fernandez, MD, MD; Devin James Funk; Cory Gaconnet, MD; Esita Kavvila, JD; Jordan Halasz; Tuan Hoang, MD, FACS; Joseph LaPorta, MS2; Mark S Lea; Tanner McClure; MS2; MR EDUARDO RAUL MEDINA, RCVT, EMFT-P; Alan Moloff, DO, MPH; Jamie Stinner; Michael Tsieman, MD, FACS

3. Show new forms of operating room team training and teach the communication for the continuum of care

Speaker(s): Anthony LaPorta, MD, FACS; Roy Lee Alison, MD, PhD, FACEP, FAAEM; Michael Czekajlo, MD, PhD; Ellen S Deutsch, MD, FACS, FAAP; Adam Dodson, NRP; NCCE, CCEMT-P; Gladys L. Fernandez, MD, MD; Devin James Funk; Cory Gaconnet, MD; Esita Kavvila, JD; Jordan Halasz; Tuan Hoang, MD, FACS; Joseph LaPorta, MS2; Mark S Lea; Tanner McClure; MS2; MR EDUARDO RAUL MEDINA, RCVT, EMFT-P; Alan Moloff, DO, MPH; Jamie Stinner; Michael Tsieman, MD, FACS

3. Apply the PEARLS debriefing tool to help implement the PEARLS blended method of debriefing

Speaker(s): Traci Robinson, RN; Ghazwan Altabbaa, MD, MSc FRCP; Wendy E Bissett, RN, CNE; Gavin Burgess; Helen Catena, RN; Jonathan Duff, MD; Kristin Fraser, MD, FRCP; Vincent Grant, MD, FRCP; James Lewis Huffman, BSc, MD, FRCP; Stuart C Rose

2. Identify how the directive feedback, learner self-assessment (eg. Plus/Minus), and focused facilitation (eg. Advocacy/Inquiry) fit within the PEARLS framework of debriefing

Speaker(s): Anthony LaPorta, MD, FACS; Roy Lee Alison, MD, PhD, FACEP, FAAEM; Michael Czekajlo, MD, PhD; Ellen S Deutsch, MD, FACS, FAAP; Adam Dodson, NRP; NCCE, CCEMT-P; Gladys L. Fernandez, MD, MD; Devin James Funk; Cory Gaconnet, MD; Esita Kavvila, JD; Jordan Halasz; Tuan Hoang, MD, FACS; Joseph LaPorta, MS2; Mark S Lea; Tanner McClure; MS2; MR EDUARDO RAUL MEDINA, RCVT, EMFT-P; Alan Moloff, DO, MPH; Jamie Stinner; Michael Tsieman, MD, FACS

3. Reflect on practical aspects of including SP methodology into current simulation environments

Speaker(s): Anthony LaPorta, MD, FACS; Roy Lee Alison, MD, PhD, FACEP, FAAEM; Michael Czekajlo, MD, PhD; Ellen S Deutsch, MD, FACS, FAAP; Adam Dodson, NRP; NCCE, CCEMT-P; Gladys L. Fernandez, MD, MD; Devin James Funk; Cory Gaconnet, MD; Esita Kavvila, JD; Jordan Halasz; Tuan Hoang, MD, FACS; Joseph LaPorta, MS2; Mark S Lea; Tanner McClure; MS2; MR EDUARDO RAUL MEDINA, RCVT, EMFT-P; Alan Moloff, DO, MPH; Jamie Stinner; Michael Tsieman, MD, FACS

2. Identify how the directive feedback, learner self-assessment (eg. Plus/Minus), and focused facilitation (eg. Advocacy/Inquiry) fit within the PEARLS framework of debriefing

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3. Reflect on practical aspects of including SP methodology into current simulation environments

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Stress Testing for Healthcare
Type: IMM | Track: INSTR | Interest Group: PERI
Transitions in care are rife with potential threats and dangers. This highly interactive immersive course will help learners develop progressive simulation-based training exercises in transfer training scenarios that pose unique logistical challenges. (#18925)

Learning Objectives
1. Define the concept of error proofing in designing systems and facilities
2. Develop a framework for successfully implementing progressive simulation-based techniques for error proofing
3. Create a progressive simulation-based scenario designed to stress test a system or process

Speaker(s): John Paige, MD, FACS; Pierre Detiege, MD; Deborah Garbee, PhD, APRN, ACNS-BC; Vladimir John Kiselov; Dmitry Nepomnayshy, MD; Edwin T Ozawa; Vadym Rusnak, MD; Scott C Watkins, MD

Mentor/Mentee Luncheon, By Invitation Only
Type: MEAL | Track: NonEd (#20169)

OPENING PLENARY SESSION
IGNITE IMSH! Impacting Lives 5 Minutes at a Time
Type: PLEN | Track: LEAD | Interest Group: FacDev
Join us as we debut a new event at IMSH 2016. IGNITE IMSH! Impacting Lives Five Minutes at a Time will feature a rich interface between healthcare, patients and simulation education on the IMSH mainstage. Six inspirational stories of impact from within and from outside of healthcare simulation will be presented in a dynamic and inspiring format. (#21400)

2nd Annual Spectrum of Ideas Showcase
Type: SHOW | Track: RSCH | Interest Group: LCLR
Discover the newest “fixes” and ideas in healthcare simulation during this showcase of demonstrations and discussions. Low cost, low resource solutions, modifications to existing equipment, and the latest high-tech ideas will be on display. (#21574)

Learning Objectives
1. Identify one new idea you can use in your healthcare simulation practice.
2. Integrate a new technical modification in your simulation center.
3. Describe one innovation to help your team “do more with less”.

Speaker(s): Kam McCowan, BSE, NREMT-B; Rodrigo Rubio, MD

6th Annual Serious Games & Virtual Environments Arcade & Showcase
Type: SHOW | Track: INSTR | Interest Group: GAME
Discover the newest virtual learning and game-based applications in healthcare simulation during this showcase of demonstrations and discussions. This innovative forum will introduce learners to the latest developments in virtual environments and game-based learning. (#21575)

IN-KIND EDUCATIONAL SUPPORT
The following entities have provided educational grants in the form of in-kind equipment, space and supply loans to support the IMSH Educational Program, in accordance with the Accreditation Council for Continuing Medical Education (ACCME) Standards for Commercial Support:

- CAE Healthcare
- Health Partners
- Laerdal Medical
- Navy Medical Center Balboa
- Rocky Vista University
- Strategic Operations Inc. (STOPS)
- Turning Technologies
- University of California San Diego Medical School
Learning Objectives
1. Identify one new virtual learning idea you can use in your healthcare simulation practice.
2. Integrate a new game-based application in your simulation center.
3. Describe one virtual environment innovation to help your team "do more with less”.

Speaker(s): Gerald R Stapleton; Eric B Bauman, PhD, RN; Katherine M White, MD

4:00 - 6:00PM | SDCC EXHIBIT HALL D, THEATER 1
Professor Rounds: Anesthesia & Critical Care
Type: PROF | Track: RSCH | Interest Group: ANES
Join us in the IMSH Scientific Exhibition for Professor Rounds, an interactive discussion poster-side about the latest research in healthcare simulation. Peer-reviewed research projects, organized by Special Interest, will be the focus. Demos of the latest technology innovations in each area will be included, along with ePosters showcasing up and coming Works in Progress. (#21552)

Learning Objectives
1. Outline one problem currently being studied through simulation-based research.
2. List one upcoming research project in a relevant specialty area.
3. Identify one new finding applicable to your work in healthcare simulation.

Speaker(s): Aaron William Calhoun, MD

4:00 - 6:00PM | SDCC EXHIBIT HALL D, THEATER 2
Professor Rounds: Emergency Medicine
Type: PROF | Track: RSCH | Interest Group: EM
Join us in the IMSH Scientific Exhibition for Professor Rounds, an interactive discussion poster-side about the latest research in healthcare simulation. Peer-reviewed research projects, organized by Special Interest, will be the focus. Demos of the latest technology innovations in each area will be included, along with ePosters showcasing up and coming Works in Progress. (#21553)

Learning Objectives
1. Outline one problem currently being studied through simulation-based research.
2. List one upcoming research project in a relevant specialty area.
3. Identify one new finding applicable to your work in healthcare simulation.

Speaker(s): Aaron William Calhoun, MD

4:00 - 6:00PM | SDCC EXHIBIT HALL D, THEATER 3
Professor Rounds: Faculty Development, Medical Education & Standardized Patients
Type: PROF | Track: RSCH | Interest Group: FacDev
Join us in the IMSH Scientific Exhibition for Professor Rounds, an interactive discussion poster-side about the latest research in healthcare simulation. Peer-reviewed research projects, organized by Special Interest, will be the focus. Demos of the latest technology innovations in each area will be included, along with ePosters showcasing up and coming Works in Progress. (#21554)

Learning Objectives
1. Outline one problem currently being studied through simulation-based research.
2. List one upcoming research project in a relevant specialty area.
3. Identify one new finding applicable to your work in healthcare simulation.

Speaker(s): Aaron William Calhoun, MD

4:00 - 6:00PM | SDCC EXHIBIT HALL D, THEATER 4
Professor Rounds: Interprofessional Education
Type: PROF | Track: RSCH | Interest Group: IPE
Join us in the IMSH Scientific Exhibition for Professor Rounds, an interactive discussion poster-side about the latest research in healthcare simulation. Peer-reviewed research projects, organized by Special Interest, will be the focus. Demos of the latest technology innovations in each area will be included, along with ePosters showcasing up and coming Works in Progress. (#21555)

Learning Objectives
1. Outline one problem currently being studied through simulation-based research.
2. List one upcoming research project in a relevant specialty area.
3. Identify one new finding applicable to your work in healthcare simulation.

Speaker(s): Aaron William Calhoun, MD

4:00 - 6:00PM | SDCC EXHIBIT HALL D, THEATER 5
Professor Rounds: Medicine & Pediatrics
Type: PROF | Track: RSCH | Interest Group: PED
Join us in the IMSH Scientific Exhibition for Professor Rounds, an interactive discussion poster-side about the latest research in healthcare simulation. Peer-reviewed research projects, organized by Special Interest, will be the focus. Demos of the latest technology innovations in each area will be included, along with ePosters showcasing up and coming Works in Progress. (#21556)

Learning Objectives
1. Outline one problem currently being studied through simulation-based research.
2. List one upcoming research project in a relevant specialty area.
3. Identify one new finding applicable to your work in healthcare simulation.

Speaker(s): Aaron William Calhoun, MD
4:00 - 6:00PM | SDCC EXHIBIT HALL D, THEATER 6

**Professor Rounds: Nursing & Allied Health**

Type: PROF | Track: RSCH | Interest Group: NURS

Join us in the IMSH Scientific Exhibition for Professor Rounds, an interactive discussion poster-side about the latest research in healthcare simulation. Peer-reviewed research projects, organized by Special Interest, will be the focus. Demos of the latest technology innovations in each area will be included, along with ePosters showcasing up and coming Works in Progress. (#21557)

**Learning Objectives**

1. Outline one problem currently being studied through simulation-based research.
2. List one upcoming research project in a relevant specialty area.
3. Identify one new finding applicable to your work in healthcare simulation.

**Speaker(s):** Aaron William Calhoun, MD

4:00 - 6:00PM | SDCC EXHIBIT HALL D, THEATER 7

**Professor Rounds: Operations, Resources, Technology, and Workflow Analysis**

Type: PROF | Track: RSCH | Interest Group: OPS (#21558)

**Speaker(s):** Aaron William Calhoun, MD

4:00 - 6:00PM | SDCC EXHIBIT HALL D, THEATER 8

**Professor Rounds: Surgery, OB/GYN and Perioperative Care**

Type: PROF | Track: RSCH | Interest Group: SUR

Join us in the IMSH Scientific Exhibition for Professor Rounds, an interactive discussion poster-side about the latest research in healthcare simulation. Peer-reviewed research projects, organized by Special Interest, will be the focus. Demos of the latest technology innovations in each area will be included, along with ePosters showcasing up and coming Works in Progress. (#21559)

**Learning Objectives**

1. Outline one problem currently being studied through simulation-based research.
2. List one upcoming research project in a relevant specialty area.
3. Identify one new finding applicable to your work in healthcare simulation.

**Speaker(s):** Aaron William Calhoun, MD

6:00 - 7:00PM | SDCC EXHIBIT HALL D, THEATER 1

**Research Committee Reception, By Invitation Only**

Type: COM | Track: NonEd (#21349)

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**MONDAY IS ACCREDITATION DAY!**

Congratulations to all of the Simulation Programs that became accredited last year, and to those that were the first to reaccredit this year. Monday is Accreditation Day at IMSH, so come to the Plenary Session to see who met the standards—more programs than ever before! All of these programs will be on the video wall in case you miss them.

Thank you to all accredited programs—you are setting the bar for high quality simulation!
Monday

7:00 - 8:15AM | SDCC ROOM 33A
Accreditation Committee, By Invitation Only
Type: COM | Track: NonEd (#21543)

7:00 - 8:15AM | SDCC ROOM 23B
Accreditation Q & A
Type: COM | Track: NonEd (#20171)

7:00 - 8:15AM | SDCC ROOM 24B
Affinity Group - Evolutionary And Revolutionary Healthcare Education and Training
Type: IG | Track: NonEd | Interest Group: R&D (#19231)

7:00 - 8:15AM | SDCC ROOM 23A
Government Relations Subcommittee
Type: COM | Track: NonEd (#20170)

7:00 - 8:15AM | SDCC ROOM 24A
Section - Nursing
Type: IG | Track: NonEd | Interest Group: NURS (#20173)

7:00 - 8:15AM | SDCC ROOM 23C
Section - Simulation Operations & Technology Section (SOTS)
Type: IG | Track: NonEd | Interest Group: OPS (#20172)

7:00 - 8:15AM | SDCC ROOM 32B
SIG - OB/GYN
Type: IG | Track: NonEd | Interest Group: OBGYN (#20175)

7:00 - 8:15AM | SDCC ROOM 24C
Sim Registry
Type: COM | Track: NonEd (#20174)

8:30 - 10:00 AM | SDCC BALLROOM 20 A/B/C
MONDAY PLENARY ADDRESS
Lou Oberndorf Lecture on Innovation in Healthcare Simulation: On the Edge - The Art of High-Impact Leadership
Type: PLEN | Track: LEAD | Interest Group: FacDev

Join us as Allison Levine, team captain of the first American Women’s Everest Expedition and author of the New York Times bestseller, On the Edge: The Art of High-Impact Leadership, offers insight on creating cohesive teams, taking responsible risks and developing no-nonsense leaders that can succeed in times of uncertainty. Take the lessons from Allison’s adventures and bring them into your simulation programs. (#21394)

Learning Objectives
1. Identify key components for assembling your dream team.
2. Outline strategies to overcoming challenges adn barriers to achieving goals.
3. Describe the concept of failure-tolerance, and its benefits in achieving higher level goals.

Speaker: Allison Levine, MBA
2020 Vision: Statewide Simulation Alliances

Type: WKSP  Track: LEAD  Interest Group: DIR

The last decade has seen the establishment of over 40 documented state-wide ‘communities of practice’ or alliances in the United States alone. This workshop will provide a forum for those alliance leaders and members to explore the drivers for their development; share experiences and successes; conduct an environmental scan; explore their current role and determine future strategic directions including sustainability. (ID16820)

Learning Objectives
1. Analyze the key drivers of simulation alliance formation and articulate a clear vision for 2020.
2. Examine the issues, barriers and related solutions experienced by existing alliances and develop a set of draft ‘guidelines and best-practice principles’ to inform alliance development.
3. Develop a set of ‘key strategic goals’ to inform their alliance development into the future, utilizing the provided workbook.

Speaker(s): KT Waxman, DNP, MBA, RN, CNL, CENP, CHSE; Leone English, RN, BNsg, BTh (Adult), MEd (Adult), GDM

Allied Health, IPE and Providers: Culture, Commitment and Curriculum

Type: PANEL  Track: INSTR  Interest Group: IPE

Despite needs, colleges and universities struggle to offer viable IPE. Referenced allied health models are lacking. Co-location of students is problematic. Professional cultures, logistical issues and competing curricula foil attempts. Unique and daunting barriers can be overcome. This panel offers real-world solutions to problems of expectations, implementation, maintenance, and assessment of offerings for medicine, nursing and allied health. (ID16345)

Learning Objectives
1. Identify and compare barriers to effective IPE in their own settings with exemplars enumerated by the panel.
2. Pool experiences with panelists and compare lessons learned.
3. Enumerate usable strategies for implementation or enhancement of IPE offerings in their settings.

Speaker(s): K. David Bodily, MS, RN, CHSE; Patrick A Anderson, BS, NRP; Stephen C. Charles, MS, MA, PhD, CHSE; Kelley Connor, RN, MS, CHSE, CNE; Karyn German; Sandy Swoboda, RN MS FCCM; Jeffrey Wenzel, MSED, RRT

Assessment Methodologies: Validation, Simulation and Accreditation

Type: PANEL  Track: ASSMT  Interest Group: IPE

The purposes of this expert panel are to acquaint the audience with scientific requirements that must be met before an assessment approach and the interpretation of assessment data can be termed “valid and reliable”, and then to expose the audience to a selection of educational researchers engaged in validation work as applied to the simulated environment. (ID16133)

Learning Objectives
1. Describe necessary steps to assure the reliability and validity of assessment and accreditation processes as they are used to evaluate the quantity and quality of instructional simulation.
2. Compare the relationship between simulation, the assessment validation process, and the American College of Graduate Medical Education (ACGME) Next Accreditation System.
3. Outline simulation practice expectations of the American Association of Colleges of Nursing (AACN), the Collegiate Commission on Nursing Education (CCNE), the National League for Nursing (NLN) and the NLN Commission for Nursing Education.

Speaker(s): Aaron William Calhoun, MD; Katie Adamson, PhD; Leah Mallory; Susan Prion, EdD, RN, CNE
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Course Title</th>
<th>Type</th>
<th>Track</th>
<th>Interest Group</th>
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<tbody>
<tr>
<td>10:00 - 11:30</td>
<td>SDCC ROOM 31C</td>
<td>Contemporary Education Models: Enhance Faculty and Program Development</td>
<td>WKSP</td>
<td>LEARN</td>
<td>FacDev</td>
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<td></td>
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<td>Educational models are inherently and implicitly used in the development of both simulation faculty and simulation programs. The deliberate use of contemporary educational strategies could enhance the development of both. This workshop will introduce 4 educational models that can be incorporated into simulation-based education and faculty development.</td>
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<td><strong>Learning Objectives</strong></td>
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<td></td>
<td>1. Describe learning principles based on contemporary educational neuroscience</td>
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<td>2. Identify implicit learning models within simulation sessions and how various conceptual models and learning principles can be utilized by instructors to achieve educational objectives</td>
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<td>3. Create a simulation program plan incorporating conceptual models to improve efficacy in achieving learning objectives</td>
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<td><strong>Speaker(s):</strong> Kevin Roy, MD; Natasha Afonso, MD, MPH; Danny Castro, D.O.; Satid Thammasitboon, MD, MPHE</td>
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<td>10:00 - 11:30</td>
<td>SDCC ROOM 29B</td>
<td>Create a Simulated Pharmacy and Blood Bank</td>
<td>WKSP</td>
<td>TECH</td>
<td>LCLR</td>
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<td>This session will describe problems with the current utilization of drugs and blood in simulation and address them through production of your own simulated versions. Emphasis will be made on proper planning, organization and cooperation with facilitators to ensure utilization of this new resource. Participants will be able to create their own vials with supplied tools and can discuss ideas for their use at the end of the workshop.</td>
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<td>1. Create a needs assessment to tailor simulated drug production to your center's needs</td>
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<td>2. Demonstrate how to produce vials for use as simulated drugs</td>
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<td>3. Find ways to implement this new tool into your simulation center</td>
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<td><strong>Speaker(s):</strong> Cory Soto; Rukhsana A Khan, MPH; Daniel Noji, BS; Jeffrey Rusheen, MD; Jamie Stiner</td>
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<td>10:00 - 11:30</td>
<td>SDCC ROOM 32B</td>
<td>Discovery Through Questions: Facilitate Discussions in Debriefings</td>
<td>WKSP</td>
<td>INSTR</td>
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<td>Questions are the fundamental tool simulation facilitators use to conduct debriefings and discover learners' perspectives. This faculty development session will explore the types and different uses of questions and how to effectively integrate questions into your debriefings to create a richer experience. This interactive 90-minute workshop will include exercises on the strategic use of different types of questions.</td>
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<td>1. Articulate the potential opportunities for learning in the simulation debrief</td>
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<td>2. Explain the strengths and limitations of four different methods of evaluating a debrief</td>
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<td>3. Understand how to choose an appropriate evaluation method depending on context</td>
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<td><strong>Speaker(s):</strong> Gabriel B Reedy, PhD, CPsychol; Professor Anna Jones, PhD; Simon Lygo-Baker, PhD</td>
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<td>10:00 - 11:30</td>
<td>SDCC ROOM 31B</td>
<td>Evaluate Learning in a Debrief: How Do We Do It, What Does It Tell Us?</td>
<td>WKSP</td>
<td>INSTR</td>
<td>FacDev</td>
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<td>Debrief is acknowledged as an important aspect of simulation. However, less is known about what learning occurs in the debrief and how it can be evaluated and understood. This workshop will explore what is known about debrief as a learning environment and consider four different approaches to evaluating learning in a debrief. The workshop is for those interested in evaluating and improving their own debriefing practice.</td>
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<td>1. Identify at least 10 different uses of questions in a debriefing or classroom situation</td>
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<td>2. List at least eight different types of questions</td>
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<td>3. Practice the use of questions in a simulated debriefing</td>
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<td><strong>Speaker(s):</strong> David L Rodgers, EdD, EMT-P; NRP; FAHA; Roberta L Hales, MHA, RRT-NPS, RN; Sally J Rudy, MSN RN-BC CHSE</td>
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<td>10:00 - 11:30</td>
<td>SDCC ROOM 32A</td>
<td>Embrace the Benefits of Interprofessional Teams: Clarify Roles and Address Stereotyping</td>
<td>WKSP</td>
<td>INSTR</td>
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<td>Creating a simulated Interprofessional Education (IPE) environment can support the exploration and understanding of leadership and role identity. Working in small interprofessional groups, the participants will draft a simulation to address</td>
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<td>1. Express how professional identity creates split loyalties between the team and one's own discipline</td>
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<td>2. Evaluate perceived professional roles which help or hinder interprofessional teams in practice</td>
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<td>3. Draft an IPE simulation using the information gathered to build a scenario to implement when you return to your center</td>
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<td><strong>Speaker(s):</strong> Kathy M Marian, MEd; Kristy Johnston; E. LaVerne Manos; Mitzi Scotten</td>
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10:00 - 11:30AM | SDCC ROOM 28C

High-Feedback to Enhance Cognitive Stimuli and Learner Immersion

Type: WKSP | Track: INSTR | Interest Group: LCLR

Acting on information is more important than gathering it in many scenarios. Even the best “high-fidelity” manikins cannot simulate expected pathology or physical exam findings consistently or often in a manner that can be easily interpreted even by experienced learners. This workshop will introduce a concept termed “high-feedback” simulation as an alternative to “high-fidelity” simulation. (#17049)

Learning Objectives
1. Describe the limitations of current “high-fidelity” manikins
2. Apply multiple low cost alternatives for fidelity enhancement to simulation scenarios
3. Apply “high-feedback” simulation techniques into a scenario

Speaker(s): Scott B Crawford, MD; Stormy Monks, PhD, MPH, CHSE; Robert Frank Stump, MD, PhD

10:00 - 11:30AM | SDCC ROOM 30E

Identify Instructional Gaps: Help Learners Succeed

Type: WKSP | Track: INSTR | Interest Group: FacDev

Understanding learner performance requires more than identifying learning gaps; as educators we must consider how our instructional design can be improved to better meet the needs of our learners. We offer a systematic approach to identifying instructional gaps in simulation-based education. This course has been offered at IMSH with excellent learner evaluation of the course content, presentation and educational strategy. (#16813)

Learning Objectives
1. Analyze learner outcomes to identify weaknesses in instructional design
2. Utilize a structured gap analysis tool to develop instructional improvement strategies
3. Analyze instructor performance to identify opportunities for improvement

Speaker(s): Michael Seropian, MD, FRCPC; Joanne L Davies, MSc, RM, CHSE

10:00 - 11:30AM | SDCC ROOM 24C

Implement Simulation in Preclinical Medical Education

Type: WKSP | Track: LEARN | Interest Group: MedEd

The use of simulation in the preclinical years of medical student education has been increasing. We implemented simulation activities in the basic science components of our respective school curricula, each with their unique challenges. In this session, we will discuss the current state of simulation in the preclinical curriculum, strategies for successful implementation and the future role of simulation in undergraduate medical education. (#17035)

Learning Objectives
1. Summarize the current use of simulation activities in the preclinical years and illustrate how participants can use this data to support their programs
2. Discuss strategies for implementing simulation activities and demonstrate how we overcame barriers at our institutions
3. Discuss the role simulation may play in undergraduate medical education in coming years and develop strategies for meeting this need

Speaker(s): John L Szarek, BS(Pharmacy), PhD, CHSE; Diana P Callender, MBBS, DM Clinical Hematology; Sean Gnecco, MD

10:00 - 11:30AM | SDCC ROOM 30D

Improve Debriefing Skills Through Peer Observation and Feedback

Type: WKSP | Track: INSTR | Interest Group: FacDev

Simulation educators can strengthen debriefing skills if they create a “communities of practice”, or peers who use observation and feedback to help each other improve. “Debriefing the debriefer”, a process by which peers or mentors give feedback on each other’s debriefing, allows both critic and debriefer to grow and cultivate their ability to reflect on their own strengths, weaknesses, comfort and stretch zones. (#16720)

Learning Objectives
1. Apply effective observation and inquiry techniques in debriefing through structured role play exercises
2. Explain the role of the debriefers’ hidden assumptions in driving both functional and dysfunctional debriefings
3. Demonstrate participation in a “community of practice” which allows for a functional and dysfunctional debriefing

Speaker(s): Michael Seropian, MD, FRCPC; Joanne L Davies, MSc, RM, CHSE

10:00 - 11:30AM | SDCC ROOM 23B

Leadership in Context

Type: PANEL | Track: LEAD | Interest Group: DIR

Leadership is often discussed as a set of characteristics (e.g., vision, competence, accountability) without regard to the context where leadership is practiced. This panel explores leadership practice within the context of position within an organization—senior leadership, center director and other key center staff. Insights about common attributes and practices and differences based on organizational position will be explored. (#16627)

Learning Objectives
1. List common attributes and practices of leadership.
2. Describe skill sets that correspond to leadership in different contexts.
3. Outline the attributes most appropriate in relation to the context in which leadership is being practiced.

Speaker(s): C. Donald Combs; Robert K. Armstrong, MS; Sandra Feaster, RN, MS, MBA; Paul E Phrampus, MD
Literature Search? Sure, I Know How To Do That ... Kind Of

Type: WKSP | Track: RSCH | Interest Group: R&D

When starting a project, a literature search is an important first step. It helps determine what is already known about the topic and where the knowledge gaps are. In this workshop our learners will use different databases to conduct literature searches and learn how to download citations into a citation manager like Endnote. Finally, our learners will use a matrix to organize and synthesize the information gleaned from a literature search. (16638)

Learning Objectives
1. Describe the strengths and weaknesses of major bibliographic databases
2. Demonstrate how to use the PICO acronym to conduct a literature search
3. Demonstrate how to use a matrix to organize results of a literature review

Speaker(s): Susan Watts, PhD; Stormy Monks, PhD, MPH, CHSE

Live Simulation, TeamSTEPPS, and Quality Improvement: Learn to be Leaders

Type: WKSP | Track: ASSMT | Interest Group: DIR

Learn to apply live simulation and skills training to lead change at your organization. Participate in a realistic simulation and team-training exercise, learn about lean six sigma quality improvement methods, build a realistic training model, and apply principles of TeamSTEPPS communication as part of this interactive, fast-paced workshop. Experts in simulation will show you how to apply these techniques while you repair a ruptured aneurysm. (15840)

Learning Objectives
1. Apply live simulation and team training principles to lead change at your organization.
2. Describe the use of lean six sigma quality improvement to improve clinical care.
3. Implement an effective training program to enhance the quality and safety of healthcare.

Speaker(s): Sapan S. Desai, MD, PhD; Todd S Roberts, MBA, CSSMBA; Tiffany Whitaker, RN, MA, CCRP; Jim Wilkerson, MS, CLSSMBA, LCPC

Mastery Learning and Deliberate Practice Targets: Strategic Decisions Based on Goals and Resources

Type: PANEL | Track: INSTR | Interest Group: FacDev

Mastery learning and deliberate practice are approaches that have been described as best practices in simulation education. Many healthcare educators have little experience in designing and implementing mastery or deliberate practice sessions. This session will use specific examples to describe development of mastery and deliberate practice learning approaches. Challenges of this approach and benefits of adoption will be reviewed. (17204)

Learning Objectives
1. Define outcome-based debriefing
2. Explain how outcome-based debriefing differs from more traditional models of debriefing in healthcare
3. Practice outcome-based debriefing while viewing a series of vignettes and be debriefed on your debriefing skills by workshop faculty

Speaker(s): Louis P. Halamek, MD, FAAP; Julie Arafeh, MSN RN; Janene Fuercht-Hogan, MD; Nicole Yamada, M.D.
10:00 - 11:30AM | SDCC ROOM 29A

**Patient and Family-Centered Care Using Simulation**

Type: **WKSP**  |  Track: **INSTR**  |  Interest Group: **IPE**

Patients/families often expect that discharge education provides skills and knowledge to effectively manage medical needs outside acute care settings. This is especially true of high-risk medical conditions. Simulation to support patient education is novel and relevant for many patient conditions. This workshop will allow participants to develop and deliver a simulation-based curriculum to meet needs of discharged patients. ([#16385](#))

**Learning Objectives**

1. Identify key concepts that must be considered when developing simulations for patients and caregivers
2. Design a scenario for patient education to meet specific caregiver needs based on scripted cases (seizures, diabetes, anaphylaxis, tracheostomies, CPR)
3. Identify specific education gaps that simulation could address in their patient care populations

**Speaker(s):** Maria Carmen G Diaz, MD, FAAP, FACEP; Jennifer L Arnold, MD, MSc; Wendy E Bissett, RN, CNE; Melissa Cashin, MSN, RN, BC; Helen Catena, RN; Traci Robinson, RN; Heather Sobolewski, MSN, RN-BC

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10:00 - 11:30AM | SDCC ROOM 30C

**Pearls for Research: Lessons from a Systematic Review**

Type: **WKSP**  |  Track: **RSCH**  |  Interest Group: **R&D**

This interactive workshop will help participants understand current evidence in simulation-based education research, identify critical areas requiring further research, refine their own research question and study design, and avoid pitfalls in design and reporting. The workshop builds on the authors’ experience in conducting a large systematic review. ([#18039](#))

**Learning Objectives**

1. Describe the current state of evidence in simulation-based education and outline directions for future research
2. Create answerable research questions that test key theories or principles of instructional design or assessment in simulation-based education
3. Describe three common pitfalls in simulation-based research (inadequate sample size, lack of assessment validation framework and poor research reporting)

**Speaker(s):** David A Cook, MD, MHPE, FACP; Rose Hatala, MD, MSc

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10:00 - 11:30AM | SDCC ROOM 31A

**Push the Envelope: Combine Rapid Cycle Deliberate Practice with Frames-Actions-Results in Trauma Team Training**

Type: **WKSP**  |  Track: **INSTR**  |  Interest Group: **IPE**

This workshop will provide learners with the opportunity to develop Stop/Start debrief skills to maximize the educational value of their courses. Learners will hear how our community hospital has created a hybrid model of education for Interprofession Education, combining the best of Rapid Cycle Deliberate Practice and Frames-Actions-Results to maximize the learning opportunities in our Trauma Team training courses. ([#16576](#))

**Learning Objectives**

1. Practice the teaching method of Rapid Cycle Deliberate Practice (RCDP) in an Interprofessional Education (IPE) program
2. Discuss Stop/Start Debriefing using a trigger video of a Trauma Team training
3. Develop the skills required to perform RCDP with a multidisciplinary team

**Speaker(s):** Lon J Setnik, MD; Christina K Ebbs, RN, BSN; Christopher A Fore, MD; Catherine McLeod, RN, BSN, CHSE; Alif Rylander, RN, NRP

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10:00 - 11:30AM | SDCC ROOM 29C

**Rapid Cycle Deliberate Practice: Applications to Resuscitation**

Type: **WKSP**  |  Track: **INSTR**  |  Interest Group: **EM**

Traditional debriefing follows simulation and is the primary learning time. For procedural skills, deliberate practice with rapid expert feedback and training to mastery is effective. Rapid Cycle Deliberate Practice applies deliberate practice to a resuscitation team. In RCDP, teams experience repetitive practice to mastery in team-based scenarios. We will introduce RCDP concepts and learners will practice teaching using RCDP scenarios. ([#17042](#))

**Learning Objectives**

1. Define RCDP and contrast it with traditional simulation, highlighting specific methods and educational content best suited for this technique
2. Outline key components of an RCDP teaching sequence, focusing on how learner practice integrates with directed feedback
3. Apply RCDP techniques while teaching team-based resuscitation to a group of learners

**Speaker(s):** Daniel Lemke, MD; Lisa Brady Bagby, MSN, RN; Patricia Bastero, MD; Cara Doughty, MD, MEd, FAAP; Karen Eileen Patricia, MD; Thomas Welch-Horan, MD; Marjonie Lee White, MD, MPPM, MA

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10:00 - 11:30AM | SDCC ROOM 28A

**Realistic Role Portrayal Training in 5 Steps**

Type: **WKSP**  |  Track: **INSTR**  |  Interest Group: **SP**

The quality of role portrayal by live simulators (simulated patients, simulated family members or any simulated role) has immediate and specific impact on the fidelity of the simulation and the outcome of the experience for the learners. Using SP-based techniques and a step-by-step guide, a live simulator can be trained to realistically and repetitively portray the role needed to enhance and complete the simulation. ([#17881](#))

**Learning Objectives**

1. Identify techniques associated with SP training methods
2. Discuss techniques to train live simulators using the 5 step process
3. Demonstrate role portrayal training methods

**Speaker(s):** Gayle A Gliva McConvey; Mary L Lyman; Amelia M Wallace; Temple West, MFA; Alba L Woolard
10:00 - 11:30AM | SDCC ROOM 30B

**Review an Abstract**

Type: WKSP | Track: RSCH | Interest Group: R&D

This 90-minute workshop focuses on the IMSH research abstract scoring rubric, practice using the scoring rubric, reflection on participant-authored abstracts, and briefly touches on reference choice. Participants will apply evidence-based principles in abstract authoring in their critiquing abstracts and use the IMSH scoring rubric to score abstracts. Hypothetical abstracts will be provided for those without them. (#16733)

**Learning Objectives**

1. Apply the IMSH scoring rubric to sample abstracts and a participant-authored abstract
2. Discuss how to improve an project presented in a sample abstract
3. Describe how the scoring rubric can be used to self-assess research

Speaker(s): Gregory E Gilbert, EdD, MSPH, PStat; Sally Fortner, MS, MD

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10:00 - 11:30AM | SDCC ROOM 28B

**Seeing Red: De-Escalation Curriculum to Navigate Combative Patients**

Type: WKSP | Track: INSTR | Interest Group: LCLR

This session will provide learners with the ability to develop and implement low-resource intensive simulation-based training as a way to develop provider skill in handling violent or verbally aggressive patients. Presenters will also address critical issues related to implementation and training evaluation. This session will be grounded in an evidence-based approach to both patient de-escalation and simulation development. (#16099)

**Learning Objectives**

1. Describe a conceptual model of patient de-escalation and identify targets appropriate for simulation-based training methods
2. Design effective, low cost simulations that target critical skills needed when caring for violent or verbally aggressive patients
3. Use a conceptual model of patient de-escalation to identify potential outcome measures to evaluate the effectiveness of their training

Speaker(s): Rosemarie Fernandez, MD; Paul W. Charlton, MD; Annie Chipman, MD; Mary Comstock; Farrah Leland, JD; Elizabeth Rosenman, MD; Megan Sherman

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10:00 - 11:30AM | SDCC ROOM 25C

**Simulated EHR and Medication Scanning Systems Too Costly? There’s an App for That!**

Type: WKSP | Track: TECH | Interest Group: DIR

This interactive course provides expertise in creating a simulated electronic health record (EHR) and medication scanning system for pennies on the dollar. Attendees will be guided as they create their own electronic EHR and medication scanning system using free online applications. Attendees will create patient charts complete with history, orders, ability to document assessments, vital signs and medication administration. (#17771)

**Learning Objectives**

1. Create a template for a simulated hospital using a free online application
2. Demonstrate the development of an online eMAR for medication scanning and administration
3. Create multiple user accounts to enable users to view and document in the simulated electronic health record

Speaker(s): Margaret Hassler, MSN, RN-BC; Cynthia of Rubbelke, MEd, MSN (R), RN

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10:00 - 11:30AM | SDCC ROOM 23C

**Simulation Boot Camp: Planning for Success**

Type: PANEL | Track: INSTR | Interest Group: HOSP

Simulation Boot Camp is an educational strategy that brings similar clinicians together for intense training, shortening the learning curve and creating high-impact educational experiences. They are used successfully for many different disciplines at different stages in healthcare careers. This panel presentation will share boot camp success stories and provide strategies for those wishing to create their own simulation boot camp. (#17699)

**Learning Objectives**

1. Describe the concept of boot camps as they relate to simulation training
2. Identify learner types that can benefit from a simulation boot camp training experience
3. Discuss the process for designing a simulation boot camp, considering needs assessment, curriculum, resource allocation, cost and evaluation

Speaker(s): Juliane Perretta, MEd, RRT-NPS; Roberta L Hales, MHA, RRT-NPS, RN; Shannon Poling, MeHP[cl], CEBT, CHSE

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10:00 - 11:30AM | SDCC ROOM 24B

**Simulation Fellowships: To Infinity and Beyond**

Type: PANEL | Track: ADMIN | Interest Group: TRAIN

Simulation fellowships vary tremendously in length, core content and academic rigor. Currently, there is limited standardization of simulation fellowships, regardless of discipline. Participants will explore the current status of simulation fellowships and areas of future development with a panel of internationally renowned experts (E. Hunt, D Ostergaard, K Walker, D Papanagnou). (#17393)

**Learning Objectives**

1. Characterize the current status of simulation fellowships internationally
2. Recognize areas of future development as simulation fellowships continue to mature
3. Identify resources for institutions interested in developing a simulation fellowship

Speaker(s): Komal Bajaj, MD, CHSE; Lygia L Arcaro; Elizabeth A Hunt, MD, MPH, PhD; Michael Meguerdichian; Haru Okuda, MD, FACEP; Dimitrios Papanagnou, MD, MPH
**So, You Want to Give a TEDTalk?**

*Type: WKSP  |  Track: LEAD  |  Interest Group: IPE*

With the advent of online learning, TEDTalks offer an innovative, scalable means that hold promise to promote communication and relational learning to thousands of learners. TEDTalks can also be used to "flip the classroom" in that Talks can be viewed independently to introduce and illustrate concepts, permitting more class time and opportunity for application of the material.  

