Welcome to New Orleans

Registration / Presenter Center / SSH Central

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
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<tbody>
<tr>
<td>Friday</td>
<td>2:00pm - 6:00pm</td>
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<tr>
<td>Saturday</td>
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<tr>
<td>Sunday</td>
<td>7:00am - 9:00pm*</td>
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<tr>
<td>Monday</td>
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<tr>
<td>Tuesday</td>
<td>7:00am - 6:00pm</td>
</tr>
<tr>
<td>Wednesday</td>
<td>7:00am - 10:00am</td>
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SSH Central closes at 6:00pm

SSH Central is your one stop to find out information, meet colleagues and catch up with friends.

Highlights for 2015:

- **New!!** Video wall
- **New!!** SSH Apparel for sale
- IMSH and SSH Ribbons
- Tech Bar to help with mobile app (update your sim center information as well)
- IMSH attendee map (come place your pin!)
- A concierge to help you with New Orleans information, including making dinner reservations
- Hotel and housing questions answered
- Healthcare Simulation Community information
- Affiliate Corner
- Mentor/Mentee meeting location
- Membership, Accreditation, and Certification information

SSH would like to thank our generous IMSH Sponsors

- Laerdal Medical - Platinum Sponsor
- Limbs & Things - Silver Sponsor
- Devry Education Group - 5th Annual Serious Games & Virtual Environments Arcade & Showcase
Welcome to IMSH 2015!

As president of the Society for Simulation in Healthcare, it is my absolute pleasure to welcome you to IMSH 2015. Ascribing our 15th anniversary conference with the theme “Simulation Celebration!” is a true testament to the vibrancy, growth, ingenuity, and collegiality within our community. We have much to Celebrate! During the conference, we hope you find occasions to reflect on how far we have come in a relatively short amount of time, applaud the notable work put forth by our members and peers, find opportunities to explore possibilities, envision the future, and (most of all!) enjoy the camaraderie of the SSH membership.

We chose New Orleans as the site of this year’s conference because it is a brilliant metaphor for SSH’s journey as a change agent and advocate for the integration of simulation-based practices in healthcare. Like our host city, we have faced many challenges and threats to our relevance. Yet, here we are, more vibrant than ever and fully committed to our mission of improving healthcare through the types of innovative approaches to simulation only achievable through interprofessional engagement. New Orleans’ success stems from the strength of its community coming together, doing the best they can with what they have available to them, building an infrastructure and processes to facilitate growth, and galvanizing the environment with vitality and exuberance. Likewise, the success of SSH has been achieved through a diverse, yet cohesive and energetic assemblage of participation across multiple professional domains of expertise. It is our community that gives us strength, our varying perspectives that challenge the status quo and inspire innovation, and our shared passion for improving healthcare that drives our success.

The Society for Simulation in Healthcare has grown exponentially in 15 years, in large part due to the deliberate design of the founders to facilitate interprofessional relationships and the strategic governance of its leadership to assure the integrity of that vision. The ever-changing developments within our various professional disciplines can test the unity of our membership and lead to a fracturing of affiliation if we become dissociative in the way we address challenges and opportunities. During the conference, I challenge you to connect with someone from another professional discipline and discuss something that either defies or inspires your work. See how another perspective might offer more powerful insights towards potential solutions than might otherwise occur. Through SSH, we have a unique opportunity to engage with professionals from different disciplines around the world. If we remain open to sharing our knowledge and expertise, and listening and learning from each other to collaboratively improve healthcare through simulation-based practices, we will surely have something to Celebrate!

Pamela Andreatta, EdD, PhD
President
Welcome to Simulation Celebration!

We are excited to present to you the 15th Annual International Meeting on Simulation in Healthcare (IMSH 2015). This year, we celebrate our past, present and future with innovative curriculum that highlights the pioneers and leaders in the field of healthcare simulation. Whether it’s your first or fifteenth attendance at IMSH, we trust you will find something that will inspire you to celebrate simulation.

New for our 15th Anniversary Celebration are the Novice and Expert Tracks, the Spectrum of Innovation, which highlights the latest innovations and inventions in healthcare simulation, and SimWars! 2.0 Battle of the Sim Centers, a fast-paced competition to determine who really does it best. Our Plenary Sessions, highlighting the Past, Present, Future, and Beyond, have been designed to inspire, featuring experts and leaders in our field. Of special interest is the presentation developed for IMSH by Marco Tempest, an internationally renowned cyber-illusionist, which promises to thrill, entertain and motivate your work in healthcare simulation during the Lou Oberndorf Lecture on Innovation in Healthcare Simulation.

During your experience at the meeting, please make sure you check out the following celebrations:

• Sim Wars! 2.0 Battle of the Sim Centers – New Format
• Sections, Special Interest Groups (SIGs), & Affinity Groups (AGs) to make connections with your peers
• Peer-reviewed research projects, both posters & oral presentations
• High-quality education on Faculty Development & Curriculum Design
• Pioneers in Simulation presentation
• Late-breaking Content in Infectious Disease Readiness Training
• Spectrum of Innovation Showcase
• Serious Games and Virtual Environments Arcade & Showcase
• IMSH Exhibition - Hall of Vendors
• Expert content in all content tracts
• Sunday Night Celebration!
• Mentor/Mentee Program

We would like to thank all of the individuals who worked tirelessly to create this fantastic celebration. We are particularly pleased with the strong international participation in the review process, and the remarkable response to our call for more reviewers.

SO NOW IT’S TIME TO RAISE A GLASS TO RAISING THE BAR!

IMSH 2015 Planning Committee Co-chairs
Juan Manuel Fraga, MD, DHIthSc
Wanda Goranson, MSN, RN-BC, CHSE
Adam I. Levine, MD
SSH Annual Business Meeting – The Future of SSH: A Journey through Strategic Planning

Immediately following the review of the amendments to the society bylaws, members of the 2015 SSH Board of Directors will host a panel presentation to provide updates about the progress of the strategic plan. Attendees will have the opportunity to address directors and ask questions about the Mission, Vision, Goals and future of the Society.

Those that attend will be entered to win prizes:

Grand prize: A night on the town! Includes round trip transportation and dinner for 4 at a renowned New Orleans restaurant.

First Prize: A fitbit to track your heart rate and activity during the conference and beyond.

Mobile App

Use the new IMSH 2015 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.

Key features include:
- View the most up to date conference agenda
- Create your own custom, personal meeting schedule
- View the list of exhibitors you want to be sure to visit on the show floor
- View the list of IMSH faculty
- Network and connect with other IMSH attendees
- Receive up to the minute alerts
- 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 2015 App. If you have any questions or need support you may visit the Tech Bar at SSH Central.

Accreditation Statement

This conference 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 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. For more information regarding contact hours, please call Kathryn Adams at kadams@ssih.org or 866.730.6127

Obtaining Credit for IMSH Attendance

Attendees must have their badge scanned upon entry to a course in order to receive credit. All attendees will receive an email at the end of each day with a link to the required evaluation survey. If the survey email is lost, it may be resent via request to imsh2015@ssih.org. Approximately three weeks after IMSH, each attendee will receive an email link for use in printing their individual certificate of attendance. Certificates of attendance will not be provided on site.
### Saturday, January 10

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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:00 AM</td>
<td>Registration &amp; Presenter Center Open</td>
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<td>7:00 AM</td>
<td>SSH Central Open</td>
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<tr>
<td>1:00 PM</td>
<td>Preconference Courses</td>
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<td>1:00 PM</td>
<td>Interest Group &amp; Committee Meetings</td>
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### Sunday, January 11

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<th>Time</th>
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<tr>
<td>7:00 AM</td>
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<tr>
<td>7:00 AM</td>
<td>SSH Central Open</td>
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<tr>
<td>8:00 AM</td>
<td>Preconference Courses</td>
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<tr>
<td>8:00 AM</td>
<td>Immersive Courses (includes travel time to and from Sim Center)</td>
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<tr>
<td>12:00 PM</td>
<td>Mentor/Mentee Luncheon</td>
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<tr>
<td>12:45 PM</td>
<td>SSH Annual Business Meeting</td>
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<tr>
<td>2:00 PM</td>
<td>Opening Plenary presented by Harry Owen</td>
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<tr>
<td>3:30 PM</td>
<td>Ribbon Cutting/Exhibit Hall Open</td>
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<tr>
<td>4:00 PM</td>
<td>SimWars™ 2.0 Battle of the Sim Centers</td>
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<tr>
<td>5:30 PM</td>
<td>Technology Innovation Professor Rounds</td>
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<tr>
<td>5:50 PM</td>
<td>Education Management Solutions Presentation Theater</td>
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<tr>
<td>6:30 PM</td>
<td>Exhibit Hall Reception</td>
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<tr>
<td>7:30 PM</td>
<td>Simulation Celebration Reception</td>
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### Monday, January 12

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<th>Time</th>
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<tr>
<td>7:00 AM</td>
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<td>7:00 AM</td>
<td>SSH Central Open</td>
</tr>
<tr>
<td>7:00 AM</td>
<td>Interest Group and Committee Meetings</td>
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<tr>
<td>7:00 AM</td>
<td>Continental Breakfast</td>
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<tr>
<td>8:00 AM</td>
<td>Lou Oberndorf Lecture on Innovation in Healthcare Simulation presented by Marco Tempest</td>
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<tr>
<td>9:30 AM</td>
<td>Educational Sessions</td>
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<tr>
<td>9:00 AM</td>
<td>Exhibit Hall Open</td>
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<tr>
<td>11:30 AM</td>
<td>Lunch in Exhibit Hall</td>
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<tr>
<td>11:30 AM</td>
<td>HGA Architects &amp; Engineers, Presentation Theater</td>
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<tr>
<td>11:45 AM</td>
<td>Program Innovation Professor Rounds</td>
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<tr>
<td>12:10 PM</td>
<td>Mentice Presentation Theater “Trauma-Considerations for Building REBOA Course”</td>
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<tr>
<td>12:50 PM</td>
<td>OtoSim Inc. Presentation Theater “Otoscopy and Ophthalmoscopy Training”</td>
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<tr>
<td>1:00 PM</td>
<td>Educational Sessions</td>
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<tr>
<td>3:00 PM</td>
<td>Serious Games &amp; Virtual Environments Arcade &amp; Showcase</td>
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<tr>
<td>3:30 PM</td>
<td>Innovative Idea/Work in Progress Poster Session</td>
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<tr>
<td>4:30 PM</td>
<td>Exhibit Hall Open</td>
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<tr>
<td>6:00 PM</td>
<td>Exhibit Hall Reception</td>
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<tr>
<td>7:30 PM</td>
<td>Interest Group and Committee Meetings</td>
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### Tuesday, January 13

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<th>Time</th>
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<tbody>
<tr>
<td>7:00 AM</td>
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<td>7:00 AM</td>
<td>SSH Central Open</td>
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<tr>
<td>7:00 AM</td>
<td>Interest Group and Committee Meetings</td>
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<td>7:00 AM</td>
<td>Continental Breakfast</td>
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<tr>
<td>8:00 AM</td>
<td>Michael S. Gordon Center Lecture in Medical Education Presented by Suzan Kardong-Edgren &amp; Pioneer in Simulation Recognition of Dr. Michael Gordon</td>
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<tr>
<td>9:30 AM</td>
<td>Educational Sessions</td>
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<tr>
<td>9:00 AM</td>
<td>Exhibit Hall open</td>
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<tr>
<td>11:30 AM</td>
<td>Lunch in Exhibit Hall</td>
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### Schedule-at-a-Glance

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<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>11:45AM</td>
<td>Research Abstracts Professor Rounds</td>
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<td>12:45PM</td>
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<tr>
<td>1:00PM</td>
<td>Educational Sessions</td>
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<tr>
<td>3:00PM</td>
<td>Spectrum of Innovation Showcase</td>
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<tr>
<td>6:30PM</td>
<td>Interest Group and Committee Meetings</td>
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### Wednesday, January 14

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<th>Time</th>
<th>Activity</th>
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<tr>
<td>7:00AM</td>
<td>Registration &amp; Presenter Center Open</td>
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<td>7:00AM</td>
<td>SSH Central Open</td>
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<tr>
<td>7:00AM</td>
<td>Continental Breakfast</td>
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<tr>
<td>8:00AM</td>
<td>Educational Sessions</td>
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<tr>
<td>10:00AM</td>
<td>Plenary Presentation presented by Thomas B. Talbot</td>
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<tr>
<td>10:30AM</td>
<td>Closing Plenary presented by Sidney W.A. Dekker</td>
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### 1st Annual IMSH Photo Contest!

**Shutterbugs – now is your chance to flaunt your talent!**

Take photos during IMSH and submit them for entry into the 1st Annual IMSH Photo Contest. Photos must be taken during formal conference activities, which may include social functions. Any person or vendor registered for the conference is eligible to submit entries.

Interested delegates may submit their photo(s) via the IMSH Twitter #imsh2015, or SSH Facebook page.

Photos receiving the most “Likes” or “Retweets” will be deemed the winner.

Submissions will close at **9:00 AM on Wednesday, January 14**, the final day of the IMSH. Results and winners will be announced during the Closing Plenary Session.

Photos may be submitted in the following six categories:

1. **Smile Because it Happened:** Photos that celebrate the IMSH 2015 conference experience.
2. **Nations Coming Together:** Images of interactions between IMSH delegates from around the world.
3. **Vendor, Vendor …. Wherefore Art Thou?** Photos of interactions with vendors and persons on the Exhibit Hall floor.
4. **A Pilot, a Physio and a Researcher Walk into a Bar:** Images that show cross-pollination across disciplines/industries.
5. **Oh Sandy Baby:** Photos that depict looking forward to IMSH 2016 San Diego.
6. **Those who learn from history:** Photo with a variety of delegates who have attended between 1 and 15 IMSH meetings during its 15-year history.

**Prizes:**

- $100 per photo from each category
- $250 Grand Prize

**Grand Prize:** Photo that includes all of the above!

All submissions will confer authorized release of the photo by SSH.
ACKNOWLEDGMENT OF IN-KIND EDUCATIONAL SUPPORT

THE FOLLOWING SSH CORPORATE COUNCIL MEMBERS HAVE PROVIDED EDUCATIONAL GRANTS IN THE FORM OF IN-KIND EQUIPMENT AND SUPPLY LOANS TO SUPPORT THE INTERACTIVE LEARNING CENTER (ILC), IN ACCORDANCE WITH THE ACCREDITATION COUNCIL FOR CONTINUING MEDICAL EDUCATION (ACCME) STANDARDS FOR COMMERCIAL SUPPORT:

B-LINE MEDICAL
CAE HEALTHCARE
GAUMARD SCIENTIFIC COMPANY, INC.
LAERDAL MEDICAL
LIMBS & THINGS
SIMULAIDS
TURNING TECHNOLOGIES

CURRENT AS OF DECEMBER 1, 2014

COURSE SCHEDULE LEGEND
Content is categorized into the following primary categories:

ASSESS  Assessment
CUR DESIGN  Curriculum Development and Design
DEBRIEFTING  Debriefing
FAC DEV  Faculty Development
IPE  Interprofessional Education/Interprofessional Practice
PROG ADMIN  Program Administration
RESEARCH  Simulation-based Research
TECH OPS  Technical Operations

Learning Levels
ADV  Advanced
BSC  Basic
EXP  Expert
We are proud to introduce an exciting new version of our Birthing Simulator:

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Learning has never been more lifelike

---

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Get Closer to Life at limbsandthings.com

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Proudly Sponsoring the 5th Annual Serious Games and Virtual Environment Arcade and Showcase

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7:00AM-5:00PM | Room Hilton Hotel Kabacoff Room
VA SimLEARN - By Invitation Only

7:30AM-12:00PM | Room Hilton Hotel Steering Room
F & A Committee - By Invitation Only

8:00AM-12:00PM | Room Hilton Hotel Bridge Room
CHSOS Standards and Elements Workshop - By Invitation Only

8:00AM-9:00PM | Room Hilton Hotel Quarterdeck ABC Room
INSPIRE - By Invitation Only

12:00PM-5:30PM | Room Hilton Hotel Compass Room
Terminology & Concepts Summit - By Invitation Only

1:00PM-5:00PM | Room MCCR06
BSC ASSESS - Pre-Conference
Developing and Implementing Simulation-based OSCE Stations
This course will actively engage participants in detailed discussion of the steps required to design and implement OSCE stations that employ simulations. Considerations will include development of scoring instruments for use in these assessments. Participants will plan and actually execute a small-scale OSCE, giving them practical, hands-on experience with these testing methods, which they can then use to implement simulation-based OSCE stations. (10479)

LEARNING OBJECTIVES
1. Analyze the rationale, advantages, and disadvantages of using OSCEs in general, and simulation-based stations in particular, for clinical assessment.
2. Implement the practical steps required to set up and execute OSCEs, with particular attention to stations employing manikins and task trainers for testing clinical skills.
3. Design scoring instruments that may be used in OSCE settings.

FACULTY: Ross J Scalese, MD, FACP; Angel Brotons, EMT-P; Luke Devine, MD, MHPE, FRCPC; Ivette Motola, MD, MPH, FACEP; Hector Rivera, MD

1:00PM-5:00PM | Room MCCR05
BSC CUR DESIGN - Pre-Conference
How to Design an Integrated Simulation Scenario
This is a hand-on session of hybrid simulation scenario design. We will guide the participants to analyze the advantage and limitation for each simulation tool. In our section, the simulation tools embrace standardized patients, virtual patients and low or high fidelity manikin. The participants will have small group discussion to design an integrated simulation scenario by utilizing various tools which fit in their teaching goals. (9498)

LEARNING OBJECTIVES
1. Recognize the strength and limitation for each simulation tool.
2. Identifying the role of faculty to design scenario according to learning objectives.
3. Learning and practicing the skill of design hybrid simulation scenarios which integrate each simulation tool.

FACULTY: Thomas Che-Wei Lin, MD; Zhigiao Chen, PhD; Wen Cheng Huang, MD; Sabrina Koh, RN, MHSc(Ed), PGDip(CC), CHSE; Geoffrey T Miller, MS, EMT-P; Paul E Phrampus, MD; Jen-chieh Wu, MD

1:00PM-5:00PM | Room MCC205
ADV FAC DEV - Pre-Conference
Are You Ready for the CHSE? CHSE Certification Preparation Course
The goal of this course is to assist the learner in successfully obtaining Certified Healthcare Simulation Expert (CHSE) certification. The SSH Education Committee is providing this session in conjunction with the Certification Committee. (8759)

LEARNING OBJECTIVES
1. List the components of the certification process.
2. Identify individual strengths and weaknesses in regards to CHSE preparation.
3. Develop a personal learning plan for successful obtainment of the CHSE certification.

FACULTY: Jason Zigmont, PhD, CHSE-A; Donald Coerver, PA-C, PhD, CHSE, DFAAPA; Wanda Goranson, MSN, RN-BC, CHSE
1:00PM-5:00PM | Room MCC217
ADV FAC DEV - PRE-CONFERENCE

Transforming Faculty Development: Raising the Bar of Success
Faculty facilitating simulation-based educational initiatives need to become effective debriefers to optimize participant learning. Faculty needs to promote facilitator self-awareness whilst providing facilitators the opportunity to develop verbal and non-verbal strategies to improve debriefing effectiveness. (9034)

**Learning Objectives**
1. Describe high-yield targets for providing feedback to simulation faculty.
2. Identify both verbal and nonverbal communication gaps in facilitators debriefing video clips.
3. Implement strategies to provide constructive and supportive feedback to simulation faculty.

**Faculty:** Elaine L Sigalet, PhD; Guy F Brisseau, MD, MEd; Richard Cherry, MD; Joanne L Davies, MSc, RM, CHSE; Jonathan Duff, MD; Walter Eppich, MD, MEd; Ella A Scott, RN RSCN Grad Cert PIC MA

1:00PM-5:00PM | Room MCC218
EXP FAC DEV - PRE-CONFERENCE

Giving Feedback When You’re Not at Your Best: Reframing Strategies for Tough Situations
Feedback techniques concentrate on maintaining curiosity and creating safety for the feedback receiver. The feedback provider is often in a secure position. However, certain situations may threaten, challenge or create vulnerability for the feedback provider, such as providing feedback upwards in a hierarchy, across disciplines, or when provoked. During this course, participants will discuss and apply strategies for tough feedback encounters. (8701)

**Learning Objectives**
1. Describe situations that create vulnerability for the feedback provider.
2. Explain framework for applied self efficacy as a feedback provider
3. Apply techniques to make tough feedback conversations easier to handle

**Faculty:** Christine Park, MD; Rebecca D Minehart, MD; May Pian-Smith, MS, MD; Daniel Raemer, PhD; Pascal Scemama de Gialluly, MD, MBA; Marjorie Podraza Stiegler, MD

1:00PM-5:00PM | Room MCCR08
BSC IPE - PRE-CONFERENCE

From the Station Nightclub Fire to the Hajj: Designing Multi-patient Simulation Scenarios to Teach Disaster Preparedness
Whether from accidents, natural disasters, or terrorism, mass casualty incidents (MCIs) can occur anytime and anywhere. This interactive course utilizes multiple manikins and standardized patients to train all staff for all hazards. Participants will manage all aspects of a MCI, and learn the key elements in the design of disaster simulation scenarios from simulation faculty with experience handling the Station nightclub fire and the Hajj. (9672)

**Learning Objectives**
1. Recognize the rationale for hands-on disaster preparedness training for all staff.
2. Describe how simulation can be used to train all critical aspects of disaster management, from establishing an incident command system, to communication with the press and local, state and federal agencies, and to designing effective triage.
3. Design a disaster scenario to meet the specific needs of a participant’s healthcare facility.

**Faculty:** John Foggle, MD, MBA; Max G Dannecker, NREMT-I; Peter Gincatt, EMT-Cardiac, RN; Sami Alhasan Yousif, MBBS, SBEM

1:00PM-5:00PM | Room MCC204
ADV IPE - PRE-CONFERENCE

Conflict with Colleagues: Up Close and Professional
This half-day workshop is an invitation to those interested in conflict resolution and team function to enhance their skills and learn more about approaching, addressing and resolving conflict through shared perspective, experience and problem solving. The workshop will be useful and accessible to participants from beginner through to advanced and expert levels. (7961)

**Learning Objectives**
1. Explain our assumptions and attributions of others.
2. Describe how our emotional positions affect interprofessional communication
3. Summarize communication approaches to address and raise collegial concerns in professional practice.

**Faculty:** Kerry Knickle, LLM (ADR); Nancy L McNaughton, PhD, MEd, PhD
**Using Simulation to Improve the Root Cause Analysis Process**

This course focuses on improving the RCA process. Attendees will be immersed in a learning environment that focuses on their interpersonal communication skills while uncovering causes of medical error. Concepts covered in this course are applicable to all healthcare providers, including graduate and undergraduate health professional students. (8774)

**LEARNING OBJECTIVES**
1. Identify the role of simulation in improving the root cause analysis process.
2. Discuss appropriate communication strategies used during a root cause analysis.
3. Translate teamwork and communication concepts from the clinical environment to the non-clinical workplace.

**FACULTY:** Jared Kutzin, DNP, MS, MPH, RN, CPPS; Connie M Lopez, MSN, CNS, RNC-OB, CPHRM

**Developing a Highly Effective Simulation Program**

This four hour intensive, interactive course focuses on the core concepts of simulation program development. Participants will be expected to develop and present their collective work from exercises related to business planning, facility design and equipment selection, and the faculty will share their experiences and knowledge of best known practices in simulation program development. (8625)

**LEARNING OBJECTIVES**
1. Describe the elements commonly included in a business plan.
2. Describe the challenges in designing a simulation facility.
3. Evaluate the various approaches to the development of an equipment plan for your simulation program.

**FACULTY:** Bonnie J Driggers, RN, MS, MPA; Michael Seropian, MD, FRCPC; Katie L Walker, MBA, RN

**Pricing the Cost of Doing Business in Your Simulation Center**

A wise person once said, “Simulation costs money and someone has to pay”. But how much and by whom? Many centers are involved in creating revenue streams for clients outside their core mission. How do we do this? What are the variables to consider and the issues to ponder as we set our own prices? This workshop will examine some of these derived from actual charge proposals that participants will complete prior to the workshop. (10456)

**LEARNING OBJECTIVES**
1. Identify cost variables to be used in developing a proposal structure, reflecting your center and institutional values, mission and context.
2. Define the cost structures for non-profit and for-profit-based clients, derived from center and institutional guidelines.
3. Discuss possible factors originating in the workshop examples that may impact the final cost to the client, given their own mission, goals and resources.

**FACULTY:** Arna Banerjee, MD; Daniel Battista, MBA; Benny Holland, RN, BSN, MPH, (PhD student); Mara McErlean, MD

**Simopoly: Improving Simulation Center Operations Through a Tabletop Simulation Exercise**

Simulation centers offer career opportunities for a variety of personnel. The relative infancy of simulation as a profession and heterogeneity of simulation centers means such career opportunities are often ill-defined. Simopoly provides opportunity for discussion regarding opportunities for simulation staff. It will challenge participants to think creatively about career development for personnel. (8906)

**LEARNING OBJECTIVES**
1. Create career development opportunities with limited resources and define personnel categories and roles.
2. Describe how future models of simulation professional development can be shared across the simulation community.
3. Apply the workshop idea to creating local opportunities for staff professional growth.