**Learning Objectives**

1. Gain insight and experience what makes for a great TEDTalk
2. Appreciate the components and storytelling arc foundation of TEDTalks
3. Have the opportunity to pitch ideas and practice for a customized TED Talk that promotes worldwide learning

*Speaker(s): Elaine C Meyer*

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**Starting In-Situ Simulation: Pitfalls, Politics and Possibilities**

*Type: WKSP  |  Track: INSTR  |  Interest Group: HOSP*

Discover, Share, Lead with instructional methods. This will be an interactive workshop which will provide the learners with a plan on how to avoid the pitfalls, navigate the politics and embrace the possibilities of in-situ simulation. The learners will have the opportunity to execute the logistics of an in-situ simulation and discover the value this type of event can provide for their organization.  

**Learning Objectives**

1. Design a logistical plan/product for in-situ simulation to be used in learner’s institution
2. Justify the need to participate in in-situ simulation activities to move the patient safety agenda to stakeholders and executive sponsors
3. Evaluate the success/opportunities for improvement for organizations using in-situ simulation activities

*Speaker(s): Barbara DeVoe, DNP; Michael Cassara, DO M5Ed FACEP CHSE; Linda Cimino, EdD, CPNP, ANP, CCRC, CHSE; Andrew Joseph Drozd, EMT; Sandeep Gangadharan, MD; Robert Kerner, RN JD*

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**Turn Average into Excellent: Applied Mental Skills Training**

*Type: WKSP  |  Track: INSTR  |  Interest Group: IPE*

Stress can negatively impact performance. Mental skills are psychological strategies to optimize performance in stressful situations. We have developed a mental skills curriculum to be implemented during simulation training. This course will provide participants an opportunity to learn mental skills from our novel curriculum and apply them during practice on simulators to better understand their importance for performance optimization.  

**Learning Objectives**

1. Discuss the rationale for, potential benefits and applications of a comprehensive mental skills curriculum in surgery and medicine in general
2. Recognize the benefits of applying mental skills during training on simulators for skill acquisition
3. Acquire performance-enhancing and stress-coping techniques (i.e. energy and attention management) and apply them during simulator practice to learn to optimize their own performance under stressful conditions

*Speaker(s): Nicholas Anton, MS; Eric Bean, PhD; Dimitrios Stefanidis, MD, PhD, FACS*
CHSOS: Preparing and Applying

Type: COM  |  Track: AccCr  |  Interest Group: OPS

This course will cover the application process and eligibility criteria for the CHSOS. In addition, there will be an overview of what it takes to prepare for the examination, including some self-assessment.

(#17805)

Learning Objectives
1. Describe the eligibility criteria and application process for CHSOS
2. Summarize the key areas of content for the CHSOS
3. Describe how you can create a personal plan to prepare for the CHSOS exam

Speaker(s): Andrew E Spain, MA, NCEE, EMT-P

Fellows Roundtable - Lunch provided in the room

Type: IG  |  Track: NonEd  |  Interest Group: TRAIN  (21930)

SIG - Critical Care - Lunch provided in the room

Type: IG  |  Track: NonEd  |  Interest Group: CRIT  (20177)

SIG - Perioperative - Lunch provided in the room

Type: IG  |  Track: NonEd  |  Interest Group: PERI  (20176)

Address Diagnostic Safety: Incorporate Simulation, Interprofessional Collaboration and Decision Support Tools

Type: POD  |  Track: INSTR  |  Interest Group: IPE

This presentation will discuss the cognitive causes of diagnostic error in clinical practice and describe the development of a simulation-based exercise designed to address and assess diagnostic safety. The session will focus on educational strategies thought to reduce cognitive error and improve diagnostic accuracy and highlight how to implement these practices into simulated training and assessment activities.  (#17854)

Learning Objectives
1. Identify cognitive factors associated with diagnostic safety
2. Describe reflective processes/ educational interventions (specifically interprofessional collaboration and the use of a diagnostic reminder system used with simulation) to reduce the frequency of diagnostic error and increase diagnostic accuracy

3. Apprise the results of a mixed methods study incorporating interprofessional collaboration/ web-based diagnostic reminder systems into simulation-based training activities focused on diagnostic safety

Speaker(s): James R Carlson, PhD

Border Crossing: Developing a Simulation Program in a Large Hospital System

Type: POD  |  Track: ADMIN  |  Interest Group: HOSP

Each simulation program has a unique story to tell about its origins. After two years of laying groundwork, learn how a series of humorous, amazing and interesting events came together, resulting in the design and build of a world class simulation center. No matter what our profession, we are all in sales. Quotes and wisdom from Zig Ziglar are creatively woven throughout the presentation. Guaranteed to be a lesson for all to take away.  (#17984)

Learning Objectives
1. Describe the importance of having a vision and strategic plan to guide simulation program development.
2. Relate the concepts of connecting with people and taking small steps to reach your dream.
3. Describe the concept of, “if you can dream it, you can achieve it”.

Speaker(s): Vickie Slot, MSN, RN, CHSE

Connect Educational Standards to Learning Outcomes through Simulation-Based Assessment

Type: PANEL  |  Track: ASSMT  |  Interest Group: FacDev

Accreditation bodies have shifted to outcomes-based demonstration of standards and core competencies. Simulation-based education has the potential for use in instruction and assessment. We present our experience of curricular integration of simulation instruction and assessment incorporating formative threshold checklist assessment and summative OSCE format assessment.  (#17443)

Learning Objectives
1. Compare and contrast formative and summative assessment
2. Discuss methodologies for formative and summative assessment
3. Discuss and action plan to link simulation assessment to educational standards and learning outcomes

Speaker(s): Jeffrey Groom, PhD, CRNA; Joseph Goode, Jr., RN, MSN, CRNA; John Marc O'Donnell, RN, MSN, CRNA, DrPH
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1:00 - 2:00PM | SDCC ROOM 23A

Create a Multiple Patient Simulation Scenario

Type: PANEL | Track: INSTR | Interest Group: EM

This session will introduce learners to the process of constructing a multiple-patient high-fidelity simulation scenario for learners. Scenarios involving the management of multiple patients simultaneously have been described and many believe they are more realistic. Participants will learn strategies for building multiple-patient scenarios, including a step-by-step development process and discussion on how to overcome anticipated problems. (#16804)

Learning Objectives
1. Define the advantage of multiple-patient scenarios for education of residents
2. Outline a step-by-step process for constructing a multiple-patient simulation scenario
3. Anticipate potential problems in multiple-patient scenarios and create strategies for solving these problems

Speaker(s): Rachelle Reid, RN, MSN

1:00 - 2:00PM | SDCC ROOM 25B

Create and Sustain an Enhanced Precautions Unit

Type: POD | Track: INSTR | Interest Group: IPE

Clinical Simulation at Providence Health & Services in Oregon was primarily responsible to create and continues to maintain a multi-tiered education plan using simulation in response to the Ebola outbreak in 2014. This interprofessional collaboration requires constant care, tremendous flexibility and complex coordination, and has resulted in perpetual readiness for Ebola and the next emerging disease epidemic. (#17793)

Learning Objectives
1. Describe applications where simulation can be effectively implemented to create multi-tiered education for diseases requiring enhanced precautions and specialty instruction, such as Ebola
2. Modify current enhanced precautions education to provide perpetual readiness and ensure caregiver competency and patient and caregiver safety in the event of future disease epidemics
3. Formulate a process to evaluate the effectiveness of the modified enhanced precaution education

Speaker(s): Travis Spier

1:00 - 2:00PM | SDCC ROOM 25C

Defining Clinical Competencies Using Simulation: A Nursing Exemplar

Type: PANEL | Track: ASSEMT | Interest Group: NURS

There is no agreement as to type, quantity and quality of experiences needed to produce competent new registered nurses. Nor is there an agreed on set of clinical competencies with operational definitions that can be used to assess readiness to practice. An innovative method that brought academic/service partners together to define and measure competencies by choosing simulations and using the CCEI1 will be presented. (#16577)

Learning Objectives
1. Describe two reasons for operationally defining clinical competencies for healthcare students, using nursing as an exemplar
2. Illustrate an innovative method to determine operational clinical competencies for healthcare students using nursing as an exemplar
3. Examine two opportunities and two challenges to operationally defining clinical competencies for healthcare students using nursing as an exemplar

Speaker(s): Mindi Anderson, PhD, ARNP, CPNP-PC, CNE, CHSE-A, ANEF; Daisha Cipher, PhD; Judy LeFlore, PhD, RN, NNP-BC, CPNP-AC&PC, ANEF, FAAN; Marie Kelly Lindley, PhD, RN; Mary E Mancini, RN, PhD, NE-BC, FAHA, ANEF, FAAN

1:00 - 2:00PM | SDCC ROOM 23B

Design and Implementation of a Mobile Simulation Program

Type: POD | Track: TECH | Interest Group: OPS

Mobile simulation is not ‘one size fits all’. Programs, facilities and customers have varying needs and expectations. Recognizing the various logistical considerations for effective planning and execution are key in making mobile simulation a success. This presentation will walk participants through the design, development and delivery of mobile simulation. (#18676)

Learning Objectives
1. Review considerations for design, development and delivery of mobile simulation for EMS and hospital participants
2. Describe logistical considerations and collaborations to implement a mobile simulation program
3. Describe educational considerations applicable to incorporating mobile simulation into the training of EMS and hospital providers

Speaker(s): Travis Spier

1:00 - 2:00PM | SDCC ROOM 28A

Develop a Collaborative Simulation Educator Institute: Pilot Project and Lessons Learned

Type: POD | Track: LEAD | Interest Group: NURS

This presentation will share the experience of developing a simulation institute intended to disseminate best practices in simulation education to novice simulation educators interested in developing their skills as simulation developers, debriefers and program developers. (#17833)

Learning Objectives
1. Identify conditions under which a collaborative simulation institute is beneficial
2. Identify program development strategies essential for program success
3. Apply lessons learned to future collaborative program development opportunities

Speaker(s): Amy L Daniels, MS, RN, CHSE; Mary Fey, PhD, RN, CHSE; Susan Gross Forneris, PhD, RN, CNE, CHSE; Rachel Onello, PhD, RN, CHSE, CNE, CNL
Effect a Culture of Change

Type: PANEL | Track: LEAD | Interest Group: PERI

In this course, audience members will learn to identify barriers to change and strategies to overcome these barriers in the setting of quality and safety in the perioperative and interprofessional domains. (#16924)

Learning Objectives
1. Identify institutional gaps that can be closed using simulation
2. Categorize barriers that need to be addressed to create change
3. Leverage top-down or bottom-up approaches to effecting a culture of change

Speaker(s): Edwin T Ozawa; John Paige, MD, FACS; COL Robert M Rush, Jr, MD

Faculty Development: A Three Level Guide for Initiating, Developing and Tracking Your Centers’ Educators

Type: POD | Track: LEARN | Interest Group: DIR

Most simulation programs have no formalized simulation faculty development program. The instructors will describe a three level program used to prepare, maintain and evaluate faculty facilitating simulation at an SSH accredited center. Other formal and informal faculty development resources will also be discussed. The audience will be asked to participate in a survey about their own faculty development practices. (#16361)

Learning Objectives
1. Learners will be able to describe three levels of training used to initiate and maintain faculty development skills at a simulation center
2. Learners will be able to describe evaluation and tracking mechanisms for developing and maintaining expertise in healthcare simulation facilitation
3. Learners will describe how faculty development standards can be applied to their own simulation faculty

Speaker(s): Janet K Willhaus, PhD, RN, CHSE; Rosemary Macy, PhD, RN, CNE, CHSE

High Stakes Summative Assessment to Determine Nursing Competency

Type: PANEL | Track: INSTR | Interest Group: NURS

Panelists will discuss using simulation as a summative assessment tool for high stakes testing of nursing competency. Processes, assessment plans, strategies, challenges, and lessons learned will be covered. Imagine a clear vision of what high stakes testing in healthcare is, and how to define it for your organization. (#21161)

Learning Objectives
1. Define high stakes testing.
2. Identify two barriers to implementing high stakes testing for nursing skills competency.

Speaker(s): Michelle Mandy, RN; Mrs. Stacy Lynn Chew, MSN, RN, OCN; Krista I Kipper, MSN, RN, CHSE; Mr. Gary L Schofield, Jr., MSN, RN

Hospital Mandated Central Venous Catheter (CVC) Training Program

Type: PANEL | Track: ADMIN | Interest Group: DIR

When the outcome of improved education is the reduction in patient morbidity, that type of education becomes obligatory and no longer optional. This expert panel made up of physicians and hospital administrators will discuss the evidence supporting simulation training in CVC placement, the importance of course design, and the multiple political, financial, and logistical difficulties in implementing a mandated health system-wide program. (#15993)

Learning Objectives
1. Summarize the existing scholarship demonstrating the value of procedural simulation training
2. Analyze the efficacy of a particular training course and create a course whose content will improve operator performance and decrease error
3. Anticipate the difficulties in implementing a cross-specialty course, assess cost, funding and scheduling, as well as navigate institutional and departmental politics

Speaker(s): James Bonz, MD, FHEA; Kelly Dodge, MD; Leigh Evans, MD; Tiffany Moadel, MD; Kevin Pei, MD; Dr Ian Schwartz; Brian J Steiner, MD

Hybrid Standardized Patient Experience for Your Learners

Type: POD | Track: INSTR | Interest Group: SP

Attendees of this course will explore a team-based hybrid Standardized Patient (SP) activity transferable to many contexts. Presenters will examine all components of the experience in order to help participants increase the educational versatility of their own simulation practice. Key elements of the activity, a demonstration, challenges and solutions will be presented. (#15841)

Learning Objectives
1. Describe the components necessary to create a team-based hybrid standardized patient activity
2. Integrate the use of hybrid techniques into an acute care standardized patient scenario
3. Create a team-based hybrid standardized patient activity that is specific to the needs of your learners

Speaker(s): Valerie L Fulmer; Mary C Allias, MPAS, PA-C
1:00 - 2:00PM   |   SDCC ROOM 30E
Integration of Simulation in Undergraduate Curricula

Type: POD  |  Track: ADMIN  |  Interest Group: DIR

The facilitators will share their 8-year experience at King Abdulaziz University Clinical Skills and Simulation Center exploring opportunities, local challenges and troubleshooting techniques. Participants will collaborate to solve a problem-based task that utilizes the tips shared with local individual experiences through an interactive discussion and a virtual grant competition game. (ID: 17547)

Learning Objectives
1. Identify critical success factors for effective simulation integration into their own medical education context
2. Develop practical and cost-effective approaches for program designs and faculty developments initiatives for early, intermediate and advanced staff levels
3. Predict common preventable waste of resources to maximize gains and foster further and wider implementation across the curriculum

Speaker(s): Abeer Arab, MBBS, FRCPC; Dr. Abdulaziz Mohammed Boker, MBBS, FRCP, Med

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1:00 - 2:00PM   |   SDCC ROOM 24A
Introduction to Educational Validity

Type: POD  |  Track: ASMT  |  Interest Group: FacDev

This session is designed for individuals that want to learn about “validity” and how to develop evidence for (or against) the validity of educational assessments. Following this course, the participants will have a basic understanding of concepts of validity and how to apply them. (ID: 17705)

Learning Objectives
1. List 3 categories of validity evidence that can be applied to educational assessments
2. Describe a method to develop validity evidence for one of your current assessments
3. Develop a plan to collect validity evidence for future assessments

Speaker(s): Steven J Warrington, MD, BS

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1:00 - 2:00PM   |   SDCC ROOM 32B
It Doesn’t Have To Be That Bad: Prepare Medical Students For Transition To Residency

Type: POD  |  Track: INSTR  |  Interest Group: MedEd

Graduating medical students must transition to very different roles as interns. The increased autonomy of internship can be frightening. Simulation training near the end of medical school and beginning of internship allows experiential learning without risk to patients. We will present examples of successful simulation courses and engage discussion on future opportunities to use simulation to ease the transition from medical school to residency. (ID: 16758)

Learning Objectives
1. Recall the most stressful aspects of the transition to residency for new interns
2. Describe ways in which simulation can help prepare medical students for the transition to becoming residents
3. Identify essential components to create a simulated internship

Speaker(s): Torrey Laack, MD; Dr. Jamie Newman; Laurence Torsher

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1:00 - 2:00PM   |   SDCC ROOM 29C
Lead System Change in Pediatric Rehabilitation: International Simulation-Based Curriculum

Type: POD  |  Track: INSTR  |  Interest Group: PEDS

This podium presentation will illustrate the process of how three leading healthcare and medical education bodies co-created an international curriculum in culturally-sensitive client and family-centered care focusing on the client with special needs. (ID: 17715)

Learning Objectives
1. Explain the process of how this collaborative came to be and the steps used to create the curriculum
2. Describe the value and applicability of these simulations to their own context
3. Summarize the leadership approach employed

Speaker(s): Kathryn Parker; Liat Pessach-Gelblum, MBA; Amitai Ziv, MD, MHA

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1:00 - 2:00PM   |   SDCC ROOM 29D
Learning Outcomes: The Whole is Greater than the Sum of the Parts

Type: POD  |  Track: ADMIN  |  Interest Group: DIR

This course will outline a team-based approach to develop standardized simulation courses and scenarios. The model includes a simulation development team comprised of one or more clinical subject matter experts, a simulation educational specialist, a scenario programmer and an administrative coordinator. Learn how this structure can ensure a final product to meet all established quality assurance criteria for your program. (ID: 16626)

Learning Objectives
1. Describe a team-based approach to developing outcomes-based scenario sets.
2. List benefits of using a team approach to scenario development.
3. Discuss the importance of a managed simulation development and quality assurance process.

Speaker(s): Frances Lee; Sylvia Hanckel
Middle School to Medicine: A Health Professions High School’s Goal

Exposing and engaging public school students in healthcare career opportunities, especially in under-served populations, is vital to meet the anticipated provider shortages of the future. Two different South Texas school districts share their experiences and processes for increasing the number of students exposed to healthcare fields using various forms of simulation. (#15854)

Learning Objectives
1. Illustrate the importance of engaging public school students in health care education
2. Describe the vertical alignment between secondary and post-secondary medical education
3. List the types of simulation resources and activities which can be used in a secondary health care-themed school

Speaker(s): Kristina Stillsmoking, PhD-Ed., M.Ed., BSN, CNOR, CHSE; Mrs. Tina Garza, M.S.; Dr. Barbara Heater, PhD; Joseph B. McCormick, MD, MPH

Near Tech Experience: The Technology Acceptance Model

Despite the tremendous advances in technology, acceptance by the end user is not a foregone conclusion. Behavioral intent to use a technology can present a large barrier to an innovation’s effective and efficient implementation. This course explains the use of the Technology Acceptance Model (TAM) and how a skilled and competent Healthcare Simulation Technology Specialist can overcome barriers to technology implementation. (#17740)

Learning Objectives
1. Identify and categorize the major components of the Technology Acceptance Model (TAM)
2. Synthesize an understanding of Technology Acceptance Model (TAM) as a founding principle for the Healthcare Simulation Technology Specialist (HSTS) role in healthcare education and simulation environments
3. Compare and contrast the Healthcare Simulation Technology Specialist (HSTS) from other roles in healthcare education and simulation

Speaker(s): James Dylan Cypert, MS, BSIT, MCSE, MCT, MCP

Nursing and Theater: Ethical Development of Students

The goal is to share our experience of how we collaboratively worked with the theater department to heighten ethical sensitivity and assist with preparation of ethical values in undergraduate nursing students as they embark upon clinical practice. (#17268)

Learning Objectives
1. Identify the professional ethical principles as relates to each scenario/vignette and to the ANA Code of Ethics
2. Identify the steps necessary for effectively constructing a scenario/vignette for infusion into an undergraduate ethics nursing course
3. Identify how to infuse standardized patients into an undergraduate nursing course

Speaker(s): Julia Ann Greenawalt, PhD, RNC; Elaine Little, MS, RN; Pamela O’Harra, D.Ed., MS, RN

Preventing the Spread of Ebola: Evidence-Based Education Through Simulation-Based Research

Participants will join in a clinical educators’ journey from identification of learning gaps to completion of a simulation-based research and education program for Ebola Virus Disease (EVD). By following key activities and discussing critical decision points, attendees will gain perspective regarding opportunities for application of simulation education technology and its relationship to simulation-based research in nursing education. (#16474)

Learning Objectives
1. Understand simulation-based methods for identifying knowledge gaps amenable to research including observation, video recording, scenarios, and secret shopper events
2. Identify domains of clinical capability amenable to simulation-based research including knowledge, technical capability, patient care expectations, and familiarity with institutional and nursing policy
3. Identify the relationships among simulation-based research, evidence-based education and evidence-based nursing practice

Speaker(s): Delaney W La Rosa, MSN Ed., RN; Eugene Richie

Pro-Con Debate: Resident-Led Curriculum?

This lively debate will examine the pros and cons of a simulation curriculum that uses residents as facilitators and debriefers. We will describe the system with the goal of empowering other institutions to develop similar programs, if desired. (#17197)

Learning Objectives
1. Debate the pros and cons of residents serving as leaders and facilitators/debriefers of a simulation curriculum
2. Describe the administrative structure, debriefing training and logistics of the program
3. Explore the concepts of value and disruptive innovation as they apply to this curriculum

Speaker(s): Paul Currier; Daniel Raemer, PhD
Regionalization of a Simulation Program

Type: POD | Track: ADMIN | Interest Group: HOSP

With limited resources to develop simulation programs, healthcare systems are becoming creative in regionalizing programs to share assets. With budgets tight, how do you get the best use of existing resources so all regional medical centers benefit? Our thought was to regionalize our simulation program and offer all staff the opportunity to participate and learn in simulation. (#17137)

Learning Objectives
1. Examine opportunities for regionalizing simulation programs
2. Discuss the development of a standardized curriculum for regional learners
3. Develop regional simulation faculty and potential cost sharing

Speaker(s): Heidi Traxler, MSN, RN CHSE; Melissa Punnoose, MSN, RN-BC, CHSE

Review Your Research Ideas and Projects with the SSH Research Committee

Type: PANEL | Track: RSCH | Interest Group: R&D

As part of the dedicated lecture series offered by SSH Research Committee, this roundtable discussion focuses on providing direct guidance and interactive feedback to novice simulation-based researchers. The representatives from the Committee will review the research or program projects that are currently in progress. (#17344)

Learning Objectives
1. Receive individualized feedback on research or program abstracts that were rejected from IMSH
2. Apply valuable guidance on solving difficulty in multiple research methodology issues
3. Describe important insights and understandings of the fundamental knowledge of what constitutes a sound solid abstract

Speaker(s): Joshua Hui, MD, MSCR, FACEP; Suzan Kardong-Edgren, PhD, RN, ANEF, CHSE, FAAN; Kevin J. Kunkler, MD, MS; Debra Nestel, PhD; Jill S Sanko, PhD, MS, ARNP-BC, CHSE-A; Mark W Scerbo, PhD

Scenario Design with PARTS: From Critical Incidents to Phase Augmented Research and Training Scenarios

Type: POD | Track: ASSMT | Interest Group: FacDev

In this workshop, we will develop a phase-augmented scenario from a given critical incident with the respective rating instrument for use in simulation of complex cases requiring real-time performance measurement for debriefing, and better discrimination for the measurement of discrete effects. (#17923)

Learning Objectives
1. Create a complete PARTS scenario with a rating instrument from a given critical incident
2. Learn and apply techniques employed by the PARTS method, such as the Delphi Technique, Hierarchical Task Analysis (HTA) and the event-based approach to training (EBAT)

Standardization of SBE Scenarios via Event-based Outcomes

Type: PANEL | Track: INSTR | Interest Group: FacDev

Presenters explore design and programming concepts as applied to simulation-based experiences (SBE). These concepts are born out of good scenario design and assist educators and operations specialists alike in the development of SBE. Presenters will explore challenges and solutions to standardize SBE based on national standard guidelines. (#16705)
Learning Objectives

1. Explore automation with scenario design and outcomes
2. Explore the role of automation in evaluation (assessment matrices) and outcomes
3. Explore structured debriefing as a method of standardization

Speaker(s): H. Michael Young, BBS, MDiv, CHSE; Valeriy Kozmenko

1:00 - 2:00PM | SDCC ROOM 33A

Statewide Faculty Development Initiative in Nursing Education

Type: POD | Track: LEARN | Interest Group: NURS

Johns Hopkins University School of Nursing, with funding from Maryland state agencies, created a Maryland consortium for faculty development in simulation. Nursing faculty from across the state worked together to advance their skills as simulation facilitators and create clinical simulations. Details related to the academy curriculum and lessons learned from organizing the consortium will be presented. (#17033)

Learning Objectives

1. Describe the development of a consortium for nursing faculty as advanced simulation designers and debriefers
2. Identify the best practices to develop an effective faculty education academy to mentor faculty in specific advanced simulation skills such as scenario development, debriefing and giving feedback
3. Describe the use of a faculty academy to share simulation resources among consortium participants

Speaker(s): Diane S Aschenbrenner; Pamela R Jeffries, PhD, RN, FAAN, ANEF; Emily L Jones; Maggie Neal, PhD; Sandy Svoboda, RN MS FCCM

Test the Feasibility of Using Google Glass to Increase Reality

Type: POD | Track: INSTR | Interest Group: NURS

A pilot program was designed to increase the perception of realism and educational effectiveness in simulation by incorporating video technology into a scenario. Students participated in a HFS which utilized a video of a deteriorating standardized patient. This video was viewed via Google Glass™simultaneously and was visible in the students' field of vision while they concurrently performed assessments and interventions on the manikin. (#17692)

Learning Objectives

1. Identify innovative technologies to enhance HFS
2. Discuss the future of augmented reality to enhance health care education
3. Differentiate between present technology limitations and future possibilities

Speaker(s): Jacqueline Vaughn, BSN, RN, CHSE; Margory Ann Molloy, DNP, RN, CNE, CHSE; Ryan J Shaw, PhD, RN
Business of Simulation: Create a Fee Structure for a Successful Center

Type: WKSP  |  Track: ADMIN  |  Interest Group: DIR

This session will walk you step-by-step through the design, negotiation and development process of two diverse, active simulation centers (STRATUS and WISER). There will be opportunities to discuss business strategy with faculty who specialize in business, education and simulation while developing your own fee structure.

Learning Objectives

1. To gain an appreciation for the business model and implementation in the design of two simulation centers (STRATUS and WISER)
2. To learn and subsequently practice the skills necessary to conceptualize and create a succinct fee structure for your simulation center
3. To identify and ‘pitch’ available for internal and external financial opportunities for your simulation center (examples will be presented from STRATUS and WISER)

Speaker(s): Daniel Battista, MBA; Paul E Phrampus, MD; Charles Pozner, MD; Jeanette Wong, BSN, MBA

Create Engaging Virtual Simulations

Type: WKSP  |  Track: INSTR  |  Interest Group: GAME

Virtual environments are versatile tools for teaching and learning, leadership, communication, teamwork and conflict resolution skills. In this workshop, we will use interactive techniques to engage attendees in understanding the applications of virtual simulations, practical approaches to creating virtual environment modules and virtual patients, and effective approaches for implementation at their home institutions.

Learning Objectives

1. Explore the applications of virtual simulation in a variety of healthcare settings
2. Identify specific areas in which virtual simulations can be used for their learners
3. Design a virtual environment module or write dialogue for a virtual standardized patient

Speaker(s): Rachel Umoren, MD, MS; Sara Kim, PhD; Joseph O. Lopreiato, MD, MPH; Taylor Sawyer; Linda I Sweigart, MSN, APRN; Barbara E Truman, DCS

Create Summative Assessment Tools for Limited Time Standardized Patient-Based Exams

Type: WKSP  |  Track: ASSMT  |  Interest Group: SP

The creation of standardized patient case checklists, particularly for summative high-stakes examinations, requires a careful consideration of individual case and overall examination objectives, as well as a close collaboration among clinicians, trainers and the standardized patients. This workshop will demonstrate how well-defined and carefully constructed checklists may ensure a robust evaluation of learner clinical skills.

Learning Objectives

1. Identify the essential components of a checklist for use in summative assessments
2. Formulate appropriately worded checklist criteria that translate to accurate and standardized scoring of learner performance
3. Design a summative assessment tool based on a case example provided, using the principles discussed in the workshop

Speaker(s): Andrew Nevins, MD; Sandra Feaster, RN, MS, MBA; Karen Thomson Hall

Developing the Perfect Embedded Participant

Type: WKSP  |  Track: INSTR  |  Interest Group: SP

Embedded participants can be a powerful tool in simulation. Workshop participants will design an embedded participant role in a scenario and participate in exercises designed to improve embedded participant skills. Scenarios that can be enhanced by embedded participants will be shared.

Learning Objectives

1. List key components of the embedded participant role that enhance simulation curricula.
2. Apply effective strategies for embedded participant use in future scenario development.
3. Critique embedded participant skills to improve training.

Speaker(s): Cynthia Grande, RRT; Bobbi J Byrne; Dylan Cooper, MD; Mr. Greg E Hasty, CHSE; Lisa D Mayer; Elizabeth Wetzel

Educational Scholarship: An Introduction to MedEdPORTAL

Type: WKSP  |  Track: INSTR  |  Interest Group: MedEd

The American Association of Medical Colleges (AAMC) created MedEdPORTAL, a peer-reviewed online resource to help educators disseminate their work and share curricula. Through a series of didactics, large group discussions and small group breakout sessions, workshop participants will gain knowledge they can use to develop and submit their own simulation-based curricula and publish educational resources.

Learning Objectives

1. Understand MedEdPORTAL as an educational resource as well as a platform for disseminating scholarship
2. Describe elements of a high quality educational resource and identify common pitfalls in MedEdPORTAL submissions and describe how to avoid them
3. Identify strengths and opportunities for improvement in potential MedEdPORTAL submissions

Speaker(s): Rebekah Burns, MD; Kent Denmark; Sara Kim, PhD; Jennifer Reid, MD; Taylor Sawyer; Abigail Schuh, MD; Megan Sherman; Kimberly P Stone
Error Communication: Discover Barriers, Share Best Practices and Lead Change

Type: WKSP  |  Track: INSTR  |  Interest Group: IPE

The literature advocates full, transparent communication following a medical error. However, this does not always occur. Evidence identifying barriers and best practices will be presented including an interprofessional approach to error communication education and how simulation can be utilized. Interactive activities will allow participants to gain experience with the content and process of error communication simulation. (#16563)

Learning Objectives
1. Recognize and articulate perceived personal and organizational barriers to transparent error communication
2. Actively engage in an open and respectful interprofessional discussion of an error in a simulated environment
3. Identify how simulation can be used to develop and assess team error communication skills

Speaker(s): Marie Gilbert, RN, DNP, CHSE; Candace Biberston; Bryan Carlson, PharmD; Jolie A Limon, MD, FAAP

Faculty Guide to Efficient Simulation Design: Templates Included!

Type: WKSP  |  Track: INSTR  |  Interest Group: FacDev

This workshop is appropriate for both expert and beginner faculty who use simulation to achieve their educational objectives. We recognize the extreme time constraints of clinical faculty and the number of details to consider when running an effective simulation. This workshop will feature the templates that have been developed to elicit the critical details from both faculty and simulation staff to ensure achievement of the learning objectives. (#16975)

Learning Objectives
1. Recognize the utility of simulation templates to balance faculty time constraints with development of organized simulations
2. Complete a preliminary simulation plan utilizing the Goodman Center Simulation templates
3. Appraise the value of the Goodman Center simulation templates in participants’ local simulation programs

Speaker(s): Teresa Roman-Micek; Naola Austin, MD; Dr. Alexandra Sylvia Buchanan, MD; Cynthia Shum, RN, BScN, MEd, CHSE-A

Facility Design Considerations

Type: WKSP  |  Track: ADMIN  |  Interest Group: DIR

This ninety minute intensive, interactive course focuses on the core concepts of simulation center facility design and how form must follow function. Participants will be expected to develop a design team and work through the phases of simulation facility design, including the development of a space program detailing room types, quantity and size. (#16731)

Learning Objectives
1. Describe the challenges in designing a simulation facility.
2. List the phases of simulation facility design.
3. Create a sample simulation center space program.

Speaker(s): Bonnie J Driggers, RN, MS, MPA; Joanne L Davies, MSc, RM, CHSE; Michael Seropian, MD, FRCPC

Expert Debriefing: The Right Tool for the Job

Type: WKSP  |  Track: INSTR  |  Interest Group: FacDev

Simulations occur in a wide variety of locations for a wide variety of learners. We describe a debrief grid for choosing the most effective debriefing strategy for any given simulation event using a structured approach. (#17741)

Learning Objectives
1. Examine and evaluate one’s own debriefing practice and consider its impact on learners
2. Consider the Debrief Grid as a new methodology for analyzing debriefing modalities
3. Be able to apply the Debrief Grid in practice, to evaluate one’s own debriefings or in a faculty development context

Speaker(s): Gabriel Reedy, PhD, CPsychol; Peter Jaye, BSc, MBBS, MRCP, FCEM; Dr Mary Lavelle; Demian Szyld, MD, EdM

Flipped Classroom Model in Simulation-Based Medical Education

Type: WKSP  |  Track: INSTR  |  Interest Group: FacDev

This session will introduce the flipped classroom model and discuss how this can be integrated into simulation-based medical education. We will discuss possibilities, challenges and best practices related to this approach. The participants will walk away with an innovative learner-centered approach to flip simulation training to enhance education. (#17578)

Learning Objectives
1. Define the flipped classroom and describe how this can be used in healthcare simulation
2. Apply best practices in applying the flipped classroom model in simulation-based education
3. Recognize the limitations and challenges related to implementation of this approach

Speaker(s): Trent Reed; Chaoyan Dong, PhD; John L Szarek, BS(Pharmacy), PhD, CHSE
2:15 - 3:45PM | SDCC ROOM 32B

From Debriefings to Clinical Practice: Teach and Apply “After Action Reviews”

Type: WKSP | Track: INSTR | Interest Group: FacDev

The debriefing is an instructor-guided conversation. We propose that debriefing techniques can be transferred to learning situations outside of simulation. In this course, we will demonstrate how debriefings skills learned during simulation-based trainings can be applied in AARs in clinical practice. (#16808)

Learning Objectives
1. Provide a rationale and an approach for applying debriefing techniques to AARs in clinical practice
2. Develop an approach for teaching acute care teams to conduct AARs
3. Explain advantages and challenges of this methods

Speaker(s): Bastian Grande, MD; Julia Carolin Dr. Seelandt; Michaela Kolbe, PhD

2:15 - 3:45PM | SDCC ROOM 22

INACSL Standards of Best Practice: Simulation (SM) to Help Meet the NCSBN Simulation Guidelines

Type: PANEL | Track: LEAD | Interest Group: NURS

The INACSL Standards of Best Practice: SimulationSM were cited as one strategy used for successful integration of simulation into pre-licensure curriculum for best outcomes. The NCSBN National Simulation Study states simulation can be used up to 50% of clinical hours for pre-licensure programs, and recently published Simulation Guidelines. Explore ways the Standards can assist pre-licensure programs in meeting the NCSBN Simulation Guidelines. (#19522)

Learning Objectives
1. Verbalize the INACSL Standards of Best Practice: SimulationSM
2. Determine two strategies to incorporate the Standards to meet the NCSBN Simulation Guidelines
3. Identify two approaches for simulation faculty development

Speaker(s): Teresa N Gore, PhD, DNP, FNP-BC, NP-C, CHSE-A; Carol F. Durham, EdD, RN, ANEF, FAAN; Barbara J Sittner, PhD, RN, APRN-CNS, ANEF

2:15 - 3:45PM | SDCC ROOM 33A

Increase Fidelity Using Electronic Health Record

Type: WKSP | Track: INSTR | Interest Group: NURS

The use of technology in health science curricula prepares students to access and analyze pertinent patient information in order to promote positive patient outcomes. The use of EHR in the simulated environment provides a foundation for students to improve quality of patient care. This interactive session provides an opportunity for the learner to use an EHR developed for Health Science disciplines in a simulation curriculum. (#16113)

Learning Objectives
1. Discuss the implementation of Electronic Health Record in high-fidelity simulation
2. Explore the use of Electronic Health Record in a high-fidelity scenario

Speaker(s): April Prunty, MSN, RN; Syeda Thomas, PhD(c), RN

2:15 - 3:45PM | SDCC ROOM 28A

Instructional Design Strategies: Applications to Simulation-Based Learning

Type: WKSP | Track: INSTR | Interest Group: FacDev

Instructional design refers to the systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities, resources and evaluation. This 90-minute, interactive, small-group workshop will provide participants with a foundation for the instructional design process and how to apply it to SBL. (#16381)

Learning Objectives
1. Define instructional design and describe how to apply it to SBL
2. Recognize the importance of underlying educational theory in sound instructional design
3. Apply instructional design principles to SBL experiences

Speaker(s): Justin Jeffers, MD; Karen Mangold, MD MEd; Mary McBride, MD; Julianne Perretta, MSEd, RRT-NPS; Shannon Poling, MeHP[c], CEBT, CHSE

2:15 - 3:45PM | SDCC ROOM 33C

International Simulation Data Registry: Gathering and Standardizing Our Data

Type: PANEL | Track: RSCH | Interest Group: R&D

While clinical data registries in healthcare are continuing to expand, the application of this concept is new to simulation. In 2014 a pilot International Simulation Data Registry (ISDR), the first registry of its kind, was launched. This expert panel will discuss data registries in clinical health care, describe the inception and progress of the ISDR, and discuss its benefits, limitations, current data and future development. (#16131)

Learning Objectives
1. To understand the International Simulation Data Registry’s current structure, dataset, and relationship to existing resuscitation databases
2. To discuss the strengths, limitations, current dataset, and opportunities provided by the registry
3. To contribute to the future directions of the registry’s operational and research efforts

Speaker(s): Aaron William Calhoun, MD; Joshua Hui, MD, MSCR, FACEP; Matt M Kurrek; Mary E Mancini, RN, PhD, NE-BC, FAHA, ANEF, FAAN; Vinay Nadkami, MD, MSc
Keep it Real: Simulation’s Role in Mass Casualty Drills

Type: WKSP | Track: TECH | Interest Group: EM

This course will explore the important role of the Simulation Center in a Mass Casualty Drill (MCD). Learners will use group collaboration, checklists and timelines to help prepare them for a drill and coordinate activities throughout a drill in the form of fluid and realistic patient presentations. Learners will get hands-on experience in creating patient profiles for a drill and executing the corresponding moulage. (16160)

Learning Objectives
1. Identify the timelines for finding, preparing and moulaging actors for the drill
2. Learn how to coordinate a day of drill activities to produce realistic patient presentations during the MCD as seen through feedback received from key coordinating staff during the debrief sessions
3. Execute and discuss live examples of moulage through hands-on training and group collaboration

Speaker(s): Amy Lannen; Crystal Callahan, RN MSN; Jesse Conrad Dove; Delaney W La Rosa, MSN Ed., RN; Eugene Richie; Leslie VanHorn Simon, DO; Anthony Walsh, EMHP

Leadership Training through Simulation

Type: WKSP | Track: LEAD | Interest Group: Interprofessional Education

During this 90 minute workshop, participants will identify strategic leadership skills required for success in their organizations. Once completed, they will assess the organization’s readiness for leadership simulation implementation. Utilizing a validated and tested template to be provided, the participants will develop an interprofessional leadership scenario for the identified skill. (16709)

Learning Objectives
1. Identify an interprofessional leadership skill necessary for success in the participant’s organization
2. Assemble the components required to develop an interprofessional leadership scenario
3. Construct an interprofessional leadership scenario using a validated and tested template

Speaker(s): A. Christine Delucas, DNP, MPH, RN, NEA-BC; KT Waxman, DNP, MBA, RN, CNL, CENP, CHSE

Milestones and OSCEs: Start to Finish

Type: WKSP | Track: ASSMT | Interest Group: ANES

Recently the ACGME began implementing milestones with a significant shift in ideology, moving to a competency-based focus for assessment. Starting in 2017, the ABA will use OSCEs for board certification. Many challenges have arisen for residency programs navigating these transitions. This hands-on workshop focuses on how simulation can be the compass for residencies to set a course for the future success of their residents. (17106)

Learning Objectives
1. Describe ways in which simulation has been effective in assessing ACGME milestones and incorporating them into an OSCE format at several different institutions
2. Learn how to design every aspect of an ACGME milestone-based OSCE simulation scenario to assess and educate for their program
3. Analyze their simulation program to make modifications for successful assessment of ACGME milestones utilizing an OSCE format

Speaker(s): Nicholas B Nedeff, MD, CHSE; Armando J Ariza, MD; Wendy K Bernstein, MD, MBA; Robert S Isaak, DO; Christina Matadial, MD; Stuart McGrane, MBChB; Marjorie Podraza Stiegler, MD

Nuts and Bolts: Build Your Simulation Program

Type: PANEL | Track: ADMIN | Interest Group: DIR

Join four well known Directors of Simulation from varied disciplines across the country as they discuss important considerations in developing a successful and sustainable simulation program for your department and/or academic medical center. Speakers will share their insights, lessons learned, challenges and advice for simulation leaders who are in the nascent stages of designing their simulation program and/or simulation center. (16825)

Learning Objectives
1. Identify the initial steps for the successful development of a sustainable simulation program
2. Predict potential challenges and obstacles during the early stages of simulation center planning and design
3. Propose strategies to develop a core faculty of educators and simulation specialists, as well as secure funding opportunities

Speaker(s): Dimitrios Papanagnostou, MD, MPh; Sharon Griswold, MD, MPh, CHSE; Jane Kim, MD; Steven Kornweiss, MD, Michael Meguerdichian; Janice C Palaganas, PhD, RN, NP; Jessica Pohlman, MPA, NREMT-P; Katie L Walker, MBA, RN

Outcome Centered Debriefing II: Advanced Strategies

Type: WKSP | Track: INSTR | Interest Group: FacDev

Debriefing is one of the most difficult yet important aspects of simulation-based learning. This workshop will provide the attendee with advanced strategies for effectively debriefing even the most difficult clinical situations while maintaining a focus on what happened to the patient and what aspects of individual and team performance led to those outcomes. This builds on the skills covered in Outcome-centered Debriefing I: The Fundamentals. (17495)

Learning Objectives
1. List eight difficult debriefing situations and at least one specific strategy for effectively managing each one of these
2. Describe how strategies for debriefing real events differ from those used to debrief simulated events
3. Practice these advanced strategies for outcome-based debriefing while viewing a series of video vignettes and be debriefed on your debriefing skills by workshop faculty

Speaker(s): Louis P. Halamek, MD, FAAP; Julie Arafeh, MSN RN; Janene Fuerch-Hogan, MD; Nicole Yamada, M.D.
Learning Objectives
1. Understand the concepts of airway management using a BVM and the techniques for oral endotracheal intubation
2. Recognize the most common ECG rhythms and their respective electrical interventions
3. Understand the equipment needed for suturing and basic suturing technique

Speaker(s): William F Sticht; William Scott Erdley, DNS, RN, CHSE; Julia B Faller, DO, MSED; Jennifer McCarthy, MAS, NRP, MICP

Qualitative Research Methods
Type: WKSP | Track: RSCH | Interest Group: R&D
Qualitative research methods enable simulation researchers to develop theory, evaluate programs and develop interventions. This course will guide novice simulation researchers in designing and implementing qualitative research projects. An overview of qualitative design will be provided along with recommendations for developing research questions, sampling techniques, analyzing qualitative data and validating the results. (#17387)

Learning Objectives
1. Define and describe qualitative research: advantages/disadvantages; three methods of maintaining validity in qualitative research
2. Discuss four qualitative designs commonly used for healthcare simulation research
3. Explore and practice common qualitative data analysis methods

Speaker(s): Nina Multak, PhD(c), MPAS, PA, DFAAPA; Chaoyan Dong, PhD; Jayne Smitten, PhD, MEd, RN, CHSE-A

Role of a Malpractice Insurance Company in Promoting Simulation
Type: PANEL | Track: ADMIN | Interest Group: SysMod
Now in its fourth year, leaders from Hospitals Insurance Company, Inc. (HIC), the captive insurance carrier for ten major New York hospitals and two major NY Medical Schools and simulation experts from the institutions will describe a unique multi-prong initiative that prioritized and funded simulation based education and assessment of faculty programs throughout all the institutions. (#16556)

Learning Objectives
1. Identify the role of the malpractice carriers in risk reduction and patient safety
2. Identify the role simulation can be used to achieve the goals and objectives of malpractice carriers
3. Apply aspects of the unique multi-prong HIC Simulation initiative to individual simulation programs

Speaker(s): Adam J Levine, MD; Sam DeMaria, MD; Nubaha Elahi, MD, MPH; David L Feldman, MD MBA CPE FACS; Dena Goffman, MD; Patricia Kischak, RN, MBA; Christopher Strother, MD

Simulation and Resilience: Tackle Patient Safety in a Different Way
Type: PANEL | Track: ADMIN | Interest Group: SysMod
Resilience engineering (RE) is a safety science that is underexplored in healthcare. An expert panel will present key concepts of RE and how simulation may be used to explore and develop RE proactively. This stand-alone session will expand on last year’s panel and will attempt to discover with the participants how resilience can be supported with simulation. Discussion will include most recent concepts from the Resilient Health Care Network. (#17099)

Learning Objectives
1. Describe several key concepts of a resilience engineering approach to patient safety and the benefits and limitations of this approach
2. Identify ways in which selected resilience engineering principles may be explored and developed using simulation
3. Identify at least one opportunity to integrate a resilience engineering approach to simulation into improvement practices in their own organization

Speaker(s): Mary D Patterson, MD, MEd; Ellen S Deutsch, MD, FACS, FAAP; Rollin (Terry) J Fairbanks, MD

Simulation in Healthcare Workshop for Authors
Type: WKSP | Track: RSCH | Interest Group: R&D
This workshop will provide participants with ideas for writing better manuscripts. It is aimed at current and potential authors and is open to all professions and specialties (physicians, nurses, engineers, psychologists, educators, simulation technicians, etc.). (#16556)

Learning Objectives
1. Describe the expectations for different types of papers submitted to Simulation in Healthcare
2. Describe how manuscripts are reviewed and how to interpret/respond to feedback
3. Identify common problem areas in papers and practice methods to avoid them

Speaker(s): Mark W Scerbo, PhD; Jeffrey B Cooper, PhD; Michael DeVita, MD; David Gaba, MD; Rose Hatala, MD, MSc; Andreas H Meier, MD, MEd, FACS, FAAP; Elaine C Meyer; Elizabeth Sinz, MD FCCM; Dimitrios Stefanidis, MD, PhD, FACS; Rachel Yudkowsky, MD, MHPE
2:15 - 3:45PM | SDCC ROOM 23C

**Standardized Patient (SP) Feeling: A Complicating Factor for All Involved**

Type: Panel | Track: Instr | Interest Group: SP

This session will discuss the influence feelings can have on becoming an SP, portraying specific roles and providing feedback. It will review all the stakeholders who can be influenced by positive or negative SP emotions: learners, faculty, trainers, SP colleagues and of course the SPs themselves. The 3 panelists will provide a literature context and share their extensive experience working with SPs. (ID: 17605)

**Learning Objectives**
1. Identify multiple stakeholders who can be affected by SP emotions
2. List characteristics in SP applicants which could foreshadow problematic outcomes
3. Discuss behaviors during training and SP work that might be indicative of some strong emotional reactions outside of those prescribed by the case

**Speaker(s):**
- Elizabeth Krajic Kachur, PhD
- Lisa Altshuler, PhD
- Anthony Errichetti, PhD

2:15 - 3:45PM | SDCC ROOM 24A

**Standardized Patients (SPs) in Pre-Hospital Simulation: Can They Enhance Your Scenarios?**

Type: WKSP | Track: Instr | Interest Group: EMS

During this workshop, participants will learn to distinguish the differences between trained SPs and role players, apply criteria to determine when it is most productive to include SPs in scenarios, and develop an SP script for pre-hospital provider scenarios at their centers using a template. Workshop methods include presentation, discussion and small group interaction with feedback. (ID: 17070)

**Learning Objectives**
1. Define the terms Standardized/Simulated Patients (SPs) and distinguish them from the term roleplayers
2. Apply criteria to determine when SPs would be the best choice for meeting curriculum objectives
3. Devise Standardized/Simulated Patient training materials for a pre-hospital simulation training session that incorporates an SP

**Speaker(s):**
- Tonya M Thompson, MA, MD, FCEM, FAAP
- Grace Gephardt
- Karen Lewis

2:15 - 3:45PM | SDCC ROOM 25A

**Statistical Interpretation Workshop**

Type: WKSP | Track: RSCH | Interest Group: R&D

Small group work provides opportunities for application of didactic presentation. This 90-minute workshop stresses appropriate use of statistics and interpretation of results in the simulation literature. This applied workshop is appropriate for novice researchers with little statistical background. Topics covered include: study design and levels of evidence, statistical errors, power and sample size, significance and confidence intervals. (ID: 16744)

**Learning Objectives**
1. Identify and associate levels of evidence with research designs
2. Identify common errors made when reporting statistical results in the simulation literature
3. Describe the importance of power and sample size in terms of study design, analysis and interpretation of results

**Speaker(s):**
- Gregory E Gilbert, EdD, MSPH, PStat
- Katie Adamson, PhD
- Susan Prion, EdD, RN, CNE

2:15 - 3:45PM | SDCC ROOM 28D

**Team-Based Learning: Get the Most Out of Your Flipped Classroom**

Type: WKSP | Track: Instr | Interest Group: FacDev

Flipped classroom models of instruction have gained traction especially with adult learners with at home pre-classroom work being the main identifying factor. There are many variations of the flipped classroom including team-based learning (TBL). This workshop sets out to familiarize the learner with the TBL instructional model as well as provide tips on how to incorporate simulation into this model. (ID: 16409)

**Learning Objectives**
1. Define the structure of team-based learning
2. Apply simulation to the TBL structure
3. Create their own TBL curriculum utilizing simulation

**Speaker(s):**
- Clare Desmond, MD, CHSE
- Nicholas Robillard
- Samreen Vora

2:15 - 3:45PM | SDCC ROOM 24C

**Who’s Who and What’s What in Adult Learning Theory**

Type: WKSP | Track: Lead | Interest Group: FacDev

Discover Share Lead with new concepts! This immersive workshop facilitates active learning of adult education theory. Learning through gaming, participants scaffold new information to their existing education theoretical framework toolkit and strengthen their ability to efficiently create and deliver high impact high yield curricula to diverse learners. Creating a concept map and playing Jeopardy, attendees reinforce/assess their new knowledge. (ID: 17399)

**Learning Objectives**
1. Identify three key characteristics of five newly-learned adult learning theorists/theories
2. Create a faculty development session using and teaching three new adult education learning theorists/theories
3. Revise one topic/lecture simulation scenario scaffolding two new adult learning theories that accommodate a variety of learning preferences to improve retention, application and performance

**Speaker(s):**
- Linda Cimino, EdD, CPNP, ANP, CCRC, CHSE
- Michael Cassara, DO MSEd
- FACEP CHSE
- Barbara DeVoe, DNP
- FNP-BC
- Wanda Goranson, MSN, RN-BC, CHSE
4:00 - 5:30PM | ROOM 33A

Audio Boot Camp: Do I Need to Hear This?

Type: WKSP | Track: TECH | Interest Group: OPS

Audio systems are integral to the delivery of healthcare simulation. This course will discuss the terminology and components required for their use and give a hands-on demonstration of multiple components like microphones, mixers, amplifiers, wiring, connectors and troubleshooting techniques. (#17242)

Learning Objectives
1. Identify commonly used audio components and their use
2. Understand audio systems to aid the use, maintenance and operation of their center’s system
3. Practice using individual components and identify uses and limitations of each

Speaker(s): Scott B Crawford, MD

4:00 - 5:30PM | ROOM 31C

Challenges in Assessment: Develop Tools and Learn to Use Them

Type: WKSP | Track: ASSMT | Interest Group: FacDev

This workshop will focus on the development, evaluation and use of assessment instruments. Participants will engage in the creation of an assessment tool for common healthcare tasks. Through an iterative refinement session, learners will experience the process steps, challenges and complexities involved in the creation of valid and reliable assessment tools. (#17254)

Learning Objectives
1. Develop assessment instruments for use during simulation activities
2. Participate in the iterative development and evaluation process for simulation assessment tools
3. Identify at least three challenges associated with development of an effective evaluation instrument

Speaker(s): John Marc O’Donnell, RN, MSN, CRNA, DrPh; Joseph Goode, Jr., RN, MSN, CRNA; Paul E Phrampus, MD

4:00 - 5:30PM | ROOM 25C

Cultural Competence to Cultural Sensitivity: Developing Self Awareness

Type: WKSP | Track: INSTR | Interest Group: FacDev

This workshop will provide the audience with tools and strategies to implement sensitive conversations at their respective workplaces and a framework to lead discussions about cultural sensitivity and self-awareness. The audience will utilize adult learning theories by reflecting on their own personal stories about stereotypes and participating in an interactive activity in which they will categorize common stereotypes and themes. (#17567)

Learning Objectives
1. Recognize how P-LHET utilizes the principles of adult learning theory
2. Recognize the P-LHET as an alternative approach for developing simulation-based education sessions
3. Design a simulation-based education session using the P-LHET

Speaker(s): Jennifer Owens, BA; Beverley Robin, MD, CHSE; Lamia Soghier, MD FAAP

4:00 - 5:30PM | ROOM 30C

Descubriamiento a Través de Preguntas: Facilitar Discusiones en Debriefings

(Discovery through Questions: Facilitate Discussions in Debriefings)

Type: WKSP | Track: INSTR | Interest Group: FacDev

Questions are the fundamental tool simulation facilitators use to conduct debriefings and discover learners’ perspectives. This faculty development session will explore the types and different uses of questions and how to effectively integrate questions into your debriefings to create a richer experience. This interactive 90-minute workshop will include exercises on the strategic use of different types of questions. (#17024)

Learning Objectives
1. Identify at least 10 different uses of questions in a debriefing or classroom situation
2. List at least eight different types of questions
3. Practice the use of questions in a simulated debriefing

Speaker(s): Mr Angel Diaz-Sanchez, MD; Eliana Ximea Escudero, MD, RN; Sally J Rudy, MSN RN-BC CHSE

4:00 - 5:30PM | ROOM 33C

Design Simulation-Based Sessions Using the PLHET

Type: WKSP | Track: LEARN | Interest Group: FacDev

Kern’s six steps are widely used for designing simulation courses. While this is a well-established approach for curriculum development, we propose a more pragmatic model for session design grounded in adult learning theory—P-LHET (Preparation, Linking, Hook, Engagement, Transfer). In this interactive session, participants will learn the principles of adult learning that underpin simulation and use P-LHET to design a simulation-based session. (#16092)

Learning Objectives
1. Describe the difference between cultural competence and cultural sensitivity
2. Reflect on self-awareness of unconscious cultural stereotypes and how culture may impact patients’ lives and their healthcare
3. Integrate cultural sensitivity as an objective within simulation curriculum

Speaker(s): Elsa L Vazquez Melendez; Toufic S Khairallah, MSN, FNP-BC, PCCN, CHSE
**Generalizability Theory: Interpret Data Without Needing a PhD in Psychometrics**

**Type:** WKSP | **Track:** RSCN | **Interest Group:** R&D

Generalizability theory is increasingly used in simulation-based research pertaining to the psychometric qualities of rating methods. G-theory provides information on facets that contribute to instrument performance for a study population and how altering these facets (number of raters/cases) might improve instrument performance. Through discussion of a published example, participants will acquire an approach to interpreting G-Study data. (#16209)

**Learning Objectives**
1. Identify the key information reported in a generalizability study
2. Acquire an approach to interpreting G-Study data
3. Explain why one would choose to use measurement based on Generalizability Theory over other measurement approaches

**Speaker(s):** Mary McBride, MD; Mark Adler, MD; Aaron William Calhoun, MD; Gregory E Gilbert, EdD, MSPH, PStat; Yoon Soo Park, PhD

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**Handling Wrongs the Right Way: Focus On Error Disclosure**

**Type:** PANEL | **Track:** INSTR | **Interest Group:** IPE

This highly interactive session will challenge participants to consider how to immerse a broad spectrum of interprofessional learners, on a large scale, in simulations to ultimately meet the Triple Aim of improving the patient care experience, improving the health of the population and decreasing the cost of care. The panel will share their experiences conducting error disclosure simulation scenarios with diverse learners at multiple sites. (#16757)

**Learning Objectives**
1. Recognize the goals and learning framework for interprofessional education and collaborative practice on a large scale for current and future healthcare professionals
2. Discuss ways to effectively implement immersive interprofessional simulations and debriefings on a large scale, for a broad spectrum of current and future health professionals
3. Describe the utility of medical error disclosure simulation scenarios for immersion in interprofessional education and collaborative practice and develop a simulation case scenario for a target audience

**Speaker(s):** Michael E Anders, PhD, MPH, RRT, CHSE; Sherry Johnson, CHSE; Mandy Jones, PharmD, MSPAS, BCPS; Dr. Kathryn Neill, PharmD; Lee Wilbur

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**Interact with Standardized Patients via Web-Based Teleconferencing Systems**

**Type:** WKSP | **Track:** INSTR | **Interest Group:** SP

To overcome geographic and time barriers between learners and SPs, one can use web-based teleconferencing to achieve a visual and audio connection. This workshop will demonstrate the use of Skype to connect to Remote SPs (RSPs) in the US, Africa and Asia for real-time interviews and feedback. Participants will explore the opportunities and challenges inherent in this educational methodology. (#17332)

**Learning Objectives**
1. List 3 learning opportunities unique to RSP encounters
2. List 3 challenges inherent in remote encounters that could become an obstacle in your work setting
3. Elaborate on a content area that is especially suitable for Web-based encounters and explain the reasons why

**Speaker(s):** Elizabeth Krajic Kachur, PhD; Lisa Alshuler, PhD; Dr Yoon Kang, MD, FACP; Erik Langenau; Jeanne M Sandella

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**Interprofessional Educational Courses and Curriculum Design**

**Type:** PANEL | **Track:** INSTR | **Interest Group:** IPE

Recent recommendations from educational organizations have begun to strongly encourage schools of nursing, medicine, pharmacy and other allied healthcare institutions to incorporate opportunities for IPE to occur during healthcare education and training. This multi-professional expert panel will share their experiences, successes, challenges and recommendations for designing, running and sustaining quality IPE efforts. (#17991)

**Learning Objectives**
1. Identify the four domains of the IPEC Competencies that serve as the foundation for educational courses offered to learners in Interprofessional Education programs
2. Discuss the challenges and successes learners can gather from active participation in IPE programs
3. Describe the educational theories that successful IPE programs utilize as their foundation

**Speaker(s):** Dawn M Schocken, MPH, PhD; Stephen C. Charles, MS, MA, PhD, CHSE; Chad Epps, MD; Janice C Palaganas, PhD, RN, NP
**Journeys of Discovery: Proactive Systems Approach to Improve Healthcare Delivery**

Type: WKSP | Track: LEAD | Interest Group: SysMod

Healthcare care system and delivery processes are becoming increasingly more complex. Given the complexity, there is an increased need for a proactive approach of human system integration analysis to identify, mitigate and prevent potential latent safety threats to patients. In this workshop, participants will review the system integration approach, benefits and challenges, and design a system project plan and outcomes reporting system. (#17439)

**Learning Objectives**

1. Discuss how human system integration analysis (framework) can identify potential safety threats including benefits and challenges
2. Design a system integration analysis project plan for healthcare cases
3. Propose an outcome reporting strategy to report back to the key stakeholders

**Speaker(s):** Roberta L Hales, MHA, RRT-NPS, RN; Christine Bailey, RN, BSN, CCRN; Grace L Good; AnneMarie Monachino

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**Lead Change: Substitute Simulation for Clinical in Nursing Education**

Type: PANEL | Track: LEAD | Interest Group: NURS

The results of the NCSBN National Simulation Study outline conditions needed to create high quality simulation experiences in nursing education. The focus of this session will be to engage participants in a dialogue with NCSBN consultants and simulation leaders to discuss the competencies and resources needed to substitute simulation for traditional clinical hours. Achievement of measurable program outcomes will be discussed. (#17041)

**Learning Objectives**

1. Identify the necessary changes needed to implement evidence-based simulation and debriefing into nursing curricula as a substitute for traditional clinical hours
2. Discuss key strategies to assist faculty with successful curriculum integration
3. Identify resources to assist in effective integration

**Speaker(s):** Susan Gross Forneris, PhD, RN, CNE, CHSE-A; Mary Fey, PhD, RN, CHSE; Henry Henao, MSN, ARNP, FNP-BC, CHSE; Pamela R Jeffries, PhD, RN, FAAN, ANEF; Suanz Kardong-Edgren, PhD, RN, ANEF, CHSE, FAAN; Rochelle Quinn, RN, MSN

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**Medical Simulation in Low Resource Settings**

Type: PANEL | Track: ADMIN | Interest Group: LCLR

Medical simulation in low resource environments offers many unique educational and technological challenges. This panel discussion introduces approaches used by experienced providers who have used simulation to help teach anesthesia, obstetrical emergencies and neonatal resuscitation in low resource sites such as Rwanda and Sierra Leone. (#15753)

**Learning Objectives**

1. Understand how to create an educational curriculum tailored specifically for the needs of the environment
2. Identify key educational and technological challenges to simulation in low resource settings
3. Formulate potential resolutions to these challenges based upon ideas generated by members of this panel discussion

**Speaker(s):** Rahul Koka, MD, MPH; Adam Dodson, NRP, NCCE, CCEMT-P; Kam McCowan, BSE, NREMT-B; Jeffrey Michael Perlman, MB ChB
Milestones and OSCEs: Putting It all Together
Type: WKSP | Track: ASSMT | Interest Group: ANES
Recently the ACGME began implementing milestones with a significant shift in ideology to a competency based focus for assessment. Starting 2017, the ABA will use OSCEs for board certification. Many challenges have arisen for residency programs navigating these transitions. This hands-on workshop focuses on how simulation can be the compass for residencies to set a course for future success of their residents. (#16954)

Learning Objectives
1. Describe ways in which simulation has been effective in assessing ACGME milestones and incorporating them into an OSCE format at several different institutions
2. Design an ACGME milestone-based OSCE simulation scenario to assess and educate for their program
3. Analyze their simulation program to make modifications for successful assessment of ACGME milestones utilizing an OSCE format

Speaker(s): Nicholas B Nedeff, MD, CHSE; Armando J Ariza, MD; Wendy K Bernstein, MD, MBA; Robert S Isaak, DO; Stuart McGrane, MBChB; Marjorie Podraza Stiegler, MD

Moulage Rouge: Maintain Fidelity, Realism and Buy In
Type: WKSP | Track: TECH | Interest Group: OPS
Maintaining realism in simulations can be challenging but crucial for engaging learners. Join us for this interactive session where we will discuss the training modality of Moulage in healthcare simulation as a means to cue learners and maintain buy-in. Participants will have the opportunity to experiment with different products and take home their creations. (#16269)

Learning Objectives
1. Identify opportunities for moulage: Why should you fake it?
2. Discuss simple/reusable moulage: What should you fake?
3. Develop a moulage plan and experiment with different products: When to fake it and how

Speaker(s): Elisha Robinson; Dr. Manal Shamsuddin Bakhsh; Jesika S Gavilanes, MA

Ooops! Now What? Making the Best of Technical Difficulties
Type: PANEL | Track: TECH | Interest Group: OPS
Disaster Wars: The Phantom Menace (#17456)

Learning Objectives
1. Discuss strategies to adjust a simulation after a technical failure to achieve the identified learning objectives
2. Identify techniques to remain calm in urgent/tense situations related to a technical failure
3. Develop ways to adapt to problems to ensure a good learning experience and excellent customer service

Speaker(s): Robert Blum, EMT, CNA; Gene Hobbs; Benny L Joyner; Julianne Perretta, MSEd, RRT-NPS