**FACULTY:** Megan Sherman; Elizabeth Buttrick, BA; Ross Ehrmantraut, RN; Rosemarie Fernandez, MD; Sara Kim, PhD; Farrah Leland, JD; Brian Ross, PhD, MD
1:00PM-5:00PM | Room MCC212  
BSC Research - Pre-Conference  
**Research: Where Do I Begin?**  
This course aims to provide basic knowledge and skills in educational research. The course objectives through discussion and small group sessions will focus on stating quantitative and qualitative research questions, features of a sound educational research project, and preparing research reports. Participants will leave an outline for an educational research project they may implement. (7423)  
**Learning Objectives**  
1. Describe the components of a testable research question.  
2. Explain the fundamentals of educational research design, management, and execution.  
3. List components of basic research: questions, hypotheses, designs, measures, data quality, data analyses, data presentation, and report writing.  
**Faculty:** Jeffrey Groom, PhD, CRNA, ARNP; William C McGaghie, PhD; Viva Siddall, MS, MS, RRT-ACCs, RCP, CHSE

1:00PM-5:00PM | Room MCCR07  
BSC Tech Ops - Pre-Conference  
**Celebrating the Art of Moulage**  
Moulage techniques can provide authenticity and realism to scenarios that will deeply immerse students in simulated cases. Participants will learn to create dramatic theatrical effects that deliver vital clues for case objectives. Every participant will have the opportunity to develop basic and specialty moulage that can be used on manikin or live actors. This course is an excellent chance to explore moulage methods and materials. (8780)  
**Learning Objectives**  
1. Identify 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 learning objectives.  
3. Develop insight into how moulage clues can be used as an educational teaching tool.  
**Faculty:** Becky Damazo, RN, CPNP, CHSE-A, MSN, CPNP; Elisabeth Voelker, CHSE

1:00PM-5:00PM | Room MCCR09  
BSC Tech Ops - Pre-Conference  
**Learn How to Fix It! Manikin Maintenance**  
Simulation centers can be negatively impacted when manikins do not operate optimally. We need to be able to perform more of our own repairs. This increasingly greater need to become more independent in maintaining manikin operation requires us to be comfortable with removing and replacing internal and external parts. This course addresses maintenance and repairs for Gaumard and Laerdal manikins through a hands-on immersive experience. (9270)  
**Learning Objectives**  
1. Demonstrate at least three repairs and replacement of parts for Laerdal and Gaumard manikins.  
2. Discuss and demonstrate common trouble areas within manikins that lead to operational problems.  
3. Discuss how to inspect manikin to make sure it works as intended.  
**Faculty:** Hans Lamkin, EMT; Heather A Anderson, MA, BSN, CCRN; Gail L Johnson, MS, CCRN, CPHQ, CHSE; Krista I Kipper, MSN, RN, CHSE

1:30PM-2:30PM | Room Rivergate Room  
Corporate Council Steering Committee Meeting - By Invitation Only

3:00PM-4:30PM | Room Rivergate Room  
Corporate Council Meeting followed by Exhibitor Meet & Greet in the Exhibit Hall, 5:00PM to 6:30PM

3:00PM-5:00PM | Room MCC203  
Affinity Group Health Care Systems Modeling & Simulation Meeting

6:30PM-9:00PM | Room Hilton Hotel Steering Room  
Education Committee Dinner - By Invitation Only

7:30PM-9:30PM | Room RSVP  
Presidential Reception - By Invitation Only
Checklists: Not a Quick Creation

Checklists and rating scales are a critical feature of many simulation activities. The checklist can provide the learner with a guide to expected behaviors or can be used for scoring performance. Developing valid and reliable measurement tools is challenging. This session will focus on foundational skills related to checklist/rating scale development. A discussion of common sources of measurement error will also be included. (8775)

**Learning Objectives**
1. Identify the key features of, and common challenges for, the development of rating instruments.
2. Apply theoretical knowledge to the development and piloting of a rating scale.
3. Analyze existing rating instruments to identify potential sources of measurement error.

**Faculty:** Karen Szauter, MD; Ronald Stuart Levy, MD

Introducing Simulated Patient (SP) Methodology into Your Simulation Practice

Attendees will explore how SP methodology can increase the educational versatility of a simulation environment. Key elements of SP methodology addressed include recruitment, case writing, training, performance, and feedback delivery. Contexts within which to use SP methodology will be considered, including how it can be integrated with other simulation modalities. Challenges and solutions to effectively working with SPs will be discussed. (9100)

**Learning Objectives**
1. Identify the basic components of SP methodology.
2. Implement strategies to introduce SP methodology into a simulation environment.
3. Reflect on practical aspects of including SP methodology in one's own practice.

**Faculty:** Catherine Smith, MA, PHD; Valerie L Fulmer; Dena Higbee, MS, CHSE; Carine Layat Burn, PhD; Debra Nestel, PhD

Applying Design Thinking to DIY Simulation

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 mind-set, and open source methodologies, this course gives participants the opportunity to identify, create and share low-cost solutions to common education challenges. (9454)

**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. Participants will become local advocates for choosing the “right tool for the job” and the confidence to create the right tool if it doesn't exist.

**Faculty:** Kam McCowan, BSE, NREMT-B; Nikita Joshi, MD; Vivian Lei, MD

Create a Simulation-enhanced RN Orientation Program to Reduce Length by Over 30% and Save Over $1 Million

During this session, participants will learn multiple examples of how utilizing simulation reduced RN orientation by more than 3.6 weeks per nurse (saving over $1 Million annually), and leave with a plan on how to implement a similar program in their organization. (8757)

**Learning Objectives**
1. Identify the impact of enhancing RN orientation through simulation.
2. List potential barriers and supports for improving RN orientation.
3. List how to evaluate the effectiveness of the RN orientation program and assessment of RNs.

**Faculty:** Jason Zigmont, PhD, CHSE-A; Ashley Cavalieri; Tricia K Edwards, BSN, RN; Tommy Rees; Angie Wade, MPH, CCRC
8:00AM-12:00PM | Room MCC219
ADV CUR DESIGN - PRE-CONFERENCE
Developing a Simulation Evaluation Plan the Kirkpatrick Way
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 workshop, participants will develop a four level evaluation plan for a simulation education program based on this model. Participants will have the opportunity to examine the benefits as well as the challenges in developing a comprehensive evaluation plan. (9358)
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.
FACULTY: Roberta L Hales, MHA, RRT-NPS, RN; David L Rodgers, EdD, NREMT-P

8:00AM-12:00PM | Room MCC217
BSC DEBRIEFING - PRE-CONFERENCE
Promoting Excellence and Reflective Learning in Simulation (PEARLS): A Blended Approach to Debriefing
PEARLS represents a blended approach debriefing that integrates three educational strategies: (1) learner self-assessment; (2) focused facilitation; and (3) providing information in the form of directive feedback/teaching. The choice of method used can be adapted to learner group, type of learning objective and setting of the simulation. We will review the PEARLS framework and debriefing tool to aid in selecting and implementing the approach. (9459)
LEARNING OBJECTIVES
1. Identify three different educational strategies used during debriefing and their associated indications for use.
2. Discuss how learner self-assessment with plus-delta, focused facilitation strategies such as advocacy inquiry, and directive feedback and teaching fit within the PEARLS debriefing framework.
3. Apply the PEARLS blended approach to debriefing using the decision support aid and the PEARLS debriefing tool.
FACULTY: Walter Eppich, MD, MED; Mark Adler, MD; Adam Cheng, MD, FRCP, FAAP; Jonathan Duff, MD; Kristin Fraser, MD, FRCPC; James Lewis Huffman, BSc, MD, FRCPC; Kevin Lachapelle, MDCM; Traci Robinson, RN; Joshua Ross, MD

8:00AM-12:00PM | Room MCC204
ADV DEBRIEFING - PRE-CONFERENCE
Trainees do surprising things, which may be due to knowledge gaps, difference in perspectives, and faulty thought processes called “cognitive errors”. Uncovering the cognitive process underlying decision behavior informs the most powerful target of any educational intervention. We present a catalog of cognitive errors and a language model for eliciting errors, knowledge gaps, and other frames. Enhance your debriefing with this perspective on psychology of decision behavior. (8333)
LEARNING OBJECTIVES
1. Explain the concept of cognitive errors in the context of other well-appreciated nontechnical skills (situation awareness, communication, teamwork), and differentiate this kind of error from knowledge gaps, systems errors, and other error types.
2. Describe several categories of cognitive error and give clinical examples of their occurrence in your field, whether your own clinical practice or a simulation-based experience.
3. Demonstrate effective use of debriefing techniques to differentiate cognitive errors, knowledge gaps, and other frames.
FACULTY: Marjorie Podraza Stiegler, MD; Rebecca D Minehart, MD

8:00AM-12:00PM | Room MCC220
ADV FAC DEV - PRE-CONFERENCE
Cutting Edge Teaching of Soft Skills: Lessons from Business and Theater
Communication and professionalism competencies are currently taught in the Business sector via evidence-based high engagement teaching techniques that integrate Social Science Research and Theater Arts. Participants will: 1) practice and receive coaching on these high engagement teaching techniques; 2) learn an innovative two-hour training for Effective Communication Across Hierarchies in Healthcare that they adapt for their own institutions. (8576)
LEARNING OBJECTIVES
1. Define teaching techniques from Business and Theater to create high engagement group learning experiences.
2. Apply an innovative two hour training for the ACGME competency of Effective Communication Across Hierarchical Barrier to one’s own institution.
3. Share and assess application areas in Faculty Development for teaching ACGME competencies at their own organizations.
FACULTY: Richard Snyder, MD; Rich Cox; William Hall; Kat Koppett, MA
8:00AM-12:00PM | Room MCC218
EXP FAC DEV - PRE-CONFERENCE

More than Talk: Meta-communication Skills for Instructor Development
Excellence in communication is an essential skill of a simulation instructor. Beyond conversation, it involves non-verbal skills and management of group dynamics. In this course, participants will explore and practice meta-communication skills through exercises used by actors. Designed for instructors at all levels, participants will gain a deeper understanding of how to connect impactfully and collaboratively with all members of a group. (8855)

Learning Objectives
1. Explain how to listen with more attention and see with more focus
2. Demonstrate how to adapt dynamically to surprises during a scenario or debriefing
3. Describe how to participate as a collaborative and cooperative instructor

FACULTY: Christine Park, MD; Jason Economus, BA; Keith Littlewood, MD; Andres Navedo, MD; Manuel Pardo, MD; Suzanne Strom, MD

8:00AM-12:00PM | Room Tulane University
ADV IPE - IMMERSIVE COURSE

IMMERSIVE COURSE - Check 1, 2, 3: Incorporate Emergency Checklists into Your Perioperative Simulation Scenarios
This Immersive Course is presented by providers from Anesthesiology, Surgery, OBGYN-Maternal Fetal Medicine, and Nursing. Participants will have the opportunity to simulate and debrief scenarios both with and without emergency checklists, have a robust discussion of how best to introduce emergency checklists in the clinical world, and how to take it home and use simulation to teach checklists to other learners. (8861)

Learning Objectives
1. Identify scenarios where the use of an emergency checklist would be appropriate to facilitate optimal team performance during an emergency.
2. Describe how TeamSTEPPS(TM) concepts can be incorporated when utilizing emergency checklists.
3. Develop tangible scenarios for incorporating emergency checklists to bring home to their own institutions for use in medical simulation scenarios and/or clinical practice.

FACULTY: Colleen A Lee, RN, MS; Nelli Fisher; James R Korndorffer Jr, MD MHPE FACS; Edward Kosik; Andrew D Miller, MD; Mikio Nihiara, MD, MPH; David Young

8:00AM-12:00PM | Room Louisiana State University
ADV IPE - IMMERSIVE COURSE

IMMERSIVE COURSE - Simulation on the Move: Making Longitudinal Simulation Work
Effective teamwork is particularly important during patient transfers from one clinical micro-system to another, especially when that patient is critically ill. Incorporating high fidelity simulation into such transfer training presents unique logistical challenges that must be overcome. This Peri-Operative AG- and SIG-sponsored immersive course will help learners develop and participate in longitudinal simulation-based training exercises. (11498)

Learning Objectives
1. Define longitudinal simulation and its challenges related to implementation.
2. Compare and contrast effective and ineffective strategies for incorporating longitudinal simulation into simulation-based inter-professional team training programs.
3. Develop a framework for successfully implementing longitudinal simulation-based team training at their own institution.

FACULTY: John Paige, MD, FACS

8:00AM-12:00PM | Room MCC201
ADV PROG ADMIN - PRE-CONFERENCE

Building a Cast Iron Simulation Program
This session will explore the essential elements for your simulation program to maintain sustainability. Using the practical application of business theories, the facilitators will use their experience in program development to demonstrate how longevity can be nurtured. This interactive session will provide a forum for participants to share their experience and receive expert opinion. (9026)

Learning Objectives
1. Identify business theories applicable to sustainability of simulation programs.
2. Apply the concepts presented in the course to your own context.
3. Propose a toolkit of resources for participants adaptable to individual programs to maintain sustainability and growth.

FACULTY: Katie L Walker, MBA, RN; Bonnie J Driggers, RN, MS, MPA; Michael Seropian, MD, FRCPC
Collecting and Reporting Essential Administrative Program Metrics
This highly interactive workshop will incorporate didactic presentations, small work groups, supplemental materials, and an ARS to engage participants. Using specific real world examples from their own individual programs, faculty will guide participants from understanding fundamental terminology regarding simulation activities to generating complex analysis that can be used for annual reports, predictions of costs and future expansion. (10490)

**LEARNING OBJECTIVES**
1. List common terminology surrounding simulation education programs. Participants will be able to successfully communicate their program’s activities to the larger simulation community.
2. Collect data for their program. Participants will leave the workshop with a well-defined plan for ongoing data collection at their program.
3. Compare the activity of their program with the activity of other programs. Participants will compare and contrast their activity during the breakout sessions. These sessions will be facilitated by the faculty to maximize effectiveness.

**FACULTY:** John Lutz; Jennifer Calzada, MA; Sandra Feaster, RN, MS, MBA; Farrah Leland, JD; Troy E Reihsen

Experimental Research and Design: The Next Level
The course is a more advanced treatment of fundamental principles of experimental research. The course will cover theory, hypotheses, reliability, validity, controlling threats to validity, single factor designs, factorial designs and interactions, and quasi experimental designs. Students will gain experience generating hypotheses, operational definitions, controlling threats to validity, designing experiments, and interpreting findings. (8286)

**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.

**FACULTY:** Mark W Scerbo, PhD

Are You Ready for the CHSOS? CHSOS Certification Preparation Course
This 4-hour session will help prepare you for the CHSOS certification while building your skills and knowledge as an operations specialist. Presented by the SSH Education Committee, this session is both a needs-analysis of your own preparation and a chance to expand your horizon. Based upon the CHSOS blueprint, this session focuses on building your Knowledge of Simulation Principles, Practice, and Methodology. (8761)

**LEARNING OBJECTIVES**
1. List the components of the certification process.
2. Identify individual strengths and weaknesses in regards to CHSOS preparation.
3. Identify individual strengths and weaknesses in regards to CHSOS preparation.

**FACULTY:** Jason Zigmont, PhD, CHSE-A

IMMERSIVE COURSE - Bleeding to Blacklights III: High Risk Simulations in Disaster & Infectious Disease
modify an ambulance for disaster and infectious disease transport of a standardized patient. Faculty will demonstrate the hybrid simulation techniques needed to create vomiting, urination, diarrhea, seizure, bleeding and moulage with a standardized patient. Faculty will also demonstrate the correct procedure for donning and doffing gear contaminated with blacklight fluid to imitate the chemical or infectious disease pathogen. (13790)

**LEARNING OBJECTIVES**
1. List components necessary to create a simulated ambulance learning environment for EMS personnel.
2. Demonstrate the donning and doffing process as well as testing learners for partial or total breach in PPE secondary to non-adherence to protocol.
3. Apply selected modifications to the standardized patient disaster victim to enhance the suspension of disbelief for learners.

**FACULTY:** Steven Atkinson, CCEMT-P; Rami Ahmed, DO; Brad Gable, MD, MS; Aimee K Gardner, PhD; Patrick Hughes, DO; Carol A Kridler, MSN, RN, CCRN; Brian Tritchler, RN; Jon Zalewski
Celebrating our Past: Lessons Learned from 1500 Years of Simulation
Presented by Harry Owen, MD, FRCA, FANZCA, MB ChB.

Simulation in health professional education has a rich history going back more than 1500 years. In the 18th century simulation became widely accepted and was integrated in training courses throughout Europe and the US. In the 19th century, simulators were increasingly used for obstetric, ORL, general surgical and ophthalmological surgical training. The simulation pioneers knew the advantages of using simulation to avoid the learning curve on patients and to prepare for unusual but serious conditions. After a promising start the 20th century became a ‘dark age’ for simulation.

**Learning Objectives**
1. Describe the use of simulation in health professional education in the 18th and 19th centuries, how it was forgotten in the 20th century and is having to be relearned in the 21st century.
2. Explain the use of “audit” in the 19th century to inform simulation training needs and the relevance of this to current practice.
3. List simulation techniques and technologies developed in the 18th and 19th centuries that could be useful tomorrow.

2:00PM-3:30PM in the Great Hall

Exhibit Hall Ribbon Cutting Ceremony

4:00PM-5:30PM | Room Hilton Hotel Bridge Room
ASA Simulation Editorial Board - By Invitation Only

4:00PM-6:00PM | Room Great Hall A
ADV CUR DESIGN - MAIN STAGE

Simwars! 2.0 Battle of the Sim Centers
Which Sim Center is REALLY the best? Come celebrate the innovative Simwars 2.0! The ever-popular simulation challenge has added something new. Sim Center Teams will compete against each other in a game of skill, creativity, and educational best practices. Each team will develop and perform their best simulation and debriefing within hours of receiving the required ingredients of the simulation, such as background, props, goals and objectives. (14258)

**Learning Objectives**
1. Identify critical components for successful curriculum development.
2. List effective debriefing techniques.
3. Outline a new approach to developing a scenario.

**Faculty:** Haru Okuda, MD, FAEM; Steven Godwin, MD; Lisa Jacobson, MD
**5:30PM-6:30PM | Room MCC Hall B2**

**ADV RESEARCH**

**Professor Rounds: Technology Innovation Abstracts**

Review the Technology Innovation Abstracts accepted to the final scientific program of IMSH 2015. Professors will hold rounds poster-side with the authors of some of the most cutting-edge work in simulation today. (14261)

**LEARNING OBJECTIVES**

1. Describe the findings of a research project with relevance to current practice.
2. Integrate one new change into current practice learned from poster review.
3. Describe a research method used to investigate an important problem in simulation-based practice.

**FACULTY:** Sally Fortner, MS, MD; Dimitrios Stefanidis, MD, PhD, FACS; Noah Syroid

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**5:50PM-6:20PM | Room Exhibit Hall**

Exhibitor Presentation Theater by Education Management Solutions (EMS) - 3D Anatomy Simulation

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**6:30PM-7:30PM | Exhibit Hall**

Exhibit Hall Opening Reception

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**7:00PM-9:00PM | Room Hilton Hotel Steering Room**

Research Committee - By Invitation Only

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**Join us in the Lobby for Simulation Celebration!**

**7:30PM-9:30PM**

**Welcome to New Orleans!!**

The SIMULATION CELEBRATION Opening Party guarantees an evening of food, fun and festivities. Enjoy a sumptuous buffet of New Orleans specialties and lively music from local artists. ‘Laissez les bons temps rouler’ (Let the good times roll)!
7:00AM-8:00AM | Room MCC212
AFFINITY GROUP  IPE Meeting
7:00AM-8:00AM | Room MCC205
AFFINITY GROUP Book Club Meeting
7:00AM-8:00AM | Room MCC210
AFFINITY GROUP EMS Meeting
7:00AM-8:00AM | Room MCC226
AFFINITY GROUP Internal Medicine Meeting
7:00AM-8:00AM | Room MCC221
Membership Committee - By Invitation Only
7:00AM-8:00AM | Room MCC225
SECTION Emergency Medicine Meeting
7:00AM-8:00AM | Room MCC203
SIG Anesthesia Meeting
7:00AM-8:00AM | Room MCC224
SIG Critical Care Meeting
7:00AM-8:00AM | Room MCC204
SIG Directors Meeting
7:00AM-8:00AM | Room MCC223
SIG Non-physician Providers Meeting
7:00AM-8:00AM | Room MCC211
SIG Surgery Meeting
7:00AM-8:00AM | Room MCC222
Website Committee - By Invitation Only
7:00AM-8:00AM | Room MCC226
SECTION Hospital Based Meeting

Lou Oberndorf Lecture on Innovation in Healthcare Simulation
Celebrating Innovation: Inventing the Impossible
Marco Tempest will use illusion as a creative tool to bring seemingly impossible scenarios to life and envisage future technologies. This presentation includes examples of Tempest’s magical illusion work designed in collaboration with engineers, animators and programmers, discusses the value of open source projects and why illusion is an inviting gateway to social media interactivity. (14362)

Learning Objectives
1. Differentiate open source vs. protected intellectual property.
2. Outline ways to foster creativity through collaboration.
3. Describe how the present plus magic equals the future in healthcare simulation.

8:00AM-9:15AM in Great Hall A

9:00AM-1:30PM and 4:30PM-7:30PM EXHIBIT HALL OPEN

9:30AM-10:15AM | Room MCC232
ADV ASSESS - DEBATE
Granular Versus Gestalt: How Do We Analyze Simulation Videos?
We will show a simulation video, then compare whether it makes more sense to have a “granular” review of the performance (long checklist) or “gestalt” review (beginning/intermediate/advanced). (8307)
**Learning Objectives**
1. Describe what an educator wants in an assessment.
2. Clarify how we can “grade meaningfully” from a video.
3. Define a more reasonable way to assess videos.

**Faculty:** Christopher Gallagher, MD; Thomas E Corrado, MD

**9:30AM-10:15AM | Room MCC213**

**Introduction to Serious Games**
This will be an introductory session to serious games for those interested in introducing them to a curriculum. The session will begin with a discussion on terminology and the internal and external motivation associated with games. The course will also cover some basic methods of introducing games and principles of gaming to introduce into existing training programs. (9731)

**Learning Objectives**
1. List terminology associated with serious games for use in discussing upcoming projects.
2. Identify aspects of serious games that can be implemented in curriculum development planning.
3. Recommend games that can be introduced into an existing curriculum.

**Faculty:** Steven J Warrington, MD, BS

**9:30AM-10:15AM | Room MCC203**

**Using Simulation to Prepare Trainees for the NREMT Skills Exam**
EMT Programs across the United States have adopted simulation at different levels of penetration. One potential area for integration of simulation is in preparation for the NREMT Psychomotor Skills exam. This presentation will outline the process of developing standardized scenarios with embedded grading to be used with participants preparing for this exam (10307)

**Learning Objectives**
1. Explain the value of manikin-based simulation with grading scenarios on the NREMT Psychomotor Skills exam results.
2. Discuss ways to integrate manikin-based simulation with grading scenarios into EMT Program.
3. Describe the process of developing manikin-based EMT simulations with embedded grading.

**Faculty:** John J Schaefer III, MD; James E Horne II, NREMTP; Frances Lee; John Walker

**9:30AM-10:15AM | Room MCC225**

**Instructional Design by Novices: Emergent Themes for Effective Scenario Development**
To evaluate educational design that employs iterative cycles of development, implementation and analysis for curriculum revision to optimally meet goals and objectives. To provide data that will inform development of frameworks and guidelines for scenario design by novices in healthcare simulation. (8699)

**Learning Objectives**
1. Identify common scenario design modifications made by novice simulation designers during the iterative alpha/beta test scenario design process.
2. Synthesize common scenario design modifications into specific themes to guide scenario design.
3. Identify common issues and themes will inform further work to construct and evaluate frameworks and guidelines for simulation scenario design by novices.

**Faculty:** Jannet J Lee-Jayaram, MD; Benjamin W Berg, MD

**9:30AM-10:15AM | Room MCC207**

**A Hospital-based Volunteer SP Program: How We Saved > $20,000 Per Year**
Many simulation programs pay actors to play SP roles. As a growing hospital-based sim program, an increasing demand for simulation increased our need for SPs. However, tight healthcare budgets prevented us from hiring anyone. Our solution was to create a volunteer SP program. Participants will learn about the benefits of a hospital-based volunteer SP program and how to implement one at their institutions. (9439)

**Learning Objectives**
1. Based on current SP usage, estimate potential cost savings of using volunteer SPs at their institution.
2. Describe the process for identifying, recruiting, and training volunteer SPs.
3. Analyze the pros and cons of implementing an SP program at their institution.

**FACULTY:** Melissa Punnoose, MSN, RN-BC, CHSE; Heidi Traxler, MSN, RN CHSE

**9:30AM-11:00AM | Room MCCR07**
**BSC ASSESS - WORKSHOP**

**Overcoming Challenges in Assessment: Developing Tools and Learning How to Use Them**
This workshop will focus on the development, evaluation and use of assessment instruments. Participants will engage in the creation of an assessment tool for a 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 (8274)

**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

**FACULTY:** John Marc O’Donnell, RN, MSN, CRNA, DrPH; Paul E Phrampus, MD

**9:30AM-11:00AM | Room MCC224**
**ADV ASSESS - WORKSHOP**

**Multi-specialty Resident Milestone Assessment Using Simulation**
This workshop will focus on the development of a multi-specialty curriculum for resident physicians as they progress through their training. The interactive session will focus on: designing a sustainable curriculum that creates appropriate scenarios for residents with different levels of experience, assessment of resident progress using simulation, and utilization of the ACGME milestones for multi-specialty resident assessment. (9992)

**LEARNING OBJECTIVES**
1. Develop methods for the design of a simulation curriculum for resident physicians
2. Creation of checklists specific to the ACGME milestones
3. Incorporate specialty-specific milestones into a resident simulation curriculum

**FACULTY:** Kelly Dodge, MD; James Bonz, MD, FHEA; Leigh Evans; Richard Gusberg, MD, FACS; Tiffany Moadel, MD

**9:30AM-11:00AM | Room MCC10**
**BSC CUR DESIGN - EXPERT PANEL**

**Simulation in Low Resource Settings**
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 settings such as Rwanda and Sierra Leone. (8180)

**LEARNING OBJECTIVES**
1. Explain 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.

**FACULTY:** Rahul Koka, MD, MPH; Denise Michelle Chan, MD; Jeffrey Michael Perlman, MB Ch B; Michael Rosen, PhD

**9:30AM-11:00AM | Room MCCR09**
**BSC CUR DESIGN - WORKSHOP**

**The Use of Simulation in Medicine to Improve Clinical Reasoning, Medical Decision-making and Interdisciplinary Skills**
This workshop is intended to describe current knowledge regarding teaching methods for improving clinical reasoning, discuss current and novel learning strategies in simulation training and assessment tools available concerning clinical reasoning. After a short presentation, participants will build a simulation session directed towards clinical reasoning training. Group discussions will allow exchange of different views and experience. (8428)

**LEARNING OBJECTIVES**
1. Describe current knowledge and learning strategies regarding simulation training for improving clinical reasoning
2. Share new assessment tools
3. Explain the human factors and psychology of clinical reasoning and decision-making
A Systems Approach to Effectively Design Healthcare Simulations

A systems approach is crucial in implementing effective Simulation-based Education (SBE) in healthcare. Healthcare is a complex system and requires a systems approach when implementing programs to achieve improved patient outcomes. This workshop introduces the concepts and application of systems thinking to SBE. Participants will use the systems approach to design a clinical simulation program in small groups using a case-based scenario. (8831)

**Learning Objectives**

1. Define systems thinking in complex adaptive system, such as the healthcare system
2. Describe the 5 “Rules” that can guide improvement in complex systems
3. Apply the systems approach to implementing effective Simulation-based Education

**Faculty:** Jansen Koh, MBBS, MRCP(UK), EDIC, FAMS, FCCP; Christine L Mai, MD; Vivian T Obeso, MD, FACP

Are You Ready for the CHSE? CHSE Certification Preparation Course

During this workshop we will dive into everything you need to do and know to successfully obtain Certified Healthcare Simulation Expert (CHSE) certification. The SSIH Education Committee is providing this session in conjunction with the Certification Committee. (8760)

**Learning Objectives**

1. List the components of the certification process.
2. Identify individual strengths and weaknesses in regards to CHSE preparation
3. Identify individual strengths and weaknesses in regards to CHSE preparation

**Faculty:** Jason Zigmont, PhD, CHSE-A; Donald Coerver, PA-C, PhD, CHSE, DFAAPA; Wanda Goranson, MSN, RN-BC, CHSE

Simulation Stars: The SSH Talent Search

This is a new contest sponsored by the SSH Education Committee to identify and mentor novice speakers. Six contestants will be selected from entries received. Each contestant will have ten minutes to present their selected simulation topic. Our panel of judges will give immediate feedback on presentation skills and format. Both the judges and audience will evaluate each contestant. The winner will be invited to present at IMSH 2016. (13889)

**Learning Objectives**

1. Identify two new innovative ideas related to simulation education
2. List three criteria for evaluating an IMSH presentation proposal
3. Evaluate contest presentations based on format and presentation skills

**Faculty:** Denise A Foy, RN-BC, MSN; Sharon Griswold, MD, MPH, CHSE; Ronald Ulrich; Jason Zigmont, PhD, CHSE-A

Interprofessional Educational Courses and Curriculum Design

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. (8745)

**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.
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3. Describe the educational theories that successful IPE programs utilize as their foundation.

**FACULTY:** Jill S Sanko, MS, ARNP-BC, CHSE-A, PhDc; Sharon Decker, RN, PhD, ANEF, FAAN; Carol F Durham, EdD, RN, ANEF, FAAN; Chad Epps, MD; Janice C Palaganas, PhD, RN, NP; Dawn M Schocken, MPH, PhDc

9:30AM-11:00AM | Room MCC227
**ADV OTHER - EXPERT PANEL**

**Simulation and Resilience: Tackling Patient Safety in a Different Way**

Resilience engineering (RE) is a safety science that is relatively unexplored in healthcare. RE often relies on retrospective examination of successes and failures. Simulation offers a means to explore RE proactively. An expert panel will present key concepts of RE and how simulation may be used to explore and develop RE. This standalone session will expand on last year’s panel and will explore how resilience can be actualized with simulation. (7935)

**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 organization.

**FACULTY:** Mary D Patterson, MD, MEd; Ellen S Deutsch, MD, FACS, FAAP; Rollin (Terry) J Fairbanks, MD; Lisa Jacobson, MD

9:30AM-11:00AM | Room MCC209
**BSC PROG ADMIN - WORKSHOP**

**Leadership Training Academy: Creating and Delivering Your Elevator Pitch**

The ability to convey an idea in a short amount of time in a succinct and standardize fashion is one of the arts of successful leadership. In Leadership circles this is known as the elevator pitch. This opportunity presents itself time and time again in simulation, whether it is pitching the idea of a new center, new program or perhaps investing in a new tool. (10118)

**LEARNING OBJECTIVES**
1. List three important characteristics developing an elevator pitch
2. Demonstrate the ability to deliver an elevator pitch
3. Demonstrate the ability to discern important data for creating an elevator pitch

**FACULTY:** Paul E Phrampus, MD; Christine Park, MD

9:30AM-11:00AM | Room MCC206
**ADV PROG ADMIN - EXPERT PANEL**

**Nuts and Bolts for Building Your Simulation Program**

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. (9012)

**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.

**FACULTY:** Dimitrios Papanagnostou, MD, MPH; Katherine Berg; Sharon Griswold, MD, MPH, CHSE; Jane Kim, MD; Janice C Palaganas, PhD, RN, NP; Jessica Pohlman, MPA, NREMT-P; Kevin Pohlman, CHSE, NREMT-P, CCEMT-P, FP-C; Katie L Walker, MBA, RN

9:30AM-11:00AM | Room MCC226
**ADV RESEARCH - MAIN STAGE**

**Award Winning Abstracts: Technology Innovations**

The five award-winning Technology Innovation Abstracts submitted to IMSH 2015 will be showcased through oral presentation. (14292)

**LEARNING OBJECTIVES**
1. Describe the findings of a research project with relevance to current practice.
2. Integrate one new change into current practice learned from poster review.
3. Describe a research method used to investigate an important problem in simulation-based practice.

**FACULTY:** Sally Fortner, MD; Dimitrios Stefanidis, MD, PhD, FACS; Noah Syroid

**9:30AM-11:00AM | Room MCC211**

**ADV RESEARCH - EXPERT PANEL**

**Issue and Idea to Investigation, Insight and Improvement (then Promotion)**

This course will discuss the academic application of medical simulation to Emergency Medicine clinical needs, improvement projects and research programs. Specific applied simulation investigations into the practice and environment of Emergency Medicine will be described and reviewed with a focus on how to conceive, plan, conduct, complete, publish/disseminate and expand on clinically-relevant work for real-world impact (and career development). (7869)

**LEARNING OBJECTIVES**
1. Describe a practical, conceptual framework for developing applied simulation programs to improve and research clinical issues in Emergency Medicine.
2. Apply the framework to design and implement interventions and research programs for clinical issues in EM at their institution.
3. Describe, analyze and use examples of successful, academic applications of simulation for improvement of EM clinical practice and settings.

**FACULTY:** Leo Kobayashi, MD; William Bond, MD, MS; David Salzman, MD, MEd

**9:30AM-11:00AM | Room MCC228**

**EXP RESEARCH - EXPERT PANEL**

**Government Agencies Advancing Medical Modeling, Simulation, Education, and Training**

This Government Panel will summarize the current research, development, and applications of medical modeling within simulation. Attendees will hear strategic plans, key research programs/projects, potential funding opportunities, and areas of interest. This expert panel will elaborate on their vision for future research and development and address how these projects will positively impact the medical modeling and simulation community at-large. (14387)

**LEARNING OBJECTIVES**
1. Identify key Government organizations involved in the medical simulation research, development, and acquisition processes.
3. Outline potential funding opportunities available from Government Agencies.

**FACULTY:** Grace Peng, PhD; Jeff Brady; Kerm Henriksen; Kevin J Kunkler, MD, MS

**9:30AM-11:30AM | Room MCC217**

**BSC CUR DESIGN - WORKSHOP**

**Bringing Teaching to Life: A Simple Approach for the Busy Clinician Educator to Create Mini-curricula Using Mobile Simulation Technology**

Do you want to provide frequent immersive learning for trainees, but have limited time and resources? For learning objectives involving dynamic decision making and medical management, you can harness the emotional realism of simulation in a portable educational teaching tool. You will learn to create a mini-curricula using a six-step approach and program a mobile app to animate your case-based teaching with dynamic vital signs. (8928)

**LEARNING OBJECTIVES**
1. Using a six-step approach, formulate a ‘what if’ event, including case stem with starting vitals that you could use in acute care teaching
2. Delineate planned dynamic changes in vitals with time or predicted learner actions
3. Demonstrate (in groups) a screen-based simulated event with progressive changes in vitals on iPad or iPhone monitor

**FACULTY:** Ankeet Udani, MD; Sara Goldhaber-Fiebert, MD; Anita Honkanen, MD, MS, FAAP; James N Lau, MD, FACS; Charles Lei, MD; Rebecca D Minehart, MD; Michael Seropian, MD, FRCPC

**9:30AM-11:30AM | Room MCC214**

**ADV CUR DESIGN - EXPERT PANEL**

**Contemporary Learning Theory, Game Mechanics and Clinical Education**

This course provides a IPE panel discussion focusing on contemporary theory specific to virtual learning environments and the integration of game-based teaching and leaning for clinical education. (10013)
Developing and Delivering Patient and Family Centered Care Using Simulation

Patients/families expect that discharge education provides them with skills and knowledge to effectively manage medical needs outside acute care settings. The concept of using simulation to support patient education is novel and relevant for many patient conditions. This workshop will provide opportunities for participants to develop and deliver a simulation-based curriculum to meet needs of patients being discharged from acute care settings. (10033)

Learning Objectives
1. Identify key concepts that are not only different from implementation of simulations for healthcare providers, but that must also 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, asthma, tracheostomies, CPR)
3. Identify specific educational gaps that simulation could address in own specific patient care populations.

Faculty: 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, RN-BC, MSN

Juggling Many Balls and Spinning Many Plates: Exploring Multi-Patient Simulation

Multi-patient simulations provide an opportunity to assess a wide range of skills including clinical decision making, triage, teamwork, and communication. In this interactive workshop, participants will receive practical instruction in multi-patient simulation design and utilization as well as how to integrate multi-patient simulations into an existing simulation curriculum. (8400)

Learning Objectives
1. Describe the strengths and limitations of multi-patient simulation as well as recognize necessary resources for its application.
2. Identify the clinical, cognitive, human factors, and patient safety applications of multi-patient simulations.
3. Formulate a multi-patient simulation design for an identified institutional need where one-patient/one-provider team simulation training is limiting.

Faculty: Carol Lynn O’Dea, MD; Marc Auerbach, MD, MSci, FAAP; Linda Brown, MD, MSCE; Mark X Cicero, MD; Heather French, MD; Roberta L Hales, MHA, RRT-NPS, RN; Frank Overly, MD, CPhys, FAAP

Simulation for Disaster Response: Developing Training for the Worst Case Scenarios

In this workshop we will share the lessons learned over the past decade in developing, implementing and assessing simulation-based curricula for disaster response training. Attendees of this workshop will be exposed to several strategies for preparing healthcare providers for disaster response including manikin-based simulation, immersive games, and mass casualty drills. They will develop a sim-based disaster response activity in small groups. (9388)

Learning Objectives
1. Describe the different modalities available to educators for disaster response training.
2. Explain how developing simulation-enhanced activities for disaster response training differs from other healthcare simulation activities and strategies to overcome the challenges.
3. Plan and develop a disaster response simulation-based training activity and receive guidance and feedback from experienced faculty.

Faculty: Ivette Motola, MD, MPH, FACEP; Angel Brotons, EMT-P; Sonoe Mashino, RN, PhD; Geoffrey T Miller, MS, EMT-P; Hector Rivera, MD; Jason Seery, MD, FACS
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9:30AM-11:30AM | Room MCC230
BSC Debriefing - Workshop

Debriefing as a Formative Assessment: Concepts and Practice

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 using debriefing. (8366)

Learning Objectives
1. Discuss the role of formative assessment in healthcare simulation and compare and contrast it with summative assessment
2. List the steps of formative assessment
3. Apply the formative assessment steps to debriefing and bedside teaching in clinical environments

Faculty: Laura Rock, MD; Walter Eppich, MD, ME; 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; Jenny Rudolph, PhD; Robert Simon, EdD; Toni Walzer, MD

9:30AM-11:30AM | Room MCCR03
ADV Debriefing - Workshop

Debriefing for Resilience: Looking at Debriefing Through the Lens of Education, Psychology, and Sociology to Build for Resilience in the Medical Professional

This dynamic workshop will set the scene for considering individuals emotional resilience in simulation education. We will case work a simulation in the group and consider how this knowledge may translate into subtle interventions in a debrief. (8974)

Learning Objectives
1. Open a research-based discussion on what is emotional resilience and why we should worry about it.
2. Propose advantages to addressing emotional resilience in all simulation training.
3. Team working to develop simulation in relation to these issues.

Faculty: Gomy Kandasamy, MBBS, FRCA

9:30AM-11:30AM | Room MCC231
ADV Debriefing - Workshop

Debriefing: Focus on the Provider or the Patient?

Most high-risk industries make a clear distinction between debriefings held to provide psychological support and those conducted to review technical details of human and system performance. Debriefings in healthcare rarely clarify the difference. This course will review the differences between the two styles of debriefing and focus on debriefing strategies to objectively facilitate a performance-based, patient-focused discussion. (8203)

Learning Objectives
1. Compare the goals of debriefing for psychological support to that of debriefing for human and system performance.
2. Describe how a series of performance-based questions can be used to objectively guide debriefing.
3. Formulate a series of questions for debriefing performance issues in video vignettes.

Faculty: Julie Arafeh, MSN RN; Janene Fuerch-Hogan, MD; Louis P Halamek, MD, FAAP; Nicole Yamada, MD

9:30AM-11:30AM | Room MCCR05
EXP Debriefing - Workshop

Rapid Cycle Deliberate Practice: Team-based Resuscitation Scenarios

Traditional debriefing follows scenario completion, and is the primary learning time. For procedural skills, deliberate practice combined with rapid expert feedback and mastery training is effective. An alternative to traditional debriefing called Rapid Cycle Deliberate Practice applies deliberate practice and mastery learning to resuscitation teams. We will introduce RCDP concepts, and learners will practice teaching using RCDP. (8597)

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.

**FACULTY:** Cara Doughty, MD, MED, FAAP; Jennifer L Arnold, MD, MSc; Patricia Bastero, MD; Daniel Lemke, MD; Karen Eileen Patricia, MD; Kevin Roy, MD; Thomas Welch-Horan, MD; Marjorie Lee White, MD, MPPM, MA

**9:30AM-11:30AM | Room MCC221**

BSC FAC DEV - WORKSHOP

**Power Up Your Presence for Lecturing, Teaching, and Leading**

Initial success in Medicine does not require the ability to charismatically engage a group or an individual. However, this ability is required to achieve one’s highest good as a leader. In this workshop, there will be a brief lecture followed by exercises used at the Stanford Graduate School of Business for enhancing Leadership Presence. Participants will practice these techniques and receive feedback from instructors and other participants (8578)

**LEARNING OBJECTIVES**

1. Use space, gesture and posture to successfully command attention from a group
2. Use vocal inflection to successfully command attention from a group
3. Use intention and objective to successfully command attention from a group

**FACULTY:** Richard Snyder, MD; Rich Cox; William Hall; Kat Koppett, MA

**9:30AM-11:30AM | Room MCC222**

ADV FAC DEV - WORKSHOP

**Can Feedback Be Improved?**

Do you wonder if clinical feedback can be improved in both quality and efficacy? Using trigger videos, role-play, and a feedback assessment tool, participants will experience firsthand what communication styles and elements are needed for the high-quality feedback necessary to facilitate learning and encourage behavior change. This workshop is targeted for clinicians of all professions, or anyone who utilizes verbal feedback on a regular basis. (8386)

**LEARNING OBJECTIVES**

1. Describe elements necessary for uncovering frames which drive performance; practice techniques to help improve your quality of feedback when you find yourself stuck.
2. Role-play giving feedback during a simulated clinical setting in which errors occur.
3. Evaluate quality of role-play feedback using the FACE© (Feedback Assessment for Clinical Events) assessment tool, based on the DASH© (Debriefing Assessment for Simulation in Healthcare).

**FACULTY:** Rebecca D Minehart, MD; Sara Goldhaber-Fiebert, MD; Andres Navedo, MD; Roy Phitayakorn, MD MHPE (MED) FACS; May Pian-Smith, MS, MD; Daniel Raemer, PhD; Laura Rock, MD; Jenny Rudolph, PhD; Marjorie Podraza Stiegler, MD

**9:30AM-11:30AM | Room MCCR01**

BSC IPE - EXPERT PANEL

**360 Degree Performance Evaluation for Interprofessional Education**

An expert panel from medicine, pharmacy, nursing, and education will discuss the use of different feedback modalities from standardized patients, faculty-led debriefing and student self-reflection for IPE. Attendees will learn how the combination of feedback methods facilitates 360 degree performance evaluation and augments the overall quality of IPE learning experience. Active audience participation will be encouraged. (9901)

**LEARNING OBJECTIVES**

1. Identify different methods of performance evaluation and feedback for IPE.
2. Discuss what each method of performance evaluation signifies in the learning process.
3. Explain how the use of 360 degree performance evaluatio improves the quality of IPE.

**FACULTY:** Linda Awdishu, PharmD, MAS; Karen Garman, EdD, MAPP; Susie Hutchins, DNP, CNE; Karen Anne Macauley, PhD, DNP, FNP-BC, GNP-BC; Jennifer M Namba, PharmD; Kathleen M Sweeney, DNP, CPNP; Peggy Wallace, PhD; Amy Zheng, MD, CHSE, MPhil
Interprofessional Education Scenario Writing Workshop
This interactive workshop will provide the opportunity for participants to develop an interprofessional education (IPE) scenario. Best practices for developing IPE simulation scenarios, case studies and unfolding case studies will be shared. Participants will be guided through the process of developing an IPE scenario specific to the unique needs of their institution and/or IPE teams. (8249)

**Learning Objectives**
1. Describe best practice in developing interprofessional education simulation (IPE) scenarios, case studies, and unfolding case studies.
2. Apply the concepts of interprofessional education simulation (IPE) scenario development during interactive group exercises.
3. Develop the outline of an interprofessional education simulation (IPE) scenario using a template.

**Faculty:** Melody L Bethards, MSN, RN, CNE, CHSE; Bryan Carlson, PharmD; Tracy Chesney, MSN-Ed, RN, CNE, CHSE; Marie Gilbert, RN, DNP(c), CHSE; Jolie A Limon, MD, FAAP; Roschelle Manigold, RN, MSN CHSE

A User’s Guide to Developing an In-situ Mobile Simulation Program for Frontline Providers
ImpACTS is a collaborative of pediatric simulation experts from 8 institutions whose focus has been the development, execution & sustainment of a community based mobile, in-situ pediatric emergency simulation program to engage community partners in improving pediatric acute care. This program will serve as a model, assisting participants in developing their unique curriculum, utilizing key tools & refining skills to implement a similar program. (8433)

**Learning Objectives**
1. Develop a plan for methods of stakeholder identification and establishing buy-in for creating a sustainable community education program
2. Develop a needs assessment for your community to establish tailored goals/objectives for a feasible curriculum
3. Develop a strategic plan for your mobile simulation program with careful focus on logistical constraints (number of sims, timing, no-go criteria, equipment needs, etc)

**Faculty:** Barbara M Walsh, MD; Marc Auerbach, MD, MSci, FAAP; Linda Brown, MD, MSCE; Sandeep Gangadharan, MD; Marcie Gawel, BSN, RN, CNS; Melinda Fiedor Hamilton, MD, MSc; Jessica Katznelson, MD; David Kessler, MD, MSc; Khoon-Yen Tay, MD

Emergency Manual Implementation: Tools for Improving Effectiveness
Emergency manuals (EM) are context-relevant sets of checklists or cognitive aids designed to improve the delivery of optimal care. This workshop will discuss how implementation science can maximize the effectiveness of these patient safety innovations. Faculty will discuss a number of established implementation strategies and will guide participants through the development of customized action plans for implementing EM into their organizations. (7515)

**Learning Objectives**
1. Describe strategies for effective implementation of emergency manuals into institutional practice and provide tools for overcoming barriers to effective implementations
2. Describe methods for educating and training staff to optimize the impact of emergency manuals, including the role of interdisciplinary training and simulation
3. Develop an action plan for successful implementation of emergency manuals within your institution

**Faculty:** Scott C Watkins, MD; Sara Goldhaber-Fiebert, MD; Harshad Gurnaney, MBBS, MPH, FACS; David L Hepner, MD, MPH; James N Lau, MD, FACS; Colleen A Lee, RN, MS; Matthew D McEvoy, MD; David Young
A Director’s Workshop on Policies and Procedures

This workshop, sponsored by the SSIH Director’s SIG, is designed for the individual who has taken on, in the past three 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.

**Faculty:** Dawn M Schocken, MPH, PhDc; Stephen C Charles, MS, MA, PhD, CHSE; Dena Higbee, MS, CHSE; Mary Kay Smith, MSN, RN, CHSE

Simulation in Healthcare Workshop for Authors

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.).

**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

**Faculty:** Mark W Scerbo, PhD; Jeffrey B Cooper, PhD; David Gaba, MD; Rose Hatala, MD, MSc; Judy LeFlore, PhD, RN, NNP-BC, CPNP-AC&PC, ANEF, FAAN; Dimitrios Stefanidis, MD, PhD, FACS

Become IT System Literate: Beyond Cables, Connectors and Couplers

Many healthcare simulation operations specialists find themselves supporting and managing the simulation center IT system operations without having had the necessary training to help them gain the much needed skills. This workshop aims to strengthen their IT system skills by providing a “toolkit”, hands on practice with intense coaching in interpretation, evaluation, and creation of basic IT systems drawings in the simulation operations context.

**Learning Objectives**
1. Interpret basic and intermediate IT system diagrams
2. Evaluate the effectiveness of As-Is systems based on stakeholders’ needs and requirements with tools provided in the workshop
3. Create To-Be systems with appropriate components to match the desired efficacy of the IT systems in the simulation operations context

**Faculty:** Grace M Ng, MS, CNM, RN, C-EFM; Tom Vongbandith; H Michael Young, BBS, MDiv, CHSE

Understanding Generalizability Theory: How to Read and Understand Data Arising from the Use of this Useful Measurement Method without Needing a PhD in Psychometrics

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.

**Learning Objectives**
1. Identify the key information reported in a generalizability study.
2. Identify the meaning of data arising from generalizability analysis well enough to explain the findings to a peer.
3. Explain why one would choose to use measurement based on Generalizability Theory over other measurement approaches.

**Faculty:** Mark Adler, MD; Aaron William Calhoun, MD; Gregory E Gilbert, EdD, MSPH, PStat; Matthew Lineberry, PhD; Mary McBride, MD; Yoon Soo Park, PhD
10:30AM-11:15AM | Room MCC213  
ADV CUR DESIGN - PODIUM

Incorporating a Team Based Learning Activity into a Simulation Curriculum  
This course will describe how team based learning activities were incorporated into a simulation curriculum for nursing staff and physician assistants. (7633)

Learning Objectives  
1. Describe the utilization of a team based learning activity as part of a curriculum  
2. Identify the adult learning principles associated with team based learning  
3. Discuss using simulation as application oriented activities  

Faculty: Jared Kutzin, DNP, MS, MPH, RN, CPPS

10:30AM-11:15AM | Room MCC232  
ADV CUR DESIGN - PODIUM

Strategies with Masters’ Students: A Tale of Two Countries  
This interactive presentation will include two experts, one in the United States and one in Australia, who independently created courses, with embedded simulation, patient safety, and education within Master of Nursing programs. Both presenters will share their experiences on how these two courses were created, delivered, and modified. Important factors in the educational approaches used, based on contemporary pedagogy, will be discussed. (9489)

Learning Objectives  
1. Contrast the creation of two courses, in different countries, who embed/teach simulation, patient safety, and education.  
2. Demonstrate delivery methods/outcomes of two simulation courses from different countries.  
3. Analyze modifications to each course, including the conversion of one simulation course to an optional on-line delivery method.  

Faculty: Michelle Kelly, PhD MN BSc RN; Mindi Anderson, PhD, RN, CPNP-PC, CNE, CHSE-A, ANEF

10:30AM-11:15AM | Room MCC203  
BSC FAC DEV - PODIUM

A Competency-driven Approach to Selecting and Designing Mixed Modality Simulation Experiences  
Educators must make many choices when selecting and designing simulation experiences. In this session we share how to define the learning needs and apply a multidimensional matrix tool to match competencies to a mixture of simulation modalities. Additionally, course design, cost and logistical considerations are factored in. Through a facilitated discussion we apply this approach to the audience’s own simulation-based educational challenges. (9744)

Learning Objectives  
1. Match competencies (skills, knowledge, behavior) to the affordances of various simulation modalities such as manikin, task trainer, and virtual patients and worlds.  
2. Apply a multidimensional tool to the selection and sequencing of mixed modality simulation educational design.  
3. Factor in practical and logistical aspects, such as cost, distribution, facilitator time and availability of resources, into a multimodal simulation experience design.  