Playing Nice in the Sandbox: Interprofessional Transitions of Care and Progressive Site Simulation
Type: WKSP | Track: INSTR | Interest Group: IPE
Transitions between clinical environments are inherently vulnerable times given system complexity and required interprofessional collaboration. To identify latent hazards, we developed an in-situ simulation following a critically ill child through multiple transitions of care. In this session, participants will explore how progressive-site simulation can be designed to meet specific goals and ultimately be utilized at their home institutions. (#15984)

Learning Objectives
1. Describe opportunities and challenges of progressive-site simulation
2. Apply relevant in-situ simulation theory to the design of progressive-site scenarios
3. Decide whether and how to conduct a progressive-site simulation in their home institutions

Speaker(s): Sushant Srinivasan; Melissa Cercone; Joshua Ross, MD; Ryan Thompson, MD

Prepare for the Worst! Develop an Emergency Preparedness Program
Type: PANEL | Track: ADMIN | Interest Group: DIR
This panel will discuss our process of integration of simulation in preparing our Bio-Containment Intensive Care Unit (BICU) to be ready to accept a patient with suspect or confirmed Ebola virus. A discussion of preparedness strategies, lessons learned and latent safety threats will occur at the end of the presentation along with a question and answer session. (#16956)

Learning Objectives
1. Discuss the importance of simulation in an emergency preparedness plan
2. Describe the integration of simulation into an emergency preparedness plan for Ebola
3. Apply best practices of simulation to develop an interprofessional emergency preparedness drill at their home institutions

Speaker(s): Robin Lynch, MSN, RN, CHSE; Robert Bristow, MD; Patricia Rychcik, MSN, BSN, RN; Lisa Saiman, MD, MPH
Prioritizing Simulation Programming

**Type:** WKSP  |  **Track:** ADMIN  |  **Interest Group:** DIR

Simulation centers are expected to demonstrate their value to administrative stakeholders. Prospectively predicting simulation programs' degree of impact on institutional priorities provides objective means to prioritize simulation resources. Using a project selection matrix, participants will generate project scores from at least 3 actual simulation center curricula to demonstrate how institutional values may guide resource prioritization.  (#17573)

**Learning Objectives**

1. Use an analytic hierarchy process to assign relative weights to identified institutional priorities
2. Apply a scoring matrix to prioritize project ideas in accordance with defined institutional goals
3. Describe how differences in the weighting of matrix factors impact the resulting prioritization

**Speaker(s):** Lisa T Barker, MD; William Bond, MD, MS; Trina Croland, MD; Kelly L. Nimtz-Rusch, MSN, RN, NEA-BC; Ann M Willemsen-Dunlap, PhD, CRNA

Pro-Con Debate: Death of the Simulator? Benefits and Consequences

**Type:** DEB  |  **Track:** INSTR  |  **Interest Group:** FacDev

Death of the human simulator has emerged as a controversial topic. Many individuals view the simulator’s death as an event so traumatizing that the manikin is not allowed to expire during a scenario. In forthcoming literature however, we have proven that failure, leading to simulated mortality, is what fosters learning in simulation. In this session we hope to debate the pros and cons of utilizing simulated mortality as a teaching tool.  (#16334)

**Learning Objectives**

1. Identify the risks and benefits of simulated death for use in future simulation scenarios
2. Contrast the differing views on using simulated mortality in education
3. Develop a method by which simulation teams feel more comfortable incorporating simulated death into their curriculum without requiring it to be the main teaching focus

**Speaker(s):** Andrew Goldberg, MD; Jennifer L. Arnold, MD, MSc; Sam DeMaria, MD; Daniel Lemke, MD; Daniel Raemer, PhD

Remediation of the Underperforming Trainee or Provider

**Type:** WKSP  |  **Track:** INSTR  |  **Interest Group:** DIR

All healthcare providers must display minimal acceptable standards of professionalism, decision-making, leadership, communication and procedural skills. Staff/trainees who fail to meet these standards present challenges to supervising/mentoring providers. Our workshop offers a collaborative environment to develop simulations to remediate the healthcare provider as well as train clinical leaders/administrators who provide remediation.  (#17274)

**Learning Objectives**

1. Outline methodologies to minimize the perception(s) of simulation-based remediation as being punitive or personal
2. Develop simulations designed to remediate staff/trainees in the areas of decision-making, leadership, communication and procedural skills
3. Develop simulations designed to prepare supervisors and mentors to remediate staff/trainees in the areas of professionalism and communication

**Speaker(s):** Kelly D Kadlec; Lindsay C Johnston, MD; Mary McBride, MD

Safety Dance: Partnering IPE and Patient Safety Initiatives

**Type:** WKSP  |  **Track:** LEAD  |  **Interest Group:** IPE

Are you having a hard time rolling out your simulation IPE program? Perhaps you’ve got the perfect IPE idea but you feel out of step with your co-workers? If you answered yes, this is the workshop for you! Using interactive small-group PBL and case-based methods, we will help you develop your successful patient safety IPE intervention using our best practices and concepts from organizational change management. Come armed with your IPE challenges!  (#16521)

**Learning Objectives**

1. Determine challenges in interprofessional collaboration (IPC) that contribute to staff and patient injury events during the care of a potentially violent patient
2. Generate effective strategies to implement interprofessional education (IPE) interventions using evidence-based frameworks in leadership, change implementation and organizational transformation
3. Apply best practices in designing simulation-based IPE programs using a small group problem-based learning discussion format

**Speaker(s):** Ambrose H Wong, MD; Maureen Gang, MD; Ted A James; Halley Ruppel, MS, RN, CCRN

Speaking Up Across the Medical Hierarchy: Are You Ready for This Difficult Conversation?

**Type:** WKSP  |  **Track:** INSTR  |  **Interest Group:** IPE

One type of team dynamic in multidisciplinary setting is conformity, whereby an individual changes his or her own behavior to match the responses of others. This session will enable participants to develop skills to teach learners how to professionally manage peer pressure. They will also practice developing scenarios with a conformity event and receive feedback on debriefing strategies during simulated debriefing exercises.  (#17084)

**Learning Objectives**

1. Identify how and when conformity occurs in clinical professional practice
2. Develop simulation scenarios where a group can exert pressure on an individual to conform
3. Gain insights into how to debrief and handle the feeling and identify inner responses of others. This session will enable participants to develop skills to teach learners how to professionally manage peer pressure. They will also practice developing scenarios with a conformity event and receive feedback on debriefing strategies during simulated debriefing exercises.  (#17084)

**Speaker(s):** Ghazwan Altabbaa, MD, MSc; FRCPC; Tanya Beran, PhD; Irina Charania, RRT, BS, Ch; CRE; Alyshah Kaba, PhD; Laura Pratt, RN, BN
**Teaching and Assessing Procedural Skills: The L S P P D M Approach**

*Type: WKSP | Track: ASSMT | Interest Group: SURG*

Teaching procedural skills and assessing procedural competence are critical functions of healthcare simulation. In this interactive workshop, simulation educators from the INSPIRE collaborative will describe how to implement a 6-step approach to procedural skill instruction and assessment: Learn-See-Practice-Prove-Do-Maintain. Participants will leave the workshop with the skills to develop a procedural skills training curriculum at their centers. *(#16662)*

**Learning Objectives**

1. Summarize the steps of the L-S-P-P-D-M competency-based procedural skills teaching and assessment approach
2. Describe key concepts in the development of procedural checklists to assess competency
3. Appraise and apply checklists to simulated procedures

**Speaker(s):** Pavan Zaveri, MD, MEd; Anne Ades, MD, MSEd; Marc Auerbach, MD, MSci, FAAP; Cara Doughty, MD, MEd, FAAP; Heather French, MD; Sandeep Gangadharan, MD; Lindsay C Johnston, MD; Maybelle Kou, MD; Daniel Lemke, MD; Taylor Sawyer; Daniel J Scherzer, MD; Tonya M Thompson, MA, MD, FCEM, FAAP; Marjorie Lee White, MD, MPPM, MA

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**The Icebreaker Is DEAD! Foster Engagement Through High Impact, Low Cost Team Training Exercises**

*Type: WKSP | Track: INSTR | Interest Group: LCLR*

Efficiently engaging and training learners without removing them from clinical duties for long periods of time is challenging. Creatively leveraging the icebreaker as its own training tool harnesses the benefits of the traditional icebreaker while maximizing learner engagement and practice of the content. A series of low cost interactive activities was developed to provide teams with an overview of basic TeamSTEPPS concepts and skills. *(#17396)*

**Learning Objectives**

1. Demonstrate understanding of TeamSTEPPS concepts and tools through the use of several stand alone interactive activities with allotted resources
2. Demonstrate understanding of effective debriefing using the provided workshop debriefing guide
3. Modify and operate the interactive teaching exercises at their own institutions using the take home package of activity instructions

**Speaker(s):** Megan Sherman; Ross Ehrmantraut, RN; Farrah Leland, JD

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**Two Lives and Five Minutes: Maternal Code and Peri Mortem C-Section for Non-Obstetrical Personnel**

*Type: WKSP | Track: INSTR | Interest Group: EM*

Cardiac arrest during pregnancy is a rare and catastrophic event. The Maternal code in Obstetrics (OB) requires that the provider manage a critical situation that most will have never experienced during training. In an OB cardiac arrest, there are two patients: the mother and the fetus. Therefore, the Perimortem Caesarian section (C-section) should be an integral part of the resuscitation protocol even in the absence of an Obstetrician. *(#17236)*

**Learning Objectives**

1. Define the maternal resuscitation techniques’ specific characteristics and its clinical and surgical challenges
2. Know how to assemble the components of a simulation course to demonstrate leadership, assess resources in a rapid changing clinical scenario, leadership flexibility and multi-level communication
3. Develop a low cost emergency C-section task trainer

**Speaker(s):** Dr Oscar Martinez-Perez, MD, PhD; Veronica Lerner, MD; Marco Luchetti, MD, MSc

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**Veteran and Family Centered Care: Simulation-Based Communication Training**

*Type: WKSP | Track: INSTR | Interest Group: HOSP*

An evidence-based simulation communication training integrating real-life scenarios and coached Veteran patient and family actors will be presented. Workshop participants will examine the teaching methodology and outcomes of the training. Demonstrations and roleplays are part of the workshop design. *(#17063)*

**Learning Objectives**

1. Identify the value of coaching patient/family actors in developing realistic communication trainings
2. Develop a process for preparing patient/family actors to be effectively involved in debriefing sessions
3. Create a set of metrics to assess communication training effectiveness

**Speaker(s):** Linda Frommer, MPH; Travis Runnels; Cynthia Shum, RN, BScN, MEd, CHSE-A
5:00 - 7:00PM  |  SDCC ROOM 25A

**Internal Relations Committee**

*Type*: COM  |  *Track*: NonEd  (#19224)

5:00 - 7:00PM  |  SDCC ROOM 25B

**Section - Emergency Medicine**

*Type*: IG  |  *Track*: NonEd  (#20179)

5:45 - 6:45PM  |  SDCC BALLROOM 20 D

**SSH Business Meeting, SSH Members Only**

*Type*: SOC  |  *Track*: NonEd  (#20160)

5:45 - 8:00PM  |  SDCC ROOM 32B

**Devry Education Group, By Invitation Only**

*Type*: COM  |  *Track*: NonEd  (#20182)

6:00 - 9:00PM  |  MARRIOTT MARQUIS MARINA BALLROOM D

**Editorial Board Reception and Dinner, By Invitation Only**

*Type*: MEAL  |  *Track*: NonEd  (#20151)

7:00 - 9:00PM  |  SDCC ROOM 24B

**GNSH, By Invitation Only**

*Type*: COM  |  *Track*: NonEd  (#20181)

7:00 - 8:00PM  |  SDCC ROOM 23B

**Media & Communications Committee**

*Type*: COM  |  *Track*: NonEd  (#20196)

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**SSH ANNUAL BUSINESS MEETING**

**BALLROOM 20D**

On Monday, January 18, 5:45-6:45PM, members of the SSH Board of Directors will participate in the SSH Annual Business Meeting. The meeting will include a 2015 year in review, a financial update, a bylaws update, and the presentation of service awards. SSH Members are invited to attend and ask questions or tweet their questions to the board.
Tuesday

7:00 - 8:15AM  |  SDCC ROOM 23A
Accreditation Q & A
Type: COM  |  Track: AccCr  (#20183)

7:00 - 8:15AM  |  SDCC ROOM 23C
Affinity Group - Emergency Medical Services
Type: IG  |  Track: NonEd  |  Interest Group: EMS  (#18790)

7:00 - 8:15AM  |  SDCC ROOM 33C
Affinity Group - Formal Training (Fellowships, Certificates, Masters) Programs in Healthcare Simulation
Type: IG  |  Track: NonEd  |  Interest Group: TRAIN  (#21549)

7:00 - 8:15AM  |  SDCC ROOM 24C
Affinity Group - Low Cost & Low Resource
Type: IG  |  Track: NonEd  |  Interest Group: LCLR  (#20187)

7:00 - 8:15AM  |  SDCC ROOM 33B
Certification Committee - By Invitation Only
Type: COM  |  Track: AccCr  (#21544)

7:00 - 8:15AM  |  SDCC ROOM 33A
CHSOS Test Prep Subcommittee
Type: COM  |  Track: AccCr  (#20189)

7:00 - 8:15AM  |  SDCC ROOM 23B
Section - Anesthesia
Type: IG  |  Track: NonEd  |  Interest Group: ANES  (#20184)

7:00 - 8:15AM  |  SDCC ROOM 24B
Section - Hospital Based Centers
Type: IG  |  Track: NonEd  |  Interest Group: HOSP  (#20186)

7:00 - 8:15AM  |  SDCC ROOM 24A
SIG - Directors of Sim Centers
Type: IG  |  Track: NonEd  |  Interest Group: DIR  (#20188)

7:00 - 8:15AM  |  SDCC ROOM 32B
SIG - Non-physician Providers
Type: IG  |  Track: NonEd  |  Interest Group: NON  (#20185)

8:30 - 10:00 AM  |  SDCC BALLROOM 20 A/B/C
TUESDAY PLENARY ADDRESS: Michael S. Gordon Center Lecture in Medical Education

Team Building in Healthcare
Type: PLEN  |  Track: LEAD  |  Interest Group: DIR
Are you ready to have fun? Matt Weinstein, named one of the “21 top speakers for the 21st Century” by Successful Meetings, is coaching for a collaborative revolution. Learn to manage stress, build effective teams, and improvise innovation as you re-discover the joy of playing and working together. This session will deliver practical examples and ready-to-use ideas you can apply to your simulation programs. (#21396)

Learning Objectives
1. List three ways to give - and receive - reward and recognition at work.
2. Describe the importance of establishing employee support systems.
3. Outline a strategy to deal positively with negative change.

Speaker: Matt Weinstein, CPAE
7:00 - 8:15AM | SDCC ROOM 22

**Technology Committee**

Type: COM | Track: NonEd | Interest Group: R&D  (#21662)

10:00 - 11:30AM | ROOM 28

**Address Performance Gaps Through Debriefing**

Type: WKSP | Track: INSTR | Interest Group: FacDev

This workshop familiarizes participants with the theory and practice of conducting formative assessments in debriefings. These steps include identifying a performance gap, providing feedback, investigating the basis for the gap and closing the gap. The workshop blends didactic and experiential approaches to provide participants the concepts and experience to conduct formative assessments through debriefing.  (#16562)

**Learning Objectives**

1. Discuss the role of formative assessment in healthcare simulation
2. List the steps of formative assessment
3. Apply the formative assessment steps to debriefing and bedside teaching in clinical environments

**Speaker(s):** Laura Rock, MD; Melanie Louise Barlow; Jose M Maestre, MD, PhD; Kate Morse, PhD, ARNP-BC, CRNP, CCRN, CNE; Grace M. Ng, MS, CNM, RN, C-EFM; Janice C Palaganas, PhD, RN, NP; Daniel Raemer, PhD; Robert Simon, EdD; Demian Szyld, MD, EdM; Toni Walzer, MD

10:00 - 11:30AM | ROOM 30B

**Cause and Effect : Subtleties in Simulation Case Development, Physiology and Operational**

Type: WKSP | Track: TECH | Interest Group: OPS

This session is a review of topics in simulation case development and design, focusing on the cause and effect relationships that are critically important foundational knowledge for those in simulation operations. We will interactively explore the key areas of this subject with the goal of improving our understanding of case design while keeping human physiology, medical terminology and operational flow in mind.  (#17896)

**Learning Objectives**

1. Synthesize cause and effect physiological relationships when managing a simulation case
2. Identify the need for continued practice and education in simulation and human physiology to better understand simulation case progression
3. Create flowcharts or algorithms to more efficiently manage physiological changes and other subtleties during simulation case progression

**Speaker(s):** Kevin Pohlman, CHSE, CHSOS, NREMT-P; CCEMT-P; FP-C; Michael Meguerdichian; Dimitrios Papanagnostou, MD, MPH; Jessica Pohlman, MPA, NREMT-P

10:00 - 11:30AM | ROOM 24C

**Communication in a Multicultural World: Words, Gestures and Styles**

Type: WKSP | Track: LEAD | Interest Group: FacDev

As U.S. demographics are rapidly changing and with dramatic increase in ethnic/racial diversity, different communication styles that resonate with a cultural diversity are becoming a necessary skill set for every healthcare professional. This course is designed to practice different communication styles, originating from different cultural backgrounds and to offer hands-on experience via energizing and fun exercises.  (#16816)

**Learning Objectives**

1. Identify intercultural differences in communication (gain knowledge about cultural aspects of communication)
2. Apply appropriate communication styles based on cultural and contextual differences
3. Discuss how cultural upbringing influence communication

**Speaker(s):** Ljuba Stojiljkovic, MD, PhD; Andres Navedo, MD; Christine Park, MD; Takashi Shiga, MD, MPH, FAAEM; Meltem Yilmaz, MD

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**TUESDAY IS CERTIFICATION DAY!**

Join us as we celebrate individuals from more than 20 countries who are now CHSEs, CHSOSs, or CHSE-As. This rapidly growing group has taken steps to demonstrate their abilities in healthcare simulation and we are grateful for their hard work and dedication. Check out the maps on the video wall to see where all these certified individuals live!

Thank you to all CHSEs, CHSOSs and CHSE-As for your commitment!
10:00 - 11:30AM | ROOM 30D

**Correlation and Linear Regression For the Novice**

**Type:** WKSP | **Track:** RSC | **Interest Group:** R&D

This workshop emphasis is placed on application and interpretation of results. Examples taken from the simulation literature will demonstrate correct interpretation of correlational and linear regression. Participants will be given a chance to interpret results from real or hypothetical studies in small groups before group discussion ensues. A summarization of topics concludes the workshop. (#16749)

**Learning Objectives**

1. Identify the correct correlation measure of association to use and interpret it
2. Learn to judge the appropriateness of the application of linear regression
3. Learn to interpret linear regression results

**Speaker(s):** Gregory E Gilbert, EdD, MSPH, PStat; Katie Adamson, PhD; Susan Prion, EdD, RN, CNE

10:00 - 11:30AM | SDCC ROOM 22

**Cross Cultural Communication Training Through Healthcare Simulation**

**Type:** PANEL | **Track:** INSTR | **Interest Group:** FacDev

Active communication and effective engaging in learning have been proven to promote and enhance learning outcomes. With increased migration and people movements, healthcare faculty may now deal with a cohort of multi-nationals. The cross-pollination of learners brings about challenges in training engagements and communication. This workshop aims to explore communication strategies in multi-cultural context. (#17682)

**Learning Objectives**

1. Identify three common cultural assumptions that result in miscommunication or non-communication
2. Identify strategies to enhance communication in multi-cultural healthcare teams
3. Apply strategies to simulation team training

**Speaker(s):** Chaoyan Dong, PhD; Elizabeth Krajic Kachur, PhD; Sabrina Koh, RN, PhD; MHSc(Ed); PG Dip(CS); CHSE; Dinker Ramananda Pai, MBBS, MS, FRCS (Edin); Ismail Saiboon; Jimmy Chih Wei Yang, MD, PhD(c)

10:00 - 11:30AM | ROOM 30C

**Debrief the Debriefer: A Tool for Faculty Development**

**Type:** WKSP | **Track:** INSTR | **Interest Group:** FacDev

This workshop will allow participants to practice and improve on the debriefing of the debriefer as a strategy for faculty development. Participants will learn how to use the DASH as a structured approach to providing feedback to peers and strengthening debriefing skills. This workshop is intended to be highly participatory, allowing learners to move their faculty development program to the next level through structured peer-to-peer feedback. (#16660)

10:00 - 11:30AM | ROOM 25C

**Debriefing Across the Curriculum**

**Type:** WKSP | **Track:** INSTR | **Interest Group:** NURS

The purpose of this presentation is to discuss and demonstrate the practice of situated teaching using debriefing techniques. The workshop will focus on multiple strategies, including debriefing principles and strategies to facilitate student engagement in learning across the nursing curriculum to develop clinical reasoning skills. (#17371)

**Learning Objectives**

1. Discuss active learning teaching strategies that incorporate debriefing techniques across the curriculum to enhance student engagement
2. Discuss the principles and standards guiding the use of theory-based debriefing in nursing curricula
3. Discuss the use of debriefing as a formative assessment technique

**Speaker(s):** Mary Fey, PhD, RN, CHSE; Susan Gross Forneris, PhD, RN, CNE, CHSE-A

10:00 - 11:30AM | SDCC ROOM 23A

**Develop an Interprofessional Faculty Development Series**

**Type:** PANEL | **Track:** LEARN | **Interest Group:** IPE

The success of simulation education is highly dependent on faculty and educators. This session will focus on the development and implementation of an interprofessional faculty development series in simulation education. Through identifying key partners, faculty needs and deliverables, simulation centers can successfully create learning opportunities to improve quality and sustainability in simulation education. (#16147)

**Learning Objectives**

1. Explain the building blocks and benefits of an interprofessional faculty development course
2. Describe the key topics in simulation education common to faculty or educators from multiple professions and locations
3. Discuss how to deliver content to faculty in an interactive and meaningful way

**Speaker(s):** Dylan Cooper, MD; Bobbi J Byrne; Jennifer Dwyer, MSN, RN BC, FNP; Mr. Greg E Hasty, CHSE; Julie Poore, RN, DNP; Evelyn Stephenson, DNP, RNC-NIC, NNP-BC; Nelson Wong, MD
**Discover New Possibilities: Apply Principles of Medical Research in Procedural Skills**

Type: **WKSP** | Track: **ASSMT** | Interest Group: **PERI**

This workshop is designed to help the attendees learn and apply principles of “clinical research” to “educational research.” It will encompass how to conduct blinded, randomized educational trials to evaluate methods of teaching in terms of learning and retention of skills over time.  

**Learning Objectives**
1. Identify that there are more than one method of teaching procedural skills available. Understand that various educational methods can be compared to advance the science of learning.
2. Demonstrate the ability to develop measurement tools (checklist) and Global Rating Scales to measure procedural skills. Recognize that knowledge is better tested with Multiple Choice Questions and Short Question Answers.
3. Recognize that evaluators should be different from the teacher. Decide about the type of training evaluators should receive and apply principles of “blinding the evaluator” when comparing different teaching methods head-to-head.

**Speaker(s):** Rana Latif, MD; Kari Beth Christie, MD; Dr. Zaki Hassan, MBBS

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**Enhanced Feedback Techniques: Letting the Learner In**

Type: **WKSP** | Track: **INSTR** | Interest Group: **FacDev**

Through video, mini-lecture, and role play, this interactive workshop will explore learner-centered feedback. Simulation educators are skilled at analyzing group dynamics and debriefing groups of learners, yet many struggle to provide effective feedback to individual learners. This workshop will enable simulation educators to give individualized feedback in a manner that promotes self-reflection and influences change.

**Learning Objectives**
1. Name the difference between debriefing and feedback.
2. Elucidate the transitional process to become active learners.
3. Illustrate and integrate five (5) effective active learning strategies to the educational process.

**Speaker(s):** Jayne Smitten, PhD, MEd, RN, CHSE-A; Sabrina Koh, RN, PhD, MHSc(Ed), PGDip(CC), CHSE; Tina Maat, BSN; Hwee Yuan Tan

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**From Two Men and a Manikin to a Bustling Hospital-Based Simulation Program**

Type: **WKSP** | Track: **ADMIN** | Interest Group: **DIR**

This workshop will explore a variety of challenges caused by the increasing demands of a hospital-based simulation program. Workshop leaders will provide a framework for recognizing barriers and facilitate discussion to develop strategies for overcoming them. Participants will have the opportunity to discuss the importance of data collection and reporting structure when advocating for simulation-based learning with organizational leadership.

**Learning Objectives**
1. Predict the challenges associated with growth of a simulation program.
2. Apply strategies to meet the challenges of simulation program evolution and manage continued expansion.
3. Demonstrate to organizational leadership that the learner's training needs are being met and that the demand for simulation is being satisfied.

**Speaker(s):** Robert Schremmer, MD; Gabe Bailey, BSN, RN; Sheri Daugherty, BSN, RN, NE-BC; Jill Nusbaum

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**Engage Passive Minds!**

Type: **PANEL** | Track: **INSTR** | Interest Group: **FacDev**

Novice educators are often challenged to engage passive learners in the simulation educational process. The discussions and engaging activities in this session are intended to facilitate relevant and focused solutions and strategies for simulation educators when faced with the challenge of passive learners. The small group work will incorporate various methods to ensure auditory, visual and kinesthetic learning styles are addressed.

**Learning Objectives**
1. Identify barriers to learner engagement in simulation education.
2. Elucidate the transitional process to become active learners.
3. Illustrate and integrate five (5) effective active learning strategies to the educational process.

**Speaker(s):** Becky Damazo, RN, CPNP, CHSE-A; Sabrina Koh, RN, PhD, MHSc(Ed), PGDip(CC), CHSE; Tina Maat, BSN; Hwee Yuan Tan
**Guided Tour: The Course Development Process**

Type: **WKSP** | Track: **LEARN** | Interest Group: **FacDev**

Whether you are an experienced simulation educator or a novice in the field, the task of course development can be daunting. Using real life examples, this interactive workshop will guide you through the implementation of a course development process, the use of effective course development support tools and important factors to consider while developing courses at your simulation center. (#16119)

**Learning Objectives**
1. Identify the need for a course development process
2. Identify the need for curriculum development tools to support the course development process
3. Identify the key factors to consider when developing a course

**Speaker(s):** Andrew Musits, MD; Deborah Farkas, PhD

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**Improving the Quality of Debriefing**

Type: **WKSP** | Track: **INSTR** | Interest Group: **FacDev**

There is a need to support faculty development in simulation debriefing. This workshop will explore the concept, process and areas of priority when discussing the performance of a debriefer. Evidence-based tools and expert opinion for assessing the quality of debriefing will be examined. (#17964)

**Learning Objectives**
1. Describe the elements of debriefing performance when providing feedback for debriefing sessions
2. Describe a strategy for effective feedback on debriefing
3. Increase comfort with providing feedback to simulation faculty through deliberate practice and feedback

**Speaker(s):** James Lewis Huffman, BSc, MD, FRCP; Ghazwan Altabbaa, MD, MSc FRCP; Wendy E Bissett, RN, CNE; Helen Catena, RN; Jonathan Duff, MD; Kristin Fraser, MD, FRCP; Vincent Grant, MD, FRCP; Neel Naik; Traci Robinson, RN; Demian Szyld, MD, EdM

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**In-Situ Simulation For Under $2000**

Type: **WKSP** | Track: **TECH** | Interest Group: **LCLR**

In this course we will demonstrate a portable, inexpensive and highly functional audio/video solution for recording in-situ simulation. This session will start with the basics, assuming you have no equipment. The price of your system may be less dependent on whether you have some essential pieces already. We also will demonstrate a vital signs monitor that can be viewed both in-room and externally via a wireless connection. (#16750)

**Learning Objectives**
1. Learn the essential components of a portable AV system
2. Review AV equipment and technology ideas that can be built or expanded on to enhance the simulation experience
3. Gain ability to explain their technology and equipment purchases to administrators

**Speaker(s):** Stormy Monks, PhD, MPH, CHSE; Scott B Crawford, MD

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**Leadership in Healthcare Simulation in 2016: Lessons Learned from Successful Innovators**

Type: **PANEL** | Track: **LEAD** | Interest Group: **DIR**

Drawing from the literature and multi-national experience, this expert panel session will explore current leadership trends and lessons learned from successful innovators. Using selected examples, the panel will roleplay conversations that have affected their leadership journey in healthcare simulation. (#17828)

**Learning Objectives**
1. Identify the latest leadership trends that will assist the audience's leadership journey
2. Discuss and learn from lessons learned over time through provocative roleplay
3. Explore more deeply issues raised providing practical solutions to enhance the leadership journey

**Speaker(s):** Ignacio Del Moral, MD, PhD; Jeffrey B Cooper, PhD; Paul E Phrampus, MD; Michael Seropian, MD, FRCP; Katie L Walker, MBA, RN

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**Maximize the Impact of Simulation on Patient Safety through Systems Integration**

Type: **WKSP** | Track: **INSTR** | Interest Group: **SysMod**

Simulation is a natural partner for patient safety activities at the individual, team and systems levels. This workshop will explore how simulation can be embedded into patient safety activities to address patient safety and reduce risk. Participants will design a simulation endeavor in response to or in anticipation of a patient safety event or risk. (#17842)

**Learning Objectives**
1. Define key patient safety terms and distinguish patient safety from quality improvement
2. Describe a simulation activity targeted at healthcare providers to address a patient safety concern
3. Identify a systems-level simulation activity to address a patient safety concern

**Speaker(s):** Kimberly P Stone; Marc Auerbach, MD, MSci, FAAP; Mary D Patterson, MD, Med; Jennifer Reid, MD
Multi-Rater-Factor and Gap Analysis

Type: WKSP | Track: ASSMT | Interest Group: IPE

Multi-rater assessment with gap analysis allows for comprehensive, multidisciplinary evaluation of team skills in the simulated environment, highlighting potential unrecognized strengths and weaknesses. By identifying these “blind spots” in self-perception, gap analysis enables course faculty to focus on these domains during formative feedback, enhancing trainee self-reflection and potentiating future learning. (#16018)

Learning Objectives

1. Practice the use of multi-rater feedback with gap analysis by assessing videotaped simulated medical crises.
2. Generate specific trainee-oriented feedback based on the above gap analysis results.
3. Develop strategies for the implementation of this means of assessment at participants’ home simulation programs.

Speaker(s): Tensing Maa, MD; Aaron William Calhoun, MD; Megan Laniewicz, MD; Melissa Porter, MD

Navigate the Continuum of Care Through Interprofessional Simulation Education

Type: WKSP | Track: INSTR | Interest Group: IPE

Healthcare professionals work in one setting but need to make decisions about patient care upon the previous setting a patient came from and the next anticipated setting. A semester long interprofessional simulation curriculum was piloted with 100 learners from eight health care professions across the continuum of care. Learn how we were able to successfully achieve learning objectives and interprofessional competencies with this curriculum. (#17586)

Learning Objectives

1. Plan the steps for a semester long interprofessional curriculum
2. Create various forms of simulation activities that cross at least three healthcare settings in the continuum of care
3. Integrate three or more health professional roles into a 4-hour simulation scenario using the continuum of care concept

Speaker(s): Karen J Panzarella, PT, PhD, CHSE; Kirsten Butterfoss, PharmD; Dr. Nicole Cieri, Pharm D

Set Defensible Cut Scores in a Mastery Learning Environment

Type: WKSP | Track: ASSMT | Interest Group: FacDev

Setting standards is a key component of mastery-learning programs, determining when learners are ready to move to the next stage of training. Traditional standard setting methods require modifications for a mastery-learning environment. This workshop will analyze key mastery-learning considerations for item-based standard setting methods; participants will practice setting standards using a mastery-learning Angoff and a patient-safety approach. (#17403)

Learning Objectives

1. Compare and contrast the goals and inferences of traditional and mastery learning standards to understand why traditional standard setting methods need modification for mastery settings
2. Evaluate the use of performance data for item-based methods in mastery learning settings
3. Use a mastery-learning Angoff and patient-safety approach to set standards for procedural skills

Speaker(s): Rachel Yudkowski, MD, MHPE; Jeffrey Barsuk, MD, MS; William C McGaghie, PhD; Diane Wayne, MD

Sim Hack-A-Thon: Solve Problems and Improve Performance

Type: WKSP | Track: TECH | Interest Group: IPE

Using resuscitation as an exemplar, this course will provide participants with an opportunity to practice utilizing simulation combined with human factors, wisdom of the crowd, and hack-a-thon strategies to examine problems and develop solutions.(1,2,3) The goal is to use simulation to design, analyze, and evaluate gold standard choreography and scripting to solve specified time sensitive problems. (#16785)

Learning Objectives

1. Utilize simulation to analyze specific, time sensitive problems
2. Utilize simulation to design solutions to specific, time sensitive problems
3. Evaluate simulation designed solutions to specific, time sensitive problems

Speaker(s): Nancy Sullivan, DNP, RN; Jordan Duval-Arnould, MPH, DrPHc; Elizabeth A Hunt, MD, MPH, PhD; Juliane Perretta, MEd, RRT-NPS

Transforming Healthcare: Address the Nuances of Teamwork

Type: PANEL | Track: ADMIN | Interest Group: SysMod

It is believed that team-based simulation training will improve objective measures of teamwork and staff satisfaction. This expert panel will explore whether regular simulation exposures can improve teamwork and communication at the unit level, and whether nuances of that improvement can be measured. (A Cheng, D Gaba, C Shum, S Feaster, K Bajaj, A Birnbaum). (#17380)

Learning Objectives

1. Describe what good teamwork and communication looks like at the unit level
2. Identify teamwork measurement tools
3. Explain whether better teamwork and communication translates to better patient outcomes

Speaker(s): Komal Bajaj, MD, CHSE; Adrienne J Birnbaum, NP; Sandra Feaster, RN, MS, MBA; David Gaba, MD; Vinay Nadkarni, MD, MS; Cynthia Shum, RN, BScN, MED, CHSE-A; Katie L Walker, MBA, RN
Utilize Objective and Subjective Markers in Debriefing to Improve Performance

Type: WKSP | Track: INSTR | Interest Group: FacDev

Debriefing is the most difficult yet important aspect of simulation-based learning. Refining debriefing skills requires practice, objective feedback and assessment of the debriefer’s nonverbal cues. This workshop will discuss an approach to objectively and subjectively assess performance during debriefing. The Debriefing Assessment in Real Time tool provides a framework to evaluate debriefings from a quantitative and qualitative perspective. (#17718)

Learning Objectives

1. Discuss subjective and objective metrics for evaluation of debriefing
2. Illustrate a comprehensive annual evaluation program for debriefers
3. Analyze your debriefing assessment with the DART 2 tool after viewing a series of video vignettes and develop a plan to improve your own debriefing style

Speaker(s): Janene Fuerch-Hogan, MD; Julie Arafeh, MSN RN; Louis P. Halamek, MD, FAAP; Nicole Yamada, M.D.