Faculty: James McGee, MD; Rosalyn Scott, MD

10:30AM-11:15AM | Room MCC225  
ADV FAC DEV - PODIUM

Emotion Is Why We Simulate  
Whether taking sides in the debate on manikin death, explaining to a stakeholder how simulation is most different from discussion groups, or designing a scenario to improve learner engagement, simulation practitioners are interested in the role and risk of emotion in learning. Connecting a moderate number of results from neuroscience to simulation literature helps practitioners sharpen their thinking and arguments about design for learning (8276)

Learning Objectives  
1. Describe commonly accepted principles in simulation: frames, engagement, safe environment, and both sides of the debate over unexpected death, in terms of principles from neuroscience.  
2. Explain the importance of either simulation-based training or simulation instructor training to a prospective participant, instructor, or resources gatekeeper using known properties of non-conscious processing.  
3. Redesign a sample simulation experience to increase your expectation of impact on the learner’s future behavior.  

Faculty: Paul Leonard, MD, PhD
MSR on Wheels: Development of a National Mobile Trauma Training Program

Organizations use simulation in-situ as a tool to identify system’s deficiencies and train staff. This requires diverse expertise - technical, pedagogic and clinical. MSR will share its experience in establishing “MSR on Wheels” – a mobile simulation unit and its use for conducting a national trauma training program across Israel’s hospitals. Topics covered include the added value and process of development and the challenges and lessons learned. (9669)

**Learning Objectives**

1. Explain the added value, challenges and complexity involved in the development of a highly cost effective mobile simulation unit and the implementation of a national in-situ simulation-based trauma program.
2. Describe the important role of the development of local faculty as the on-site simulation-based instructors as a crucial factor in the success of the training program in the respective organizations.
3. Describe a flexible mobile simulation unit that can be utilized in a variety of clinical environments and for multiple simulation-based educational applications/needs.

**Faculty:** Amitai Ziv, MD, MHA; Lior Asher, MA; Kim MacMillan, MBA; Liat Pessach-Gelblum, MBA; Ravid Segal, MA

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Professor Rounds: Program Innovation Abstracts

Review the Program Innovation Abstracts accepted to the final scientific program of IMSH 2015. Professors will hold rounds poster-side with the authors of some of the most cutting-edge work in simulation today. (14260)

**Learning Objectives**

1. Describe the findings of a research project with relevance to current practice.
2. Integrate one new change into current practice learned from poster review.
3. Describe a research method used to investigate an important problem in simulation-based practice.

**Faculty:** Suzan Kardong-Edgren, PhD, RN, ANEF, CHSE; Julia Ann Greenawalt, PhD, RNC; Jill S Sanko, MS, ARNP-BC, CHSE-A, PhDc

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Connecting Educational Standards to Learning Outcomes Through Simulation-based Assessment

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 assessment threshold performance checklists and summative Objective Structured Clinical Examination (OSCE) testing. (9541)

**Learning Objectives**

1. Compare and contrast formative and summative assessment.
2. Discuss methodologies for using simulation-based formative and summative assessment of learning outcomes and competency validation.
3. Develop an action plan to incorporate simulation-based assessment in the participant’s simulation program.

**Faculty:** Jeffrey Groom, PhD, CRNA, ARNP; Joseph Goode, Jr, RN, MSN, CRNA; John Marc O’Donnell, RN, MSN, CRNA, DrPH

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10:30AM-11:15AM | Room MCC207

BSC Prog Admin - Podium

**MSR on Wheels: Development of a National Mobile Trauma Training Program**

Organizations use simulation in-situ as a tool to identify system’s deficiencies and train staff. This requires diverse expertise - technical, pedagogic and clinical. MSR will share its experience in establishing “MSR on Wheels” – a mobile simulation unit and its use for conducting a national trauma training program across Israel’s hospitals. Topics covered include the added value and process of development and the challenges and lessons learned. (9669)

**Learning Objectives**

1. Explain the added value, challenges and complexity involved in the development of a highly cost effective mobile simulation unit and the implementation of a national in-situ simulation-based trauma program.
2. Describe the important role of the development of local faculty as the on-site simulation-based instructors as a crucial factor in the success of the training program in the respective organizations.
3. Describe a flexible mobile simulation unit that can be utilized in a variety of clinical environments and for multiple simulation-based educational applications/needs.

**Faculty:** Amitai Ziv, MD, MHA; Lior Asher, MA; Kim MacMillan, MBA; Liat Pessach-Gelblum, MBA; Ravid Segal, MA

11:30AM-12:00PM | Room Exhibit Hall

Exhibitor Presentation Theater by HGA Architects & Engineers - Physician and Nursing Education: High Performance Learning Environments

11:30AM-12:30PM | Room MCC221

PAGR Committee - By Invitation Only

11:30AM-1:30PM LUNCH IN EXHIBIT HALL

11:45AM-12:15PM | Room MCC Hall B2

ADV Research

**Professor Rounds: Program Innovation Abstracts**

Review the Program Innovation Abstracts accepted to the final scientific program of IMSH 2015. Professors will hold rounds poster-side with the authors of some of the most cutting-edge work in simulation today. (14260)

**Learning Objectives**

1. Describe the findings of a research project with relevance to current practice.
2. Integrate one new change into current practice learned from poster review.
3. Describe a research method used to investigate an important problem in simulation-based practice.

**Faculty:** Suzan Kardong-Edgren, PhD, RN, ANEF, CHSE; Julia Ann Greenawalt, PhD, RNC; Jill S Sanko, MS, ARNP-BC, CHSE-A, PhDc

12:10PM-12:40PM | Room Exhibit Hall

Exhibitor Presentation Theater by Mentice - Trauma-Considerations for Building REBOA Course

12:50PM-1:20PM | Room Exhibit Hall

Exhibitor Presentation Theater by OtoSim, Inc. - Otoscopy and Ophthalmoscopy Training

1:00PM-2:00PM | Room MCC203

BSC Assess - Expert Panel

**Connecting Educational Standards to Learning Outcomes Through Simulation-based Assessment**

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 assessment threshold performance checklists and summative Objective Structured Clinical Examination (OSCE) testing. (9541)

**Learning Objectives**

1. Compare and contrast formative and summative assessment.
2. Discuss methodologies for using simulation-based formative and summative assessment of learning outcomes and competency validation.
3. Develop an action plan to incorporate simulation-based assessment in the participant’s simulation program.

**Faculty:** Jeffrey Groom, PhD, CRNA, ARNP; Joseph Goode, Jr, RN, MSN, CRNA; John Marc O’Donnell, RN, MSN, CRNA, DrPH
Study Results: The National Council of State Boards of Nursing (NCSBN)
Panelists will present the findings from the National Council of State Boards of Nursing (NCSBN) two-year, multi-site, randomized controlled study of educational outcomes when simulation is used to replace traditional clinical hours. This study was designed to evaluate the educational outcomes of simulation when used throughout the entire nursing curriculum at the 25% and 50% levels, for both associate and baccalaureate nursing programs. (13891)

**Learning Objectives**
1. Describe the study design and simulation model used throughout the NCSBN study.
2. Report the results of the educational outcomes.
3. Discuss implications for healthcare education.

**Faculty:** Pamela R Jeffries, PhD, RN, FAAN, ANEF; Suzan Kardong-Edgren, PhD, RN, ANEF, CHSE

Advocacy-Inquiry and Rapid Cycle Deliberate Practice for Pediatric Emergency Medicine Fellows: One Cycle Later
This course will provide an overview of the development and implementation of a simulation curriculum utilizing advocacy-inquiry and rapid cycle deliberate practice for pediatric emergency medicine fellows. It will focus on a six-step approach to curriculum development. The course will also focus on lessons learned from the curriculum in addition to reviewing data collected during the first 18 months of implementation. (9299)

**Learning Objectives**
1. Explain the benefit of using both advocacy-inquiry and rapid cycle deliberate practice in simulation curriculums
2. Develop a basic understanding of the curriculum development process using a six-step approach
3. Use collected data to revise curriculum going forward.

**Faculty:** Justin Jeffers, MD; Shannon Poling, RRT-NPS, CEBT, CHSE

Creatively Using Simulation to Connect the Education for Mental Health Professionals
Have you considered incorporating simulation into your mental health curricula? The mental health environment differs from acute care. How are staff trained to effectively manage behavioral and medical emergencies? This session discusses and demonstrates how simulation can creatively be incorporated to address mental health core measures, quality initiatives, safety concepts, and system processes for interprofessional staff. (7468)

**Learning Objectives**
1. State two different methods to implement simulation into mental health curriculum.
2. Discuss how competencies, core measures, and quality initiatives can be embedded into a simulation teaching method to engage learners.
3. Evaluate two benefits of using simulation to enhance the skills of individuals working in mental health settings.

**Faculty:** Krista I Kipper, MSN, RN, CHSE; Heather A Anderson, MA, BSN, CCRN

STEP 1: What’s Your Problem? Problem Identification and Needs Assessment
This session will help you on the first two steps of Kern’s Curriculum Development Model; Problem Identification and Needs Assessment. Problem Identification is key to assuring that your curriculum can achieve measurable outcomes. Bring your curriculum ideas or problems and we will help with your problem identification/needs assessment. (14029)

**Learning Objectives**
1. Discuss factors to be considered when doing problem identification.
2. List needs assessment methods.

**Faculty:** Jason Zigmont, PhD, CHSE-A; Wanda Goranson, MSN, RN-BC, CHSE; Akira Nishisaki, MD, MSCE
The 15th Annual Meeting on Simulation in Healthcare

1:00PM-2:00PM | Room MCC214
EXP Curs Design - Debate

To Teach the Standard of Care or Not: An Educational Debate
Faculty will debate whether educators should teach to a clinical standard of care, or as a progression from novice to expert, requiring basic skills be taught before higher level, technology-related skills. Examples will be taken from medicine, nursing, allied health, and elementary and secondary education. This session will follow the national debate format. Audience participation will be encouraged before and after the debate. (13914)

Learning Objectives
1. Identify opposing views related to training and education related to teaching to a standard of care.
2. Defend a view of whether or not healthcare providers should only be trained to the standard of care.
3. Identify evidence to support this position.

Faculty: Jared Kutzin, DNP, MS, MPH, RN, CPPS; Alexis Battista, PhD (c); Carol F Durham, EdD, RN, ANEF, FAAN; Teresa N Gore, PhD, DNP, FNP-BC, NP-C, CHSE-A; Joseph P Mathew, MD, FACP, FCCP; Haru Okuda, MD, FAEM

1:00PM-2:00PM | Room MCC225
BSC Fac Dev - Podium

Setting Learners Up For Success: Pre-simulation and Briefing Toolkit
Pre-simulation and briefing activities can be crucial in assisting learners to be successful with simulation; however, information on this topic is limited. This presentation will identify best practices, outline rationales and provide tools for designing valuable pre-simulation and briefing activities. Discussion in relation to high-stakes evaluation will be included. Hands on activities and group discussions of current methods will be included. (8019)

Learning Objectives
1. Explain the rationale for pre-simulation and briefing activities.
2. Identify activities that help prepare students for a successful simulation experience.
3. Discuss the use of pre-simulation/briefing activities for teaching/learning vs high stakes evaluation.

Faculty: Gwen Leigh, DNP, RN, CNE; Frances D Stueben, MSN, RN, CCRN

1:00PM-2:00PM | Room MCC226
ADV Fac Dev - Podium

Creating Competence in Simulation Educators
Faculty development is critical to a successful and sustainable simulation program. Healthcare professionals often focus on the technology of simulation, rather than the methodology of simulation. We will discuss the importance of faculty development and ongoing education, as well as curriculum development and the educational theory that supports it. We will describe successful models that foster collaboration, learning, and partnerships. (8253)

Learning Objectives
1. List the essential components and teaching methodologies to include in an effective curriculum to develop faculty for roles as simulation program educators
2. Identify and apply key educational theories that support simulation faculty development.
3. Describe elements of successful faculty development programs.

Faculty: KT Waxman, DNP, MBA, RN, CNL, CENP, CHSE; Marjorie A Miller, MA, RN, CHSE

1:00PM-2:00PM | Room MCCR01
BSC IPE - Expert Panel

Cognitive Aid “Checklists” for Medical Crisis Management: Design Process, Evaluation of Efficacy, and Going Digital
The use of cognitive aid “checklists” for the management of medical crises has recently gained prominence in the field of anesthesia and intraoperative patient safety. Despite several recent scientific studies that demonstrate efficacy of the use of cognitive aids in improving adherence to treatment guidelines during medical emergencies, very little work has been published describing the process by which such aids are produced or strategies that may be employed to improve their efficacy through innovation in graphic design, technological deployment, and development of novel computer-based dynamic human-computer interfaces. (8523)

Learning Objectives
1. Demonstrate knowledge of key unique affordances associated with various design approaches to create effective
cognitive aids for medical crises;
2. Discuss approaches to evaluate efficacy of cognitive aids in clinical practice;
3. Identify key roadblocks and challenges in the transformation of medical checklists and cognitive aids to the digital domain.

**FACULTY:** Larry Chu, MD, MS; Aleksandra Sarcevic, PhD, Kyle Harrison, MD

**1:00PM-2:00PM | Room MCC207**

BSC IPE - P O D I U M

**Using Simulation to Prepare Health Care Professionals to Recognize and Respond to Incivility**

As a result of this presentation learners will be better prepared to recognize incivility and respond appropriately to deescalate workplace incivility. (7425)

**LEARNING OBJECTIVES**
1. Describe disruptive/bullying behaviors and the effects they can have to the workplace environment.
2. Describe the QSEN competencies and how they apply to the health care setting specifically teamwork and collaboration.
3. Participate in a pre-briefing, simulation, and effective reflective debriefing in a team setting during this exercise.

**FACULTY:** Debra Tauber, MSN, RN, CEN; Desirae Freeze, MSN, RN

**1:00PM-2:00PM | Room MCCR02**

ADV IPE - P O D I U M

**Code Team Training: Mission Impossible**

This course will tell the story of how our institution has shifted the emphasis of code blue team training away from day long CRM courses and/or in-situ mock codes towards an intense, highly specific, multidisciplinary course using algorithm visual stimuli, a team performance checklist, stop-start debriefing, and rapid cycle deliberate practice. This presentation will address the critical barriers that exist in code blue team training. (8840)

**LEARNING OBJECTIVES**
1. Explain the challenges inherent in creating education to improving the performance of your code blue team.
2. Discuss the use of stop-start debriefing and rapid cycle deliberate practice to improve code team performance.
3. Describe how visual stimuli and team performance checklists can be developed to assist in code team training.

**FACULTY:** Christopher A Fore, MD; Kevin Drew, RN; Christina K Ebbs, RN, BSN; Catherine McLeod, RN, BSN; Lon J Setnik, MD

**1:00PM-2:00PM | Room MCCR03**

ADV IPE - E X P E R T P A N E L

**Onboarding an IPE for Allied Health Disciplines: From the Ground Up**

Opportunities for IPE healthcare simulation are limited in many settings, and those that exist may be hampered by educator, discipline, and logistics-related constraints. This session presents a novel approach to the inception of IPE at a community college Simulation Center. Transferable solutions for onboarding and training of faculty, curricular enhancements, and scenario creation were realized as were many unanticipated IPE-related benefits. (8858)

**LEARNING OBJECTIVES**
1. Identify examples of major categories of IPE simulation in their settings
2. Establish measures of progress toward overcoming identified exemplars
3. Apply course-offered approach to their institution

**FACULTY:** Sandy Swoboda, RN MS FCCM; K David Bodily, MS, RN

**1:00PM-2:00PM | Room MCC206**

BSC P R O G A D M I N - P O D I U M

**Planning a Successful Simulation From Start to Finish**

This informative session is designed to provide an overview of seven critical components used in the simulation curriculum development and implementation process at the Cleveland Clinic’s Multidisciplinary Simulation Center. The presenters will share current policies and procedures that have proved to be successful in our center. (7906)

**LEARNING OBJECTIVES**
1. Identify specific steps in the simulation planning process.
2. Describe how the various components come together to solidify a successful simulation.
3. Compare simulation processes amongst other members of the audience.

**FACULTY:** Michelle Felciano, MEd; Richard Hladik; Jerod Northcott, MSE; Marcy Pardee, MAE, RRT
1:00PM-2:00PM | Room MCC205
ADV PROG ADMIN - EXPERT PANEL
Accreditation Expert Panel
This session is designed to allow the panel to share their experiences and insight into the process and work required to become an SSH Accredited Program. The panel will be asked some set questions as well as being allowed to share key points that they wish to make. (8587)

LEARNING OBJECTIVES
1. Describe the challenges to becoming an SSH Accredited Program
2. Summarize how programs solved problems in order to become accredited
3. Describe how your own program can apply the information shared in order to become accredited

FACULTY: Andrew E Spain, MA, NCEE, EMT-P

1:00PM-2:00PM | Room MCC227
ADV FAC DEV - PODIUM
Faculty Development Model: Meeting Healthcare Needs of Special Populations
The National League for Nursing’s Advancing Care Excellence series was developed as a collaborative initiative focused on innovative teaching strategies surrounding care of older adults – the ACES project. The purpose of this presentation is to engage faculty in a dialogue about the faculty development model demonstrating the unique elements of the unfolding simulation cases and how each element can be adapted and expanded for other content. (10029)

LEARNING OBJECTIVES
1. Describe the goals, intended outcomes, and pedagogy of the original ACES model
2. Demonstrate the elements of the unfolding simulation cases
3. Discuss how the ACES model can be adapted for other projects

FACULTY: Susan G Forneris, PhD, RN, CNE, CHSE-A; Mary Anne Rizzolo, EdD, RN, FAAN, ANEF

1:00PM-2:00PM | Room MCC227
ADV RESEARCH - MAIN STAGE
Award Winning Abstracts: Research
The four award-winning Research Abstracts submitted to IMSH 2015 will be showcased through oral presentation. (14264)

LEARNING OBJECTIVES
1. Describe the findings of a research project with relevance to current practice.
2. Integrate one new change into current practice learned from poster review.
3. Describe a research method used to investigate an important problem in simulation-based practice.

FACULTY: Aaron William Calhoun, MD; Chaoyan Dong, PhD; Rose Hatala, MD, MSc

1:00PM-2:00PM | Room MCC211
ADV RESEARCH - MAIN STAGE
Accreditation Expert Panel
This session is designed to allow the panel to share their experiences and insight into the process and work required to become an SSH Accredited Program. The panel will be asked some set questions as well as being allowed to share key points that they wish to make. (8587)

LEARNING OBJECTIVES
1. Describe the challenges to becoming an SSH Accredited Program
2. Summarize how programs solved problems in order to become accredited
3. Describe how your own program can apply the information shared in order to become accredited

FACULTY: Andrew E Spain, MA, NCEE, EMT-P

1:00PM-3:00PM | Room MCCR05
ADV ASSESS - WORKSHOP
Checklists for Team Training in Simulation
The purpose of this workshop is to introduce the use of checklists to help design simulation scenarios, and provide concrete objectives for debriefing and for possible outcomes analysis for process improvement, system designs, as well as for improvement in team role definitions. (9626)

LEARNING OBJECTIVES
1. List different checklists used in the hospital environment
2. Apply checklist in the design of a simulation scenario
3. Use the checklist as a tool to enhance the debriefing process.

FACULTY: Jason Cheng, DO; Paul Preston, MD

In Louisiana, biting someone with your natural teeth is considered a simple assault, but biting someone with your false teeth is considered an aggravated assault.
1:00PM-3:00PM | Room MCC201
ADV ASSESS - WORKSHOP
Situation Awareness: Assessment and Debriefing Using Simulation
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. In 2013 and 2014 this workshop was oversubscribed. (9832)
LEARNING OBJECTIVES
1. Describe Endley’s three-level conceptual framework of Situation Awareness and how to differentiate between behaviors relating to (i) gathering information, (ii) understanding information, (iii) predicting what may happen next.
2. Use a skills taxonomy to observe SA behaviors in video recordings of simulated team events.
3. Develop debriefing strategies that can be applied to address observed issues related to SA.
FACULTY: Steven Yule, PhD; David Musson, MD, PhD

1:00PM-3:00PM | Room MCC217
ADV CUR DESIGN - WORKSHOP
How Did You Do That? Integrating Simulation into Our Undergraduate Nursing Program
This workshop will review the process of integrating simulations into an undergraduate curriculum aligning course content and overarching objectives with the simulations developed to support student cognitive development and critical thinking skills. (9240)
LEARNING OBJECTIVES
1. Identify course content that can be taught or enhanced through the use of simulations
2. Implement a template approach to developing simulation scenarios
3. Develop a simulation of interest to be implemented in their work environment
FACULTY: Deborah Becker, PhD, ACNP-BC, CHSE, FAAN; Ann Hoyt, RN, MS

1:00PM-3:00PM | Room MCC219
ADV CUR DESIGN - WORKSHOP
How to Create Better Simulations for All Your Learners
We will use literature based concepts to help you design better manikin or SP scenarios to meet learning objectives. Bring your old & new scenarios as we explore with you several key concepts including: Focusing on learning objectives, using scenario templates, validation of checklists, incorporating feedback into your plan and constructing blueprints. Afterwards, our facilitators will review your scenarios and send them to you with feedback. (8255)
LEARNING OBJECTIVES
1. List the key elements of high quality healthcare simulation scenario design
2. Create new scenarios or edit older scenarios using the elements of a high quality design
3. Compare and contrast the scenario you created with those of your peers
FACULTY: Joseph O Lopreiato, MD, MPH; Marc Auerbach, MD, MSci, FAAP; Sharon Decker, RN, PhD, ANEF, FAAN; Mary Fey, PhD, RN, CHSE; Connie M Lopez, MSN, CNS, RNC-OB, CPHRM; Taylor L Sawyer

1:00PM-3:00PM | Room MCC04
ADV CUR DESIGN - WORKSHOP
Let It Go: When Learners Become the Teachers
The purpose of this course is to describe how to implement a flipped classroom model using simulation. Participants will design a template and include supporting resources to enable learners to create their own learning objectives, construct patient scenarios, and facilitate debriefing. Participants will gain experience using this flipped classroom model which exemplifies adult learning principles and emphasizes collaborative learning. (8026)
LEARNING OBJECTIVES
1. Apply principles of adult learning theories to student-led scenario development.
2. Examine teaching strategies for a simulation-based flipped classroom.
3. Create a template to guide learners to facilitate a simulation scenario.
FACULTY: Stephen C Charles, MS, MA, PhD, CHSE; Mary L Koehn, PhD, APRN, CHSE; Mike Shepherd; Paul N Uhlig, MD

The 15th Annual Meeting on Simulation in Healthcare
1:00PM-3:00PM | Room MCC218
ADV CUR DESIGN - WORKSHOP
Simulation Strategies to Detect and Prevent Moral Distress Among Resuscitation Team Providers
Moral Distress (MD) affects job satisfaction, job retention, and the delivery of quality care. Participants will discuss opportunities to utilize simulation, inventories, and Crisis Resource Management in the detection and prevention of MD. Resuscitation videos will allow participants to apply MD inventories, and discuss techniques to address/prevent MD during debriefings. Individuals will prepare an action plan to implement learned lessons. (8853)

LEARNING OBJECTIVES
1. Explain the ethical causes and implications of Moral Distress following resuscitations
2. Identify opportunities to utilize simulation scenarios and debriefing to identify and resolve Moral Distress
3. Design a simulation based program to better understand and prevent ongoing moral distress within their institution.

FACULTY: Kevin Roy, MD; Jennifer L Arnold, MD, MSc; Satid Thammasitboon, MD, MPHE; Tessy A Thomas, DO

1:00PM-3:00PM | Room MCC230
ADV DEBRIEFING - WORKSHOP
Moving Debriefing from Simulation to the Actual Clinical Environment
Experts in simulation-based medical education are increasingly called upon 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. (8632)

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.

FACULTY: Cara Doughty, MD, MEd, FAAP; Jennifer L Arnold, MD, MSc; Daniel Lemke, MD; Paul Mullan, MD, MPH; Kevin Roy, MD

1:00PM-3:00PM | Room MCC231
ADV DEBRIEFING - WORKSHOP
The Great Debriefing Game
This interactive workshop is designed to improve the facilitation skills of both novice and advanced debriefers using a number of techniques borrowed from the theater and gaming worlds. A series of improvisational and team training exercises will explore the concepts of frames, hierarchy, and culture and how they affect individual and team learning. (9044)

LEARNING OBJECTIVES
1. Explain the tenets of experiential learning and how to effectively facilitate individual and team learning using these concepts.
2. Engage in improvisational theater techniques, enhancing their ability to explore their own frames and personalities, and those of their learners.
3. Identify individual team member traits, enabling them to facilitate the creation and maintenance of effective teams.

FACULTY: Ruth Fanning, MD; Susan Eller, RN, MSN; Sara Goldhaber-Fiebert, MD; Thomas Kyle Harrison, MD; Steven Howard, MD; Ankeet Udani, MD; Louise Wen, MD

History question: During the Civil War, what was the largest city in the Confederate States of America? You guessed it: New Orleans.
1:00PM-3:00PM | Room MCC224
ADV FAC DEV - WORKSHOP

A Health Professions Educator Toolkit: Learners Learning Styles Performance
This immersive program deepens understanding of course design and strengthens ability to efficiently deliver high impact, high yield curricula to diverse learners. Attendees will create learning opportunities developed in adult learning theory and delivered in venues accommodating a variety of learning styles with the overarching goal of knowledge transfer resulting in optimal academic and clinical performance that translates to patient safety. (13440)

**LEARNING OBJECTIVES**
1. Recommend revisions for one topic/lecture/simulation scenario framed in Adult Learning Theory accommodating a variety of Learning Preferences to improve retention, application and performance.
2. Create course-specific learning strategies (at least three) that utilize presented information to guide future course/faculty development efforts.
3. Design a pre-learning activity using new information to pilot for a potential research project.

**FACULTY:** Linda Cimino, EdD, RN, CPNP, ANP; Susan Rundle; Stephen A Vitkun, MD, AM, MBA, PhD

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1:00PM-3:00PM | Room MCC223
ADV FAC DEV - WORKSHOP

Realistic Role Portrayal Training in Less Than 30 Minutes
A thirty minute training process has been designed for situations that require realistic and highly emotional affects very quickly by compressing the well-established SP Methodology. Using specific techniques, a person needed for any simulated role can be trained to realistically and repetitively portray the presentation needed to complete and enhance any simulation. (9808)

**LEARNING OBJECTIVES**
1. Identify training techniques for affective roles
2. Demonstrate skills in training simulated roles using specific techniques
3. Identify and Incorporate effective portrayal scales

**FACULTY:** Gayle A Gliva McConvey; Carrie A Bohnert, MPA; Mary L Lyman; Amelia M Wallace; Alba L Woolard

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1:00PM-3:00PM | Room MCC222
ADV FAC DEV - WORKSHOP

Resolving Ethical Dilemmas Experienced by Simulation Educators
This workshop will provide simulation educators with a pragmatic ethical process to implement when faced with an ethical dilemma. Prior to the conference, participants will be asked to describe an ethical dilemma that they have experienced as a simulation educator. The Decision Analysis Model will guide ethical decision-making. Small and large group discussions will assist the participant to recognize value conflicts and commitments. (7466)

**LEARNING OBJECTIVES**
1. Describe an ethical dilemma that may occur during simulation education.
2. Compare and contrast ethical values and/or commitments that inform simulation learning experiences.
3. Utilize the Decision Analysis Model to guide ethical decision-making related to ethical dilemmas that arise from simulation learning experiences.

**FACULTY:** Marcia S Bosek, DNSc, RN; Nancy P Lemieux, RN, MSN, CHSE; Cate Nicholas, EdD, MS, PA

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1:00PM-3:00PM | Room MCCR06
ADV FAC DEV - WORKSHOP

Training Standardized Participants and Confederates for Distinct Roles in Manikin Simulation
Standardized participants (SPs) and confederates (Cs) enhance communication and promote higher levels of critical analysis for participants. This interactive workshop differentiates SP and C roles, the training processes, and enables participants to practice training SPs and Cs for manikin simulation. The workshop is designed for faculty, simulationists and healthcare providers to enhance the use of SPs and Cs in mannequin simulation. (13721)

**LEARNING OBJECTIVES**
1. Analyze the differences between SP and C roles in manikin simulation.
2. Differentiate the training processes for SPs and Cs in manikin simulation.
3. Select and train SPs and Cs for their roles in manikin simulation.

**FACULTY:** Cindy LeDonne; Beverley Robin, MD, CHSE; Shirley Scott, MS, RNC-OB
1:00PM-3:00PM | Room MCC221
EXP FAc DEv - WORKSHOP

Building a Sim Instructor Course: Meeting the Needs for Program and Faculty Development
This interactive workshop will immerse participants in designing, implementing, evaluating, and modifying a simulation instructor course using an action research process. Group sessions will examine how to conduct a needs analysis, prioritize and order topics in any simulation course, and incorporate learner feedback into current and future course design. This course is appropriate for expert simulation educators engaged in faculty development. (9301)

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
3. Design a customized simulation instructor course curriculum incorporating lessons learned from this workshop

FACULTY: Sally J Rudy, RN-BC, MSN, CHSE; Tammi Bortner, RN, BSN; Christie Mulvey, CCRC; David L Rodgers, EdD, NREMT-P; Elizabeth Sinz, MD FCCM; Margaret Wojnar, MD

1:00PM-3:00PM | Room MCC229
ADV IPE - WORKSHOP

Erasing Tribalism in the Operating Room: Strategies and Techniques for Diffusing Tension Among the Professions
Tension in the operating room has multiple negative consequences on teamwork and patient care. Often, an OR culture of “tribalism” contributes to its escalation. This interactive, Peri-Operative Affinity Group and Surgery Simulation Interest Group-sponsored workshop will focus on identifying and diffusing such tension to help enhance patient care and team coordination in the OR. (9107)

LEARNING OBJECTIVES
1. Discuss the “tribalism” in the OR and its impact on teamwork
2. Define sources of tension in the OR and its impact on patient safety
3. Identify strategies for diffusing tension in the OR and practice them

FACULTY: John Paige, MD, FACS; Sara Kim, PhD; James N Lau, MD, FACS; Cate Nicholas, EdD, MS, PA; Jose F Pliego, MD; Craig Reickert, MD, FACS; COL Robert M Rush, Jr, MD; Mary Catherine Santos, MD, MSEd, FACS

1:00PM-3:00PM | Room MCCR07
ADV IPE - WORKSHOP

Lessons Learned from a Three Year Competency-based IPE
During this workshop we will identify and explore successes and challenges incurred during development, implementation and evaluation of a large scale multi-institution inter-professional experience over the past 3 years. We will focus on; ensuring activities are of equal value for each profession, selecting competencies and appropriate educational strategies, managing logistics and steps to take to build a strong foundation for future programs. (9235)

LEARNING OBJECTIVES
1. Identify challenges inherent in planning and implementing large scale IPE activities with multiple institutions through evaluation review and completion of the program assessment worksheet
2. Describe possible solutions to stated and perceived challenges through small group discussion and completion of the program assessment worksheet
3. Discuss a previously completed program assessment worksheet to identify the challenges and solution recommendations and develop a group recommendation for improvement

FACULTY: Stephanie Schuler, BS; David G Bowyer, RPh; Steven J Halm, DO, FAAP, FACP; Amy Holbrook, MS

1:00PM-3:00PM | Room MCC209
ADV ProG Admin - WORKSHOP

Stress the System, Test the Space!
Designing a new clinical space or care process produces potential patient safety threats and provider challenges. Simulation offers potent quality improvement tools; useful at any phase to find and prepare for threats to safety. This course provides a roadmap for integrating simulation-based methods into plans for a new clinical space or process. Low and high technology methods will be discussed, advocating a “right tool for the job” approach. (13713)
**Learning Objectives**

1. Conduct a mock needs assessment and establish a prioritizing question along with a timeline for your project to either test a new clinical space "test the space" or evaluate a process of care "stress the system".
2. Select a simulation-based methodology to test a new clinical space or to evaluate a new process of care and identify assessment tools with focus on system, process, workload or efficiency.
3. Create and deliver an “elevator speech” about the importance of your project with intended target audience of stakeholders at your hospital/organization.

**Faculty:** David Kessler, MD, MSc; Anthony G Amorese, RN; Jennifer L Arnold, MD, MSc; Marc Auerbach, MD, MSci, FAAP; Lennox Huang, MD, FAAP; Vinay Nadkarni, MD, MS; Mary D Patterson, MD, MEd; Ehud Rosenbloom, MDB

**1:00PM-3:00PM | Room MCC208**

**Expert Admin - Workshop**

**Simulation Maturity Model: Self Awareness, Decision Analytics, and IF/THEN Alternatives**

In 2014, the AAMC’s Simulation in Academic Medicine SIG created a multi-dimensional maturity model for simulation programs. The model uses a short survey of 6 critical dimensions (faculty, curriculum, governance, resources, support and learners), which are measured independently. Institutions can determine where they currently stand in terms of maturity, as compared to a “best of the best" scale and review different if/then scenarios for impact. (9850)

**Learning Objectives**

1. Apply a maturity model for simulation to their home institution’s simulation program.
2. Assess the validity of the model’s results for fit with their simulation program’s current status.
3. Identify opportunities to improve the maturity model for simulation based on the reliability of their own results.

**Faculty:** Jennifer Calzada, MA; Sandra Feaster, RN, MS, MBA; Troy E Reihsen; Dawn M Schocken, MPH, PhDc

**1:00PM-3:00PM | Room MCC212**

**BSc Research - Workshop**

**Dealing with Rejection: Write a Better Abstract! – Part I**

In this 120 minute workshop, part one of two, the fundamentals of solid abstract construction will be presented. Participants should come prepared with a minimum of three ideas for abstracts for presentation at IMSH 2016. This will be a hands-on workshop with small group exercises interspersed through out the workshop culminating in an assignment to write of a 300 word abstract for critiquing in Part II. (8733)

**Learning Objectives**

1. Formulate a hypothesis
2. Demonstrate the mechanics of sound abstract writing
3. List the five common pitfalls of abstract writing / #4 Write three learning objectives for a sample abstract.

**Faculty:** Gregory E Gilbert, EdD, MSPH, PStat; Sally Fortner, MS, MD

**1:00PM-3:00PM | Room MCC228**

**BSc Research - Expert Panel**

**Defense Department R & D in Medical Modeling, Simulation, and Training**

This expert panel will provide brief summaries of areas of DoD expertise and broad explanations and examples of their roles and responsibilities pertaining to military medical research, development, test, and evaluation (RDT&E) in support of medical modeling, simulation and training (MMS&T). Attendees will hear MMS&T strategic plans, key research programs and projects, potential funding opportunities, and areas of interest. (14018)

**Learning Objectives**

1. Identify key DoD organizations within the medical simulation research, development, and acquisition community.
2. Explain how specific DoD research efforts impact the civilian healthcare simulation community and explore potential public benefits of military funded projects and programs.
3. Describe an overview of recently funded projects and programs, gain insight on the future directions in defense related medical simulation research, and hear of potential DoD funding opportunities.

**Faculty:** Kevin J Kunkler, MD, MS; Meletios Fotinos; Joseph O Lopreiato, MD, MPH; Gilbert Muniz; Ray Perez; M Beth H Pettitt; Frances Todd, MSN, RN
1:00PM-3:00PM | Room MCCR09
ADVENT O PS - WORKSHOP
**Don’t Break the Chain! Building Effective Sim Tech Teams**
This professional development workshop is designed to empower simulation technicians to enhance communication and teamwork within the technical team and between simulation technicians and faculty. Skills will be demonstrated through fun, engaging activities that include small team competitions and debriefing simulation vignettes. Participants will be able to deploy the skills they have learned to make positive changes within their center. (9890)

**LEARNING OBJECTIVES**
1. Discuss teamwork and communication skills in the context of simulation operations
2. Demonstrate common communication breakdowns through group activities
3. Debrief difficult situations that may arise in simulation teams

**FACULTY:** Rukhsana A Khan, MPH; Yue Ming Huang, EdD, MHS; Melissa Moore, RN BSN CCRN; Maria D D Rudolph, MD; Cory Soto; Randolph Steadman, MS, MD; Jamie Stiner

1:00PM-3:00PM | Room MCCR08
ADVENT O PS - WORKSHOP
**Video Recording Real Time Clinical Performance in the Workplace: Tips, Tricks and Solutions**
Videotaping is an effective means to conduct translational 2 & 3 research in simulation, but there is limited guidance on how video capture can be used to record performance in the real world. We’d like to present a process of successful video capture, how to maximise effect and avoid potential pitfalls. (8828)

**LEARNING OBJECTIVES**
1. Define the steps needed for successful video capture in the real clinical environment.
2. Explain the value of use of video in investigating transferability of skills in simulation based research
3. Evaluate the advantages of videotaping compared to other means of investigating transferability of skills, and apply the above in practice

**FACULTY:** Eirini V Kasfiki, MBChB, MRCP

2:15PM-3:15PM | Room MCC203
ADV ASSESS - EXPERT PANEL
**So You Want a Job? High Stakes Sim for Interviews**
Are you considering simulation to evaluate providers? As experience grows and methods mature, high-stakes simulation is becoming more prevalent. To assure reliability, scenarios included in an interview process must undergo meticulous planning and validation. Issues related to HR and unions must be considered. This program discusses obstacles and solutions when implementing high-stakes simulation for employment interviews in healthcare. (8978)

**LEARNING OBJECTIVES**
1. Identify the critical elements of high-stakes simulation programs.
2. Outline common obstacles and solutions involved in the implementation of high-stakes simulation programs.
3. Describe reliable methods to implement simulation as part of an employment interview process.

**FACULTY:** Thomas Noeller, MD, FAAEM, FACEP; Jackelyn Csank, EMT-P; James Rutherford, MSN, RN, ACNP-BC, CFRN; Michael A Smalheer, BS, EMTP, EMSI; Stacy Wicinski, RN, MA, CEN, CMTE, EMTB; Aaron Wolfe, DO

2:15PM-3:15PM | Room MCC210
**Scenario-based Simulation in Medical Student Physiology Education**
Review the literature on simulation use in undergraduate medical education and follow our experience of integrating high-fidelity simulation into the 1st year physiology curriculum. Experience a sample of scenario-based high-fidelity simulation built on decades of undergraduate simulation instruction. The impact of student participation on test performance and the reception of this curriculum will be reviewed. (9619)

**LEARNING OBJECTIVES**
1. Describe literature on the use of simulation in medical student education
2. Integrate scenario-based high-fidelity simulation into an existing didactic and small-group based physiology curriculum
3. Explain the efficacy of a scenario-based high fidelity simulation-based physiology curriculum through outcomes including student feedback and test performance

**FACULTY:** Bryan Mahoney, MD; Sam DeMaria, MD; Adam I Levine, MD; Jonathan Lipps, MD; Lori D Meyers, MD
Using a Hybrid Simulation Approach for Training SANE Nurses

Attendees will learn how to use hybrid simulation training to decrease training time and related cost, while focusing on producing qualified Sexual Assault Nurse Examiners (SANES).

**Learning Objectives**
1. Describe the process for creating a manikin/simulated patient program for SANE training.
2. List the benefits for training SANEs in a simulated environment.
3. Identify the challenges with utilizing a hybrid simulation approach for training SANEs.

**Faculty:** Steve Marks, MS, RN; Laura Kaiser, RN, BSN, SANE-A

**STEP 2: Goals & Objectives. Sim Steps of Curriculum Design: Get SMART and Exceed Expectations**

Step 2 of the Sim Steps Series in Curriculum Design. Designing instructional activities with clear, precise goals and objectives that are specific, measurable, achievable, realistic, and timely, ensures that instructional activities will more effectively meet and exceed learners' needs and expectations. Using examples, faculty and participants will examine how well-crafted goals and objectives maximize the impact of their instruction.

**Learning Objectives**
1. Define goals, objectives, SMART objectives, and the objective “molecule”.
2. Construct at least one goal and one learner objective using the objective “molecule”.
3. Describe how objectives influence the selection of methods used for instruction, learner assessment, and program evaluation.

**Faculty:** Michael Cassara, DO FACEP CHSE; Linda Cimino, EdD, RN, CPNP, ANP; Michael Czekajlo, CHSE; Ronald Ulrich

Teaching Teamwork in EMS Initial Education Programs

This presentation provides guidance on developing simulation programs focused on teaching principles of high quality teamwork for students in EMS initial education programs. Attendees will be provided with an example of a teamwork course developed for students in paramedic, EMT, and EMR programs.

**Learning Objectives**
1. Identify the required resources and structural components to teach teamwork in EMS
2. Describe the effect of team training on students in EMS initial education programs.
3. Explain the importance of teaching teamwork in EMS

**Faculty:** Bryan Harmer, MAEd, CCEMTP, I-C

Debriefing Practices in the United States: Results of a National Survey

Data from a survey of debriefing practices in prelicensure nursing programs in the USA will be discussed. Data were collected that describe characteristics of the simulation program and debriefing practices. Data describing debriefing practices includes: training and competency assessment of debriefers, models or theories that guide debriefing, timing of debriefings, and other elements of debriefing included in the Sim-PICO framework.

**Learning Objectives**
1. Identify typical characteristics of debriefing administrators and debriefing facilitators
2. Identify debriefing practices as guided by Experiential Learning Theory and the Sim-PICO framework
3. Prioritize areas for improvement in debriefing practices

**Faculty:** Mary Fey, PhD, RN, CHSE

Building a Faculty Development Program: Planning and Implementation

This informative session will share the highs and lows of creating and maintaining a faculty development course in a large...
What Is Simulation For, Really? Moving Medicine Towards High Reliability

What does High Reliability mean to health care? How can simulation help us be highly reliable clinicians? High-Reliability Organizations (HRO’s) stay safe because they create an environment of “collective mindfulness” where all workers look for, and report, small problems or unsafe conditions before they pose any risk. You will learn what HRO’s do, how to apply these principles to health care, and how that relates to your simulation program.

**Learning Objectives**

1. Define High Reliability and examine baseline characteristics & principles of High Reliability Organizations shared and applied by a plethora of team training programs to prepare a learner to integrate these ideas into their simulation program.
2. Illustrate how and why simulation helps health care professionals become Highly Reliable clinicians.
3. Explain how to integrate High Reliability principles into your simulation program to become Highly Reliable in how you prepare and produce simulation.

**Faculty:** Jared W Henricksen, MD

Education Criteria to Guide, Improve and Sustain Faculty Development in Simulation

Achieving excellence in simulation training is best attained when instruction follows established scholarship criteria. Participants will identify and apply essential principles for motivating adult learners, namely Self-determination Theory (SDT). This highly interactive session offers instructional developers criteria that advance educational scholarship as well as sustain learners’ competency formation from simulation-guided practice.

**Learning Objectives**

1. List adult learning principles relevant to simulation training.
2. Examine Self-Determination Theory for motivating learners in simulation skills.
3. Complete a case study for applying these principles in simulation training.

**Faculty:** Jack R Scott, EdD, MPH

More than Simulation: Interprofessional Education within a Health Sciences Center

The presentation is targeted for health care educators who have been charged with enhancing Interprofessional Education within their institutions. Presenters will discuss the current landscape of IPE, briefly review existing literature on IPE, and outline foundational concepts in IPE. Finally, presenters will discuss their experiences with IPE at LSUHSC and help educators consider ways to incorporate IPE experiences into their own institutions.

**Learning Objectives**

1. Describe the current state of IPE in health care institutions.
2. Recognize the importance of the foundational components of IPE as a building block for more advanced application and interprofessional practice.
3. Utilize a published framework to develop IPE opportunities for their own learners.

**Faculty:** Tina Patel Gualaldo, PhD, PT, DPT, MHS; Sandra C Andrieu, PhD; M Robin English, MD
Airway Rapid Response Team: An IPE Experience for Nursing Students, Fellows and CRNA's

Management of a floor patient in acute respiratory distress progressing to intubation and transfer to the ICU requires anticipation, airway management, teamwork and collaboration. This session describes the design and implementation of a simulation focused on training undergraduate nursing students, Pulmonary ICU Fellows and CRNA's to safely and effectively respond to this emergency situation. (8717)

**Learning Objectives**
1. Develop an effective IPE simulation to teach the specific airway skills and concepts necessary to optimize patient safety, comfort, and outcome throughout the emergency airway placement procedure.
2. Identify the best practices for emergency airway management to incorporate into an interprofessional simulation to optimize teamwork, patient safety and outcome through practiced shared collaboration.
3. Identify the needs of the various professions encountered throughout the emergency airway procedure to strengthen individual leadership skills, communication, teamwork and ultimately optimize patient outcomes.

**Faculty:** Sandy Swoboda, RN MS FCCM; Tina McClain, CRNA; Gail Monaghan, BSN RN; Maggie Neal, PhD; Jessica Ockimey

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Facility Testing in Women and Infants Areas: Don’t Open ‘Til You’re Safe!

Prospective quality improvement projects have been conducted for facility testing prior to initial patient care at various sites across the Swedish Medical Center from 2011- current. Process improvements that resulted from the work were instrumental in building new teams and providing safe care. (8551)

**Learning Objectives**
1. Evaluate simulation as a tool to assess the safety and function of systems and processes in any new facility or unit for “Women & Infants” care.
2. Describe various tools and models for facility testing.
3. Discuss process improvements arising from in-situ facility testing.

**Faculty:** Cynthia Irwin, MN, CHSE; Dale P Reisner, MD

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Using Simulation To Optimize Outcomes By Partnering with Vendor Colleagues

In-situ simulations in the hospital setting not only serve to educate staff about patient care and procedures, they can also serve to identify latent threats and possible process improvement areas. Forward-thinking vendor partners can be a tremendous asset in helping develop and implement simulations. Using a stroke emergency, this session will discuss how to effectively partner with a vendor to identify and fix issues. (8105)

**Learning Objectives**
1. Explain the benefits and advantages of vendor partnership in designing and implementing simulations
2. Discuss issues that need to be considered when partnering with a vendor for simulations
3. Analyze through a stroke emergency simulation ways that a vendor can maximize learning for the participants and identify process improvements

**Faculty:** Mary Holtscneider, RN-BC, BSN, MPA, NREMT-P, CPLP; Reginaldo Horwitz, RN, MSN; Sandy Maney, MSN, RN, CRNI, VA-BC; Laura Sescilla, MSN

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Simulation Infrastructure Design Guidelines

The University of British Columbia (UBC) Faculty of Medicine (FOM) has created infrastructure guidelines for technology-enabled learning spaces based on industry best practices and extensive organizational experience developed since 2004. The Simulation Design Guidelines are used along with the Functional Program to align various stakeholders (architects, engineers and project managers at high-level vision of a given space. (9849)
Learning Objectives
1. Identify the requirement for simulation infrastructure at the planning stages
2. Describe the full functional requirement of a state of art simulation centre
3. Explain hybrid simulation facility design to support new technologies for years to come.

Faculty: Ferooz S Sekandarpoo, MSc

2:15PM-3:15PM | Room MCC211
BSC Research - Podium
Research for ‘Dummies’: The Obstacles to Starting (and Finishing) a Research Project
The course will discuss: mentorship, resources, types of projects (from reviews to RCTs), how to focus a research question, designing the project, creating a research protocol, assembling a research team, submitting an ethics board application, securing funding, registering trials, data analysis, presentation, publication and revision of manuscripts. (7680)

Learning Objectives
1. Discuss the crucial steps required to start a research project
2. Formulate a clear and concise research question
3. Identify common obstacles to completing a research project

Faculty: Zeev Friedman, MD

3:00PM-6:00PM | Room Great Hall B
Adv Cur Design
Serious Games and Virtual Environments Arcade and Showcase
The SG/VE Arcade and Showcase provides an environment 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. (14262)

Credit not available for this session

Faculty: Eric B Bauman, PhD, RN; Bethany Bryant; Katherine White, MD

Sponsorship provided by DeVry Education Group

3:30PM-4:30PM | Room MCC204
BSC Cur Design - Expert Panel
STEP 3: Educational Strategy
Once the goals and objectives have been determined, the next step is to develop the educational strategies by which the curricular objectives will be achieved. There are several modalities to choose from. Alignment of the strategies best suited to meet the learning objectives creates greater integrity in the curriculum. In this section well will be reviewing strategies within simulation and the selection process. (14252)

Learning Objectives
1. Identify various simulation-based educational strategies.
2. Apply principles of curricular design in aligning educational strategies with learning objectives.
3. Demonstrate a creative approach to enhancing a simulation-based curriculum using unique education strategies (expert modeling, interrupted debriefing, pause and reflect).

Faculty: Renee Dversdal, MD

3:30PM-4:30PM | Room MCC Hall B2
Adv Research - Research
Professor Rounds: Innovative Idea/Work in Progress Abstracts
Review the Innovative Idea/Work in Progress Abstracts accepted to the final scientific program of IMSH 2015. Professors will hold rounds poster-side with the authors of some of the most cutting-edge work in simulation today. (14619)

Learning Objectives
1. Describe the findings of a research project with relevance to current practice.
2. Integrate one new change into current practice learned from poster review.
3. Describe a research method used to investigate an important problem in simulation-based practice.

**FACULTY:** Joshua Hui, MD, MSCR, FACEP; Mark W Scerbo, PhD

**3:30PM-5:00PM | Room MCC203**

**BSC Assess - Expert Panel**

**Assessment Methodologies in Simulation: A Conceptual Introduction and Update on Newly Validated Tools**

Valid evaluation methodologies are critical components of a fully developed simulation program. By rigorously applying appropriate evaluative strategies, learning outcomes can be improved. During this expert panel we will provide the audience with the concepts necessary to discuss validity and reliability and present a validated assessment tool. Large group discussion will follow, focusing on assessment development and implementation. (7871)

**LEARNING OBJECTIVES**

1. Explain the process necessary to assure assessment reliability and validity using relevant literature.
2. Describe the characteristics of the Behavioral Assessment Tool, an assessment designed for the evaluation of simulation-based learning activities.
3. Facilitate discussion using the Behavioral Assessment Tool developers in order to improve simulation evaluation at learners’ home institutions.