11:45AM - 12:45PM | SDCC ROOM 32A
CHSE: Preparing and Applying

Type: COM | Track: AccCr

This course will cover the application process and eligibility criteria for the CHSE. In addition, there will be an overview of what it takes to prepare for the examination, including some self-assessment. (#17795)

Learning Objectives

1. Describe the eligibility criteria and application process for CHSE
2. Summarize the key areas of content for the CHSE
3. Describe how you can create a personal plan to prepare for the CHSE exam

Speaker(s): Andrew E Spain, MA, NCEE, EMT-P

11:00 - 11:30AM | ROOM 31C

Assess, Select and Train Your Resuscitation Teams

Type: POD | Track: ASSMT | Interest Group: HOSP

This presentation will describe the use of simulation to assess, select, train and maintain skills in resuscitation team members from a single ICU of a tertiary hospital. Videos of training scenarios and debriefings as well as examples of scoring tools and how they are used will be presented. The challenges encountered in introducing this significant change to unit culture and strategies used to address these issues will be discussed candidly. (#17492)

Learning Objectives

1. Describe the limitations in the way members of hospital resuscitation teams are typically evaluated, selected and trained
2. State the rationale for using simulation to evaluate, select, train and maintain resuscitation team members
3. Explain how to objectively evaluate the cognitive, technical and behavioral skills necessary for effective resuscitation

Speaker(s): Louis P. Halamek, MD, FAAP; Julie Arafeh, MSN RN; Janene Fuerch-Hogan, MD; Nicole Yamada, M.D.
1:00 - 2:00PM  |  SDCC ROOM 24C

**Beneficence in Simulation: Integration of Ethics in Simulation Education**

*Type: POD  |  Track: INSTR  |  Interest Group: IPE*

Simulation experiences are an essential component in education of healthcare professionals, where patient safety is at the forefront. Well-defined learning outcomes, authentic scenarios, appropriate debriefing and rigorous evaluation enhance the transfer of learning for the participant. Critical elements such as ethics are often overshadowed. This presentation will incorporate the principles necessary to implement ethics in simulation pedagogy. *(#17877)*

**Learning Objectives**

1. Define the term ‘ethics’ to establish a common frame for simulation educators
2. Compare ethical attributes of the learner, facilitator and instructional design within simulation pedagogy
3. Discuss methods of integrating ethical principles into simulation design

**Speaker(s):** Leslie L. M Graham; Lori Lioce, DNP, FNP-BC, CHSE, FAANP

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1:00 - 2:00PM  |  SDCC BALLROOM 20D

**Cognitive Load Theory: Implications for Simulation Leaders**

*Type: POD  |  Track: LEAD  |  Interest Group: FacDev*

Cognitive load theory (CLT) is based on emerging models of human cognitive architecture. This presentation will consider current concepts and applications of CLT relevant to curriculum design for simulation educators. Web-based polling technology using participants’ tablets or phones will be used to report out dyad/triad discussions. *(#16588)*

**Learning Objectives**

1. Apply the concepts of working memory and long-term memory to their understanding of expertise
2. Analyze simulation experiences with an assessment of intrinsic, extraneous and germane cognitive loads for learners of different levels
3. Recognize, understand and address cognitive mismatch between simulation experiences and learners during sessions and debriefings

**Speaker(s):** Keith Littlewood, MD

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1:00 - 2:00PM  |  SDCC ROOM 25A

**Create a Culture of Excellence: Eradicating Silos School Wide**

*Type: POD  |  Track: INSTR  |  Interest Group: NURS*

This presentation will outline our journey to simulation excellence and eradicating silos within our school of nursing. This will include the discussion of organizational culture and impact of the publication of The NCSBN National Simulation Study on our faculty, including curricula changes and facilitator training. *(#16515)*

**Learning Objectives**

1. Discuss faculty training in simulation as an effective pedagogy
2. Examine the organizational culture within their program as it relates to simulation education

**Speaker(s):** Michele Kuszajewski, DNP, RN, CEN; Margory Ann Molloy, DNP, RN, CNE, CHSE; Jacqueline Vaughn, BSN, RN, CHSE

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1:00 - 2:00PM  |  SDCC ROOM 25B

**Create Your Own Video: Film, Produce, Edit and Render**

*Type: POD  |  Track: TECH  |  Interest Group: OPS*

Need a video for a presentation, conference or learning opportunity? Here you will learn what tools to use and how to use them in order to create your own video. We will film, produce, edit and then render a video showing the steps from start to finish. All the information and steps needed to do it yourself. *(#16679)*

**Learning Objectives**

1. Know the tools needed to create a video
2. Know the steps necessary to create your own video
3. Know your options

**Speaker(s):** Richard Hladik
1:00 - 2:00PM | SDCC ROOM 25C

**Creative Faculty Development: One Size Does Not Fit All**

Type: POD  |  Track: INSTR  |  Interest Group: FacDev

Simulation-based education is viewed by some as a shiny new tool in our education tool belts. Faculty development is an imperative step in ensuring that the power of simulation is used for good and not evil. Discover how our collaborative faculty development program creatively addresses diverse faculty needs in both academic and hospital settings. [#16611]

**Learning Objectives**

1. Describe the relationship between effective faculty development and the safe learning environment
2. Outline the importance engaging simulation faculty in professional development through time-efficient and leveled design
3. Identify simulation users within the learner’s organization in need of professional development

**Speaker(s):** Alisha M Harter, MSN, RN, CHSE; Bruce R Williams, MS, MSN, RN, EMT, CHSE

1:00 - 2:00PM | SDCC ROOM 28A

**Data Driven Debriefing (3D): Maintaining Patient Care at its Core**

Type: POD  |  Track: INSTR  |  Interest Group: HOSP

Simulation is widely endorsed for engaging clinicians to practice interprofessional teamwork and communication skills. Yet without the proper emphasis on patient outcomes, such training fails to meet its primary objective, which is patient care. This presentation highlights the five IOM core competencies and focuses on ways to develop and debrief interprofessional teamwork simulations while maintaining the patient outcome as the goal. [#16308]

**Learning Objectives**

1. Apply the five Institute of Medicine (IOM) Core Competencies and Interprofessional Teamwork framework to the clinical practice environment
2. Utilizing two in-situ simulations, demonstrate how to effectively incorporate the interprofessional competencies
3. Discuss strategies for patient-centered debriefing methods

**Speaker(s):** Mary Holtschneider, RN-BC, BSN, MPA, NREMT-P, CPLP; Chan Park, MD FAAEM

1:00 - 2:00PM | SDCC ROOM 24A

**Develop a Comprehensive, Custom Simulation Center Management System**

Type: POD  |  Track: TECH  |  Interest Group: DIR

There are multiple ways to manage simulation center operations ranging from using Outlook Exchange and Microsoft Excel to the state of the art B-Line, EMS and Learning Space systems. In this course, participants will learn main principles of designing a custom simulation center management system (CDSMS). [#17582]

**Learning Objectives**

1. Learn what type of sim center information that needs to be managed

2. Learn how to effectively structure the database
3. Learn about reporting and repository functions of the CDSMS

**Speaker(s):** Valeriy Kozmenko; Kimberly A Bertsch; Cole Boeve; Dane Hansen; Erin Parham; Brian Wallenburg; Matt Wenge

1:00 - 2:00PM | SDCC ROOM 23C

**Development of the Feedback Assessment for Clinical Education**

Type: POD  |  Track: ASSMT  |  Interest Group: FacDev

The Feedback Assessment for Clinical Education (FACE) tool is a 6-element, criterion-referenced instrument designed to assess the quality of feedback behaviors in clinical learning environments. The purpose of this presentation is to introduce the FACE, explore the framework underpinning the tool and discuss its application to healthcare education, research and practice. [#16664]

**Learning Objectives**

1. Discuss the educational theory and multidisciplinary literature used in the development and refinement of the FACE
2. Summarize key concepts of high quality feedback represented in the FACE Elements
3. Identify strategies for using the FACE in clinical education and faculty development initiatives

**Speaker(s):** Rachel Onello, PhD, RN, CHSE, CNE, CNL; Janice C Palaganas, PhD, RN, NP, Jenny Rudolph, PhD

1:00 - 2:00PM | SDCC ROOM 28B

**Discover How Simulation Education Improved Patient Knowledge, Satisfaction and Reduced Patient Anxiety**

Type: POD  |  Track: LEARN  |  Interest Group: HOSP

This session will explore the use of simulation for patient education utilizing the concepts of Kolb's Experiential Learning Theory. Kolb's focuses on meeting the learning needs of individuals by incorporating diverse teaching methods and providing a realistic and interactive experience. Participants will examine the experimental pre-test post-test design and outcomes of simulation education. [#17776]

**Learning Objectives**

1. Identify successes of incorporation of Kolb's Experiential Learning Theory into simulation education
2. Examine the use of high-fidelity simulation as an educational intervention for patients
3. Evaluate the research outcomes on patient knowledge, satisfaction, anxiety and length of stay

**Speaker(s):** Bonnie Haupt, DNP, RN, CNL-BC
Discover Simulation in Human Resources: Holland Bloorview’s Interview Simulation Circuit

Type: POD | Track: ADMIN | Interest Group: DIR

The goal of this presentation is to develop capacity across healthcare organizations to use simulation as part of a mass hiring interview process that focuses on measuring non-cognitive skills. (#17083)

Learning Objectives
1. Provide an understanding of the interview
2. Identify application of the ISC Method: Step-by-Step
3. Share and promote leading practice in healthcare recruitment

Speaker(s): Kathryn Parker

High Reliability Organizations in Healthcare: DISCOVER a New Framework for Systems Integration

Type: POD | Track: ADMIN | Interest Group: DIR

We will describe a framework for systems integration in which simulation interventions aimed at improving patient safety are organized around the 5 principles of High Reliability Organizations (HRO). HROs are organizations that function in hazardous environments, yet succeed in keeping their error rate low due to internal operational practices with potential in healthcare based on success in other industries. (#17072)

Learning Objectives
1. Describe the 5 characteristics of high reliability organizations (HROs) that contribute to reducing errors, improving quality and enhancing safety culture
2. Explain how a simulation-based framework incorporating high reliability principles and quality improvement tools can be used to integrate simulation with quality/safety strategies in a healthcare organization
3. Discuss at least 3 simulation-based interventions that can be used to improve reliability within a healthcare organization

Speaker(s): Kelly Wallin, MS RN; Jennifer L Arnold, MD, MSc

Hospital-Based Simulation: Making Systems Safer

Type: PANEL | Track: LEAD | Interest Group: HOSP

A multicenter, interdisciplinary panel of physician leadership, nursing administration and simulation operations discuss the integration of in-situ simulation and the health system with targeted educational and policy based changes. The focus is on the use and reporting of in-situ events to empower educators and policy makers to enact focused interventions. Real clinical quality improvements will be presented by the professionals who made them. (#16086)

Learning Objectives
1. Gain an understanding of basic video editing techniques
2. Integrate a multi-faceted team to include attending physicians, resident physician, nursing and billers/coders into a single simulation session
3. Apply and integrate alternative methods to your simulation such as video components to scenarios

Speaker(s): Jason Wagner

Hospital-Based Volunteer SP Program: How We Save Over $20,000 Per Year

Type: POD | Track: ADMIN | Interest Group: SP

Many sim programs pay actors to fill SP roles. As a growing hospital-based sim program, our SP needs skyrocketed, but there was no budget to hire actors. We needed an innovative approach to filling SP roles. Our solution was to train existing volunteer SPs. This session will address the benefits and challenges of a hospital-based volunteer SP program, methods to identify, recruit and train volunteers and potential cost savings. (#17075)

Learning Objectives
1. Estimate potential cost savings of using volunteer SPs at their institutions
2. Describe the process for identifying, recruiting and training volunteer SPs
3. Analyze the pros and cons of implementing a volunteer SP program at their institutions

Speaker(s): Melissa Punnoose, MSN, RN-BC, CHSE; Heidi Traxler, MSN, RN CHSE

 Improve Resident Documentation, Billing, Coding and CMS Compliance through Team-Based Learning Simulation

Type: POD | Track: INSTR | Interest Group: SysMod

Documentation plays a key role in hospital reimbursement, quality assessment and performance ratings. Though medical school and residency provide adequate instruction on documentation from a medical perspective, residents are generally unfamiliar with the structure of billing and coding and the specificity demanded by the Center for Medicaid and Medicare Services (CMS) for accurate reflection of patient prognosis and estimated costs of care. (#17080)

Learning Objectives
1. Gain an understanding of basic video editing techniques
2. Integrate a multi-faceted team to include attending physicians, resident physician, nursing and billers/coders into a single simulation session
3. Apply and integrate alternative methods to your simulation such as video components to scenarios

Speaker(s): Jason Wagner
Integrating Simulation-Based Education into two National Medical Postgraduate Curriculums

1:00 - 2:00PM | SDCC ROOM 29D

Type: PANEL | Track: INSTR | Interest Group: DIR

This course describes the efforts of two countries, namely Saudi Arabia and Denmark, in integrating and disseminating simulation based education into medical postgraduate curriculum nationwide. The needs assessment, methodology and challenges will be discussed in details with emphasis on practical steps that can be applied to reach preset goals. There will be discussions on instructional design and curriculum development of such programs. (#17654)

Learning Objectives
1. Describe the initiatives of national integration of SBE into medical postgraduate training
2. Identify the challenges of integrating SBE into medical postgraduate training
3. Summarize the steps of postgraduate SBE instructional design and curriculum development

Speaker(s): Hani M Lababidi, MD; Lars Konge, MD, PhD; Dr. Fadi Munshi

IRB FAQs

1:00 - 2:00PM | SDCC ROOM 30A

Type: POD | Track: RSCH | Interest Group: R&D

Contemplating an IRB application is a daunting prospect, particularly if it is your first time. This presentation will answer some of the most common questions that researchers have about the Institutional Review Board, including: What is the IRB? What does it do? Who are its members? How do I know if I need IRB review? Are there different types of reviews? What do I need to submit? How do I start? Can I make changes after submission? (#16726)

Learning Objectives
1. Distinguish the difference between studies needing full vs. expedited IRB review
2. Relate the definition of research and the characteristics of human subjects
3. Explain the purpose of an IRB and why it is needed

Speaker(s): Susan Watts, PhD; Stormy Monks, PhD, MPH, CHSE

Multi Patient Capstone Simulation for Senior Level ADN Students: High Throughput, Charge Nurse Focused

1:00 - 2:00PM | SDCC ROOM 30B

Type: POD | Track: INSTR | Interest Group: NURS

In this session we describe our experiences and lessons learned in the planning and execution of a multi-patient capstone simulation. We discuss the logistical challenges of executing and reproducing this course, the design of the simulations used, the use of students as facilitators and the evolution of the course over time. (#16678)

Learning Objectives
1. Assemble the components of a multi-patient capstone simulation for a large group of students and provide standardization for all participants
2. Identify logistical and educational challenges present in the implementation of a multi-patient capstone simulation and potential solutions to these challenges
3. Integrate Quality and Safety Education for Nurses (QSEN) competencies into a multiple roleplaying high-fidelity simulation

Speaker(s): Mr. Justin Marc Owen, BSc-Eng; Jennifer Chapman-Bullock, MSN, RN; Sylvia Hannickel; Frances Lee; Karen Rogers, MSN, RN, CNE
In a rural state, a simulation outreach program can offer standardized curricula, shared resources, economies of scale, marketing advantages, and administrative success. Outreach provides education to healthcare entities that impact patient safety in the state. In this context,
**Systematize Outcomes: Prospective Characterization of Programmatic Impact**

**Type:** POD  |  **Track:** ADMIN  |  **Interest Group:** DIR

Educators utilizing simulation centers often represent multiple professions and disciplines, and there may be gaps in curricular development expertise. Simulation as an educational strategy is more resource intensive than other active learning methods. This session will introduce a curricular rating tool that our center uses to prospectively assess the quality of simulation curricula and estimate potential impact on institutional priorities. (#17592)

**Learning Objectives**

1. Describe a framework for assessing the quality of simulation-based educational programs based on a published framework
2. Describe a measurement process to objectively describe the predicted impact of simulation-based curricula on institutional priorities
3. Characterize the quality and potential impact of simulation center’s simulation program portfolio using an established rating matrix

**Speaker(s):** Lisa T Barker, MD; Kelly L. Nimtz-Rusch, MSN, RN, NEA-BC

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**Tablet Technology: Enhancing the Simulation Experience**

**Type:** POD  |  **Track:** TECH  |  **Interest Group:** OPS

Utilizing tablets to support simulation-based education has improved the efficiency of content delivery before, during, and after simulations. This course will outline how this technology can improve simulation center operations. (#15776)

**Learning Objectives**

1. Identify how the utilization of tablet technology can promote communication in pre-briefing sessions between educators and simulation center staff
2. Enhance the learner experience during a simulated clinical scenario through the use of digital media in a cost-effective and environmentally friendly way
3. Describe the use of tablets to effectively streamline the way simulation centers conduct debriefing and evaluation

**Speaker(s):** Andrew Joseph Drozd, EMT; Robert Kerney, RN, JD; Joseph Lakor, BS, AEMT; John Perrone, BS, EMT; Mrs. Lori Persico, RN, MS PhD (c); Andrew Roljian, MSN, APRN, FNP-BC, ENP, EMT-P, CHSE; Ronald Ulrich, BA, EMT, CHSE, CHSOS

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**Telephone Triage Simulation**

**Type:** POD  |  **Track:** INST  |  **Interest Group:** NURS

Utilizing telephone triage as a scenario for improving interdisciplinary communication between student nurses and student providers is an unexplored tool in the academic arena. This simulation practices SBAR communication, development of differential diagnoses and determining appropriate follow up. The development and implementation of this simulation will be addressed, including positive outcomes, challenges faced and troubleshooting. (#16071)

**Learning Objectives**

1. Identify the essential steps for developing a successful simulation between students of various healthcare disciplines
2. Describe telephone triage and the learning opportunities afforded students through this forum
3. Formulate ideas for simulation opportunities between students preparing for different health care roles to facilitate effective communication between disciplines

**Speaker(s):** Karen Mathias, RN, MSN, APRN-CNS

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**Telesimulation: Blazing a New Trail**

**Type:** PANEL  |  **Track:** INST  |  **Interest Group:** DIR

Telesimulation is a new and novel concept that couples the principles of simulation with remote Internet access to provide education at off-site locations which are typically resource poor. In this session, the authors will propose a unifying definition for telesimulation, describe how it is being implemented at their facility and share ways of how telesimulation can be utilized for education, training, evaluation and research purposes. (#16512)

**Learning Objectives**

1. Describe a new and unifying definition of telesimulation in order to more accurately characterize its use in medical education and research
2. Identify applications of telesimulation in current research in order to develop a telesimulation research agenda for the future
3. Learn how to develop a program using telesimulation for education, training and research

**Speaker(s):** Keith A Beaulieu, MBA, BS, BA; Rola Abdulrahman Alrabah, MD; Christopher E McCoy; Cameron J Ricks, MD; Julie Sayegh, MD; John Vicente

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**Train the Neonatal Transport Team Stat!**

**Type:** POD  |  **Track:** INST  |  **Interest Group:** PED

The pediatric and neonatal simulation community is looking for ways to train practicing professionals now and into the future. The urgent need of this organization to have a newly forming multidisciplinary Neonatal Transport Team trained will be presented along with the steps to develop curriculum to meet the need. (#17879)

**Learning Objectives**

1. Utilize a curriculum development planning form to address neonatal transport team training gap analysis
2. Consider various solutions to complex course logistics
3. Explore hands-on activities targeted to meet knowledge, skill and team objectives for neonatal transport team training

**Speaker(s):** Karen Mathias, RN, MSN, APRN-CNS
Verbal De-escalation and Aggression Management

Type: POD  |  Track: INSTR  |  Interest Group: FacDev

This course will discuss the use of simulation utilizing standardized participants to educate staff in the use of verbal de-escalation and aggression management techniques in inpatient behavioral health setting. (#15750)

Learning Objectives
1. Recognize the benefits of simulation education for behavioral health inpatient areas
2. Describe how to organize and set up a simulation for staff in various behavioral health inpatient areas
3. Identify ways to incorporate Mental Health simulations in their own facilities

Speaker(s): Belinda Hermosura, MSN, RN, CHSE; Laura Butler, MS, RN, CNL

CHSE/CHSOS Testing - Application/Approval Required

Type: COM  |  Track: NonEd  |  (n20043)

Accreditation Top 10+

Type: PANEL  |  Track: AccCr  |  Interest Group: DIR

Accreditation of simulation programs can be a challenging and lengthy process to complete. This session will focus on addressing the most common questions and issues that programs often ask. This will serve to present an overview of SSH Accreditation. (#17874)

Learning Objectives
1. Summarize the issues in Accreditation
2. Describe how your program can become accredited
3. Summarize challenges your program might face in becoming accredited

Speaker(s): Joseph O. Lopreiato, MD, MPH

ADDIE Instructional System Design: Develop Better Simulation Sessions

Type: WKSP  |  Track: INSTR  |  Interest Group: FacDev

Participants will apply principles of Instructional Systems Design by using elements of ADDIE (Analysis, Design, Development, Implementation, Evaluation) for constructing a course using simulation to teach medical and/or communication skills. Under guidance of experienced faculty, participants in small groups will focus on Needs Analysis, Design and Evaluation. Each group will give feedback. A worked example and a template will be provided. (#16849)

Learning Objectives
1. Describe 3 core principles of Instructional Systems Design (ISD) to help improve performance based problems and providing meaningful practice
2. Formulate a list of “difficult to grasp” concepts (“Needs Analysis”) and deconstruct the concepts into basic steps which amenable to step-wise training using simulation
3. Establish a curriculum using the ADDIE model (needs Analysis, Design, Development, Implementation and Evaluation)

Speaker(s): W Bosseau Murray, MD; Jason Bates, MA; Michael G Holder, Jr, MD; Richard Kyle, BSE, MS; Anna Lerant, MD, CHSE; Jeffrey Orledge, MD, MS; Rob W Rockhold, PhD

Applying Design Thinking to DIY Simulation

Type: WKSP  |  Track: TECH  |  Interest Group: LCLR

Simulation is a powerful method of education, but too often is unavailable or under-utilized due to the high costs or limited availability of simulation technology. Through the application of design thinking, a DIY mindset and open source methodologies, this course gives participants the opportunity to identify, create and share low-cost solutions to common education challenges. (#17809)

Learning Objectives
1. Describe how and why to apply design thinking in the development of low-cost simulation
2. Design and share with own community and with other like-minded educators
3. Become local advocates for choosing the “right tool for the job” and the confidence to create the right tool if it doesn’t exist

Speaker(s): Kam McCowan, BSE, NREMT-B; Larry Chu, MD, MS; Nikita Joshi, MD; Clint LeClair, MD; Vivian Lei, MD; Jim Mooney, MD; Rodrigo Rubio, MD; Tim Shea

Anytime, Anywhere! An Expert Panel on In-Situ Simulation

Type: PANEL  |  Track: TECH  |  Interest Group: OPS

This team of operations experts brings a wealth of experience in conducting in-situ simulation throughout the world. The latest best practices will be discussed, including getting mobile, using technology, collecting data, integrating systems, and addressing the unique problems that can arise outside of the sim center. Bring your difficult questions, biggest challenges, and the scenario you’ve always wanted to do. (#21550)

Learning Objectives
1. List the unique challenges of simulating “in-situ”.
2. Describe strategies for capturing data during in-situ simulation.
3. Outline potential solutions for tackling challenges that occur in-situ.

Speaker(s): Adam Dodson, NRP, NCEE, CCEMT-P; Steven Atkinson, CCEMT-P; Jordan Halasz; Hans Lamkin, EMT; James J. McNulty; Monica Sharick, CHSOS, EMT-B
2:15 - 3:45PM | SDCC ROOM 28B

**Arts Based Learning in Simulation**

**Type:** WKSP  |  **Track:** INSTR  |  **Interest Group:** FacDev

This course will introduce participants to the innovative approach from Simulation and Interactive Learning Centres (Sail) and theater company Clod Ensemble's Performing Medicine project. The partnership creates unique arts-based training programs designed to enhance care and compassion in healthcare professionals, focusing on skills like resilience, self-care, teamwork, stress management, non-verbal communication and decision-making.  [#177712]

**Learning Objectives**

1. Introduce participants to concepts and ideas of arts-based learning in healthcare simulation, focusing on the ideas of exercises and rehearsal, pre-briefing and direct feedback as complements to debriefing and high-fidelity simulation
2. Provide opportunities to experience how arts-based learning methods work in practice, through two skills-oriented sessions focusing on the development of specific skills of self-care and resilience, non-verbal communication and teamwork
3. Provide insight, guidance and practice in how to integrate arts-based methodologies in simulation scenarios, through a final session in which delegates work with simulation scenarios of their choice

**Speaker(s):** Gabriel B Reedy, PhD, CPsychol; Peter Jaye, BSc, MBBS, MRCP, FCEM; Professor Anna Jones, PhD; Suzy Wilson

2:15 - 3:45PM | SDCC ROOM 25B

**Assessing Recorded Simulations: Coding, Rater Training, and Improving Inter-Rater Reliability**

**Type:** WKSP  |  **Track:** ASSMT  |  **Interest Group:** R&D

This workshop will present a practical approach to the process of extracting data from video recorded simulations. Using didactics and small group exercises, learners will identify and apply best practices to develop a code book, organize data and address common issues in rater training. Participants should bring a research question or description of the simulation recordings they would like to begin analyzing for the concluding Q&A session.  [#16362]

**Learning Objectives**

1. Discuss and assemble a sample code book for a mock emergency medicine study based on the given research goals. Describe the value of the code book to the research and evaluation process over time
2. Summarize the components of an effective rater training using the principles described in the workshop
3. Define common reliability issues and develop practical solutions

**Speaker(s):** Sarah Brolliar, MPH; Katie Adamson, PhD; Aurora Dixon; Emily Pacic; Ms. Jessica Marie Santoro

2:15 - 3:45PM | SDCC ROOM 22

**Competency-Based Education, Milestones and Simulation**

**Type:** PANEL  |  **Track:** ASSMT  |  **Interest Group:** HOSP

Nearly 4 years ago the Accreditation Council for Graduate Medical Education launched the competency-based Milestones process for GME program accreditation and assessment of medical residents. The Milestones system presents GME faculty and educators with challenges and opportunities. The members of this panel will provide an overview of the ACGME Milestones process and describe the integration of Milestones with simulation-based learning.  [#16013]

**Learning Objectives**

1. Compare and contrast structure and process-based educational assessment with competency-based educational assessment
2. Gain understanding of the ACGME Milestones scheme and its contribution to both the GME accreditation process and competency-based assessment of medical residents
3. Gain an understanding of the role of simulation in supporting competency-based educational assessment and ACGME Milestones

**Speaker(s):** Les R. Becker, Ph.D, MS.MEdL, NRP, CHSE; Tamika C Auguste, MD FACOG; Kay Kalber, R.N., BS; Daria B Shumaker, MSN, RN, CHSE

2:15 - 3:45PM | SDCC ROOM 25C

**Create a Lean Mean Simulation Team**

**Type:** WKSP  |  **Track:** ADMIN  |  **Interest Group:** DIR

Lean and TeamSTEPPS are quality improvement methods that enhance operations by streamlining processes and improving teamwork and communication. This workshop will teach participants to use both tools through engaging exercises which highlight concepts they can take back to their simulation centers to increase the efficiency of their operations and the effectiveness of their teams.  [#17077]

**Learning Objectives**

1. Describe Lean methodology and TeamSTEPPS tools
2. Identify benefits of incorporating Lean and TeamSTEPPS together
3. Practice integration of Lean and TeamSTEPPS through group activities

**Speaker(s):** Rukhsana A Khan, MPH; Yue Ming Huang, EdD, MHS; Robert Martin, PsyD; Kenneth M Miller, RN, MSN, CCRN; Maria D. D. Rudolph, MD; Randolph Steadman, MS, MD; Jamie Stiner

2:15 - 3:45PM | SDCC ROOM 29C

**Creating Leadership Through Emotional Intelligence**

**Type:** WKSP  |  **Track:** LEAD  |  **Interest Group:** FacDev

Emotional intelligence (EI) is defined as the ability to monitor one’s emotions, understand different emotion and leverage emotional information to drive thinking and behavior. In this course, learners will explore the topic of EI in an interactive forum. This session is designed to teach learners how to apply EI skills to interpersonal relationships in a leadership context to improve leadership skills.  [#15797]

**Learning Objectives**

1. Define emotional intelligence and its applicability in everyday life and work
2. Demonstrate the use of emotional intelligence principles for decision-making and leadership processes in the workplace
3. Evaluate common social scenarios using an emotional intelligence framework to better evaluate and understand complex interpersonal interaction

**Speaker(s):** Torin Shear; Ernest Wong, MD
2:15 - 3:45PM | SDCC ROOM 29D

Creating Policies and Procedures: Putting It All Together

Type: WKSP | Track: FacDev | Interest Group: DIR

This interactive workshop will consist of faculty moderated sessions, discussions pertaining to participants' specific centers, review of elements of a policy manual and an interactive workshop where participants will utilize existing templates for creation of policies and procedures pertinent to their own facilities.  

Learning Objectives
1. Describe the purpose of a procedure manual at a simulation center
2. Discuss the applications of a policy and procedure manual
3. Develop templates for a procedure manual and create new procedures to implement in the policy and procedure manual participants currently use at their simulation center

Speaker(s): Mitchell, MD; Sarah Parker

2:15 - 3:45PM | SDCC ROOM 30A

Danger Will Robinson! Identify High Risk PPE-Related Occupational Activities

Type: WKSP | Track: INSTR | Interest Group: HOSP

This session will demonstrate how simulations can be combined with Failure Modes and Effects Analysis (FMEA) to identify high-risk activities for healthcare workers. The faculty will use a case study of provider performance while wearing high-level personal protective equipment. While the topic is highly relevant to the development and implementation of Ebola patient care training, the methodology can be applied to any healthcare process.

Learning Objectives
1. Understand the theory and process of event-based simulation design and FMEA
2. Design and execute a simulated clinical event that can support the execution of a rigorous FMEA
3. Execute and interpret an FMEA based on a simulated clinical event

Speaker(s): Rosemarie Fernandez, MD; Ross Ehrmantraut, RN; Steven Harold Mitchell, MD; Sarah Parker

2:15 - 3:45PM | SDCC ROOM 30B

Design Integrated Simulation Scenarios

Type: WKSP | Track: INSTR | Interest Group: FacDev

This is a hands-on session of hybrid simulation scenario design. We will guide the participants to analyze the advantages and limitations of each simulation modality. In our section, the modalities embrace standardized patients, virtual patients and low or high-fidelity manikins. The participants will have small group discussions to design an integrated simulation scenario by utilizing various modalities fitting their teaching goals.

Learning Objectives
1. Recognize the strength and limitation for each simulation modality
2. Identify the role of faculty to design scenarios according to learning objectives

Speaker(s): Irina Ban

2:15 - 3:45PM | SDCC ROOM 30C

Director’s Workshop on Policies and Procedures

Type: WKSP | Track: ADMIN | Interest Group: DIR

This workshop, sponsored by the SSIH Director's SIG, is designed for the individual who has taken on in the past four years the responsibility to be a Director of a Simulation Center. The outcome of this workshop will be a comprehensive understanding of what needs to be included in a Sim Center's Policy and Procedures Handbook. Each participant will begin to develop the outline of their own institution’s Policy and Procedures Handbook.

Learning Objectives
1. Discuss four specific policies that affect the daily management of their home institution's simulation center
2. Analyze the most essential policies needed to provide a safe environment for the learner in their home institution's simulation center
3. Demonstrate the writing of a policy that outlines a method of evaluating the effectiveness of a course for learners of their home institution's simulation center's training

Speaker(s): Dawn M Schocken, MPH, PhD; Stephen C. Charles, MS, MA, PhD, CHSE; Wendy Hewitt, BSEE; Dena Higbee, M.S., CHSE

2:15 - 3:45PM | SDCC ROOM 30D

Discover How Meditation Can Improve the Learning Process: Sahaja Yoga Technique

Type: WKSP | Track: INSTR | Interest Group: FacDev

It is scientifically proven that meditation is an effective technique for improving attention and resilience to stress factors by inducing emotional and mental balance. The aim of the workshop is to present how meditation can be used as a complementary tool in improving human performance factors and in optimizing the learning process and to explain how it may be integrated into simulation programs for students and for the simulation center staff.

Learning Objectives
1. Identify a stress factor, and its resulting impact on attention, communication skills and performance.
2. Describe the benefits of meditation.
3. Apply meditation techniques in simulation training programs to improve instructional outcomes.

Speaker(s): Thomas Che-Wei Lin, MD; Zhiqiao Chen, PhD; Wen Cheng Huang, MD; Geoffrey T Miller, MS, EMT-P; Paul E Phrampus, MD; Jen-chieh Wu, MD
Learning Objectives
1. Describe different types of learners, behaviors and situations that can make the facilitation of a team debriefing challenging.
2. Discuss best practices that facilitators may use to prepare their learners to create a safe, engaging and effective learning environment.
3. Develop strategies to address challenging behaviors and situations to foster continued group reflection and learning during a debriefing.

Speaker(s): Rita Dadiz; Christine E Arnold; Joanne Weinschreider, MS, RN

Getting REAL With Code Blue Training: Finishing School for ACLS

Type: WKSP | Track: INSTR | Interest Group: EM

Biennial certification for BLS and ACLS is the standard of practice in most hospital systems. Training is generic, done without context and often with equipment not matching the clinical environment. This workshop will present an approach to Code Blue management that offers simulation-based training courses for specific functions of the resuscitation process. Two of our five courses will be presented and learners will be participants. (#17353)

Learning Objectives
1. Explain the importance of customized simulation-based training for hospital-based healthcare professionals.
2. Demonstrate how to implement and debrief “Go! Training” and “ShockBox training”.
3. Appraise the value of a de-constructed, function-specific CPR training program for participant’s local hospital system.

Speaker(s): Cynthia Shum, RN, BScN, MEd, CHSE-A; Thomas Kyle Harrison, MD; Geoffrey Lighthall

Innovative Performance Assessment Using Sensors

Type: WKSP | Track: ASSMT | Interest Group: LCLR

To promote effective learning, appropriate feedback is the most important variable in Simulation-Based Medical Education. This course will introduce participants to an innovative method of providing feedback and assessing performance using various types of sensors. Participants will be exposed to 12 different sensors and have a chance to design their own performance assessment with a blend of feedback sensors. (#17503)

Learning Objectives
1. Distinguish between the types of feedback sensors and actuators used in simulation-based medical education.
2. Experiment introducing feedback sensors to partial task trainers for assessment of procedural performance.
3. Compare different levels of expertise using feedback sensors.

Speaker(s): Dr. Fadi Munshi; Sufyan Azam, M.Sc.; Hani M Lababidi, MD; Dr. Shadi Mohammad Munshi, PhD
1. Critically appraise the literature to identify relevant research which will be welcomed.

**Learning Objectives**

1. Introduce systems thinking and manage interdependence and complexity
2. Demonstrate how to collaborate across boundaries, sharing accountability and coordinated action across functions
3. Discuss how to use data driven decision making to improve systems performance

**Speaker(s):** Yue Dong, MD; Dayna Downing, MBA, MHA; William Dunn, MD; Juli Maxworthy, DNP, MSN, MBA, RN, CNL, CPHQ, CPPS, CHSE

2. Generate a contract tailored to the goals and objectives of the simulation center and the client's needs
3. Execute a contract and build ethical relationships with clientele

**Learning Objectives**

1. Build a quote based on the simulation center resources and client needs
2. Generate a contract tailored to the goals and objectives of the simulation center and the client's needs
3. Execute a contract and build ethical relationships with clientele

**Speaker(s):** Joanne Choi; Grace M. Ng, MS, CNM, RN, C-EFM

2. Utilize structured debriefing to measure latent safety threats in an environment or system
3. Identify relevant influential articles in simulation from specialty organizations external to your own specialty program and describe their impact on the simulation community focusing on describing results

2. Describe key features of recently published simulation articles
3. Identify relevant influential articles in simulation from specialty organizations external to your own specialty program and describe their impact on the simulation community focusing on describing results

**Speaker(s):** Sharon Griswold, MD, MPH, CHSE

2. Describe the common challenges associated with co-debriefing
3. Identify and apply several different proactive strategies for co-debriefing which can be applied to help co-facilitators effectively debrief
4. Identify and apply different reactive strategies for co-debriefing which can be applied to help co-facilitators effectively debrief

**Learning Objectives**

1. Describe the common challenges associated with co-debriefing
2. Identify and apply several different proactive strategies for co-debriefing which can be applied to help co-facilitators effectively debrief
3. Identify and apply different reactive strategies for co-debriefing which can be applied to help co-facilitators effectively debrief

**Speaker(s):** Traci Robinson, RN; Wendy E Bissett, RN, CNE; Gavin Burgess; Helen Catena, RN; Jonathan Duff, MD; Kristin Fraser, MD, FRCP; Vincent Grant, MD, FRCP; James Lewis Huffman, BSc, MD, FRCP; Jose M Maestre, MD, PhD; Janice C Palaganas, PhD, RN, NP; Stuart C Rose; Jenny Rudolph, PhD

2. Develop a simulation-based project plan for a new space or clinical process
3. Prevent, prepare for and monitor latent safety threats. This workshop will provide the knowledge and tools necessary to incorporate simulation-based methodologies into planning a move to a new space or implementing a new clinical process.

**Learning Objectives**

1. Develop a simulation-based project plan for a new space or clinical process
2. Utilize structured debriefing to measure latent safety threats in an environment or system
3. Identify assessment tools and methodologies that can be used to evaluate new clinical spaces or processes

**Speaker(s):** Marjorie Lee White, MD, MPPM, MA; Jennifer L Arnold, MD, MSc; Marc Auerbach, MD, MSc; FAAP; Lennox Huang, MD, FAAP; Vinay Nadkarni, MD, MS; Mary D Patterson, MD, MEd; Jennifer Reid, MD; Kimberly P Stone
Target Distance Learners: Experiential Learning with an Interprofessional Team

Type: PANEL | Track: INSTR | Interest Group: IPE

Our interprofessional team has created interactive case studies to teach differential diagnosis to distance learning and on-site nurse practitioner and medical students. In our panel presentation, we will share the process of development and the challenges of conceptualizing and implementing this project. We have taken this project from a kernel of an idea to the beginning steps of product commercialization. We will be sharing our journey. (#16623)

Learning Objectives
1. **Describe the process involved in developing interactive case studies**
2. **Discuss how faculty, instructional designers and technology experts work together to develop an effective technology-based simulation**
3. **Apply the ideas presented to his/her individual learning challenges**

Speaker(s): Theresa A Beery, PhD, RN, ACNP, CNE; Dr. Kathleen Ballman, DNP; Christine Colella, DNP, RN, ANP; Matthew Rota; Mike Sostok, MD

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Theoretical Frameworks: The Foundation of Research Study Design

Type: WKSP | Track: RSCCH | Interest Group: R&D

There is agreement about the need for research of simulation as a teaching strategy in healthcare education. However, many academic educators are unprepared to manage the rigors of design and implementation of a research study. One common area where novice researchers struggle in designing a simulation-based study is in choosing and applying a theoretical framework. This workshop will guide learners through this process. (#17500)

Learning Objectives
1. **Describe the importance of using a theoretical framework for research**
2. **Explain the relationships among a problem statement, concepts, theoretical framework and research questions**
3. **Practice applying the theoretical framework throughout a study design (e.g. variables, design, data collection, analysis)**

Speaker(s): Kim Leighton, PhD, RN, ANEF; Mary Ann Cantrell, PhD, RN, CNE; Ashley Franklin, PhD, RN, CCRN, CNE, CHSE; Gregory E Gilbert, EdD, MSPH, PStat

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Theory and Simulation-Based Education: Definitions, Values and Applications

Type: PANEL | Track: LEARN | Interest Group: FacDev

This moderated panel session will feature 4-5 expert simulation practitioners and scholars who will share their ideas and experiences using particular theories for educational-based simulation. Following short presentations from each panel member, there will be substantial opportunity for audience members to further question and explore theories which may be appropriate for their particular simulation practice/s and setting. (#16565)

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Training for Effective Resuscitative Leadership

Type: WKSP | Track: INSTR | Interest Group: FacDev

The overall infrequency of resuscitative leadership for an individual provider presents a challenge for acquiring and maintaining optimal code leadership skills. In this workshop, participants will learn about the training and assessment of resuscitative leadership and leave with tools to develop a rigorous resuscitative leadership training curriculum and embed resuscitative leadership training within an existing simulation curriculum. (#16610)

Learning Objectives
1. **Identify the key qualities necessary for effective leadership during the differentiation stages of resuscitation (planning, initiating, action processes, interpersonal skills and team dynamics)**
2. **Develop simulation exercises for resuscitation leaders designed to highlight identified leadership qualities during different stages of resuscitation**
3. **Discuss strategies for identifying leadership gaps and educating faculty peers on leadership skills**

Speaker(s): Heather French, MD; Anne Ades, MD, MSEd; Lindsay C Johnston, MD; Maybelle Kou, MD; Taylor Sawyer

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Update Your Scenarios to Align With CanMEDS 2015 Physician Competency Framework

Type: WKSP | Track: INSTR | Interest Group: MedEd

Update your simulation scenarios to align with CanMEDS 2015 Physician Competency Framework. (#17388)

Learning Objectives
1. **Describe the key changes in the CanMEDS 2015 Physician Competency Framework**
2. **Identify how simulation can be used to teach CanMEDS Roles and competencies**
3. **Discuss challenges and approaches to develop scenarios to specifically highlight CanMEDS Roles and Patient Safety and Quality Improvement competencies**

Speaker(s): Elaine Ng
CONTRIBUTE TO THE BEVERLEE ANDERSON EDUCATION SCHOLARSHIP FUND

At IMSH 2008, SSH showed its gratitude and appreciation for its first Executive Director, Beverlee Anderson, who retired on July 1, 2008. Her vision and promotion of simulation helped the Society achieve significant milestones. She was recognized for her efforts at the January 12, 2008 Board of Directors meeting as well as the membership business meeting in San Diego. It was with great honor that the Board of Directors announced the establishment of the Beverlee Anderson Education Scholarship Fund (BAESF) to continue her mission to provide support to attend IMSH and other SSH-sponsored educational activities.

After the untimely death of Beverlee in September of 2009, the SSH BOD created a memorial fund to build on the already established Scholarship fund. Members are invited to make an online contribution to this fund by visiting www.ssih.org. The fund application is tied directly to Beverlee’s interest and past commitment of providing “scholarships” to those she identified as having a need for support in order to attend IMSH.
# Wednesday

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<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event Description</th>
<th>Type</th>
<th>Track</th>
<th>Interest Group</th>
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<tbody>
<tr>
<td>7:00 - 8:15AM</td>
<td>SDCC ROOM 23C</td>
<td>CHSE Test Prep Subcommittee</td>
<td>COM</td>
<td>AccCr</td>
<td>(#20199)</td>
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<td>7:00 - 8:15AM</td>
<td>SDCC ROOM 23A</td>
<td>External Strategic Relations Committee</td>
<td>COM</td>
<td>NonEd</td>
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<td>7:00 - 8:15AM</td>
<td>SDCC ROOM 23B</td>
<td>SIG and AG Chairs</td>
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<td>8:30 - 10:00AM</td>
<td>SDCC ROOM 33C</td>
<td>3D Printing, Rapid Prototyping and Your Next Simulation</td>
<td>WKSP</td>
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<td>8:30 - 10:00AM</td>
<td>SDCC ROOM 25B</td>
<td>Bringing Teaching to Life: Create Mini Curricula Using Mobile Simulation</td>
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<td>development of a simulation instructor course at their institution.</td>
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<td>Speaker(s): Taylor Sawyer; Jennifer Reid, MD; Mr. Don Stephanian; Kimberly P</td>
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<td>8:30 - 10:00AM</td>
<td>SDCC ROOM 32B</td>
<td>Create a Competitive Abstract</td>
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<td>3. Write three learning objectives for a sample abstract</td>
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<td>Speaker(s): Gregory E Gilbert, EdD, MSPH, PStat; Sally Fortner, MS, MD</td>
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Debiasing Strategies for the Biased Mind: Scenario Design and Debriefing of Cognitive Biases

Learning Objectives
1. Understand the effect of cognitive biases on diagnostic decision-making
2. Recognize scenario design elements and tips to plan educational interventions to teach about four cognitive biases
3. Analyze behaviors and contributing factors for the four biases and produce debiasing frames and counter measures for teaching during own debriefing

Speaker(s): Ghazwan Altubbabaa, MD, MSc FRCP; Jason Laberge, MSc

Debriefing Interprofessional Groups

Learning Objectives
1. Analyze challenges that arise in debriefing interprofessional groups
2. Discuss strategies to overcome challenges in debriefing interprofessional groups
3. Experience challenges that arise in debriefing interprofessional groups as an opportunity to practice discussed debriefing strategies

Speaker(s): Janice C Palaganas, PhD, RN, NP; Roxane Gardner, MD, MPH, DSc; Bradley Morrison, PhD; Kate Morse, PhD, ARNP-BC, CRNP; CCRN; CNE; Daniel Raemer, PhD; Jenny Rudolph, PhD; Robert Simon, EdD; Toni Walzer, MD

Determine Readiness for Independent Practice

Learning Objectives
1. List three components of simulation used to assess competency in new nurses
2. Perform an evaluation of nurse competency using established assessment tools
3. Determine effectiveness of assessment process for ensuring safe nursing practice

Speaker(s): Heather A Anderson, MA, BSN, CCRN; Clara Griffin, MS-CHN, CCRN; Krista I Kipper, MSN, RN, CHSE; Amy Lynn Parker, MSN RN CCRN

Expert Communication: Frame and Reframe for Difficult Debriefing and Real Life

Learning Objectives
1. Distinguish between frames and facts when evaluating the motivations of other people's behavior
2. Identify the four steps in decision behavior that surround communication, from data observation to action in response to that data
3. Apply a reframing process for more effective responses to otherwise challenging situations

Speaker(s): Marjorie Podraza Stiegler, MD; Rebecca D Minehart, M.D.
Followership: The Forgotten Key to Leadership

Type: WKSP  |  Track: LEAD  |  Interest Group: FacDev

Followership is a critical component of leadership training. Research and applied education for training and assessment of followership styles have been developed in non-healthcare domains. Little is published regarding followership skills training, assessment or outcomes in healthcare. This session focuses on definitions, skills and assessment methods for integrating followership concepts for healthcare, teamwork and leadership training. (#16252)

Learning Objectives
1. List two definitions of followership
2. Describe three followership behaviors which support LEADership functions
3. Use a standardized Followership assessment tool to rate followership and determine followership styles demonstrated in video vignettes

Speaker(s): Benjamin W Berg, MD; Yoko Akamine, MD; Jannet J Lee-Jayaram, MD; Geoffrey T Miller, MS, EMT-P

From Subjective to Objective: A New Approach to SP Hiring

Type: WKSP  |  Track: ADMIN  |  Interest Group: SP

When hiring either standardized patients (SPs) or skills instructors, it is important to assess whether a potential new hire has the necessary skills to be successful at their assigned tasks. An effective approach to hiring increases the likelihood of selecting the right people, and saving time and money in the long run. (#17282)

Learning Objectives
1. Identify characteristics of effective SPs and skills instructors
2. Create a unique SP interview checklist for your center based on your specific needs
3. Design a hiring OSCE for your own center

Speaker(s): Robert Kiser, BA; Cindy DeDonne; Shole Milos, BA; Daniel Wellington Robinson, MD; Rachel Yudkowsky, MD, MHPE

High Stakes Assessment: Essentials of Design, Delivery and Evaluation

Type: WKSP  |  Track: ASSMT  |  Interest Group: NURS

Participants will use a tool to score a student performance in a video recorded simulation. Following dialogue on challenges encountered, lessons learned from the NLN Project to Explore the Use of Simulation for High Stakes Testing in Nursing Education will guide discussion focused on establishing good practices related to simulation design, preparing the testing environment, selection of evaluation tools, norming and training raters. (#17243)

Learning Objectives
1. Identify challenges for implementing high stakes summative assessment using simulation
2. Discuss guidelines for designing, implementing and evaluating simulations designed for summative assessment

I Never Know What to Say! Enhancing Communication Skills through Death and Dying Simulations

Type: WKSP  |  Track: LEARN  |  Interest Group: PED

Health care professionals are challenged with communicating difficult information to patients; many providers feel unprepared to deliver this news. This workshop will present simulation as an avenue for enhancing critical conversation skills of interdisciplinary team members in end of life situations using roleplay. Attendees will create a critical conversation simulation framework to bring back to their own institutions. (#17922)

Learning Objectives
1. Describe the importance of critical conversation training in complex healthcare situations
2. Identify debriefing strategies using multidisciplinary facilitators and melding teaching styles
3. Develop an individualized critical conversation simulation framework using workshop tools

Speaker(s): Heidi Goepplinger Greening, DO; Vinod Havalad, MD; Kathie Kobler, MS, APN, PCNS-BC, CHPPN

Improve Clinical Feedback Skills: Feedback Assessment for Clinical Education (FACE)

Type: WKSP  |  Track: INSTR  |  Interest Group: FacDev

The purpose of this workshop is to provide participants with the knowledge and skills to facilitate a structured, transparent and non-threatening feedback conversation that closes learning gaps and helps develop reflective practitioners. Using video recordings of simulated feedback conversations, participants will learn how to use the FACE (Feedback Assessment for Clinical Education) as a framework for practicing and improving feedback skills. (#16661)

Learning Objectives
1. Discuss strategies for addressing the task vs. relationship dilemma inherent in reflective feedback conversations
2. Assess the effectiveness of feedback conversations using specific elements of the FACE tool
3. Demonstrate effective feedback behaviors when facilitating a structured feedback conversation

Speaker(s): Rachel Onello, PhD, RN, CHSE, CNE, CNL; Melanie Louise Barlow; Emily Diederich; Jose M Maestre, MD, PhD; Rebecca D Minehart, M.D.; Janice C Palaganas, PhD, RN, NP; Jenny Rudolph, PhD
In-Situ Simulation: Tool for Diagnosis and Management of Latent Error

**Type:** PANEL | **Track:** INSTR | **Interest Group:** HOSP

Simulation-based training in patient areas challenges participants in their usual work environment and health care teams. Evidence suggests that in-situ simulation allows identification of potential failures in patient care areas that can drive patient safety initiatives. Participants will explore the use of this powerful tool with a panel of internationally renowned experts (D Raemer, M Patterson, M Devita, K Walker, E Deutsch).

**Learning Objectives**
1. Characterize how to utilize in-situ simulation to identify and resolve latent threats to patient safety
2. Identify effective techniques to measure and report improvements in patient safety resulting from in-situ simulation
3. Understand how best to integrate in-situ simulation into busy clinical environments

**Speaker(s):** Komal Bajaj, MD, CHSE; Adrienne J Birnbaum, NP; Ellen S Deutsch, MD, FACS, FAAP; Mary D Patterson, MD, MEd; Daniel Raemer, PhD; Katie L Walker, MBA, RN

Incorporate Disclosure into Your Scenarios

**Type:** WKSP | **Track:** INSTR | **Interest Group:** FacDev

Clinician-teachers and educators struggle to teach trainees about patient safety principles in practical and meaningful ways, and often find teaching disclosure to be especially challenging. At the end of this session, participants will be able to construct a simulation incorporating a patient safety incident and disclosure; select appropriate debriefing points; and, consider an appropriate method of assessment for this teaching encounter.

**Learning Objectives**
1. Plan an educational session on management of a patient safety incident, including disclosure or the impact of the incident on the healthcare professional
2. Construct a teaching encounter incorporating a patient safety incident and disclosure
3. Consider an appropriate method of assessment for this teaching encounter select appropriate and pertinent debriefing points

**Speaker(s):** Elaine Ng

Integrate Risk Management: Improve Patient Safety and Mitigate Malpractice

**Type:** PANEL | **Track:** LEARN | **Interest Group:** OBG

Obstetrics continues to remain a high-risk specialty. To improve patient safety and help mitigate malpractice exposures, Hartford Healthcare designed a curriculum integrating simulation and risk management into a single comprehensive program for obstetricians and delivery room nurses. This session will provide a detailed description and strategies for developing and seamlessly implementing this integrated curriculum.

**Learning Objectives**
1. Recognize themes, gaps or specialties that could most benefit from comprehensive simulation/risk management curriculum structures
2. Apply strategies for implementing simulation/risk management curriculum structures in your institutions or departments
3. Assemble potential measurement strategies for determining the success of a simulation/risk management curriculum, including evaluations, self-assessments, pre and post-tests and patient satisfaction scores

**Speaker(s):** Stephen Donahue; Joyce Lagnese, JD; Heather Marchegiani, BS; Thomas Nowicki, MD

Measure Impact and Calculate ROI

**Type:** WKSP | **Track:** ADMIN | **Interest Group:** DIR

Simulation centers offer significant value to improve patient safety and quality care outcomes. Yet, it is now necessary to add bottom line and ROI results to support Affordable Care Act mandates for decreased costs, higher value through improved outcomes and services and expanded coverage to care for a population or communities' health. This workshop introduces a ROI Methodology to show value in terms that healthcare executives understand.

**Learning Objectives**
1. Align simulation performance improvement programs or projects along six quantitative and qualitative measures that address the needs (performance gaps) of key stakeholders
2. Develop simulation program or project objectives at five levels that link multi-level needs (gaps) with evaluation strategies and metrics valued by key stakeholders
3. Apply a ten-step ROI methodology to prove the value of simulation performance improvement programs and projects for funding implementation and/or sustainment decisions that address the needs of stakeholders to achieve desired or required results

**Speaker(s):** Timothy R Brock, PhD, CPT, ID(S&L+)

Moulage Techniques and Applications: Fake it for Real

**Type:** WKSP | **Track:** TECH | **Interest Group:** OPS

This course is designed to provide participants with some innovative and cost effective ways to bring additional realism to their simulation practice. Course presenters will share examples of simple, cost effective strategies to create a wide variety of moulage items.

**Learning Objectives**
1. Transform the use of common healthcare and household supplies into tools that can be used to transition their simulators into patients
2. Discuss moulage techniques available to increase the fidelity of simulators
3. Implement techniques demonstrated to generate moulage

**Speaker(s):** Ronald Ulrich, BA, EMT, CHSE, CHSOS; Andrew Joseph Drozd, EMT; Joseph Lator, BS, AEMT; John Perrone, BS, EMT; Andrew Rotjan, MSN, APRN, FNP-BC, ENP, EMT-P, CHSE
Move Debriefing From Simulation to the Actual Clinical Environment

Type: WKSP  |  Track: INSTR  |  Interest Group: SysMod

Experts in simulation-based medical education are increasingly called on to translate debriefing into the clinical environment. In this workshop, participants will discuss methods to incorporate debriefing after clinical events into their own practice settings. Various debriefing models will be provided. Participants from diverse clinical environments will leave the workshop with a framework for developing a clinical debriefing program. (#17539)

Learning Objectives
1. Articulate the benefits and barriers to debriefing in the clinical environment
2. Describe simulation-based debriefing principles that are most critical for debriefing in actual clinical environments, and understand different methods of debriefing in the clinical environment
3. Compose a plan for implementing debriefing in their own clinical environment - including triggers, timing, techniques and feedback

Speaker(s): Jennifer L Arnold, MD, MSc; Darlene Acorda, MSN, APRN, CPNP-PC; Cara Doughty, MD, MEd, FAAP; Mona Khattab, MD; Julia Lawrence, RRT-NPS; Daniel Lemke, MD; Kevin Roy, MD

Oh, Yes... You CAN! Address Complicated, Unusual or Challenging Requests for Simulation

Type: WKSP  |  Track: INSTR  |  Interest Group: IPE

Simulation programs receive seemingly impossible requests. However, when staff addresses these “crazy” requests, it leads to innovation and substantial program growth. Developing solutions requires a deliberate method. This workshop will present a systematic approach to address, develop and evaluate such challenges. Participants will use team project-based learning to analyze and develop draft solutions for unusual/challenging requests. (#17309)

Learning Objectives
1. Analyze the challenges of developing scenarios for unusual simulation requests
2. Utilize the Simulation REQUEST Tool to evaluate an unusual simulation request
3. Apply the Simulation Processing Tool to outline and draft the initial steps necessary for addressing unusual requests

Speaker(s): Michelle Pope, MSN, RN, CPN; Chris Kennedy; Kureo Ohta, MSN, RN; Jamie Parson, BSN, RN

Operationalize Community Outreach Programs: A Sim Ops Perspective

Type: PANEL  |  Track: ADMIN  |  Interest Group: OPS

Community outreach educates underserved populations, but what do you do when community partners don’t have a budget to pay? This course will provide a comprehensive overview on collaboration with community partners to provide cost-effective outreach opportunities. We will evaluate different types of events and how to engage various types of learners using our best practices. (#17845)

Learning Objectives
1. Identify engaging competency activities that will engage learners of various ages and backgrounds
2. Discuss possible factors and activities that may impact the final cost to the client
3. Define fee structures for non-profit and for-profit community partners, decide who to charge and how much to charge

Speaker(s): Trenell A Croskey; Elena R An

Operations Wizardry on a Budget

Type: WKSP  |  Track: TECH  |  Interest Group: LCLR

To establish a fiction contract, simulation scenarios often use realistic equipment and supplies that challenge a simulation lab/center budget. Setup and turnaround of the scenario environment can also be constrained by time. Learners in this session will participate in some time-saving activities for use in a simulation lab/ center and learn how to reuse and repackage supplies realistically and efficiently. (#16358)

Learning Objectives
1. Describe cost and time effective techniques for managing simulation supplies and simulation scenarios
2. Describe an organizational method for preparing the simulation team for a simulation scenario
3. Repackage an IV bag for reuse in a simulation lab/center

Speaker(s): Janet K Willhaus, PhD, RN, CHSE; Becky Bunderson, MS, RN, CHSE; Luther J. Raechal, CHSOS
Perform an iOSCE: New Innovations
Type: WKSP | Track: INSTR | Interest Group: MedEd

Our workshop will share our experience of designing the innovative simulation, iOSCE. Through demonstration, the participants will understand the advent of hybrid simulation modalities to achieve learning objectives. We will also involve participants to discuss how to select simulation modalities and how to design hybrid simulation scenarios. (#17478)

Learning Objectives
1. List the advantages and limitations of various simulation modalities
2. Select appropriate simulation modalities for a particular scenario
3. Design an appropriate scenario that can achieve learning objectives through integration of simulation modalities

Speaker(s): Thomas Che-Wei Lin, MD; Wen Cheng Huang, MD; Jen-chieh Wu, MD

Printing Revolution: Applications of 3D Printing in the Peri-Operative Setting
Type: WKSP | Track: INSTR | Interest Group: PERI

Disruptive technologies are fast redefining the practice and art of medicine, especially in the peri-operative setting. One such technology is 3D printing. This expert panel will present current applications of 3D printing to simulation and surgery in the peri-operative environment. (#17862)

Learning Objectives
1. Discuss the impact of 3D printing on current and future surgical care
2. Compare and contrast approaches to using a 3D printing to enhance safety and quality in surgical care
3. List three applications of 3D printing in surgical care

Speaker(s): John Paige, MD, FACS; Katherine A Barsness, MD, MS

Pro-Con Debate: Tech or no Tech? Who Should Run Simulation Scenarios?
Type: DEB | Track: TECH | Interest Group: OPS

Simulation-based education is an invaluable tool in healthcare education. There are sensitive aspects about simulation scenarios that facilitators must respect: performance anxiety, disclosure of gaps and the experience of stressful scenarios. Also, scenario complexity must be matched to learner capability and if unexpected events occur, changes must be made. We will debate the pros and cons of having a technician facilitate simulations. (#16321)

Learning Objectives
1. Contrast different views on utilizing technicians for simulation
2. Identify the liabilities and benefits of having a technician facilitate simulation sessions
3. Develop a plan for properly employing technicians in your simulation sessions (or not)

Speaker(s): Sam DeMaria, MD; Thomas E Corrado, MD; Christopher Gallagher, MD; Daniel Katz, MD; Adam I. Levine, MD; Stephen Probst, MD

Professional Development Curriculum for a new SP Educator/Trainer: Training Generation Next
Type: WKSP | Track: INSTR | Interest Group: SP

Being a Standardized/Simulated Patient Educator (SPE) requires an individual to have knowledge of training principles, curriculum design and implementation, professionalism, and standardized patient (SP) methodology, to name a few. This session will focus on developing a customizable training and professional development curriculum for new SPEs. (#17953)

Learning Objectives
1. Develop competency-based goals and measurable objectives based on SPE knowledge gaps and program needs
2. Identify resources, tools and opportunities to support objectives and goals
3. Determine methods of evaluating goal completion

Speaker(s): Tamara L. Owens; Diane Ferguson; Karen Lewis

Rapid Development of Session Simulation Debriefing Skills: Combine Cognitive Aids, Exemplars and Assessment Tools
Type: WKSP | Track: ASSMT | Interest Group: FacDev

The focus of this workshop is to demonstrate that simulation debriefing skills can be rapidly acquired through use of cognitive tools, video exemplars and feedback. Participants will engage in a series of interactive sessions designed to help them rapidly develop and/or refine their debriefing skills. (#17737)

Learning Objectives
1. Analyze the elements of successful debriefing
2. Develop the ability to use a variety of cognitive aids and tools within a debriefing session.
3. Evaluate the effectiveness of debriefing in a series of simulation events

Speaker(s): John Marc O'Donnell, RN, MSN, CRNA, DrPH; Joseph Goode, Jr., RN, MSN, CRNA; Paul E Phrampus, MD
8:30 - 10:00 AM | SDCC ROOM 25A

**Script Wars: The Writer’s Workshop**

Type: **WKSP**  |  Track: **INSTR**  |  Interest Group: **IPE**

This is a workshop for high-fidelity simulation-based educators looking to expand their simulation libraries. The workshop begins with a brief introduction on how to create story boards based on the states of a simulation. In small interprofessional groups, participants will create a short simulation script and translate it onto story boards. These scripts will be presented to the larger group in a “script war” fashion. (#16224)

**Learning Objectives**

1. Share your expertise for simulation script writing with an interprofessional audience
2. Work as a member of a team to create a novel simulation scenario and develop a story board
3. Describe your script with the use of your story board and receive feedback from the group

**Speaker(s):** Jason Napolitano, MD; Rachel Brook, MD; Edward Ha, MD; Edward S Lee, MD; Wendy M Simon, MD

8:30 - 10:00 AM | SDCC ROOM 28D

**Situation Awareness: Assessment and Debriefing Using Simulation**

Type: **WKSP**  |  Track: **ASSMT**  |  Interest Group: **IPE**

The aim of this workshop is to provide participants with an overview of the concept of Situation Awareness and its importance in the provision of excellent clinical care. This workshop will provide first hand experience of using a behavior observation system to observe, rate and debrief on Situation Awareness in a simulation setting. This workshop was oversubscribed in 2013, 2014 and 2015. (#17804)

**Learning Objectives**

1. Describe Endley’s 3-level conceptual framework of Situation Awareness and how to differentiate between behaviors relating to (i) gathering information, (ii) understanding information and (iii) predicting what may happen next
2. Use a skills taxonomy to observe Situation Awareness behaviors in two video recordings of simulated team events
3. Develop debriefing strategies that can be applied to address observed issues related to Situation Awareness

**Speaker(s):** Steven Yule, PhD; Andrew Eyre, MD; David Musson, MD, PhD

8:30 - 10:00 AM | SDCC ROOM 23C

**Streamline a Simulation Lab Setup: How We Saved Time and Tons of Money**

Type: **PANEL**  |  Track: **TECH**  |  Interest Group: **OPS**

Over a thirteen-month period, six simulation centers were set up in six cities in the United States. The team was able to reduce time away from the office and overall travel expenses by evaluating the current process using systems integration and process improvement strategies. (#16711)

**Learning Objectives**

1. Describe how to improve the efficiency in a new simulation center setup
2. Identify three process improvements to reduce simulation center setup operating costs
3. Describe the positive benefits that improved communication among members of a multidisciplinary team can have on a simulation center setup

**Speaker(s):** Debra Tauber, MSN, RN, CEN; Candace Gunderson; Tom LeMaster, MSN, MED, NREMT-P; Deborah Long, BSN, RN; Michelle Miller, MSN, RN; Ms Kathleen Sokol, MSN

8:30 - 10:00 AM | SDCC ROOM 31B

**Systems Approach to Effective Healthcare Simulation Design**

Type: **WKSP**  |  Track: **ADMIN**  |  Interest Group: **SysMod**

An approach is crucial in implementing effective Simulation-Based Education. Healthcare is a complex adaptive system and requires a systems approach when implementing programs to achieve improved patient outcomes. This workshop introduces the concepts of systems thinking to Simulation-Based Education. Participants will apply the systems approach to design a clinical simulation program in small groups using a case-based scenario. (#16318)

**Learning Objectives**

1. Define and understand systems thinking in complex adaptive system such as the healthcare system
2. Describe the 5 “Rules” that can guide improvement in complex systems
3. Analyse and design a clinical simulation program to improve patient outcomes through the use of a case-based scenario

**Speaker(s):** Jansen Koh, MBBS, MRCP(UK), EDIC, FAMS, FCCP; Michael Meguerdichian; Vivian T. Obeso, MD, FACP

8:30 - 10:00 AM | SDCC ROOM 30E

**Working Memory is Limited! The Importance of Working Memory to Simulation Education**

Type: **WKSP**  |  Track: **LEARN**  |  Interest Group: **FacDev**

Simulation experiences offer a highly intricate experience that may overload a learner’s working memory. This course aims to offer a toolkit based on Cognitive Load Theory to help educators navigate learner memory limitations. (#17695)

**Learning Objectives**

1. Understand and demonstrate the limitations of working memory
2. Provide a toolkit using Cognitive Load Theory Concepts to decrease distracting elements to a simulation curriculum that may inhibit learning
3. Detail the differences between educational approaches toward the novice learner and expert learner

**Speaker(s):** Michael Meguerdichian; Komal Bajaj, MD, CHSE; Juan R. Cruz, MCP; Dimitrios Papanagnou, MD, MPH
10:15 - 11:15AM | SDCC ROOM 29C

**Being Randy Adams: Train Standardized Patients to Portray War Veterans Suffering from PTSD**

Type: **POD**  |  Track: **INSTR**  |  Interest Group: **SP**

Portraying veterans with war-inflicted mental illness is challenging, and delivering a moving first person monologue and realistic improvised responses during simulated scenarios requires special training. This presentation will provide guidance to nurses and other healthcare educators interested in using standardized patients to portray war veterans with PTSD such as the NLN Advancing Care Excellence for Veterans (ACE-V) scenarios. (#17962)

**Learning Objectives**

1. Consider complexities of using standardized patients to portray veterans with mental health problems
2. Recruit, hire, and train amateur or professional actors as standardized veteran patients
3. Integrate NLN ACE-V unfolding veteran cases into curriculum

**Speaker(s):** Maureen Tremel, MSN, ARNP, CNE, CHSE-A, ANEF; Marguerite Abel, MSN, RN; Sean Daniels, BS

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10:15 - 11:15AM | SDCC ROOM 28A

**Blended Learning: Improve Airway Assessment and Competency in Critical Care Transport**

Type: **POD**  |  Track: **ASSMT**  |  Interest Group: **EMS**

The purpose of this session is to enable the learner to evaluate a structured, deliberate practice model for airway management for critical care transport providers. This will include the discussion of key elements of deliberate practice and use of the ADDIE Model for development of a blended learning educational curriculum and review of the quality improvement findings. (#16517)

**Learning Objectives**

1. Explain the benefits of utilizing a structured and deliberative educational curriculum to improve essential clinical skills
2. Relate the concepts of deliberate practice to skill acquisition, maintenance and improvement to the structured educational curriculum
3. Discuss the ADDIE Model for development of a blended learning educational curriculum

**Speaker(s):** Michele Kuszajewski, DNP, RN, CEN

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10:15 - 11:15AM | SDCC ROOM 28D

**Curriculum Integration: Bridge to Success**

Type: **POD**  |  Track: **INSTR**  |  Interest Group: **NURS**

Want to embed simulation into an already crowded health professions’ curriculum? This is a challenging and sometimes frustrating endeavor involving conflicting personalities, programs and resources. Despite the focus on integrating simulation into the health professions curriculum, there is relatively little literature addressing this task. This presentation will review the key issues to consider while designing an integrated curriculum. (#16925)