**FACULTY:** Aaron William Calhoun, MD; Judy LeFlore, PhD, RN, NNP-BC, CPNP-AC&amp;PC, ANEF, FAAN; Joan Roche, PhD, RN, GCNS-BC

**3:30PM-5:00PM | Room MCC201**

**ADV Assess - Workshop**

**Learn to Love the Argument: Kane’s Validity Framework for Simulation-based Assessments**

In order to make decisions about our learners’ performance, sufficient validity evidence must be gathered such that we are confident the assessment scores measure what we intend to measure. Recently-proposed validity frameworks add structure to this process. We will work with participants to develop a coherent validity argument for simulation-based assessment tools using Kane’s framework. (9565)

**LEARNING OBJECTIVES**

1. Use Kane’s framework to construct a validity argument for a specific simulation-based assessment instrument.
2. Identify the sources of validity evidence supporting the Objective Structured Assessment of Technical Skills (OSATS), a commonly-used simulation-based assessment tool.
3. Plan a validity argument (and the corresponding evidence) for a simulation-based assessment tool used by the participant.

**FACULTY:** Rose Hatala, MD, MSc; David A Cook, MD, MHPE, FACP

**3:30PM-5:00PM | Room MCCR05**

**BSC Cur Design - Workshop**

**Hand Hygiene Simulation: A Strategy to Illuminate Best Practice**

Hand hygiene is a fundamental healthcare skill and best practices are learned early. Despite practice reinforcement costly healthcare associated infections impact patient lives. Hand hygiene best practice compliance is one way to reduce microorganism transfer. Participants attending this workshop will engage in two hand hygiene simulations, reflect on experiences and consider hand hygiene inclusion in their educational and healthcare curricula. (8552)

**LEARNING OBJECTIVES**

1. Compare two hand hygiene simulations
2. Plan for inclusion of hand hygiene simulation in own educational/healthcare setting
3. Evaluate own hand hygiene technique against best practice

**FACULTY:** Laura L Nicholson, EdD; Tara McCulloch, RN, BScN MA(Ed); Aurora Wilson, RN, BScN, MN, CIC

*Tulane’s school of business is the oldest college of commerce in the U.S.*
Create a Simulation-enhanced RN Orientation Program that can Reduce Length by Over 30% and Save Over $1 Million (Abbreviated Session)

RN transition to practice is a growing problem nationally. During this session participants will learn how multiple examples of how utilizing simulation reduced RN orientation by more than 3.6 weeks per nurse (saving over $1 Million annually), and leave with a plan on how to implement a similar program in their organization. Participants will learn the benefits and pitfalls of improving orientation through simulation. (8529)

Learning Objectives
1. List potential barriers and supports for improving RN orientation
2. Design a simulation enhanced RN orientation program
3. Learn how to evaluate the effectiveness of the RN orientation program and assessment of RNs

Faculty: Tricia K Edwards, BSN, RN; Ashley Cavalieri; Jennifer Linley, BSN, RN; Tommy Rees; Angie Wade, MPH, CCRC; Jason Zigmont, PhD, CHSE-A

Optimizing the Flow of Your ECMO Simulation Program

Limitations in resources can challenge institutional ECMO simulation training programs in meeting their educational missions. This workshop will discuss how simulation can be incorporated in resource-rich and resource-limited ECMO training environments. Cost-effective approaches in moulage, interprofessional training, simulator development, and scenario design will be discussed. (9054)

Learning Objectives
1. Identify common challenges facing ECMO Simulation Educators in delivering quality simulation sessions.
2. Outline strategies to overcome common challenges in moulage, team training, simulator development, and scenario design.
3. Indicate two ways in which these strategies can be integrated into existing education paradigms.

Faculty: Theodora Stavroudis, MD; Anne Ades, MD; Lindsay C Johnston, MD; Gary Oldenburg, MS, RRT-NPS; Mark F Weems, MD

Resident Orientation Voodoo: Using National Patient Safety Goals to Break the Spell

This presentation will describe the evolution of a traditional, lecture-based orientation curriculum into a simulation-based curriculum focused on ACGME core competencies and patient safety initiatives. Utilizing didactic material, video, handouts, and a case study, we will highlight key components of our program that can be tailored to meet the needs various healthcare disciplines. (8151)

Learning Objectives
1. List reasons for implementing a patient safety focused orientation program.
2. Analyze the ACGME core competencies in the context of the National Patient Safety Goals.
3. Identify opportunities to apply these concepts in his/her own orientation programs.

Faculty: Laura W Barrett, MN, RN; Robert R Morgan, Jr, MD, MBA

Simulation Strategies to Ensure Optimal Performance after the Initial Course is Done

Skill deterioration can occur as soon as two months after initial training. Loss of optimal skill performance can have devastating consequences. Simulation based initiatives can be designed to re-establish skills to a competent level. This interactive workshop will define terminology and present a framework that participants will use to develop a curriculum that can address prevention of skill decay or re-establish lost skills. (9340)

Learning Objectives
1. Describe three considerations for course structure used to maintain or improve skills for use in simulation-based curriculum
2. Create a simulation-based curriculum for maintaining a specific skill that is important for your organization
3. Examine barriers to implementation and describe at least two strategies to overcome this barrier

**Faculty:** Anne Ades, MD; Heather French, MD; Roberta L Hales, MHA, RRT-NPS, RN; Lindsay C Johnston, MD; David L Rodgers, EdD, NREMT-P; Taylor L Sawyer

**3:30PM-5:00PM | Room MCC231**
**BSC DEBRIEFING - WORKSHOP**

**Challenges in Debriefing for ESL Instructors**
In 2004 there were 215,576 foreign medical graduate physicians practicing in the USA, which makes 25.6% of all physicians in the USA. Many of these physicians are involved in academic medical education, and are in need to use debriefing techniques and feedback in English as their second language (ESL). In this course we want to explore the challenges of ESL instructors, and offer techniques to improve their debriefing skills. (9746)

**Learning Objectives**
1. Define language skills for communicative competence
2. Explain debriefing techniques of non-verbal communication competences (discourse, pragmatic and strategic)
3. Analyze inter-cultural barriers in communication, and debriefing techniques to overcome them

**Faculty:** Ljuba Stojiljkovic, MD, PhD; Andres Navedo, MD; Takashi Shiga, MD, MPH, FAAEM

3. **IN SPANISH: Improving Debriefing Skills Through Peer Observation and Feedback**

The goal is to improve your debriefing skills through peer observation and feedback. We will focus on what aspects of your current practice could be developed, and how peer observation could help you improve or sustain positive aspects of your debriefs. Faculty from the Center for Medical Simulation will utilize proven methods for faculty development to model for and engage advanced debriefing faculty in an 90’ workshop to be held in Spanish. (6374)

**Learning Objectives**
1. Analyze the hidden role of the debriefers’ assumptions in driving both functional and dysfunctional debriefings.
2. Demonstrate structured role-play exercises that allow debriefers to practice inquiry techniques and receive useful feedback.
3. Summarize the importance of developing a “community of practice” that is a safe yet challenging place to examine one’s own skills.

**Faculty:** Jose M Maestre, MD, PhD; Ignacio Del Moral, MD, PhD; Brenda L Natal, MD, MPH, BSN; Guillermo Ortiz, MD; Laura Rock, MD; Rodrigo Rubio, MD; Jenny Rudolph, PhD; Maria D D Rudolph, MD

**3:30PM-5:00PM | Room MCC205**
**ADV DEBRIEFING - WORKSHOP**

**From Debriefings during Simulation to Clinical Practice: How to Teach and Apply ‘After Action Reviews’**
Debriefing techniques can be transferred to learning situations such as after action reviews (AAR) following critical incidents, to provide all involved healthcare providers the possibility to reflect on what happened in a safe learning environment. We will demonstrate how debriefings skills learned during simulations can be applied in AARs in clinical practice. (9137)

**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

**Faculty:** Bastian Grande, MD; Michaela Kolbe, PhD

**Certification Town Hall**
This session will present an update on the CHSE, CHSE-A, and CHSOS certifications that have been developed and launched over the last few years. There will be a presentation of information as well as plenty of time for questions and answers in a Town hall format. (8519)
LEARNING OBJECTIVES
1. List the four experiential learning styles
2. Identify experiential learning styles in both yourself and your learners
3. Describe ways that learning can be adapted based upon learning style.

FACULTY: Jason Zigmont, PhD, CHSE-A; Ashley Cavalieri; Tricia K Edwards, BSN, RN; Angie Wade, MPH, CCRC

3:30PM-5:00PM | Room MCC221
BSC FAC DEV - WORKSHOP
Experiential Learning Styles and Simulation
Experiential Learning Styles can help educators identify ways to approach specific learners. Additionally, understanding our own learning style helps faculty to understand their own approach and biases. In this session participants will both learn about experiential learning styles, identify their own and list ways to utilize learning styles in their practice. (8764)

LEARNING OBJECTIVES
1. List the four experiential learning styles
2. Identify experiential learning styles in both yourself and your learners
3. Describe ways that learning can be adapted based upon learning style.

FACULTY: Jason Zigmont, PhD, CHSE-A; Ashley Cavalieri; Tricia K Edwards, BSN, RN; Angie Wade, MPH, CCRC

3:30PM-5:00PM | Room MCCR04
BSC FAC DEV - WORKSHOP
Igniting Passive Learners: Diving into the Madding Crowds!
Active learning instructional strategies promote critical thinking and enhance learning outcomes. Participants will use active learning strategies to enrich cognitive, affective and psychomotor learning outcomes, and develop ideas for at least three simple and three more complex active learning strategies to incorporate into their own simulation education environments. Tips to master the art and science of questioning will also be included. (10099)

LEARNING OBJECTIVES
1. Identify 6 effective active learning strategies to integrate into the learning/teaching educational process.
2. Describe the transitional process to become an active learner.
3. Discuss 5 principles of the art and science of questioning to enhance active learning experiences.

FACULTY: Jayne Smitten, PhD, MEd, RN, CHSE, CHSE-A; Sabrina Koh, RN, MHSc (Ed), PGDip(CC), CHSE; Tina Maat, BSN

3:30PM-5:00PM | Room MCC222
ADV FAC DEV - WORKSHOP
An Engaging and Easy to Implement Simulation Approach: Visually-enhanced Mental Modeling Simulation
This workshop will expose participants to a low cost and highly engaging simulation activity that can be facilitated with minimal equipment and nearly anywhere. Following a brief orientation period, through Visually Enhanced Mental Modeling, learners can be engaged in a scenario where they have to clinically manage a patient in real-time. After the scenario, a debriefing can take place to help learners review and reflect on their performance. (9658)

LEARNING OBJECTIVES
1. Describe the facilitation approach used in visually-enhanced mental modeling.
2. Distinguish a traditional case study review from visually-enhanced mental modeling.
3. Identify a debriefing strategy for use in visually-enhanced mental modeling.

FACULTY: Guillaume Alinier, PhD, MPhys, PGCert; Craig Brendan Campbell, MSC: Cardiology; John Thomas Meyer, BS; Vernon Naidoo, BS

3:30PM-5:00PM | Room MCC226
ADV FAC DEV - EXPERT PANEL
Leveraging Standardized Patients to Promote Clinical Reasoning in the Physical Exam
Do your students conduct a rote physical exam (PE)? Do they struggle to link PE findings to the relevant diagnoses as required by the USMLE Step2 CS? This course will introduce you to the Hypothesis-Driven Physical Exam (HDPE) and related Core+Cluster PE, SP-based instruction and assessment approaches that encourage students to anticipate, elicit and interpret PE findings in the context of a clinical problem. (8973)
3:30PM-5:00PM | Room MCC225
ADV FAC DEV - EXPERT PANEL

Planning the Future: Strategies for Faculty Development and Engagement

Leaders from three centers will discuss development of comprehensive simulation instruction for faculty at their institutions, focusing on practical aspects of program implementation such as content, successes and challenges, and effective strategies for assessment, mentorship and engagement. Learners should bring questions, problems and ideas from their own institutions for discussion with course faculty. (9549)

LEARNING OBJECTIVES
1. Compare successes and challenges in simulation faculty development from different institutions.
2. Discuss strategies for ongoing faculty engagement for use in the participant’s institution.
3. Articulate a plan to assess the effectiveness of a faculty development program.

FACULTY: Ellen Brock, MD, MPH; Cheryl Bodamer, PhD,MPH,RN; Dawn M Schocken, MPH, PhDc; Mary Kay Smith, MSN, RN, CHSE

Using Simulation in Creative and Unique Areas of Learning

This presentation is for healthcare professionals interested in thinking “outside the box” about ways to use simulation. Participants will gain insight into unique and creative areas to initiate simulation and research from three experienced simulation educators in the academic and practice/service settings. Attendees will participate in an innovative group project to share ideas to inspire innovative learning strategies. (8355)

LEARNING OBJECTIVES
1. Describe three innovative ways that simulation is being used in practice, service and academic settings.
2. Discuss unique and creative learning projects that use simulation by collaborating and networking with other participants in the workshop.
3. Implement one inspirational project in his or her practice setting at the conclusion of the workshop.

FACULTY: Tonya Rutherford-Hemming, EdD, RN, ANP-BC, CHSE; Martina Harris, MSN, EdD, FACP; Lori Lioce, DNP, FNP-BC, CHSE, FAANP

The Cutting Room Floor: Using Simulation to Reduce Turnover Time in the Operating Room

NYC Health and Hospitals Corporation sought to reduce operating room turnover times through a Performance Improvement Initiative called Breakthrough. Through the use of simulation, the team was able to develop strategies to improve turnover efficiency by 55%, without disrupting the normal OR schedule. This improvement, along with other Breakthrough Initiatives, will increase revenue by $9.5 million dollars. (9957)

LEARNING OBJECTIVES
1. Identify creative applications of simulation as a tool for problem solving.
2. Identify an area of performance improvement in which simulation can effective for problem solving.
3. Apply simulation as a problem solving tool at their home institutions.

FACULTY: Jessica Pohlman, MPA,NREMT-P; Vincent Dorazio, II, RRT CPFT MPA; Kevin Pohlman, CHSE, NREMT-P, CCEMT-P, FP-C

Debriefing Interprofessional Groups

How do I debrief learners from other professions? What if one person doesn’t do well; how do I not single out that
profession? How many content experts do I need? These are common questions that arise for debriefers who are preparing to debrief or debriefing interprofessional groups. This session will discuss challenges and practice strategies in effectively debriefing interprofessional groups. (9313)

**Learning Objectives**
1. Analyze challenges that arise in debriefing interprofessional groups.
2. Discuss strategies to overcome challenges in debriefing interprofessional groups.
3. Describe challenges that arise in debriefing interprofessional groups as an opportunity to practice discussed debriefing strategies.

**Faculty:** Janice C Palaganas, PhD, RN, NP; Roxane Gardner, MD, MPH, DSc; Daniel Raemer, PhD; Jenny Rudolph, PhD; Robert Simon, EdD; Toni Walzer, MD

3:30PM-5:00PM | Room MCCR03
ADV IPE - Expert Panel

**IPE Faculty Development for Large Scale Simulation**
An expert panel from medicine, pharmacy, nursing and education will discuss the importance of formal faculty development resources and activities to prepare for large-scale simulation. The panel will review lessons learned when preparing over 100 faculty members, from three different schools, for simulation-based IPE involving 300 learners. Active participant engagement will be used to explore effective IPE faculty development strategies. (9556)

**Learning Objectives**
1. Explain the importance of structured and formal faculty development to prepare IPE faculty for large-scale simulation
2. Identify effective strategies used to prepare faculty for IPE simulation events
3. Develop a faculty development plan for use in future IPE simulation

**Faculty:** Karen Anne Macauley, PhD, DNP, FNP-BC, GNP-BC; Linda Awdishu, PharmD, MAS; Karen Garman, EdD, MAPP; Susie Hutchins, DNP, CNE; Jennifer M Namba, PharmD; Kathleen M Sweeney, DNP, CPNP; Peggy Wallace, PhD; Amy Zheng, MD, CHSE, MPhil

3:30PM-5:00PM | Room MCCR06
ADV IPE - Workshop

**Multidisciplinary Multi-patient Scenario Simulations**
The education and training of future healthcare professionals needs to progress in response to a more integrated multidisciplinary approach for patient care. This workshop will provide a guide to implementing multidisciplinary multi-patient simulations in healthcare education. Participants will be involved in this interactive simulation workshop. Let’s take simulation to the next level of realism with interdisciplinary cases. (7846)

**Learning Objectives**
1. Describe the evidence in the literature related to simulation in healthcare training in higher education.
2. Summarize the design and key implementation strategies for a multidisciplinary multi-patient simulation across the lifespan.

**Faculty:** Jill H Sand, MEd, RRT; Betsy J Becker, PT, DPT, CLT-LANA; Kathleen Geier, BA, RRT; Renee S Schnieder, MSN, RN; Lori Thompson, MSN, RN

3:30PM-5:00PM | Room MCCR07
ADV IPE - Workshop

**Simulation for the Masses: An Innovative Method for Resuscitation Training**
Participants will learn to effectively engage a large audience in a single simulation. Participants will be introduced to an innovative method utilizing inexpensive equipment to engage learners who would typically not be actively involved in a resuscitation scenario. A slide and video presentation will introduce the technique. Participants will then practice the technique, and finally will brainstorm uses of this technique for their own setting. (9751)

**Learning Objectives**
1. Describe how to actively engage large audiences with a single simulation and debriefing.
2. Identify how adult learning theory pertains to this type of interactive learning.
3. Propose ways to utilize this technique in their own facility.

**Faculty:** Stephanie Estephan, BSN, RN; Elizabeth A Biddell, MD; Lori A Ferrara, BSN, RN; Kristine M Nagy, BSN, RN
3:30PM-5:00PM | Room MCCR01
EXP IPE - EXPERT PANEL

Use of Simulation to Improve the Perioperative System
Sponsored by the Preoperative AG and the Surgery SIG, a panel of experts in the field of systems-based simulation will present four unique but related uses of simulation to improve the perioperative system. Uses of simulation to be presented include evaluating the perioperative system workflow when new spaces and new technologies are implemented; evaluating the system requirements for escalation of care; and evaluating systems failures. (8118)

LEARNING OBJECTIVES
1. Describe the uses of simulation for system-based improvement
2. Identify the barriers and limitations of simulation in systems evaluation
3. Compare and contrast applications of simulation in the perioperative setting

FACULTY: James R Korn dorffer Jr, MD MHPE FACS; Aimee K Gardner, PhD; LTC Mohamad Imad Haque, MD; Dr Maximilian Joseph Johnston, MB BCh, MRCS; John Paige, MD, FACS

3:30PM-5:00PM | Room MCC208
BSC PROG ADMIN - WORKSHOP

Leadership Training Academy: Public Speaking
The ability to speak in public is an important part of the skill set of a successful leader. This workshop will feature skill set development in the area of public speaking for leadership. This session will feature SSH leaders to allow for development, practice in delivery and participant discussion surrounding elevator pitches. (10132)

LEARNING OBJECTIVES
1. List three important characteristics of effective public speaking
2. Demonstrate the ability to participate in public speaking
3. List three methods for improving your public speaking ability

FACULTY: Paul E Phrampus, MD; Christine Park, MD

3:30PM-5:00PM | Room MCC214
ADV PROG ADMIN - EXPERT PANEL

Positions at a Simulation Center: What Exactly Do I Need and Who can Fill that Role?
Experts will be presenting how they have staffed their simulation center and what they have looked for in candidates for those positions. Also to be covered are the different positions in a simulation center as well as what are the responsibilities of those positions. This course will also focus on analysis that can be used on determining what positions are best for your simulation center. (8586)

LEARNING OBJECTIVES
1. Identify key personnel that are needed at a simulation center
2. Identify what characteristics and background do those people need to have in order to fill that position at the simulation center
3. Explain the parts of the duties that are required by the individuals in those positions

FACULTY: Daniel Battista, MBA; Frances Todd, MSN, RN; Kelly Wallin, MS RN

3:30PM-5:00PM | Room MCC206
ADV PROG ADMIN - EXPERT PANEL

The Transformation of Healthcare: Using Simulation to Address the Nuances of Teamwork in Healthcare Teams
It is generally thought that team based simulation training will improve objective measures of teamwork as well as improve staff satisfaction. This expert panel will explore whether regular simulation exposures can improve teamwork at the unit level, and whether that improvement can be measured. The panel will also explore nuances to effective teamwork and communication that are not currently being addressed. (10100)

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

FACULTY: Katie L Walker, MBA, RN; Komal Bajaj, MD, CHSE; Adrienne J Birnbaum, NP; Adam Cheng, MD, FRCPC, FAAP; Sandra Feaster, RN, MS, MBA; David Gaba, MD; Vinay Nadkarni, MD, MS; Cynthia Shum, RN, BScN, MEd, CHSE
3:30PM-5:00PM | Room MCC232  
ADV Research - Main Stage  
Award Winning Abstracts: Program Innovations  
The three award-winning Program Innovation Abstracts submitted to IMSH 2015 will be showcased through oral presentation. (14289)  

**Learning Objectives**  
1. Describe the findings of a research project with relevance to current practice.  
2. Integrate one new change into current practice learned from poster review.  
3. Describe a research method used to investigate an important problem in simulation-based practice.  

**Faculty:**  
Suzan Kardong-Edgren, PhD, RN, ANEF, CHSE; Julia Ann Greenawalt, PhD, RNC; Jill S Sanko, MS, ARNP-BC, CHSE-A, PhDc  

3:30PM-5:00PM | Room MCC211  
ADV Research - Expert Panel  
Review Your Research Ideas/Proposal with the SSH Research Committee  
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 rejected IMSH abstracts provided by the participants. Those research or program projects that are currently in progress but need guidance are equally welcomed. (9575)  

**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.  

**Faculty:**  
Joshua Hui, MD, MSCR, FACEP; Aaron William Calhoun, MD; Gregory E Gilbert, EdD, MSPH, PStat; Julia Ann Greenawalt, PhD, RNC; Suzan Kardong-Edgren, PhD, RN, ANEF, CHSE; Jill S Sanko, MS, ARNP-BC, CHSE-A, PhDc; Mark W Scerbo, PhD  

3:30PM-5:00PM | Room MCC228  
EXP Research - Expert Panel  
Skills of Hands and Mind: Research into Decay, Recovery & Mastery  
Learn important results of research regarding surgical and procedural skill decay and its implication for physicians and surgeons in the real world. The presentation includes research of critical procedural skills, including surgeries and invasive ICU procedures along with results of a broad effort to look at cognitive skills over time and methods to effectively maintain them in the context of laparoscopic skills. (14020)  

**Learning Objectives**  
1. Explain the importance of modeling surgical skills decay.  
2. Outline seven core factors that influence skills decay.  
3. Describe a method of capturing and defining cognitive skills, including six types of annotations and why each is valuable.  

**Faculty:**  
Carla Pugh, MD, PhD, FACS; Caroline GL Cao; Anne-Lise D’Angelo; James Niehaus; Drew Rutherford; Steven Schwitzberg; Peter Weyhrauch  

In 1872, the official colors of Mardi Gras were chosen based on an honored visitor to New Orleans: Russian Grand Duke Alexis Romanoff. The purple stands for justice, the green for faith, and the gold for power.
3:30PM-5:00PM | Room MCCR09
BSC TECH OPS - WORKSHOP
Poke, Prick and Prod: Procedure Exposure for Techs
This interactive workshop is designed for the simulation operations specialist (SOS) without a medical background. Each learner will be exposed to four different procedures/skills: airway management, ECG rhythm recognition and electrical interventions, suturing and IV/Venipuncture. After completion the SOS will be more prepared to assist in scenario development, programming and staging. Exposure is the goal, not mastery (8036)
LEARNING OBJECTIVES
1. Explain the concepts of airway management using a BVM including techniques for oral endotracheal intubation
2. Identify the most common ECG rhythms and their respective electrical interventions.
3. Describe the equipment needed for suturing along with basic suturing technique.
FACULTY: William F Sticht; William Scott Erdley, DNS, RN, CHSE; Julia B Faller, DO, MSED; Jennifer McCarthy, MAS, NRP, MICP

4:30PM-7:300PM  EXHIBIT HALL OPEN

5:00PM-6:00PM | Room Rivergate Room
Accreditation & Certification Reception - By Invitation Only

6:00PM-7:30PM | Room Exhibit Hall
Exhibit Hall Reception - Open to IMSH Attendees

6:00PM-7:30PM | Room Great Hall B
SIG Serious Games Meeting

6:30PM-9:30PM | Room Hilton Hotel Compass Room
SIH Editorial Board Reception and Dinner - By Invitation Only

7:30PM-9:30PM | Room MCC204
CHSE/CHSOS Test Prep Committee - By Invitation Only

7:30PM-9:30PM | Room MCC206
SECTION Pediatric Meeting

7:30PM-9:30PM | Room MCC221
SECTION Section Chairs and Vice-Chairs Meeting

7:30PM-9:30PM | Room MCC213
SIG OB/GYN Meeting
Michael S. Gordon Center Lecture on Medical Education. Celebrating the Present: Never a Better Time for Simulation
Suzan Kardong-Edgren, PhD, RN, ANEF, CHSE

As calls for increased competency validation increase across all of academia, simulation is becoming a major educational pedagogy. There will be those who thrive, those who survive, and those who wonder what happened as simulation revolutionizes education. Emerging ideas around the use of technology for and in education will revolutionize education as we know it, allowing new emerging models to fast track health provider education. (14363)

Learning Objectives
1. Describe the current clash of constructivist and objectivist cultures in higher academia.
2. Analyze the state of simulation today in light of Shneider’s 4 stages of a discipline and the scientists needed for each of those stages.
3. Envision potential models of education based on today’s current simulation technologies.

8:00AM-9:15AM in Great Hall A

Simulation in the Patient’s Home: Hospice Nurses and Aides
Heathcare simulation-based educational needs are not limited to the acute care setting. Learn how to successfully develop a simulation-based course targeted at healthcare professionals who care for patients beyond the hospital. We will share an example of a course created to meet the educational needs of hospice nurses. Learn the rationale for, development considerations, implementation, challenges, participant response and lessons learned. (8835)

Learning Objectives
1. Identify one opportunity within your institution for a similar course.
2. Describe three educational opportunities embedded in hospice course
3. Understand how a simulation-based course may help achieve patient care goals within your institution.