**Learning Objectives**

1. Review simulation curriculum integration models and identify at least one area where this process might be applied to curriculum development
2. Identify a curriculum integration strategy for use within an existing health professions curriculum
3. Develop 2 curriculum integration goals for designing or revising a health professions curriculum

**Speaker(s):** Becky Damazo, RN, CPNP, CHSE-A, MSN, CPNP; Sherry Fox, PhD, RN, CHSE

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10:15 - 11:15AM | SDCC ROOM 24C

**Dueling Professional Associations’ Guidelines: Resolve Conflicts When Evidence-Based Guidelines Disagree**

Type: **PANEL**  |  Track: **ADMIN**  |  Interest Group: **DIR**

When collaborating with clinicians in the development of their simulation programs, we ask them to provide references to support their clinical practices. Often, they provide their professional organization’s evidence-based practice (EBP) guideline or text as the standard of care. Occasionally, their profession’s EBP varies from other associations’ EBP. As facilitators of SBE, there is little guidance to help untangle the web of dueling EBP. (#16690)

**Learning Objectives**

1. Define evidence-based practice and clinical practice guidelines
2. Identify qualities of practice guidelines that make them strong and relevant
3. Discuss approaches to mitigate conflict among guidelines for use in SBE

**Speaker(s):** Andrew Rotjan, MSN, APRN, FNP-BC, ENP, EMT-P, CHSE; Robert Kerner, RN, JD; Tom LeMaster, MSN, MED, NREMT-P; Ernest Wang, MD

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10:15 - 11:15AM | SDCC ROOM 31A

**Enhance your Organization’s Meeting by Using Simulation: The National Patient Safety Foundation Story**

Type: **POD**  |  Track: **INSTR**  |  Interest Group: **DIR**

Presented by the National Patient Safety Foundation (NPSF). Learn how the NPSF annual meeting showcases simulation to engage healthcare leaders in delivering effective patient safety strategies. The presenters will share their experience of bringing life to their exhibit hall and will provide strategies for participants to utilize simulation as a vehicle to advance their own professional societies, associations or organizations. (#17569)

**Learning Objectives**

1. Describe how to integrate simulation into large national, smaller organizational or professional meetings
2. Apply processes for coordinating a realistic staged simulation demonstration
3. Discuss how an interactive Learning and Simulation Center rejuvenates static exhibitor environments

**Speaker(s):** Allison F Perry, MA; Jeffrey B Cooper, PhD; Jared Kutzin, DNP, MS, MPH, RN, CPPS; Connie M Lopez, MSN, CNS, RN-C, OB, CPHRM
10:15 - 11:15AM  |  SDCC ROOM 28B

**Evaluate Nursing Student’s Readiness for Practice**

Type: **POD**  |  Track: **ASSMT**  |  Interest Group: **NURS**

This course will explore the use of simulated clinical experiences to evaluate nursing student's readiness for practice through discussion and sharing of the results of a study using simulation to evaluate final semester associate degree students' readiness for practice. Participants will engage in small group discussions to explore the impact of the study on nursing and simulation education. (#16675)

**Learning Objectives**
1. Explore current information related to new graduate nurse readiness for practice
2. Examine methodology and results of a study using simulation to measure nursing student's readiness for practice
3. Analyze study implications for nursing and simulation education

**Speaker(s):** Melody L. Bethards, MSN, RN, CNE, CHSE

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10:15 - 11:15AM  |  SDCC ROOM 23A

**How Does Your DATA Stack Up? Initial Discussion with the Simulation Benchmarking Committee**

Type: **PANEL**  |  Track: **ADMIN**  |  Interest Group: **HOSP**

In 2013 the SSH Hospital Based Simulation Program (HBSP) Section drafted a team of experts to establish a new Benchmarking Committee. This team was charged with surveying the membership of the section, analyzing the survey data, and formulating benchmarking standards to be presented to the membership of the section. The project grew...come see/hear the results of Phase 1. (#17335)

**Learning Objectives**
1. Discuss the open ended questions, the development of the questions and the responses
2. Discuss how the answers were analyzed and sorted using a triple blind unbiased method
3. Discuss the results and the next steps in answering the most challenging questions to leadership in simulation on all levels and disciplines

**Speaker(s):** Adam Dodson, NRP, NCCE, CCERT-P; Allison Langston; Steve Marks, MS, RN; Sev Perelman, MD, MSc, CCFP(EM); CHSE-A: Frances Todd, DNP, MSN, RN; Juliette Cedar Wang, MSN, RN, GNP-BC, CHSE

---

10:15 - 11:15AM  |  BALLROOM 20D

**Justify the Cost: Prove Your Sim Center Has What It Takes**

Type: **POD**  |  Track: **ADMIN**  |  Interest Group: **DIR**

Parent organizations continuously require simulation programs to justify their needs and continued existence. This requires directors and ADMINistrators to investigate and report the impact that simulation has on the organization and its customers. This presentation seeks to share successful ways to leverage support and tell simulation's story to identify what you need and help get what you want for your program. (#17664)

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10:15 - 11:15AM  |  SDCC ROOM 22

**New Directions for Debriefing: A Socio Cognitive Perspective**

Type: **POD**  |  Track: **INSTR**  |  Interest Group: **FacDev**

Debriefing has focused effectively on skills for crisp communication about and cause-effect understanding of what has transpired. We augment this with a precise socio-cognitive language to describe, critique and improve performance; 'pure' process; role-guided and context-based skillful realization of process; and adaptive response to disturbances. (#17325)

**Learning Objectives**
1. Identify key moments in a larger care episode, employing the three dimensions of context: physical conditions, mental frames, social fields
2. Deconstruct and critique selected key care moments at three socio-cognitive levels: pure process; its particular realization as a function of individual skills operating in context; and, response to disturbances
3. Practice debriefing by designing improved contexts, skills and roles; then re-enter selected care moments and practice improvements

**Speaker(s):** Gregg Courand, PhD; Louis P. Halamek

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10:15 - 11:15AM  |  SDCC ROOM 30C

**Objective Structured Clinical Examination (OSCE): Focus on Board Certification in Anesthesiology**

Type: **POD**  |  Track: **LEARN**  |  Interest Group: **ANES**

How can we create OSCEs that effectively and reliably assess relevant clinical skills? Can you eliminate gender or racial bias from your assessments? We will examine the structure and function of OSCEs in anesthesiology, drawing on international experience to improve preparation, performance and assessment during OSCE examinations. Participants will reflect on the OSCEs they are designing or ADMINistering to make the most of this session. (#17775)

**Learning Objectives**
1. Identify barriers to fund allocation to simulation programs
2. Describe the importance of story-telling when developing a business plan
3. Differentiate between qualitative and quantitative data and describe the value of each when justifying your simulation program’s operational needs

**Speaker(s):** Julianne Perretta, MSEd, RRT-NPS
Operations & Curriculum Development for Performance Improvement

**Type:** POD  |  **Track:** LEAD  |  **Interest Group:** DIR

Learn three mental models to help shape the path forward for healthcare simulation operations. They provide a framework for: 1) how simulation operations fit into the Human Performance Value Stream to provide safe, quality patient care; 2) the different roles simulation operations take in that Human Performance Value Stream; and 3) the unique focus simulation operations provides to identify and address gaps in the human performance system. (#16390)

**Learning Objectives**

1. Describe the rationale for applying simulation operations mental models that begin and end with systems thinking.
2. Explain each mental model supports the safe/quality patient care delivery value stream.
3. Outline how simulation operations can contribute to a taxonomy of healthcare delivery performance.

**Speaker(s):** Timothy R. Brock, PhD, CPT, ID(SL+)
10:15 - 11:15AM | SDCC ROOM 23B
**Share Simulation with Inner City Youths: LEAD Simulation into Wider Community Education**

Type: PANEL | Track: ADMIN | Interest Group: DIR

Hands Up for Health (HUfH) is an innovative program using the power of simulation to reach inner-city youths at risk of social disadvantage. Attendees will discover possibilities for using simulation outside healthcare education settings; share the potential for using simulation to provide meaningful learning experiences for non-clinical learners; and, evaluate the implications and to lead the practice of simulation education into the future. ([#17572](https://www.example.com/17572))

**Learning Objectives**

1. Evaluate the potential for using simulation outside healthcare education settings, particularly in ways that positively impact wider community education
2. Understand the way simulation contributes to a more realistic and meaningful learning experience for non-clinical learners
3. Explore the theoretical underpinnings for the design of an innovative simulation-based program and evaluate the implications for simulation practice

**Speaker(s):** Beth Thomas, BSc, MBBS; Professor Anna Jones, PhD; Gabriel B Reedy, PhD, CPsychol

10:15 - 11:15AM | SDCC ROOM 29D
**Simulation Capstone Courses for 4th Year Medical Students: Future Directions**

Type: POD | Track: INSTR | Interest Group: MedEd

"Audience Polling" will be used extensively to frame our common challenges to running Capstone courses with simulation, let the audience decide the "depth" for each objective and identify gaps in concepts discussed. The course will focus on sharing educational and operational concepts resulting in valued Capstone sim courses traditionally offered at the end of the 4th year to prepare the medical student for the transition to internship. ([#17982](https://www.example.com/17982))

**Learning Objectives**

1. Integrate simulation courses successfully into a capstone course for graduating fourth-year medical students
2. Identify a variety of simulation methods and educational pedagogies that can be implemented in this course
3. Assess success of simulation course within a capstone course for continuous quality improvement and "Value" enhancement

**Speaker(s):** Pauline Meekins, MD; John J Schaefer III, MD; Carol Simmons

10:15 - 11:15AM | SDCC ROOM 30D
**Simulation Needs Assessment: A Formal Approach**

Type: POD | Track: ADMIN | Interest Group: DIR

It is our responsibility as simulation leaders to assist facilitators in learning evidence-based educational skills to create simulation experiences that meet standards of best practice. This course will share a formal needs assessment tool and interactive discussion of implementation and outcomes to improve simulation education programs. ([#1723a](https://www.example.com/1723a))

**Learning Objectives**

1. Apply INACSL Standards of Best Practice: Simulation to the design of a needs assessment of programs and facilitators of simulation-based learning experiences
2. Understand the needs assessment survey tool designed using the INACSL Standards of Best Practice: Simulation as a framework
3. Discuss, share and interpret findings from the needs assessment survey tool that will aid in outlining an evidence-based educational development plan for simulation programs and facilitators

**Speaker(s):** Keith Littlewood, MD

10:15 - 11:15AM | SDCC ROOM 24B
**Terminology & Concepts Town Hall**

Type: POD | Track: ADMIN | Interest Group: DIR

This session will share the work done on the healthcare simulation dictionary to date, as well as the plans moving forward as this living document continues to grow and evolve to support healthcare simulation. The first portion of the session will be a formal presentation to share what is being published, then the balance of the session will be conducted in a town hall format to answer questions from the audience. ([#21851](https://www.example.com/21851))

**Learning Objectives**

1. Summarize the process and work completed to create the healthcare simulation dictionary
2. Describe the role of each individual in improving the dictionary
3. Explain the importance and rationale for having a healthcare simulation dictionary

**Speaker(s):** Joseph O. Lopreiato, MD, MPH

10:15 - 11:15AM | SDCC ROOM 30B
**Threshold Concepts and Troublesome Knowledge: What They Mean to Simulation Educators**

Type: POD | Track: LEARN | Interest Group: FacDev

Threshold concepts and troublesome knowledge (TCTK) are recent developments in educational theory and practice. This model of transformational learning has been applied in several non-healthcare disciplines. Educators are now considering its applicability to health care curricula. This session introduces TCTK within the specific context of simulation education with the purpose of promoting well-focused and crucial educational experiences. ([#16637](https://www.example.com/16637))

**Learning Objectives**

1. Identify a threshold concept and troublesome knowledge within their own professional career
2. Create a scenario and debriefing guideline that is based on a threshold concept and is suitable for deployment in their own simulation center
3. Explain how threshold concepts represent troublesome knowledge for many faculty in their own development

**Speaker(s):** Keith Littlewood, MD
10:15 - 11:15AM | SDCC ROOM 28C

**Treatment Triangle Challenges: Pediatric Dental Simulation Experience**

**Type:** POD | **Track:** INSTR | **Interest Group:** PED

This presentation will review three distinct clinical experiences providers may encounter within the scope of pediatric dentistry. The treatment triangle, as related to each scenario experience, is part of student learning focus and objectives. Collected data include a one-minute student evaluation. Learned lessons will also be presented. (#16579)

**Learning Objectives**

1. Describe the process of developing an evidence-based pediatric dental simulation experience
2. Identify the role of simulated pediatric dental communication scenarios as one way to potentially improve clinical treatment outcomes
3. Identify at least one way to facilitate implementation of an evidence-based pediatric dental simulation experience in their respective organizations

**Speaker(s):** William Scott Erdley, DNS, RN, CHSE; Dr. Tammy Thompson, BA, DDS

10:15 - 11:15AM | SDCC ROOM 30E

**Utilize Simulation During Initial and Ongoing ECMO Education for Specialty Team Members**

**Type:** POD | **Track:** INSTR | **Interest Group:** PED

This course will review how one hospital used simulation to incorporate a pediatric ECMO program. Planning, logistics, and deployment of educational curriculum will be covered, along with time spent. The selection and execution of simulation scenarios along with educational expectations of staff members serving on the specialty care team will be covered. Examples of staff member performance checklists will also be reviewed. (#17472)

11:00 AM - 1:00 PM | MARRIOTT MARQUIS LEUCADIA ROOM

**CHSE/CHSOS Testing - Application/Approval Required**

**Type:** COM | **Track:** NonEd | **#(20044)

**Speaker(s):** Kathryn Pullins

1:00 PM - 3:00 PM | SDCC ROOM 23B

**Debrief Luncheon - By Invitation Only**

**Type:** COM | **Track:** NonEd | **#(20200)

11:30 AM - 12:30 PM | SDCC BALLROOM 20 A/B/C

**WEDNESDAY PLENARY ADDRESS**

**Using Earth-Based Simulations to Advance Long-Duration Human Space Exploration**

**Type:** PLEN | **Track:** LEAD | **Interest Group:** R&D

Mars is closer than you think! Join us as Kim Binsted shares new viewpoints and applications from another world of simulation through NASA’s ground-breaking work in simulating life on Mars. As principal investigator on HI-SEAS, Dr. Binsted will discuss previous missions, and Mission IV, which began on August 4, 2015. Learn about the habitat, research, and team dynamics during these long-duration Mars missions here on Earth. (#21398)

**Speaker:** Kim Binsted, BSc, PhD
YOUR SSH MEMBERSHIP:
KEY TO BUILDING YOUR CAREER IN
HEALTHCARE SIMULATION

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Award-Winning Abstracts

RESEARCH ABSTRACT

1st Place

Board #176 - SIMULATION BASED MULTI PROFESSIONAL OBSTETRIC ANESTHESIA TRAINING CONDUCTED IN SITU VS. OFF SITE LEADS TO SIMILAR INDIVIDUAL AND TEAM OUTCOMES: A RANDOMIZED TRIAL

Special Interest: Interprofessional Education

Author(s): Jette Led Sørensen¹; Cees Van der Vleuten²; Susanne Rosthoj³; Doris Ostergaard, MD, PhD⁴; Vicki LeBlanc, PhD⁴; Marianne Johansen⁵; Kim Ekelund⁵; Charlotte Krebs Albrechtsen⁵; Berit Woetmann Pedersen⁵; Bent Ottesen¹

¹UNIVERSITY OF COPENHAGEN, COPENHAGEN, DENMARK; ²MAASTRICHT UNIVERSITY, MAASTRICHT, NETHERLANDS; ³DANISH INSTITUTE FOR MEDICAL SIMULATION, COPENHAGEN, DENMARK; ⁴UNIVERSITY OF TORONTO, TORONTO, ONTARIO, CANADA

2nd Place

Board #165 - DO TEAMWORK AND COMMUNICATION CONCEPTS LEARNED IN THE SIMULATED ENVIRONMENT TRANSFER TO THE TRAUMA BAY?

Special Interest: Interprofessional Education

Author(s): Darlene Bourgeois, MSN, RN¹; Sandra Mackey, BSN, RN¹; Dmitry Nepomnayshy, MD¹

¹LAHEY HOSPITAL & MEDICAL CENTER, BURLINGTON, MASSACHUSETTS, UNITED STATES

3rd Place

Board #234 - PROCEDURE TO PROCEDURE TRANSFER IN LAPAROSCOPIC SIMULATOR TRAINING: A RANDOMIZED TRIAL

Special Interest: Surgery

Author(s): Flemming Bjerrum¹; Jette Led Sørensen¹; Lars Konge, MD, PhD¹; Susanne Rosthoj¹; Jane Lindschou¹; Bent Ottesen¹; Jeanett Strandbygaard, MD, PhD²

¹JULIANE MARIE CENTRET, RIGSHOSPITAL, COPENHAGEN, DENMARK; ²UNIVERSITY OF COPENHAGEN, COPENHAGEN, DENMARK; ³UNIVERSITY OF COPENHAGEN AND CAPITAL REGION OF DENMARK, COPENHAGEN, DENMARK

4th Place

Board #169 - HUMAN PATIENT SIMULATION CAN POSITIVELY CHANGE ATTITUDES TOWARDS INTERPROFESSIONAL COLLABORATION AND LEARNING AMONG PHYSICAL THERAPY AND NURSING STUDENTS

Special Interest: Interprofessional Simulation

Author(s): Dawn Ferry, CRNP, NP-C, CHSE¹; Robert Wellmon, PT, DPT, PhD, NCS¹; Kristin Lefebvre, PT, PhD, CCS¹

¹WIDENER UNIVERSITY, CHESTER, PENNSYLVANIA, UNITED STATES

5th Place

Board #175 - EXPLORING THE COHESION-PERFORMANCE RELATIONSHIP IN INTERPROFESSIONAL TEAMS DURING A SIMULATION-BASED PATIENT SAFETY COURSE

Special Interest: Interprofessional Education

Author(s): Jill Sanko, PhD, MS, ARNP-BC, CHSE-A¹

¹UNIVERSITY OF MIAMI, MIAMI, FLORIDA, UNITED STATES
**PROGRAM INNOVATION**

1st Place

Board #228 - APPROACH TO CONFEDERATE TRAINING WITHIN THE CONTEXT OF SIMULATION-BASED RESEARCH  
**Special Interest:** Standardized Patients  
**Author(s):** Mark Adler, MD1; Frank Overly, MD, FAAP2; Vinay Nadkarni, MD, MS3; Jennifer Davidson, RN, BSc4; Ronald Gottesman5; Ilana Bank, MDCM, FRCPC, FAAP6; Kimberly Marohn, MD7; Stephanie Sudikoff, MD7; Vincent Grant, MD, FRCPC8; Adam Cheng, MD, FAAP, FRCPC9  
1Northwestern University, Chicago, Illinois, United States; 2Brown University, Providence, Rhode Island, United States; 3Children’s Hospital of Philadelphia, Philadelphia, Pennsylvania, United States; 4University of Calgary, Calgary, Alberta, Canada; 5McGill Medical Simulation Center, Montreal, Quebec, Canada; 6Baystate Children’s Hospital, Springfield, Massachusetts, United States; 7Yale New Haven Health System, East Haven, Connecticut, United States; 8University of Calgary, Calgary, Alberta, Canada; 9Alberta Children’s Hospital, Calgary, Alberta, Canada

2nd Place

Board #178 - SAVING LIVES THROUGH SKYPE. REMOTE DEBRIEFING: A NEW PARADIGM FOR LOW RESOURCES AND RURAL HOSPITALS IN THE DEVELOPING WORLD?  
**Special Interest:** Low Cost, Low Resource Simulation  
**Author(s):** Anne Meaklim, MB Bch BAO PG Cert Clinical Ed1  
1Royal Devon and Exeter Hospital, Exeter, United Kingdom

3rd Place

Board #148 - IMMERSE SENSITIVITY TRAINING TO FOSTER ATTITUDINAL CHANGES IN HOSPITAL PERSONNEL RELATED TO DEMENTIA CARE  
**Special Interest:** Hospital-based Simulation  
**Author(s):** Juliette Cedar Wang, MSN, RN, GNP-BC, CHSE1; Janine Canecchia, MSN, RN2; Matthew Kostelnik3; Juan Marti, BA, MICP4; Jason Puch, BS5  
1Holy Name Medical Center, Teaneck, New Jersey, United States

**TECHNOLOGY INNOVATION**

1st Place

Board #227 - HAPTIC AUGMENTED REALITY LUMBAR PUNCTURE SIMULATOR: PILOT EVALUATION  
**Special Interest:** Serious Games & Virtual Learning  
**Author(s):** Cristian Luciano, PhD1; Alexandra Van Meter1; Martin Matulyauskas1; Patrick Kania1; Pat Banerjee1; Rachel Yudkowsky, MD, MHPE1  
1University of Illinois, Chicago, Illinois, United States; 2Immersive Touch, Inc., Westmont, Illinois, United States

2nd Place

Board #182 - PULMONARY EDEMA HACK  
**Special Interest:** Low Cost, Low Resource Simulation  
**Author(s):** Stormy Monks, PhD, MPH, CHES1; Scott Crawford, MD1  
1Texas Tech Health Sciences Center, Lubbock, Texas, United States

3rd Place

Board #206 - DEVELOPMENT OF A NOVEL IN-SITU SIMULATOR FOR TEACHING COMPRESSION SUTURES FOR POSTPARTUM HEMORRHAGE  
**Special Interest:** Obstetrics & Gynecology  
**Author(s):** Heather Delaney, MD1; David Delarosa1; John Hardy1  
1Brooke Army Medical Center, San Antonio, Texas, United States

**STUDENT AWARD WINNER**

Board #121 - SIMULATION BASED RANDOMIZED CONTROLLED STUDY OF FACTORS INFLUENCING CHEST COMPRESSION DEPTH BY ADVANCED CARDIAC LIFE SUPPORT PROVIDERS  
**Special Interest:** Emergency Medical Services  
**Author(s):** Raymond Ten Eyck, MD, MPH1; Kelsey Mayrand, BS1; Eric Fischer1  
1Wright State University, Dayton, Ohio, United States
Simulation in Healthcare is a multidisciplinary publication encompassing all areas of applications and research in healthcare simulation. Indexed in Medicus/MEDLINE and the Science Citation Index, the journal publishes original basic, clinical, and translational research on these topics and more:

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Exhibitors
Welcome to the world’s largest exhibition for healthcare simulation professionals—the IMSH Hall of Discovery.

Come inside and explore the latest innovations in healthcare simulation! Many exhibitors have hands-on demonstrations so that you can experience, first-hand, what’s new. Plus, each day, you can enjoy lunch, special exhibitor presentations and more! And be sure to stop by the international hall featuring exhibitors from around the globe.

**SUNDAY**

Experience opening day as the IMSH Hall of Discovery ignites with energy. Stay for the Opening Party at 7:00PM and see the back of the hall come alive with excitement! A local band and delectable San Diego food buffet await you. You do not need a separate ticket—your badge is your entry. All we ask is that you indicate, in the Agenda Builder, if you are attending.

**MONDAY**

Exhibitor Presentation Theaters*. These half-hour educational sessions showcase products, techniques, services and demonstrations on how a product or service is used in practical or clinical settings.

**Presentation Theaters:**

11:30AM - 12:00PM: Education Management Solutions
12:10 - 12:40PM: Mimic Technologies

* As of Dec. 5; check onsite for updates and additional presentations.

**TUESDAY**

Final day of the Hall of Discovery. Make your last rounds and visit with the experts in simulation. The show concludes with an Appreciation Reception from 4:00 - 6:00PM, so join us as we say thank you to our attendees and exhibitors.

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**HOURS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sunday, January 17</strong></td>
<td>3:30 - 7:00PM</td>
<td>Ribbon Cutting &amp; Hall of Discovery Open</td>
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<tr>
<td><strong>Monday, January 18</strong></td>
<td>9:00AM - 6:00PM</td>
<td>Hall of Discovery Open</td>
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<td></td>
<td>11:30AM - 1:00PM</td>
<td>Lunch in Hall of Discovery</td>
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<tr>
<td><strong>Tuesday, January 19</strong></td>
<td>9:00AM - 6:00PM</td>
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<td></td>
<td>11:30AM - 1:00PM</td>
<td>Lunch in Hall of Discovery</td>
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<tr>
<td></td>
<td>4:00 - 6:00PM</td>
<td>Closing Appreciation Reception</td>
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Annual Showcases

2ND ANNUAL SPECTRUM OF IDEAS SHOWCASE

Sunday, January 17 from 4:00 - 6:00PM
The Spectrum of Ideas is a great place to network, share discoveries, and collaborate on the development of novel solutions in healthcare simulation. Come explore low cost, low resource, high tech and technical modification solutions to everyday problems in healthcare simulation.

6TH ANNUAL SERIOUS GAMES AND VIRTUAL ENVIRONMENTS SHOWCASE

Sunday, January 17 from 4:00 - 6:00PM
The Serious Games and Video Arcade and Showcase is where users of virtual and game-based technology can collaborate and network with students, clinicians, educators, and start-ups, as well as small and large established companies.

Get Ready to Ignite the Night!

OPENING NIGHT PARTY, 7PM IN THE HALL OF DISCOVERY

The Hall of Discovery is the place to be, especially on opening day!

At 3:15PM, join us for a Ribbon Cutting Ceremony, as we officially open the exhibit hall. Be amongst the first to meet with exhibitors and learn about the latest in healthcare simulation.

At 7:00PM, join us for the IGNITE OPENING PARTY, featuring a high-energy band plus a buffet of San Diego specialties. Come mingle with colleagues from throughout the world as we officially kick-off IMSH 2016. Plus, there’s a BIG surprise planned, so don’t miss it!

We’ll see you in the Hall of Discovery!
### Exhibitors

**as of December 8, 2015**

<table>
<thead>
<tr>
<th>Exhibitor</th>
<th>Location</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>3D SYSTEMS, HEALTHCARE (SIMBIONIX)</td>
<td>Cleveland, OH</td>
<td><a href="http://www.3dsystems.com">www.3dsystems.com</a></td>
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<td>3-DMED</td>
<td>Franklin, OH</td>
<td><a href="http://www.3-dmed.com">www.3-dmed.com</a></td>
</tr>
<tr>
<td>ACDET</td>
<td>Fort Worth, TX</td>
<td><a href="http://www.acdet.com">www.acdet.com</a></td>
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<tr>
<td>AFFILIATES RISK MANAGEMENT SERVICES, INC. (ARMS)</td>
<td>New York, NY</td>
<td><a href="http://www.armssinc.org">www.armssinc.org</a></td>
</tr>
<tr>
<td>AIRWAY SIMULATION LIMITED</td>
<td>Auckland, New Zealand</td>
<td><a href="http://www.orsim.co.nz">www.orsim.co.nz</a></td>
</tr>
<tr>
<td>AMERICAN 3B SCIENTIFIC</td>
<td>Tucker, GA</td>
<td><a href="http://www.3bscientific.com">www.3bscientific.com</a></td>
</tr>
<tr>
<td>AMERICAN SOCIETY OF ANESTHESIOLOGY (ASA)</td>
<td>Schaumburg, IL</td>
<td><a href="http://www.asahq.org">www.asahq.org</a></td>
</tr>
</tbody>
</table>

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3-Dmed is the manufacturer of the world renowned “Minimally Invasive Training System” (MITS). It is a complete system that is easy to set up, portable, and affordable. In addition to manufacturing our own product line and custom products, we are also distributors for select manufacturers to provide you with quality task trainer choices for your skills lab and simulation center.

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The ORSIM® Bronchoscopy Simulator lets users learn in a safe virtual reality environment of non-anatomical, normal and difficult airways. The replica bronchoscope, realistic graphics and range of airway pathology make the ORSIM® a cost-effective solution to flexible bronchoscopy training.

ASA® is the leading anesthesiology professional society with more than 52,000 members globally. Since its founding in 1905, the Society raises and maintains the standard of the practice of anesthesiology through education, advocacy and quality improvement by focusing on patient care and safety. ASA is dedicated to helping physician anesthesiologists and their care teams provide the highest quality of care in a patient-centered, physician led environment.

Look for the highlighted listings to visit Members of the SSH Corporate Council.
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ANATOMAGE
San Jose, CA
www.anatomage.com

The Anatomage Table is the most technologically advanced anatomy visualization system for anatomy education and is being adopted by many of the world’s leading medical schools and institutions. It has been featured in the TEDTalks Conference, PBS, Fuji TV, and numerous other journals for its innovative approach to anatomy presentation. The operating table form factor combined with Anatomage’s renowned radiology software and clinical content separates the Anatomage Table from any other imaging system on the market.

727
BODY INTERACT, INC.
Dover, DE
www.takethewind.com

Body Interact™, by Take the Wind, delivers the world’s first 3D e-Health medical training platform that accelerates learning and improves patient outcomes for doctors, nurses, and drug companies. Body Interact’s immersive touchscreen experience offers professionals and students a collaborative life-like cloud platform, adaptable across dozens of clinical case scenarios including Cardiology, Respiratory, Neurology, Endocrinology and Infectious Disease.

723
ASCENSION TECHNOLOGY CORPORATION
Shelburne, VT
www.ascension-tech.com

The brand name 3B Scientific® is represented in over 100 countries in the medical and educational sector. 3B Scientific group is the worldwide leader in the anatomy market today.

120
ASSOCIATION OF STANDARDIZED PATIENT EDUCATORS (ASPE)
Altamonte Springs, FL
www.aspeducators.org

The Global Network for Human Simulation Education transforms professional performance through the power of human interaction. A non-profit membership organization, ASPE is the international organization for simulation educators - dedicated to promoting best practices in the application of SP methodology for education, assessment, and research.

401
B-LINE MEDICAL
Washington, DC
www.blinemedical.com

B-Line Medical is a leader in medical simulation technologies specifically designed to capture and evaluate training activities. With a 98% client retention rate and the ability to integrate with the broadest range of devices in the industry, B-Line Medical enhances quality and efficiency by providing powerful tools for data capture/analysis.

1019
BOISE STATE UNIVERSITY COLLEGE OF HEALTH SCIENCES SIMULATION CENTER
Boise, ID
www.hs.boisestate.edu/simulation/sgcp/

As a leading center for nursing education, Boise State is pleased to offer online programs with no cost difference for out-of-state residents. Programs include an RN-BS, a post-master’s DNP and an AGNP master’s degree or certificate in acute or primary care, and a graduate certificate in Healthcare Simulation.

311
BT USA TECHNOLOGY INC.
Addison, TX
www.btusainc.com

Outstanding quality of medical education simulators and high standard customer service.

600
CAE HEALTHCARE
Sarasota, FL
www.caehealthcare.com

CAE Healthcare delivers medical simulation training solutions to hospitals, teaching institutions and the military worldwide. Our broad portfolio includes patient, ultrasound and interventional simulators as well as audiovisual solutions. Visit booth #600 to experience live scenarios, speak to clinical educators from the CAE Healthcare Academy and learn about our turnkey simulation center solutions at caehealthcare.com.

608
CAE HEALTHCARE
Sarasota, FL
www.caehealthcare.com

Visit CAE Healthcare both #608 to learn about Replay and LearningSpace for audiovisual capture, debrief and center management. With clean design, straightforward navigation and intuitive functionality, managing your simulation program has never been easier.
CARDIONICS
Webster, TX
www.cardionics.com

For over 40 years Cardionics has been the leader in auscultation simulation, developing unique, interactive, and experiential products designed to support classroom education and clinical programs in medical institutions and universities throughout the world.

CENTER FOR MEDICAL SIMULATION
Boston, MA
www.harvardmedsim.org

At CMS we conduct workshops utilizing simulation for clinicians, healthcare educators and managers at our site in Boston Massachusetts and around the world. We also consult with healthcare systems on their simulation efforts, perform medical device usability studies and continue to initiate an array of leading edge healthcare simulation activities.

CHAMBERLAIN GROUP (THE)
Alford, MA
www.thecgroup.com

The Chamberlain Group are designers and manufacturers of anatomy for surgical and interventional training from basic skills through procedural and immersive team training throughout the practitioner’s career.

COURSEY ENTERPRISES, INC.
Idabel, OK
www.courseyenterprises.com

Coursey Enterprises specializes in customizing NURSE SKILLS PACKS for your specific educational and training needs. We are currently supplying Medical Supplies to more than 800 schools in 48 states. We are committed to customer satisfaction and are here to help make your job easier. Contact Danny at sales@courseyenterprises.com or call 1-800-256-2077.

DIALACT CORPORATION
Fremont, CA
www.dialact.com

DialAct Corporation produces high fidelity vascular models from PVA hydrogel, silicone, polyurethane and other rigid materials. Exclusive producer and distributor of pulsing flow circulators Flowtek which simulate controlled arterial and venous flows. Medical device produces use our models in R&D, pre-clinical, educational and training as well as demo tools among sales and marketing teams.

DIAMEDICAL USA
West Bloomfield, MI
www.DiaMedicalUSA.com

DiaMedical USA provides instructional medical equipment for healthcare education. Representing more than 300 manufacturers, we can outfit your entire simulation lab. We specialize in providing new and reconditioned hospital beds, headwalls, infusion pumps, simulated IV bags, training medications and more! We offer cost effective solutions for any budget!

DREXEL MASTER’S DEGREE IN MEDICAL AND HEALTHCARE SIMULATION
Philadelphia, PA
www.Drexelmed.edu/MSsim/

Drexel is pleased to offer the Master of Science Degree in Medical/Healthcare Simulation. The curriculum will be comprised of asynchronous and synchronous learning as well as a face-to-face curriculum. This degree provides practical simulation experience and research opportunities, enabling in-depth exposure to effective simulation based practice.

DYNASTHETICS LLC
Salt Lake City, UT
www.vitalsbridge.com

The VitalsBridge, a device that allows vital signs from a patient simulator to be presented on a real patient monitor, is made by Dynasthetics LLC.

EASTERN VIRGINIA MEDICAL SCHOOL
Norfolk, VA
www.evms.edu

The Medical and Health Professions Education online master’s degree program prepares educational leaders in medical and health professions organizational settings. Courses focus on learning theory; assessment of learning; curriculum design; instructional methods; research methods in education; program evaluation; leadership and professionalism with an emphasis on real world, practical applications.
EDUCATION MANAGEMENT SOLUTIONS, LLC. (EMS)
Exton, PA
www.ems-works.com
EMS’ SIMULATIONiQ platform provide a single integrated solution with a full spectrum of options for mid- to large-size standardized patient (SP) and mannequin-based simulation centers. From audio-visual hardware and software to management, evaluation, mobile device access, and mobile and portable units for in-situ training, the SIMULATIONiQ platform enables evaluators to leverage their full simulation efforts.

EPIMED INTERNATIONAL, INC.
Johnstown, NY
www.epimedpain.com
Epimed International, Inc will feature products designed for Regional Anesthesia. We will display our Wiley Spinal®, Spring-Wound Spirol® Epidural Catheters, Genesis Epidural Spinal Injection Simulator, Nerve Block Needles, and Trays.

GAUMARD SCIENTIFIC COMPANY, INC.
Miami, FL
www.gaumard.com
Gaumard’s commitment to improving patient care through healthcare education has been our foundation since 1946. Educators worldwide recognize our NOELLE® series for having revolutionized obstetric training. This commitment continues with the world’s only completely tetherless family of simulators including the rugged Hal®, widely acclaimed Victoria®, and our newest member, Tory™.

HEALTH EDCO
Waco, TX
www.wrsgroup.com
Stop by our booth or visit HealthEdco.com to see original training models for nasogastric intubation, wound care, injection training, abdominal palpation and hundreds of other health education products.

HEALTHCARE SIMULATION SOUTH CAROLINA
Charleston, SC
www.healthcaresimulationsc.com
HCSSC offers objective-based scenario sets, course materials, and services to support Practical SimulationTM and Cooperative Learning for Simulation Skills Training (CLSSST)TM, unique methodologies designed to increase both the utilization and value of simulation across disciplines. The HCSSC booth will feature live and recorded demonstrations of products and services.

HGA ARCHITECTS AND ENGINEERS
Minneapolis, MN
www.hga.com
HGA is an integrated architecture, engineering, and planning firm that helps prepare its clients for the future. By understanding their cultural and business needs, we help clients realize their organization’s vision and potential through responsive, innovative, and sustainable design. We achieve this through multidisciplinary collaboration, knowledge sharing, and design investigation.

I-HUMAN PATIENTS, INC.
Sunnyvale, CA
www.i-human.com
Our flagship product is i-Human Patients, a high performance cloud-based multimedia case authoring and playback system. The software platform simulates a complete medical patient encounter with animated avatars, human physiology and pathophysiology, virtual histopathology and 3D anatomy, all for the purpose of improving students’ patient assessment and diagnostic reasoning skills, and patient outcomes.

IMMERSIVETOUCH, INC.
Westmont, IL
www.immersivetouch.com
ImmersiveTouch is a leader in simulation based surgical training and anatomical exploration using 3D virtual reality and haptics, using our best in class patented technologies. Open, percutaneous and microsurgical approaches are all covered in our simulators. A number of patient-specific multispecialty procedures and libraries are available.
INACSL
Morrisville, NC
www.inacsl.org
The International Nursing Association for Clinical Simulation and Learning (INACSL) promotes research and disseminates evidence based practice standards for clinical simulation methodologies and learning environments.

INGMAR MEDICAL LTD
Pittsburgh, PA
www.ingmarmed.com
IngMar Medical is the global leader in respiratory simulation. With IngMar Medical test lungs and breathing simulators, you can offer hands-on ventilator management training with no risk to patients. Assess clinician competence and ventilator performance with a breadth of patient scenarios - including high risk/low frequency events.

INTELLIGENT VIDEO SOLUTIONS
Pewaukee, WI
www.ipivs.com
Is your program looking to increase video recording and observation capabilities in your simulation centers? Tired of costly annual support contracts and expensive propriety cameras? Stop by booth 1030 to learn about VALT from Intelligent Video Solutions (IVS). This powerful solution is currently in use at many Nursing and Medical Simulation programs.

INVENTIVE MEDICAL LTD.
London, United Kingdom
www.heartworks.me.uk
The HeartWorks system is recognized globally as the leading simulation solution for education in echocardiography and cardiac anatomy. Initiated and developed by leading clinicians in cardiac anaesthesiology at University College London Hospital, it is unrivalled for quality, accuracy, and realism in the teaching of transthoracic and transoesophageal echocardiography.

ISIMULATE
Fyshwick, ACT, Australia
www.isimulate.com
iSimulate provides world class simulation systems that are a realistic and cost effective solution to organisations across the world. Our mantra is simple – use the best of current mobile technology to create products that are more advanced, simpler to use, and more cost effective than traditional simulation solutions.

KAPLAN MEDICAL
Chicago IL
www.kaplan.com
For more than 40 years, Kaplan Medical’s experts have helped students and physicians across the world prep for the boards and maximize their chances of matching into residency programs. Kaplan Medical’s Chicago Center for Medical Simulation is one of only a few Commercial Simulation Centers in the Midwest - and is now available for public rental. Locations in New York, NY, and Pasadena, CA will also be available in 2016 for public rental.

KB PORT LLC-H
Allison Park, PA
www.kbport.com
Kb Port, a Pittsburgh based technology company, specializes in providing software development and multimedia solutions for the medical simulation industry. With more than 20 years of simulation experience, Kb Port can help you design a center that meets all of your simulation needs.

KFORCE GOVERNMENT SOLUTIONS - TRAUMAFX
Fairfax, VA
www.traumafx.net
Kforce Government Solutions, Inc. (KGS) TraumaFX*, produces realistic, all terrain patient simulators, such as the award winning Multiple Amputation Trauma Trainer (Matt)(R), HEMO, and Airway Plus. TraumaFX* employs advanced, movement, and instant validation to provide First Responders with the most comprehensive, effective Tactical Emergency Casualty Care and Continuum of Care (TECC) training experience.
<table>
<thead>
<tr>
<th>Exhibit Number</th>
<th>Company Name</th>
<th>City, Country</th>
<th>Website</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>631</td>
<td>KOKEN CO., LTD.</td>
<td>Tokyo, Japan</td>
<td><a href="http://www.kokenmpc.co.jp">www.kokenmpc.co.jp</a></td>
<td>Koken Co., Ltd., is one of the leading manufacturers of life simulation models in Japan. Our products support the education of medical, nursing, and emergency care professionals.</td>
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<tr>
<td>410</td>
<td>KYPNECTIVE, INC.</td>
<td>Chadds Ford, PA</td>
<td><a href="http://www.DecisionSimulation.com">www.DecisionSimulation.com</a></td>
<td>DecisionSim™ is a novel and fully customizable simulation-based learning platform from Kynectiv, Inc. that enables assessment and enhancement of decision-making through real-world experiences. DecisionSim has been adopted by top healthcare systems around the world, including the Department of Veterans Affairs, as well as by patient education innovators, professional societies and academic institutions. Kynectiv also offers CommSim™, a simulation platform that allows for engaging encounters to be conducted remotely between a role-playing coach and a learner to improve communication skills.</td>
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<td>815</td>
<td>KYOTO KAGAKU CO., LTD</td>
<td>Torrance, CA</td>
<td><a href="http://www.kyotokagaku.com">www.kyotokagaku.com</a></td>
<td>Kyoto Kagaku Co., LTD has been aiming to enhance healthcare education through the production of various simulators and models since 1948. Our products capture the discipline of aspiring physicians and technicians. At IMSH, we will showcase: Difficult Airway Management and Suture Evaluation Systems; Cardiac Patient Simulator; the Lung Sound Auscultation Trainer and other products.</td>
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<td>701</td>
<td>LAERDAL MEDICAL</td>
<td>Wappingers Falls, NY</td>
<td><a href="http://www.laerdal.com">www.laerdal.com</a></td>
<td>Join us at Laerdal Booth No. 1000 as we interview thought leaders about their healthcare simulation experiences. In schools and hospitals, new ground is being laid in using simulation to optimize teamwork and communications, improve diagnosis and assessment skills, and introduce new evidence-based medicine. Hear industry experts discuss their challenges, successes, and advice on using simulation.</td>
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<td>800</td>
<td>LAERDAL MEDICAL</td>
<td>Wappingers Falls, NY</td>
<td><a href="http://www.laerdal.com">www.laerdal.com</a></td>
<td>Laerdal, one of the world’s leading providers of healthcare solutions, is dedicated to helping save lives. Medical errors are believed to be the cause of more than 250,000 deaths per year in higher resource countries. A 20% reduction in these errors by the use of simulation education and related activities could contribute to increasing the survival rate to an additional 50,000 lives per year.</td>
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<td>1000</td>
<td>LAERDAL MEDICAL</td>
<td>Wappingers Falls, NY</td>
<td><a href="http://www.laerdal.com">www.laerdal.com</a></td>
<td>Join us at Laerdal Booth No. 1000 as we interview thought leaders about their healthcare simulation experiences. In schools and hospitals, new ground is being laid in using simulation to optimize teamwork and communications, improve diagnosis and assessment skills, and introduce new evidence-based medicine. Hear industry experts discuss their challenges, successes, and advice on using simulation.</td>
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<td>1002</td>
<td>LAERDAL MEDICAL</td>
<td>Wappingers Falls, NY</td>
<td><a href="http://www.laerdal.com">www.laerdal.com</a></td>
<td>We believe that simulation training for nursing education professionals is pivotal in our common goal to improve patient outcomes. Our understanding of the industry and of simulation learning methodology and solutions ensures that the technology works with your nursing program simulation goals. Count on Laerdal and the National League for Nursing as your trusted advisers to achieving simulation excellence.</td>
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<td>1005</td>
<td>LAERDAL MEDICAL</td>
<td>Wappingers Falls, NY</td>
<td><a href="http://www.laerdal.com">www.laerdal.com</a></td>
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<td>LEVEL 3 HEALTHCARE / SIMSTATION</td>
<td>Mesa, AZ</td>
<td><a href="http://www.level3healthcare.com">www.level3healthcare.com</a></td>
<td>Level 3 Healthcare is a leader in the design, engineering, and integration of HD video, audio and telemedicine systems within healthcare environments that include hospitals, clinical training labs, and simulation centers. This year, Level 3 Healthcare is proud to introduce the next generation simulation AV debriefing system, SIMStation.</td>
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Limbs & Things is committed to serving training markets in Clinical Skills, Women’s Health and the Surgical Specialties. Our goal is to produce products which allow clinical educators to successfully deliver their curriculum requirements for physical examination and procedural skills. We will continue to work closely with leading clinicians, exploring new technologies and materials and promoting our products worldwide.

Medical educators and researchers use Mangold software to capture, observe, and analyze the behaviors impacting patient care. Mangold Labs integrate A/V, physiological, eye-tracking, and motion-tracking data into a single comprehensive analysis platform. We offer planning, installation, training and the support required to achieve your debriefing, instructional, and research goals.

MDF Instruments is a US-based branded manufacturer of handcrafted stethoscopes, reflex hammers, sphygmomanometers, blood pressure cuffs, lighting instruments, and thermometry with industry-leading quality and warranties. Currently celebrating 43 years of innovative and quality medical instrumentation, MDF companies operate in six continents with wholly-owned production facilities and a global network of designated MDF distributors in 80+ countries.

Meadows Medical is an educational medical supplier specializing in the needs of nurse training programs throughout the world. Our primary goals are delivering top quality products and making sure our clients are 100 percent satisfied. We are the originators of the Nurse Pac®. Visit our booth to see MeadowsEHR.com, our affordable EHR solution specifically geared towards education.

MedAffinity EHR for Education solves EHR-specific problems in the simulation environment. MedAffinity’s “Save As” template editing makes customizing, adjusting, and creating new simulation materials easy. MedAffinity’s Chart Summary Note Preview makes viewing information quick and effortless and MedAffinity’s Simulation Chart Reset eliminates repetitive item-by-item deletion after each simulation session.

MedaPhor is a global ultrasound training company, selling the award-winning ScanTrainer ultrasound training simulator. The virtual reality simulator combines ‘real-feel’ haptic simulation with real patient scans and curriculum-based interactive learning. ScanTrainer’s unique ScanTutor learning software provides a personalized education environment that minimizes the time required by an expert to teach and the need for a variety of patients to learn on.

We are a distributor of nursing supplies to education programs.

MEDICAL-X is a Dutch company, specializing in design, development, manufacture, marketing and distribution of simulation products for medical training. MEDICAL-X provides healthcare professionals with cutting-edge technological simulators for a wide variety of specialties.
MEDSIM MAGAZINE
Lake Mary, FL
www.halldale.com

MEDSim Magazine aims to promote the best education and training practices for the next generation of healthcare professionals. MEDSim Magazine is written by professionals in medicine, simulation and training who are recognized leaders in healthcare. MEDSim addresses the needs of medical practitioners, educators and academics around the world. MEDSim features innovations in healthcare education including the latest simulations developed to train different medical professionals at various stages of their education, as well as curriculum advancements to develop the knowledge and skills needed to ensure patient safety and reduce healthcare cost.

MENTICE, INC.
Evanston, IL
www.mentice.com

Mentice is the world leader in medical cardiovascular and endovascular simulation, providing innovative and effective solutions for training, education and assessment in a wide range of disciplines.

MIMIC TECHNOLOGIES
Seattle, WA
www.mimicsimulation.com

Mimic Technologies leads innovation in simulation training for robotic surgery. The dV-Trainer is the most advanced, cost effective simulator for the da Vinci® system. It brings simulation to the first assistant with the new Xperience Team Trainer and now with Maestro AR has the first truly interactive, procedure-specific simulation technology.

MMS MEDICAL
Earth City, MO
www.mmsmedical.com

MMS, a Medical Surgical distributor, has serviced the medical community since 1970 with a division exclusively dedicated to providing students with products they will use in hospitals, nursing homes, and other clinical healthcare settings. We offer products from more than 1,500 manufacturers at competitive pricing to keep you on the cutting edge.

MODEL-MED INTERNATIONAL PTY. LTD.
Carnegie, VIC, Australia
www.modelmed.com.au

Paradigm Medical Specialties is the exclusive North American Distributer for Model-med International. Model-med products are designed with faithful attention to anatomical detail. All mannequins are carefully manufactured using a soft, highly elastic flesh-like material that is durable and easy to clean. Model-med customers find these unique products produce a level of realism that creates a top quality training experience for learners.

MT TOOL
Schaumburg, IL
www.mttool.com

Simulation Stethoscope and app for iPhone/iPod: simple, familiar, realistic, economical. It is the next logical and technological step. The app has individual organ sounds, conditions and complete cases. Students place the bell where they think appropriate. The SP or instructor controls the sounds from physiologically graphic touch screen icons.

MYSMARTHEALTHCARE®
Saratoga Springs, NY
www.mysmartsim.com

mySmartHealthcare® provides a library of interactive simulations that are evidence based and leverage a micro-learning strategy. All modules provide key data analytics as well as adaptive learning techniques through assessments and step by step performance. The mySmartHealthcare product line includes powerfully interactive web, mobile and haptic simulations.

NATIONAL TRAINING & SIMULATION ASSOCIATION (NTSA)
Arlington, VA
www.trainingsystems.org

The National Training and Simulation Association (NTSA) is America’s premier organization representing the interests of the modeling and simulation community worldwide. As such, it serves as a constant point of contact for government, academia, industry, research organizations and the military to exchange information, share knowledge, align business interests and in general stimulate growth and overall advancement of the industry.
Noldus Information Technology
Leesburg, VA
www.noldus.com

Noldus translates your questions into practical and proven solutions. We offer complete observation labs to record video, emotions, heart rate, skin conductance, behavior, and more. High speed cameras, Eye trackers to measure visual attention, cognitive state, and workload, The Observer XT for coding and analysis, FaceReader for expression analysis, and Viso the new multi-video recording suite some of the components available.

Objectivity Plus
Lafayette, LA
www.objectivityplus.com

Objectivity Plus® presents QUANTUM® the first and only standardized performance assessment system that utilizes mobile technology that incorporates educational learning and critical thinking theories. QUANTUM® measures all domains of learning; is psychometrically sound; and is legally defensible. QUANTUM® includes instructor and learner scheduling, communicating, testing, and results reporting.

Orzone provides e-learning and advanced simulation technology to support and facilitate clinical training and assessment worldwide. Orzone partners with medical societies, hospitals and other healthcare stakeholders to provide solutions which improve the knowledge, skills and professionalism of clinicians accelerating them on their path from student to recognized expert.

OSSim Technologies Inc. specializes in virtual reality (VR) simulators for open surgery. OSSim strives to better train orthopedic surgeons, and aims to become a major reference in the VR simulator market. We developed a novel virtual reality training simulator, the SIM-K™, for orthopedic open surgeries more specifically addressing the total knee replacement procedure.

OtoSim Inc offers ear (OtoSim™) and eye (OphthoSim™) training & simulation systems that have been shown to drastically improve the diagnostic accuracy of students. Through hands-on simulation devices, databases of clinical scenarios, and enhanced interactivity between the instructor and student(s), OtoSim training systems enable trainees to quickly & effectively develop confidence in their skills.

Pocket Nurse® is a nurse owned and operated company. We provide quality and cost-effective medical supplies/equipment to Healthcare Educators and Simulation Labs worldwide. Pocket Nurse® is the exclusive distributor of Demo Dose®, a complete line of simulated medications for education. Order from our catalog or at www.pocketnurse.com.

Polhemus pioneered motion tracking 40 years ago, introducing head tracking technology for aviation cockpit simulators. Along with their accuracy and simplicity, Polhemus trackers provide 6 Degrees-of-Freedom measurement, with sensors that are easily embedded in probes and manikins. Polhemus technology is a top choice for some of the world’s most sophisticated and commercially successful training simulators.

The project developed a new technology of screen-based real-time digital simulation of the vital processes of organs and systems in the human body. It was understood that the only possible embodiment of the Virtual Human concept should be a cell-up built fully functioning digital physiologic model – accurate enough to become an engine of a clinical simulator. The model thus obtained appeared to be as close as possible to the Virtual Human concept, so now we have a multidisciplinary screen-based simulator meeting most high expectations of both educators and learners.
730 REMEDY SIMULATION GROUP
Perkasie, PA
www.pulseanatomy.com
Remedy Simulation Group is an innovative medical simulation products company with a goal to Improve the Standard of Practice™. Remedy’s products help students studying in the medical disciplines to develop important and necessary skills by providing tactile, realistic scenarios for learning. 3-D printing capabilities and contract manufacturing services are available.

530 SCOTIA UK PLC T/A SMOTS™
Edinburgh, Midlothian, United Kingdom
www.smots.org
A UK based company supplying our unique IP based medical observation and training system, smots™. Live observation, recording and debriefing. Used extensively to train healthcare professionals throughout the UK, Europe and the Middle East. Looking forward to meeting you all at our first US event.

221 SECTRA AB
Linkoping, Sweden
www.sectra.com
With 20+ years of innovation and 1,700 installations worldwide, Sectra is a leading provider of IT systems and services for radiology and other image-intensive departments. Sectra delivers solutions that provide tangible gains in productivity. Sectra also offers a complete solution for interactive education and clinical training with Sectra Table at the core.

109 SHADOW HEALTH, INC.
Gainesville, FL
www.shadowhealth.com
Shadow Health® is an educational software developer of web-based Digital Clinical Experiences™ designed to augment health courses for nursing students and allied health education programs. Students engage with digital interactive patients using a state-of-the-art conversation engine and interactive 3D imagery to perform assessments, practice documentation and write self-reflection notes.

201 SIMCORE
Atlanta, GA
www.simcoretech.com
SimCore is a web-based platform that provides a more efficient way to create and run content rich scenarios, manage workflow and promote cross-disciplinary collaboration within the simulation community. The system was developed by practicing simulation experts in academic settings where best practices were pioneered and solves on-the-ground-needs not currently addressed by other industry participants.

729 SIMGHOSTS
East Las Vegas, NV
www.simghosts.org
SimGHOSTS is strategic partner of SSH which provides annual hands-on training events around the world, online resources, training courses, research, and professional development for those operating healthcare simulation technologies. Learn more at SimGHOSTS.org!

728 SIMNEXT
Peoria, IL
www.sim-next.com
SIMnext—portable, affordable simulators, designing and building custom simulation devices for the healthcare industry. Our engineers and designers work closely with medical to bring medical innovation to life. SIMnext’s recent development, DR Doppler, outputs fluidic waveforms mimicking virtually any blood flow pattern into ultrasound compatible anatomy based on real human data.

928 SIMQUEST SOLUTIONS
Annapolis, MD
www.simquest.com
SimQuest Solutions is an innovative leader in technology-assisted medical training that creates virtual and augmented reality simulators. These simulators are being developed to empower physicians, surgeons, and other healthcare professionals to develop and perfect their skills without risk to patients or animals.
SIMSKIN
Chicago, IL
www.simskin.com

SIMSKIN was created by the hands of a dermatologist. He spent years developing the simulated skin that we incorporate in each of our models. Our products are carefully crafted by hand to ensure that the skin behaves in a realistic manner and range from suture pads to advanced head models. The skin consists of an epidermis, dermis & subcutaneous layer and can be incised and sutured like real skin.

SIMTABS
Los Altos, CA
www.simtabs.com

SimTabs supports your training needs through transformation of your existing learning content into interactive 3D simulation experiences. We have deep experience in technologies for healthcare education. Our proprietary content templates and authoring tools lower development cost. We deliver on mobile and desktop devices, with analytics and enterprise integration.

SIMULAB CORPORATION
Seattle, WA
www.simulab.com

Simulab has been described as a practical engineering and manufacturing company—with a bit of mad scientist thrown in for good measure. They are passionate about human simulation realism that saves lives and money. Simulab’s goal over the past 20 years has been to create easy-to-use, portable, affordable, and clinically-relevant substitutes for both animal and human subjects used in medical training.

SIMULAIDS
Saugerties, NY
www.simulaids.com

Visit Simulaids and Nasco’s booth to see the Simulation Simplified line of SMART STAT simulators. Simulaids and Nasco offers a wide range of products for your simulation needs that are intuitive, easy to use, and inexpensive to operate.

Proudly Sponsoring the 6th Annual Serious Games and Virtual Environment Arcade and Showcase
326
SIMULATED SURGICAL SYSTEMS
San Jose, CA
www.simulatedsurgicals.com

Simulated Surgical Systems, LLC is a pioneer in the development of simulation for robot-assisted surgery. Our goal is to provide safe, practical, and efficient robot-assisted surgery training to novice surgeons, thus reducing surgical error and making robot-assisted surgical education feasible. We currently offer Robotic Surgery Simulator (RoSS) and Hands-On Surgical Training (HoST) modules.

610
SKYFOLD
Montreal, Canada
www.skyfold.com

Skyfold is a vertically folding acoustical retractable wall that neatly stores in the ceiling. In the down “closed” position, Skyfold is a two-sided, hard, rigid wall with an STC rating up to 60 (RW 59). Skyfold, which is fully automatic, doesn’t take up valuable floor space for storage pockets and doesn’t require wall or floor tracks.

105
SMARTUMMY
Honolulu, HI
www.hawaii.edu

The SmarTummy (holding two U.S. Patents) is a first-of-its-kind abdominal simulator manikin designed to train medical and nursing students in abdominal palpation exams. Using a configurable x-y grid of inflatables and user-friendly computer interface, the SmarTummy dynamically and instantaneously replicates a number of abdominal ailments and thus serves as a reliable source of training.

909
SONOSIM, INC.
Santa Monica, CA
www.sonosim.com

SonoSim develops and markets state-of-the-art ultrasound training for physicians, nurses, students and care providers. The company has a foundation of intellectual property that has enabled creation of an easy-to-use, affordable, and portable ultrasound education and training solution. Their products allow learners to take control of how, when, and where they learn ultrasound.

122
STRATEGIC OPERATIONS
San Diego, CA
www.strategic-operations.com

Strategic Operations Inc. (STOPS), on the lot of Stu Seagall Productions, a full-service TV/movie studio, provides Hyper-Realistic(TM) training services and products for military, law enforcement, and other organizations responsible for homeland security. The company employs state-of-the-art Hollywood battlefield special effects, combat wound effects, role players, subject matter experts, Combat Training Coordinators, and training scenarios to create training environments that are the most unique in the industry.

911
STUDIOCODE GROUP
Camarillo, CA
www.studiocodegroup.com

Are you using video effectively for debrief? Are you a researcher thinking of using video based data? Studiocode Group provides powerful, flexible and customizable data collection tools. Outstanding for research and training tools for use in simulation video debrief. If you are focused on video validated research, improving team communication, defining your own performance measures, and engaging passive learners, then Studiocode Group’s advanced tools are for you. Come by our booth for a brief demonstration!

523
SURGICAL SCIENCE INC.
Minneapolis, MN
www.surgical-science.com

Surgical Science, the unmatched global leader in medical simulation training, offers the highest quality and most innovative virtual reality surgical education tools to fulfill our mission of providing validated, targeted and efficient training in the most true-to-OR scenarios possible.

926
SWEMAC SIMULATION AB
Linköping, Sweden
www.swemac.com

Swemac Simulation AB is a Swedish company that develops and promotes VR medical simulators within orthopaedic area such as hip fractures and spinal surgeries. www.swemac.com
TOBII TECHNOLOGY INC.
Falls Church, VA
www.tobii.com

Tobii Pro helps business and science professionals gain valuable insights into human behavior. Our high-quality eye tracking solutions capture human behavior in a natural way, ultimately affording users access to valuable, objective data about real responses to stimuli.

TOUCH OF LIFE TECHNOLOGIES
Aurora, CO
www.toltech.net

Come see ToLTech's virtual reality simulators which offer anatomically accurate ultrasound training, needle procedures, and arthroscopy. Checkout our multi-touch visualization table which combines clinical-grade CT and MRI visualization from Sectra Medical Systems with ToLTech's VH Dissector interactive anatomy software.

TRUCORP LTD.
Woodstock Link, Ireland
www.trucorp.com

TruCorp has more than 10 years' experience and is committed to developing anatomically correct products to deliver medical best practice. TruCorp AirSim airways are the standard for airway management training. TruCorp has designed, engineered and produced a variety of training manikins for airway management on both adults and pediatrics, ENT and Trauma skills.

TURNING TECHNOLOGIES
Youngstown, OH
www.turningtechnologies.com

Turning Technologies' data collection & response solutions create a dynamic environment to engage participants. TurningPoint Cloud polling software offers a cloud-based interface to securely collect data. Seamlessly poll with PowerPoint® over any application or conduct self-paced tests, evaluations or surveys. Participants easily respond to questions with ResponseCard keypads or ResponseWare.

UCHIDA YOKO GLOBAL LIMITED
Tokyo, Japan
www.uchidayoko.com

Uchida Yoko Global limited is a education solution provider with more than 100 years of business history in Japan. A Feedback System to assist clinical simulation called "PF-Note" has just been launched.

UCLA SCHOOL OF NURSING
Los Angeles, CA
www.nursing.ucla.edu

Complementary Compendiums of interprofessional (IP) educational assessment tools are being distributed as part of a Josiah Macy Foundation Grant. The Compendium is a compilation of IP assessment tools tested by the UCLA Schools of Medicine and Nursing. It also includes articles on the background of IP education, experiences from schools with well-established IP programs and an annotated bibliography.

UNIVERSITY OF DELAWARE
Neward, DE
www.udel.edu

An interprofessional team at the University of Delaware has developed high fidelity wearable overlays for standardized patients. These products combine a authentic, human interaction with a "sick" patient requiring invasive procedures during the simulation experience.

UNIVERSITY OF MIAMI GORDON CENTER FOR RESEARCH
Miami, FL
www.gcrme.miami.edu

For 50 years, the University of Miami Gordon Center has pioneered simulation technology and developed proven training systems used for multiprofessional healthcare education worldwide. These include the new, next generation Harvey, UMEDIC e-learning curricula, and simulation-based tele-training and testing.

UNIVERSITY OF SAN FRANCISCO SIM CENTER
San Francisco, CA
www.usfca.edu

The School of Nursing & Health Professions (SONHP) advances nursing and health professions education within the context of the Jesuit tradition. The school links classroom, clinical and field experiences with expectations for competence, compassion, and justice in health care, protection and promotion within the context of the highest academic standards.
406
VASCULAR SIMULATIONS
Stony Brook, NY
www.vascsim.com

The Vascular Simulations Replicator duplicates the cardiac cycle with a functional left atrium and ventricle with mechanical mitral and aortic valves. The machine provides a realistic experience when performing endovascular procedures. The user can interface the replicator with angiography in combination with any endovascular access product or device utilized to perform an actual clinical case.

204
VATA
Canby, OR
www.vatainc.com

VATA develops, manufactures and distributes the most anatomically realistic skills trainers available for vascular access, infusion and wound care training. Our training aids help clinical staff gain confidence and competence while learning skills such as starting IVs, managing central lines and IVADs, performing bone marrow biopsy procedures, wound identification, staging of pressure ulcers and more.

301
VIRTAMED AG
Schlieren, ZH, Switzerland
www.virtamed.com

The Swiss company, VirtaMed AG, develops virtual reality simulators of highest realism to improve the quality of surgical education and patient care. Simulations include diagnostic and therapeutic procedures in arthroscopy, hysteroscopy, OB/GYN training and urology. Teaching institutions and medical device companies use them globally for hands-on training. Upcoming events: www.virtamed.com.

921
VRMAGIC, INC.
Cambridge, MA
www.vrmagic.com

VRmagic is a leading provider of high-end virtual-reality and augmented-reality simulators for ophthalmic medical training: Eyesi Surgical, Eyesi Indirect and Eyesi Direct. All simulators provide a life-like learning environment making it possible for users to train their diagnostic and surgical skills efficiently—without risk to patients.

731
WALLCUR, LLC
San Diego, CA
www.wallcur.com

For over 40 years, Wallcur has been the industry leader in providing practice medications and training products for clinical simulation and health education. Our Practi™ brand guarantees the highest quality, most true-to-life realistic designs. We work with nursing, medical assisting, pharmacy/pharm tech, EMS/paramedic, allied health and medical corps programs, and others throughout the world.

628
WISER
Oakland, PA
www.wiser.pitt.edu

WISER is an education and simulation center at the University of Pittsburgh and UPMC Health System.

1009
WOLTERS KLUWER
Philadelphia, PA
www.lww.com

Wolters Kluwer is a leading global provider of information, point of care, and education resources for the healthcare industry. Our leading content includes Simulation in Healthcare, the official publication of the SSH. Our integrated nursing education solutions, including vSim for Nursing, Lippincott CoursePoint+, and Lippincott DocuCare, provide a rich learning environment that prepares students for practice.
Over the past couple of years, the Society for Simulation in Healthcare Technology and Standards (T&S) and Public Affairs and Government Relations (PAGR) Committees have been working together to develop effective communications paths between the civilian and the military healthcare simulation technology and training communities. At IMSH 2012 (San Diego), we had unforgettable defense healthcare training simulation technology exhibits which included approximately a dozen prototype demonstrations of new technology and products being developed with science and technology research and development funding by the Department of Defense. More recently, the effort has been expanded to reach other federal departments and agencies that share our interest in using modeling and simulation to improve medical service, patient safety, and treatment outcomes and in funding research.

IMSH 2016 will see 10 panels and presentations from healthcare-related modeling and simulation programs funded by the NIH, NSF, NASA, and the VHA, and several from the Department of Defense which are listed in the IMSH program schedule.

SSH has provided exhibit floor space to Department of Defense healthcare training and technology program managers who, in turn, have selected project investigators/researchers to display information and prototypes at IMSH. Most, but not all, of the projects are funded through federal Small Business Initiative Research (SBIR) program grants.

The Congressionally-funded SBIR program is intended to enable small companies, often working with academic institutions, to conduct research or develop solutions to fill government capability gaps, to grow national small businesses research capability, and to deliver new technology to the public market place. Accordingly, third
year funding, if awarded, is in part for “commercialization” of new products thus helping grow small businesses and delivering the products of research investments to the general population. A government study of SBIR results in healthcare technology which was published in the SSH Journal for Simulation in Healthcare in 2012 showed relatively poor commercialization results attributed in large part to a lack of early input to developers from the potential commercial market customers. This SSH-IMSH initiative directly addresses that issue by giving those attending IMSH the chance to see, evaluate, and suggest improvements in new technology while there is still funding for the developers to make improvements.

Exhibit space is provided with the understanding the organizations may only show work in progress which was selected and approved by their funding sponsor and are prohibited from marketing activity related to their organizations’ existing product lines while in the exhibit area. When visiting the Corral, we encourage vigorous exchanges to understand the specific work and to contribute recommendations and ideas that would increase the potential value to the entire healthcare simulation training community.

Research Presentations

1. Development of Direct Observation and Automated Assessment Tools for Multiple-Casualty Scenarios Results of Development and Testing of a Conversational Virtual Patient for Healthcare

2. Autonomous Mentoring Systems for Procedural Skill Acquisition and Assessment

3. BioGears: Designing and Building an Extensible, Modular, Open Source Human Physiology Engine

4. STOMP – Simulation Training for Operational Medicine Providers

5. Human Tissue Characterization: Comparing Properties of Human vs Simulated Tissues

Skills Decay Research Presentations

1. Psycho-Motor and Error Enabled Simulations: Modeling Vulnerable Skills in the Pre-Mastery Phase

2. Use of Performance Measures to Evaluate, Document Competence and Deterioration of ASSET Surgical Skills

3. Surgical Skills Training and Assessment Instrument (SUSTAIN)

4. Skill Degradation Evaluation Toolkit for Eliminating Competency-loss Trends (Skill-DETECT)

SPECIAL SESSION: INNOVATIONS AND RESEARCH FROM UNITED STATES DEPARTMENT OF DEFENSE

Monday, January 18
1:00 – 5:00 PM

Current Projects & Future Vision

Expert Panel: Understanding and Minimizing Skill Decay
ENJOYING IMSH 2016?

Join us in 2017 for an even more spectacular experience!

IMSH 2017 will feature...

• Plenary speakers
• Preconference Courses and Immersive Sessions
• Networking with more than 3,000 leaders in healthcare simulation
• The Annual Spectrum of Ideas Showcase
• 300 education sessions
• The IMSH Hall of Discovery—the world's largest exhibition for healthcare simulation professionals
• The 6th Annual Serious Games & Virtual Environmental Arcade & Showcase
• And so much more!

“ I loved the networking and seeing the new and innovative ways simulation is being used to improve patient care and safety.”

Julie Arafeh MSN, RN
Senior Simulation Specialist
Center for Advanced Pediatric and Perinatal Education, Stanford Medicine
IMSH 2015 attendee

“ The entire experience was motivating.”

Elizabeth Horsley, RN, Med, CHSE
Brock University
Ontario, Canada
IMSH 2015 attendee

Registration opens fall 2017. More details coming soon!