Faculty: Heather A Anderson, MA, BSN, CCRN; Krista I Kipper, MSN, RN, CHSE
9:30AM-10:15AM | Room MCC213
ADV CUR DESIGN - PODIUM

An Innovative Approach to Neurological Education Using a Standardized Patient
Caring for patients with a changing neurological condition warrants bedside staff to be fully educated and acutely aware of subtle neurological changes that require immediate action for optimal patient outcomes. An action plan using a cost effective, real time in situ simulation was implemented where the acuity of the spinal cord injury patient required the staff to be more attuned to neurological assessments, red flags, and timely escalation. (8381)

LEARNING OBJECTIVES
1. Distinguish the use of in-situ simulation as a dynamic teaching tool.
2. Explain how in-situ simulation provides a needs assessment opportunity for educators.
3. Identify in-situ simulation methodology as a cost effective educational strategy.

FACULTY: Stacey Claus, MSN, RN, GCNS-BC, CNRN; Nichole Kelsey, BSN, RN, CHSE

9:30AM-10:15AM | Room MCC232
ADV CUR DESIGN - PODIUM

Preventing Violence in the Hospital: Simulation as a Solution
Violence in the health care setting is epidemic. From 2005 to 2009 per 1000 healthcare workers measured, 50 were victims of violence in the workplace(1). To combat this prevalent and serious problem in health care this pioneering course provides simulation strategies and guidelines to educated staff on ways manage violent patients that threaten their safety. (8981)

LEARNING OBJECTIVES
1. Illustrate the importance of staff training programs for management of the violent patients.
2. Explain how simulation can be utilized to educate staff to recognize, prevent and effectively intervene in violence in the workplace.
3. List ways standardized patients can be effective in simulation to reinforce skills and enhance safety in violence training

FACULTY: Karrin K Dunbar, BSN, RN

9:30AM-10:15AM | Room MCC225
BSC FAC DEV - PODIUM

A Nursing Collaboration in Ontario, Canada to Enhance Transition to Practice through Clinical Simulation
This project represents an unprecedented level of collaboration among 13 Schools of Nursing to redesign senior level clinical courses to incorporate enhanced practice-based simulation scenarios to better prepare new graduates for the workplace. This presentation provides a detailed description of a standardized approach to faculty development and clinical simulation design through alignment of learning outcomes, assessment and instruction. (8687)

LEARNING OBJECTIVES
1. Describe outcomes-based best practices for simulation scenario development based on the theory of constructive alignment to guide future scenario development
2. Generate scenario learning outcomes using a “verb” plus “instructional focus” plus “purpose” format to guide future scenario development
3. Describe how to design a three-level assessment rubric with descriptors to assess scenario learning outcomes

FACULTY: Marian F Luctkar-Flude, RN, MSN, PhD(c); Dr Rylan Graham Egan, PhD, MEd; Dr Kim Sears, RN PhD; Dr Deborah Tregunno, RN, PhD

9:30AM-10:15AM | Room MCCR01
BSC IPE - PODIUM

A Labor and Delivery IPE Simulation: Development, Implementation and Evaluation, and Future Direction
This presentation will cover an IPE long-duration scenario experience from start to finish. The experience involved family medicine students & residents with undergraduate nursing students. Collected outcomes included a one-minute evaluation and pre/post survey of the Readiness for Interprofessional Learning Scale (RIPLS) Questionnaire. Learned lessons will also be presented. (8344)

LEARNING OBJECTIVES
1. Describe the process of developing and implementing an interdisciplinary simulation.
2. Identify key components to make quality improvements to the simulation experience.
3. Identify the impact of interprofessional simulation in education as a method to improve teamwork and communication on the healthcare team.

**FACULTY:** William Scott Erdley, DNS, RN, CHSE; Jennifer Guay, DNP, CNM, BSN

**9:30AM-10:15AM | Room MCCR03**

**BSC IPE** - Podium

**Incorporating QSEN into Hospital Practices**
Integration of QSEN into the hospital holds great promise for improving healthcare. Limited literature exists regarding specific methods for integration of QSEN into the hospital. It is well established that many nursing education programs have successfully implemented the QSEN competencies into the curriculum. (8771)

**LEARNING OBJECTIVES**
1. Describe the process of using this methodology to integrate QSEN into the hospital setting, by incorporating QSEN into the hospital orientation process.
2. Demonstrate how teams of health care professionals can integrate the competencies of the QSEN process into “Rapid Response Mock Training”.
3. Compare this opportunity to current needs in their organization or nursing school and construct a similar opportunity to meet their specific challenges.

**FACULTY:** Debra Tauber, MSN, RN, CEN; Vickie Mudra; Katie Weibel, MBA, BSN, RN-BC

**9:30AM-10:15AM | Room MCC205**

**ADV PROG ADMIN** - Podium

**Accreditation Top 10 (+)**
This session will cover the key issues and/or questions that are consistently asked for becoming an SSH Accredited program. It is intended to share the ‘big picture’ on being accredited as well as the process to become accredited by covering these key points. (8530)

**LEARNING OBJECTIVES**
1. Describe the process to become an SSH Accredited program
2. List some of the challenges to becoming accredited
3. Describe how your program could become accredited

**FACULTY:** Andrew E Spain, MA, NCEE, EMT-P; Chad Epps, MD

**9:30AM-10:15AM | Room MCC206**

**EXP PROG ADMIN** - Podium

**Measuring the Impact and ROI of Healthcare Simulation Programs**
Healthcare executives are increasingly demanding to see credible evidence that establishes the value of their technology and human capital improvement investments. During this session, you will learn how our learning and performance improvement counterparts in the corporate world solved this same demand from executives. We will also look at three healthcare-related Impact studies that applied this Return on Investment value stream methodology. (8737)

**LEARNING OBJECTIVES**
1. Identify the quantitative and qualitative measures executives want to see that influence their funding prioritization thinking when where to invest their technology and human capital improvement dollars.
2. Explain how simulation programs can align research or performance improvement measures to satisfy executive ROI evidence at multiple levels valued by key stakeholders.
3. Describe how three healthcare providers applied this ROI Value Stream Evaluation methodology that provided credible evidence about their performance improvement initiatives.

**FACULTY:** Timothy R Brock, PhD, CPT

**9:30AM-11:00AM | Room MCC223**

**ADV ASSESS** - Workshop

**Using Multi-rater Feedback and Gap Analysis to Assess Participant Self-appraisal and Generate Feedback During Simulated Crises**
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. (7865)

**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

**Faculty:** Aaron William Calhoun, MD; Megan Laniewicz, MD; Tensing Maa, MD; Melissa Porter, MD

9:30AM-11:00AM | Room MCC220
**Adv Cur Design - Workshop**

**New Paradigm in ECMO Education: Incorporating Simulation in ECMO Training**
Extracorporeal Membrane Oxygenation (ECMO) programs are increasingly adding simulation to traditional training. Work is needed standardize ECMO simulation and to identify modalities best suited for assessing ECMO skills. This workshop will review the current state of ECMO training and ways in which simulation can be incorporated. Strategies will be explored to find best practices for teaching and evaluating the skills required for ECMO providers. (9488)

**Learning Objectives**
1. Describe the current state of simulation integration into ECMO training practices
2. Explain how simulation can be incorporated into existing ECMO education paradigms to enhance competency assessments, team performance, and patient safety and outcomes
3. Identify opportunities for growth and improvement in ECMO education through the establishment of a multi-organizational, multi-institutional, and multidisciplinary collaborative network

**Faculty:** Mark F Weems, MD; Anne Ades, MD; Lindsay C Johnston, MD; Gary Oldenburg, MS, RRT-NPS; Theodora Stavroudis, MD; Lillian Su, MD

9:30AM-11:00AM | Room MCC227
**BSc Other - Expert Panel**

**SSH Special Interest Groups and Affinity Group Hit Parade: A Pecha Kucha Session**
New to SSH? First time at IMSH? Want to stay engaged after the conference? Looking for others with interests or needs similar to yours? Please join us for a concise, fast-paced, Pecha Kucha session where leadership from the Society’s Special Interest Groups (SIG’s) and Affinity Groups (AGs) will share key highlights about these groups so you can make connections that will last beyond this week’s conference! (8638)

**Learning Objectives**
1. Describe the how the range of activities conducted in special interest groups (SIGs) and affinity groups (AGs) contribute to the mission of the Society.
2. Distinguish between SIGs and AGs and, based on each group’s goals and mission, identify groups that match members’ professional interests and aspirations.
3. Select SIGs and AGs that may best support their interests and needs as simulation professionals and which they are likely to join.

**Faculty:** Alexis Battista, PhD (c); Ilya Shekhter, MS, MBA, CHSE

9:30AM-11:00AM | Room MCC211
**Adv Prog Admin - Expert Panel**

**The Role of a Malpractice Insurance Company in Promoting Simulation Programs**
Leaders from Hospitals Insurance Company, Inc. (HIC), the captive insurance carrier for seven 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 programs throughout all of the institutions. (8282)

**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

**Faculty:** Adam I Levine, MD; Sam DeMaria, MD; David L Feldman, MD MBA CPE FACS; Brian Gillett, MD; Dena Goffman, MD; Patricia Kischak, RN, MBA; Christopher Strother, MD
9:30AM-11:00AM | Room MCC228
BSC RESEARCH - EXPERT PANEL

Advanced Military Technology for All Practices in Medical Simulation
This special presentation contains two special talks on military-funded advances in medical simulation technology that are designed to push the envelope of simulation practice. Included will be the state of the art today in 3D printing, physiological tissue matching and tactile sensors, as well as exciting potential for the next generation of training models. (14024)

**LEARNING OBJECTIVES**
1. Define the term Virtual Standardized Patient and be able to explain the differences between them and traditional Standardized Patients and explain the methods employed that facilitate computerized assessment of conversational patient interactions.
2. Explain the current capabilities and limits of artificial intelligence and the ability for computers to create synthetic patient conversations and list prerequisites to create or use Virtual Standardized Patients.
3. Describe the current landscape in 3D printing technologies and how embedded sensors and heterogeneous integration of materials can apply to meet simulator objectives.

**FACULTY:** Harvey Magee; Jonathan Barton; Thomas B Talbot, MD, MS, FAAP

9:30AM-11:00AM | Room MCC224
BSC RESEARCH - WORKSHOP

Qualitative Study Design
When qualitative method is applied correctly, it is a valuable tool for researchers to develop theory, evaluate programs, and develop interventions. This workshop will guide 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, and analyzing qualitative data, and validating results. (14371)

**LEARNING OBJECTIVES**
1. Define and describe qualitative research.
2. Select the most appropriate design for simulation based qualitative research.
3. List methods of maintaining validity in qualitative research studies.

**FACULTY:** Nina Multak; Chaoyan Dong, PhD

9:30AM-11:30AM | Room MCC201
BSC ASSESS - WORKSHOP

Simulation as Assessment: Adult Learning in the Age of Competencies
With the advancement of the rigor of assessment in simulation, a thoughtful and scientific assessment plan is warranted. This workshop will build a foundation of assessment in simulation via a didactic session and application of this knowledge with small group activity. This workshop is focused for the beginner wishing to obtain a basic knowledge set, and will give participants the opportunity to discuss assessments for their own programs. (8623)

**LEARNING OBJECTIVES**
1. Explain how the assessment tool must match the goals of the educator in terms of learning objectives, and whether the assessment will be summative or formative in nature
2. Describe the concepts of validity and reliability and to apply that knowledge to assessment tool construction and the act of assessing itself
3. List advantages and disadvantages of checklists versus global scoring and apply these tools to a simulation-based performance assessment

**FACULTY:** Karen Mangold, MD MEd; Mary McBride, MD

9:30AM-11:30AM | Room MCC218
ADV CUR DESIGN - WORKSHOP

Low-Cost Team Training Toolkit: An Interactive Workshop for Teaching the Basics of Team Communication
Team Training has gained recognition as a key factor of effective clinical management, improving practice and delivery of care. The challenge is to efficiently provide training of team communication to the entire team without removing them from clinical duties for long periods of time. A series of low-cost activities was developed to provide healthcare professionals and staff with a hands-on introduction to the basics of TeamSTEPPS concepts. (10014)
Selecting Mastery Learning and Deliberate Practice Targets in a Curriculum: Making Strategic Decisions Based on Goals and Resources

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. (8554)

**Learning Objectives**

1. Describe mastery learning and deliberate practice definitions and theoretical underpinnings.
2. Discuss variables associated with selection and integration of mastery learning or deliberate practice models within a program or curriculum.
3. Analyze how specific mastery learning and deliberate practice modules fit within training curricula.

**Faculty:** John Marc O’Donnell, RN, MSN, CRNA, DrPH; Jeffrey Barsuk, MD, MS; Joseph Goode, Jr, RN, MSN, CRNA; Jeffrey Groom, PhD, CRNA, ARNP; Diane Wayne, MD

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**Standardization of Scenarios using a Web-based Template**

This course will explore the process of standardization of scenarios with the example of the presenters’ implementation of a web-based template for scenario design. A well-constructed template guides educators, especially more novice users, in designing scenarios with adequate objectives and information for the scenario to be usable by everyone. The web-based approach allows for updates, easy workflow and transfer of information. (8130)

**Learning Objectives**

1. Identify the important components of a scenario to be included in a template.
2. Develop a standardized and uniform way of handling scenarios in your local facility.
3. Integrate all elements pertaining to a scenario, including learners’ evaluations, to one system.

**Faculty:** Michael Mayette, MD FRCPC; Anne Meziat, MD

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**Building Better Feedback with SP’s: Structures for Clarity, Conciseness, and Standardization**

Standardized patients often struggle to provide clear, concise and relevant feedback. VCU’s Standardized Patient Program implemented a method for standardizing feedback that was embraced by SP’s for its clear design and ease of use, by students for its focus on shared learning, and by faculty for its customizability to individual cases. This workshop guides participants through the process of developing similar methods for their own programs. (9209)

**Learning Objectives**

1. Explain the methodology behind the ideas of using levels of feedback, predetermining categories, combining plus-delta and advocacy-inquiry cored discussion, and the use of feedback characters for standardizing feedback.
2. List the benefits of feedback standardization. Be able to describe why it is valuable to the learners, standardized patients, and the institution at large.
3. Score feedback sessions in a way that is both clear and concise, yet also customizable to differing events.

**Faculty:** Richard Edward Carter, MFA; Aaron D Anderson, PhD, MFA
9:30AM-11:30AM | Room MCC229
ADV DEBRIEFING - WORKSHOP
Enhancing Clinical Reasoning: Teaching Thinking Through Debriefing
The purpose of this workshop is to engage educators in dialogue on a debriefing strategy to enhance clinical reasoning. The Debriefing for Meaningful Learning© (DML) method (Dreifuerst, 2012) will be reviewed. Participants will engage in the use of DML following an observation and active discussion of a simulation scenario. The implications are clear: engage active learning teaching thinking within context. (9598)
LEARNING OBJECTIVES
1. Examine the use of the Debriefing for Meaningful Learning (DML) tool as a methodology for debriefing
2. Discuss how the DML tool is used during a simulation scenario
3. Evaluate the outcome of the DML methodology and the implications for nursing education
FACULTY: Susan G Forneris, PhD, RN, CNE, CHSE-A; Diana Odland Neal, PhD, RN; Dr Kristina Thomas Dreifuerst, PhD, RN, CNE, ANEF; Jone M Tiffany, DNP, MA, RNC, CNE

9:30AM-11:30AM | Room MCC231
ADV DEBRIEFING - WORKSHOP
Strategies for Successful Co-debriefing for Interprofessional Simulation-based Education
The course introduces attendees to the concept of co-debriefing for simulation-based education. Debriefing with more than one facilitator (co-facilitating) can be either an effective or counter-productive educational strategy. This workshop highlights the challenges associated with co-debriefing and gives attendees the opportunity to practice strategies for effective co-debriefing while receiving coaching and feedback from expert faculty. (8369)
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
FACULTY: Adam Cheng, MD, FRCPC, FAAP; Wendy E Bissett, RN, CNE; Helen Catena, RN; Jonathan Duff, MD; Walter Eppich, MD, MEd; James Lewis Huffman, BSc, MD, FRCPC; Jose M Maestre, MD, PhD; Kate Morse, PhD, ARNP-BC, CRNP, CCRN, CNE; Janice C Palaganas, PhD, RN, NP; Traci Robinson, RN; Jenny Rudolph, PhD

9:30AM-11:30AM | Room MCC221
BSC FAC DEV - WORKSHOP
Dialogue Sim: Immersive Experiences with Handling Conflicts
Conflict, when left unresolved, can undermine individual, team and organizational morale and ultimately, patient safety. Business and psychology literature describe conflict in terms of cognition (perspective taking), emotion (anger), and behavior (conflict escalation). Conversations for resolving conflicts require training. We offer an immersive simulation to practice critical dialoguing skills: (a) perspective taking; and (b) emotion handling. (7995)
LEARNING OBJECTIVES
1. Discuss key principles of dialoguing skills in: (a) how to elicit perspectives of others while recognizing one’s bias and judgment; (b) how to handle one’s emotional responses when discussing high stakes issues.
2. Apply principles of dialoguing skills via multiple, immersive simulation experiences.
3. Identify goals for improving dialoguing skills
FACULTY: Sara Kim, PhD; Elizabeth Buttrick, BA; Susan Eller, RN, MSN; Yue Ming Huang, EdD, MHS; Brian Ross, PhD, MD; Catherine Schulz, MD

9:30AM-11:30AM | Room MCCR04
BSC FAC DEV - WORKSHOP
Facilitating is Not Teaching: Becoming an Expert Facilitator in Simulation
This presentation is for healthcare professionals interested in becoming expert facilitators in simulation. Participants will gain insight into best practices of facilitation from two experienced simulation educators who represent both academic and practice/service settings. This workshop combines discussion and interactive learning to give participants the essential tools necessary to increase learning objectives and outcomes in simulation. (7942)
**Learning Objectives**
1. Demonstrate two effective facilitation techniques through discussion and hands-on demonstration during the workshop.
2. Describe three characteristics of an effective facilitator based on best practices in the literature.
3. Analyze effective versus ineffective facilitation methods using video clips during simulation and debriefing.

**Faculty:** Tonya Rutherford-Hemming, EdD, RN, ANP-BC, CHSE; Dawn M Mabry, RN, MSN, CNE, CHSE

**9:30AM-11:30AM | Room MCC226**
ADV Fac Dev - Workshop

**Discrete Event Simulation for Process Improvement/Re-engineering in Healthcare**
This interactive workshop will covering the basics and provide best practice recommendations on the computer simulation modeling process for healthcare quality improvement and healthcare delivery transformation. Learners will participate in hands-on experiences to conceptualize and build a simulation model for process reengineering. (13716)

**Learning Objectives**
1. Describe the basic concepts and need for simulation modeling in healthcare.
2. Describe processes and best practices of simulation modeling.

**Faculty:** Yue Dong, MD; Tarun Mohan Lal, PhD; Thomas P Roh, MS

**9:30AM-11:30AM | Room MCCR05**
ADV Fac Dev - Workshop

**Rapid-cycle Deliberate Practice in your Simulation Toolbox: An Instructor Trainer Course**
This course immerses participants in the development and implementation of Rapid Cycle Deliberate Practice (RCDP). This training method for interprofessional teams couples focused debriefing with repetitive practice, allowing team members to practice the choreography of patient care to meet pre-established, time dependent protocols. Educators provide feedback on performance gaps and tailor teaching to meet individual and team learning needs. (14458)

**Learning Objectives**
1. Describe how a Rapid Cycle Deliberate Practice simulation course differs from that of a traditional simulation session.
2. Create specific, observable, data-driven learning objectives for a Rapid Cycle Deliberate Practice simulation.
3. Identify one current course or course in development where RCDP can help an interprofessional team more effectively and efficiently meet time-dependent algorithms, protocols, or guidelines.

**Faculty:** Elizabeth Hunt, MD, MPH, PhD; Adam Dodson, NRP, NCEE, CCEMT-P; Jordan Duval-Arnould, MPH, DrPH(c); Justin Jeffers, MD; Michael A Kolaitis; Robert Leppeer; Julianne Perretta, MSEd, RRT-NPS; Shannon Poling, RRT-NPS, CEBT, CHSE

**9:30AM-11:30AM | Room MCC222**
ADV Fac Dev - Workshop

**Teaching Residents Death Disclosure Using Standardized Patients**
This highly interactive workshop will illustrate effectively a workshop for residents simulating Death Disclosure to a Standardized Patient (SP). Attendees will see the value of the workshop and learn how it is conducted so they can replicate it in their own facility. (9996)

**Learning Objectives**
1. Explain the key components of effective death disclosure based on the literature.
2. Describe the powerful impact of Simulating Death Disclosure to an SP.
3. Develop own Simulation course on Death Disclosure.

**Faculty:** Alan Forstater, MD; Dimitrios Papanagnostou, MD, MPH

**9:30AM-11:30AM | Room MCCR07**
ADV IPE - Workshop

**CELEBRATE Teamwork: Develop In-situ Training for Interprofessional Teams**
In-situ simulation is an exciting way to provide interprofessional teamwork training and identify latent safety threats within the clinical environment. However, this training can be logistically difficult. This comprehensive course offers strategies to provide the best outcomes for this “point-of-care” simulation training for inter-professional education. (9916)
LEARNING OBJECTIVES
1. Perform a needs assessment to determine goals of in-situ training
2. Create SMART learning objectives for interprofessional in-situ training
3. Utilize the “3D model” and “Debriefing with Good Judgment” strategies for in-situ team training

FACULTY: Matthew Calvin Carlisle, MD, MAS; Sheila W Chauvin, PhD, MEd; Daryl P Lofaso, M Ed, RRT; John Paige, MD, FACS

9:30AM-11:30AM | Room MCCR06
ADV IPE - WORKSHOP
Interprofessional Education Scenario Validation Workshop: The Use of the SSH Nursing Section Validation Tool
This interactive workshop will provide opportunity for participants to utilize the Nursing Section Scenario Validation Tool. After a brief overview of the development process, participants will have the opportunity to utilize the tool with their own scenarios or utilize a provided scenario. Participants will be given time to discuss reliability of the tool and the value that scenario validation brings to simulation education and assessment. (6429)

LEARNING OBJECTIVES
1. Define validity in simulation scenario development.
2. Demonstrate the use of a validity tool for standardizing simulation scenario development.
3. Appraise the validity tool for standardization of simulation scenario development and apply the concepts to their own scenario development.

FACULTY: Cheryl A Stauffenecker, MS, CNS; K David Bodily, MS, RN; Marie Gilbert, RN, DNP(c), CHSE; Anthony S Guerne, MS, NREMT-P, CHSE; Katherine M Ingram, MSN; Krista I Kipper, MSN, RN, CHSE

9:30AM-11:30AM | Room MCCR02
ADV IPE - EXPERT PANEL
The PediSTEPPs Journey: From Creation to Celebration
Experts from a hospital simulation center, a pediatric emergency medicine service, and a municipal EMS/fire department will describe their collaboration on building and conducting a pediatric simulation-based training program for the city’s 5000 EMS providers. Discussion will include not only components and impact of this novel curriculum, but also strategies for collaborating successfully across disciplines, departments, and organizations. (9076)

LEARNING OBJECTIVES
1. Describe a pathway for developing a simulation-based training curriculum for pre-hospital care providers targeting improved pediatric patient outcomes
2. Discuss strategies that hospital-based simulation leaders, physicians, and community-based leaders can use to remove barriers and create support and value for a collaborative simulation–based training program
3. Describe ways to integrate “celebration” into the process of gaining support and sustainability for simulation projects involving multiple disciplines and organizations

FACULTY: Kelly Wallin, MS RN; Jennifer L Arnold, MD, MSc; Melissa Cashin, MSN, RN, BC; Cara Doughty, MD, MEd, FAAP; Manish I Shah, MD

9:30AM-11:30AM | Room MCC209
BSC PROGRAM - WORKSHOP
Leadership Training Academy: Facilitating (Running) a Meeting
Facilitating meetings is a common task of leadership. To achieve maximum effectiveness and efficiency, meeting facilitation should be goal directed, respectful and studied by developing leaders. This workshop will present the opportunity to hone your meeting facilitation skills. (10163)

LEARNING OBJECTIVES
1. List three important characteristics of effective meeting facilitation
2. Demonstrate the ability to achieve consensus when facilitating a meeting
3. List three methods for improving your meeting facilitation skills

FACULTY: Paul E Phrampus, MD; Christine Park, MD
9:30AM-11:30AM | Room MCC208
ADV PROG ADMIN - WORKSHOP
Policy and Procedure Manual Creation
This two hour interactive workshop will consist of discussions pertaining to participants simulation centers, review of the society P/P manual and discussions pertaining to the fundamental requirements for the successful creation of an effective P/P manual. (8506)

Learning Objectives:
1. Identify three new policies for your simulation center.
2. Explain the difference between a policy and a procedure.
3. Create new policies to implement in their center’s P/P manual.

Faculty: Thomas Dongilli, AT; Daniel Battista, MBA; Jesika S Gavilanes, MA

9:30AM-11:30AM | Room MCC203
ADV RESEARCH - WORKSHOP
Statistical Interpretation Workshop
Small group work provides opportunities for application of didactic presentation. This 120-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. (14473)

Learning Objectives:
1. Identify and associate levels of evidence with research designs.
2. Describe the importance of power and sample size in terms of study design, analysis, and interpretation of results.
3. Compare and contrast statistical and clinical significance, and explain the meaning and importance of confidence intervals.

Faculty: Gregory E Gilbert, EdD, MSPH, PStat; Katie Adamson, PhD

9:30AM-11:30AM | Room MCC212
ADV RESEARCH - WORKSHOP
What Would Sherlock Do? Using Detective Work to Create a Robust Validity Argument
Simulation-based education relies on learner assessments such as instructor ratings of performance. To support using such assessments for decision making, their validity must be investigated. Hypothesis-driven validation described by Kane and others is an accepted model for high-quality psychometric research. This workshop will introduce this model of validation methodology and provide opportunities to practice the design of validity studies. (8317)

Learning Objectives:
1. Describe the current argument-based approach to validation of an assessment instrument
2. Create a hypothesis for an assessment and choosing appropriate matching assessment approaches to test the hypothesis
3. Describe how the intended use of the instrument impacts the validation argument

Faculty: Mark Adler, MD; Michael T Brannick, PhD; Mark Grichanik, MA; Matthew Lineberry, PhD; Deborah M Rooney, PhD

3:30PM-5:00PM | Room MCCR09 PLEASE NOTE THIS COURSE HAS BEEN MOVED TO 3:30PM
BSC TECH OPS - WORKSHOP
AV on a Shoe String Budget: Optimizing Available Technology
What is the role of video in simulation? Which audiovisual (AV) strategy will best meet your program’s goals? This is a complex decision for all programs, large or small. This course will explore a number of factors that should be included in any AV needs assessment. Learners will explore affordable technologies that meet their needs while exploring barriers and budgetary concerns, developing solutions to implement an affordable AV system. (8241)

Learning Objectives:
1. Identify what factors must be considered for a proper needs assessment for an AV recording system to be effective adjunct in a simulation program.
2. Perform an AV needs assessment to their current or prospective simulation programs and list several different AV recording strategies and media comparisons for each.

3. Define barriers to implement and identify existing AV technologies and identify strategies to overcome them.

**FACULTY:** Mark Adler, MD; Brian Florek, EMT-P, BS; Karen Mangold, MD MEd; Daniel McNerney, NP, CEN; Asela Peiris

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**9:30AM-11:30AM | Room MCCR09**

**BSC TECH OPS - WORKSHOP**

**Fake it for Real: Moulage Techniques and Applications**

Healthcare simulation is an attempt to recreate realistic patient care encounters. In an attempt to recreate scenarios that help our learners suspend disbelief we are constantly challenged to make the simulators more real. This course will discuss basic and unique techniques used for moulage (including silicone and commonly available supplies). The session will share the foundation of our magic in transforming our manikins into patients. (14256)

**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 realism of simulators.
3. Implement techniques demonstrated to generate their own moulage during the workshop.

**FACULTY:** Ronald Ulrich; Andrew Joseph Drozd, EMT; John Perrone, BS; Andrew Rotjan, RN, CPEN, EMT-P

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**9:30AM-11:30AM | Room MCC204**

**ADV TECH OPS - WORKSHOP**

**Are You Ready for the CHSOS? CHSOS Certification Preparation Course**

Session Description: During this workshop we will dive into everything you need to do and know to successfully obtain Certified Healthcare Simulation Operations Specialist (CHSOS) certification. We will spend most of our time helping you to create a study plan based on your own individual needs assessment. Additionally, we will discuss the details of the process and what you need to succeed. (8763)

**LEARNING OBJECTIVES**

1. List the components of the certification process.
2. Identify individual strengths and weaknesses in regards to CHSOS preparation
3. Develop a personal learning plan for successful obtainment of the CHSOS certification.

**FACULTY:** Jason Zigmont, PhD, CHSE-A

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**10:30AM-11:15AM | Room MCCR03**

**BSC CUR DESIGN - PODIUM**

**Mental Health Simulation: Thinking Differently About Human Factors**

In the largest specialized mental health training and clinical practice center in Europe, we have developed an innovative simulation program that seeks to bring the benefits of simulation to mental health specialties. We outline these innovative courses and discuss how we have come to question the value of traditional conceptions of technical versus human factors (non-technical) skills in clinical practice and training. (9789)

**LEARNING OBJECTIVES**

1. Describe new and innovative simulation courses in Mental Health.
2. Explain how human factors are central to mental health care.
3. Describe the value of the distinction between technical and non-technical (human factors) skills

**FACULTY:** Gabriel B Reedy, PhD, CPsychol; Sean Cross, MBChB
10:30AM-11:15AM | Room MCC232
ADVCURDESIGN - PODIUM

Gender-based Violence and Healthcare: Simulation for Provider Education
Gender-based Violence & Healthcare: Simulation for provider education. The presentation will discuss innovative simulation programs to educate healthcare providers to identify and intervene in gender-based violence. Research data on learning outcomes and learner perceptions of training will be reviewed. Special emphasis is placed on the importance of debriefing and interprofessional education. (9711)

LEARNING OBJECTIVES
1. Identify uses of simulation technology for healthcare education beyond technical skills particularly in identifying and responding to gender-based violence.
2. Identify the role of, and importance of, debriefing.
3. Develop one strategy, to utilize in their own institutions, to develop student skill in identifying and responding to gender-based violence.

FACULTY: William Scott Erdley, DNS, RN, CHSE; Joan Doris, MSW, DSW; Meredith J Scannell, RN, CNM, MSN, MPH

10:30AM-11:15AM | Room MCC205
BSCFACDEV - PODIUM

Developing Your Work into Scholarship!
This course will focus on helping junior faculty recognize aspects of their current work to develop as scholarship. Many junior faculty are engaged in pursuing scholarly work for promotion, many don’t recognize the ability to turn their everyday activities into scholarly work. This session will cover some basic principles of what constitutes scholarship followed by methods of developing current projects into scholarship. (9763)

LEARNING OBJECTIVES
1. Discuss the variety of daily activities that are able to be developed into scholarship.
2. Identify methods of developing a current, or future, project into scholarship.
3. Detail Glassick’s criteria for scholarship to use in reviewing ongoing projects.

FACULTY: Steven J Warrington, MD, BS

10:30AM-11:15AM | Room MCC225
EXPFACDEV - PODIUM

Creating a Faculty Development Plan: A Tiered Approach
Faculty development is key to a successful simulation program. In order to support the growth of a simulation program, faculty must be adequately prepared and mentored by simulation experts. Our simulation center sought to develop a tiered faculty development program. Within this program, levels of expertise are obtained after satisfying requirements such as training courses, observations, participation in simulation, and a mentorship process. (8497)

LEARNING OBJECTIVES
1. Describe the importance of having a standardized faculty development plan in simulation
2. Explain the benefits of having a tiered faculty development plan for simulation
3. Outline the necessary components for a well-rounded faculty development plan in simulation

FACULTY: Dawn Taylor Peterson, PhD; Chad Epps, MD; Penni Watts, MSN, RN, CHSE, PhD®; Marjorie Lee White, MD, MPPM, MA

It’s pronounced New Or-luns, not New Or-leans.
Unless you want a giant neon sign hanging from your forehead that reads “I am not from here.”
The ever-changing landscape of healthcare necessitates care givers in all settings are prepared for the unexpected. Providence Health & Services Oregon Clinical Simulation developed a program to provide in-situ simulated emergency drills with debriefing to clinic providers and staff across the state. This traveling training identified latent safety threats, process improvement opportunities, education gaps, and strengthened team cohesion. (8452)

**LEARNING OBJECTIVES**
1. Identify the need to expand simulation training beyond the hospital setting to support clinic providers and staff.
2. Adapt hospital-based emergency training curricula to meet the needs of providers and staff in a clinic setting.
3. Develop a process to identify and follow up on latent safety threats, process improvement opportunities, and knowledge and performance gaps during the implementation of in-situ simulated emergency drills.

**FACULTY:** Rachelle Reid, RN, MSN

**Incorporating Chaplains into Interprofessional Simulation**
Chaplains have a unique role as established members of a patient’s healthcare team, responding to all in-hospital emergencies to provide active support during stressful events, bring a spiritual presence and personalizing the patient. The chaplains support the patient, his or her relations, other patients and staff. Chaplain presence often turns a possible chaotic event into a calmer one, where everyone’s contributions are maximized. (9290)

**LEARNING OBJECTIVES**
1. Explore simulation learning examples that incorporate chaplain practice.
2. Analyze the use of standardized patients for chaplain-focused scenarios.
3. Discuss ways for simulation educators to partner with chaplains to enhance interprofessional learning.

**FACULTY:** Margaret Griffin March, MDiv, BCC; Mary Holtschneider, RN-BC, BSN, MPA, NREMT-P, CPLP

**Professor Rounds: Research Abstracts**
Review the Research Abstracts accepted to the final scientific program of IMSH 2015. Professors will hold rounds poster-side with the authors of some of the most cutting-edge work in simulation today. (14259)

**LEARNING OBJECTIVES**
1. Describe the findings of a research project with relevance to current practice.
2. Integrate one new change into current practice learned from poster review.
3. Describe a research method used to investigate an important problem in simulation-based practice.

**FACULTY:** Aaron William Calhoun, MD; Chaoyan Dong, PhD; Rose Hatala, MD, MSc

The French Quarter, known as the heart of New Orleans, a popular tourist stop for shopping and street vendors. It’s actually the small square area that Bienville first founded when he discovered the area. Thirteen city blocks long by six deep – the original boundaries of New Orleans.
1:00PM-2:00PM | Room MCC207
ADV ASSESS - DEBATE
Simulation Checklists and Cognitive Overload: A Pro and Con Debate
Two faculty members who have expertise in evaluations in simulation are going to debate the pros and cons of ‘superfluous processes that do not directly contribute to the novice learners experiences’. A lively discussion and entertaining repartee is promised. (10054)
LEARNING OBJECTIVES
1. Discuss the pros and cons of including superfluous processes in a novice learners simulation experiences.
2. Demonstrate an effective debate technique citing current literature and theory in simulation education theory.
3. Analyze the relationship between what a checklist is asking a novice learner to be competent in and what the literature states the expectations of a novice learner should be able to demonstrate.
FACULTY: Dawn M Schocken, MPH, PhDc; Wendy Anson, PhD, CHSE

1:00PM-2:00PM | Room MCC232
ADV ASSESS - EXPERT PANEL
Too Many Cooks in the Sim Lab: Assessment Experiences
It is critical that student simulated experiences, as a formative or summative tool, are standardized. This process, which may include case development, tool development, and integrating simulation into the curriculum, is challenging. This expert panel will cover the barriers and benefits, including too many “cooks,” associated with the development and integration of simulation assessment with nursing. (8496)
LEARNING OBJECTIVES
1. Identify barriers and benefits of developing and integrating simulation assessment in nursing.
2. Contrast approaches to dealing with too many “cooks.”
3. Summarize the importance of standardized assessment based on best evidence.
FACULTY: Judy LeFlore, PhD, RN, NNP-BC, CPNP-AC&PC, ANEF, FAAN; Mindi Anderson, PhD, RN, CPNP-PC, CNE, CHSE-A, ANEF; Mary Anne Rizzolo, EdD, RN, FAAN, ANEF; Sandy Swoboda, RN MS FCCM

1:00PM-2:00PM | Room MCC210
BSC CUR DESIGN - PODIUM
Safer Surgery With Games: The Moment of Truth
Thirteen years later, new studies now show the number of patients dying from medical mistakes maybe as high as 210,000/year. That’s why the Office of Naval Research funded development of the Safe Surgery Trainer. In this talk, we will demo SST and explore the underlying science in effective training games as well as key aspects of TeamSTEPPS to help you appreciate how this applied research might benefit your own organization. (10026)
LEARNING OBJECTIVES
1. Identify the key design elements (i.e. flow and simplicity) used by games to increase engagement and learning
2. Describe specific aspects of TeamSTEPPS (ex. TimeOuts) that might impact Patient Safety
3. Develop an appreciation for how the Safe Surgery Trainer might benefit your organization
FACULTY: Curtiss M Murphy
**STEP 4: Implementation. Sim Steps of Curriculum Design**

Step 4 of the Sim Steps Series in Curriculum Design. Effective curriculum implementation converts a mental exercise into the reality of an educational product. The CanMEDS program has described implementation as addressing the three Ps: 1) Pedagogy; 2) Practicality; and 3) politics that may hinder. This session will focus on learned pearls and pitfalls to maximize successful curriculum implementation. (13916)

**Learning Objectives**
1. Describe how curriculum implementation correlates with educational objectives.
2. Integrate learned successes and avoid pitfalls in curriculum implementation.
3. Predict optimal methods of implementation unique to your learner environment.

**Faculty:** Sharon Griswold, MD, MPH, CHSE; Danyel L Germain, MS, RN; Jami S Smith, MPA, MEd, PA-C

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**The Impact of Simulation: A Quantitative and Qualitative Assessment**

Johnson County Community College’s (JCCC’s) Nursing Program has transitioned to using simulation as a clinical experience. The presentation will focus on curricular changes needed to make this transition. The change was a result of a qualitative analysis using student perceptions and a clinical based scenario rubric assessing clinical judgment. Video of student testimonials regarding simulation experiences will be included. (10032)

**Learning Objectives**
1. Compare and contrast a traditional approach to simulation and a clinical simulation day
2. Evaluate how simulation is threaded throughout a curriculum
3. Develop an assessment rubric to evaluate student clinical judgment

**Faculty:** Rochelle Quinn, RN, MSN; Kathy Carver, MN, RN; Tim J Laughlin, BA

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**Commoditization Principles: Maximal Value at Minimal Costs**

How big can simulation become in Healthcare? Will it be 5 or 50 years until it is used as much as in aviation? One of the keys to this future will need to include principles of commoditization. In this interactive presentation and discussion, principles of commoditization applied to simulation educational as a function of operational costs vs. value as used in our statewide simulation collaborative in SC (> 80,000 simulations/yr) will be shared. (10291)

**Learning Objectives**
1. Define commoditization and how might the principles of commoditization be applied to education in simulation at your program.
2. Explain how different methods for curricula delivery, simulation operation, debriefing and assessment greatly affect utilization by non-expert educators of high fidelity manikin and task training simulation.
3. Identify how different methods applied to curricula delivery; simulation operation, debriefing and assessment can glaringly affect labor and time costs as well as stronger value statements in simulation for your stakeholder.

**Faculty:** John J Schaefer III, MD

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bayou: ˈBEY-yu\ n.  
a French name for slow-moving “river”
Cognitive Load Theory: Implications for the Simulation Educator

Cognitive load theory (CLT) is based upon recently developed models of human cognitive architecture. This presentation will consider current concepts and work in CLT that may be useful in curriculum design and implementation for simulation educators. (8199)

Learning Objectives

1. Describe to simulation colleagues the current understanding of cognitive load theory to define its possible roles in simulation education.
2. Analyze current simulation experiences to assess intrinsic, germane, and extraneous cognitive load.
3. Explain how to balance realism and cognitive loading during scenario development to avoid extraneous cognitive load from either oversimplification or undue complexity.

Faculty: Keith Littlewood, MD

Risk Mitigation through Simulation

Simulation education has shown to be a successful strategy for minimizing the risk of preventable patient harm. This panel will discuss effective strategies for incorporating simulation into a patient safety program. (9423)

Learning Objectives

1. Describe the role of simulation education in reducing potential harm to patients.
2. Identify strategies for integrating simulation into patient safety programs
3. Apply concepts from the presentation to implement at their home institutions

Faculty: Robin Lynch, MSN, RN, CHSE; Jared Kutzin, DNP, MS, MPH, RN, CPPS; Connie M Lopez, MSN, CNS, RNC-OB, CPHRM
1:00PM-2:00PM | Room MCCR01
EXP IPE - Podium
Finding the Missing Piece: Solving the Puzzle of Incorporating Inter-Professional Education Through Integration into Existing Curricula
Logistics remain a troublesome challenge for integrating IPE into undergraduate healthcare student curricula. This Perioperative AG- and Surgery SIG-sponsored presentation will discuss lessons learned at LSU Health New Orleans in incorporating IPE in already established curricula within the various Schools of the Health Sciences Center. (8324)

**Learning Objectives**
1. List four examples of interprofessional team training for undergraduate healthcare students.
2. Compare and contrast effective and ineffective strategies for incorporating IPE into existing undergraduate healthcare student curricula at a Health Sciences Center.
3. Develop a framework for successfully integrating IPE into established curricula at a Health Sciences Center.

**Faculty:** John Paige, MD, FACS; Deborah Garbee, MSN, PhD, APRN, ACNS; Vadym Rusnak, MD

1:00PM-2:00PM | Room MCC206
ADV Prog Admin - Expert Panel
Developing a Simulator Innovation Program: Considerations for Design, Implementation and Collaboration
During this expert panel discussion, drawing from our own experiences in developing a simulator innovation program, we will share how to implement such a program, including addressing issues related to commercialization and the benefits of collaboration with other institutions. We will also share tools participants can use to form and sustain their own simulator innovation program. (8311)

**Learning Objectives**
1. Identify at least three benefits to developing a simulation innovation program at their own institution.
2. Describe key components necessary to developing an innovation program.
3. Explain the value in partnering with experts in human factors engineering and commercialization.

**Faculty:** Christen Nicole Phillips; Mary S Calabrese, MSN, RN; Stephen Kinsey, MS, MBA; Andy Schaudt, MBA, MS

1:00PM-3:00PM | Room MCC201
ADV Assess - Workshop
Teach and Assess Procedural Skills like an Expert: The L-S-P-P-D-M Approach
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. (7895)

**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.

**Faculty:** Pavan Zaveri, MD, MEd; Cara Doughty, MD, MEd, FAAP; Heather French, MD; Lindsay C Johnston, MD; David Kessler, MD, MSc; Maybelle Kou, MD; Taylor L Sawyer; Tonya M Thompson, MA, MD, FCEM, FAAP; Marjorie Lee White, MD, MPPM, MA
Orchestrating In-situ Simulation for Safety in New Healthcare Environments

In-situ simulation is increasingly being used to identify safety threats (ST) in new healthcare environments. Key features of the preparation, simulation, and debriefing optimize resolution of safety threat. This workshop frames the development of large scale in-situ immersive healthcare simulations in a participant-driven context, creating practical solutions real-time for their upcoming transitions. (9600)

**Learning Objectives**
1. Identify safety threats posed by discrepancies between existing processes and those translated to a new healthcare environment.
2. Integrate perspectives from multiple institutions for recruiting resources, developing scenarios, preparing simulation and measuring outcomes of in-situ simulation-based healthcare environment testing.
3. Orchestrate simultaneous multidisciplinary in-situ simulations to reveal safety threats, prepare staff, and recursively refine systems prior to occupancy.

**Faculty:** Beverley Robin, MD, CHSE; Jesse Bender, MD

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Synergistic Integration of Educational Models to Optimize Learning in Simulations

Simulation education can be enhanced through deliberate use of contemporary conceptual models from educational neuroscience. This workshop will introduce 4 robust educational models. Participants will learn to: 1) identify implicit educational models within existing simulation sessions, 2) analyze opportunities to explicitly integrate new conceptual models, and 3) create frameworks for evaluating the quality of simulation education. (8865)

**Learning Objectives**
1. Describe contemporary educational models based on educational neuroscience
2. Analyze implicit educational models within existing simulation sessions
3. Design a simulation program integrating educational models to optimize learning

**Faculty:** Kevin Roy, MD; Danny Castro, DO; Cara Doughty, MD, MEd, FAAP; Satid Thammasitboon, MD, MPHE

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The P-LHET: An Easy Alternative to Kern’s Six-step Approach

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 workshop, participants will learn the principles of adult learning that underpin simulation and use P-LHET to design a simulation-based session. (8391)

**Learning Objectives**
1. Apply principles of adult learning theory to simulation-based education.
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.

**Faculty:** Lamia Soghier, MD FAAP; Jennifer Owens, BA; Beverley Robin, MD, CHSE

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Implementing Structured and Supportive Debriefing: Learning a Model of Success

This workshop will orient participants to the structured and supportive debriefing model used by the American Heart Association and many simulation programs around the world. Participants will be engage in a deep understanding of the model. Activities will include facilitated discussion, along with multiple opportunities to practice using prerecorded vignettes combined with live mock simulations conducted during the workshop. (13451)

**Learning Objectives**
1. List the structured elements of the structured and supportive debriefing model.
2. List 5 examples of supportive elements that can be incorporated into the structured and supportive debriefing model.
3. Demonstrate the use of the GAS mnemonic to efficiently and effectively decrease a simulation encounter.
Debriefing Dynamics for Challenging Situations
Not all debriefings go smoothly! The debriefer’s ability to anticipate and deescalate challenging situations while assuring attainment of learning outcomes clearly influences the success of debriefing. In this interactive workshop, through active involvement, practice and feedback, the participants will expand skill sets for anticipating, deescalating and managing the dynamics in challenging debriefing sessions. (8254)

Learning Objectives
1. Identify early indicators of potential derailment in debriefing sessions
2. List strategies effective for common debriefing challenges
3. Demonstrate skill in deescalating and managing debriefing sessions.

Faculty: Marjorie A Miller, MA, RN, CHSE; Marie Gilbert, RN, DNP(c), CHSE; KT Waxman, DNP, MBA, RN, CNL, CENP, CHSE

D-Squared: How Debriefing the Debriefer Can Take Faculty Development to the Next Level
The purpose of this workshop is to allow participants to experience and improve upon the Debriefing of the Debriefer. This workshop will follow a structured approach and will focus on faculty development among peers. The structured approach of Debriefing the Debriefer will take its frame from the DASH. This workshop is intended to be highly participatory allowing participants to move their faculty development program to the next level. (8521)

Learning Objectives
1. Explain the effectiveness of prebriefings and debriefings using specific elements of the DASH tool
2. Apply principles of structured debriefing to feedback conversations with faculty debriefers
3. Demonstrate effective behaviors when debriefing a debriefer

Faculty: Dawn Taylor Peterson, PhD; Amy L Daniels, MS, RN, CHSE; Michaela Kolbe, PhD; Kristian Krogh, MD; Rachel Onello, PhD(c), MS, RN, CNL; Nelson Wong, MD

Designing and Delivering a Faculty Development Program for the Non Academic Setting
This workshop covers how to create the content and deploy a faculty development program for the non academic simulation center subject matter experts. During the workshop we intend to engage novice simulation educators and center managers and demonstrate to them how to get started to develop and deploy a successful faculty development program for their subject matter experts involved in simulation teaching and evaluation in their centers. (8174)

Learning Objectives
1. Describe how to initiate and individualize a faculty development program based on a needs assessment of subject matter expert simulation faculty.
2. Apply provided faculty development tools using a scenario and verbally relate these concepts to the creation of their own faculty development course.
3. Discuss debriefing methods presented and how to assist subject matter experts in debriefing methods through practice.

Faculty: Daria B Shumaker, MSN, RN, CHSE; Patricia Ann Filomena, BSN, RN, CHSE; Belinda Hermosura, MSN, RN, CHSE

Simulation Bootcamp: The First Steps of Faculty Development
This is a hands-on workshop assisting the new simulation educator to develop expertise in scenario development, facilitation, debriefing, and working with standardized patients and confederates. (13720)

Learning Objectives
1. Identify the topics of the basics of simulation that must be understood by clinical educators and faculty.
2. Discuss the differences between the simulation and clinical expert and how together the synergistic affect will create the perfect scenario utilizing both groups of skill sets.
3. In small workgroups design strategies of implementation to shift the paradigm from the simulation staff authoring all scenarios to becoming the consultant of scenario development.

**FACULTY:** Michele Trinka, MSN, RN

**1:00PM-3:00PM | Room MCC228**

**BSC FAC DEV - WORKSHOP**

**Standardized Patient Use and Development for Undergraduate Nursing Program**

This program will explore the employment of standardized patients and standardized patient programs undergraduate nursing education. Participants will interact with standardized patients in a simulation and participate in debriefing activities.

**LEARNING OBJECTIVES**

1. Describe the development of a standardized patient program for undergraduate nursing education.
2. Discuss the use of standardized patients in teaching and debriefing students in med/surg, behavioral health, community health, and maternal child health nursing.
3. Participate in a simulation with a standardized patient and debrief afterwards.

**FACULTY:** Janet K Willhaus, PhD, RN, CHSE; Becky Bunderson, MS, RN, CHSE; Kelley Connor; Phillip Woodford, MA, MLS

**1:00PM-3:00PM | Room MCC224**

**ADV FAC DEV - WORKSHOP**

**Change Management: Simulation as an Agent of Change**

Simulation often reveals where change is needed: in individual clinical practice, team functioning, or even larger systems where quality of care and patient safety may be compromised. It is also used to create change. This workshop explores how simulation can be used as an agent of change management. Participants will learn a framework for change, how to integrate simulation and generate a plan that they can bring back to their home institution.

**LEARNING OBJECTIVES**

1. Describe how simulation can be used as an agent for change.
2. Outline different frameworks and principles for managing change.
3. Develop a plan to tackle a change either through simulation or as a result of simulation activities.

**FACULTY:** Jennifer Reid, MD; Rebekah Burns, MD; Lennox Huang, MD, FAAP; Karen Mangold, MD MEd; Ehud Rosenbloom, MDb

**1:00PM-3:00PM | Room MCC222**

**ADV FAC DEV - WORKSHOP**

**Commotion: The Collision of Communication and Emotion in Health Professional Practice**

This workshop introduces participants to the different ways in which emotion informs our thinking, decision making and communication with learners, patients and each other. It provides problem solving practice and learning opportunities to engage communication skills and strategies when addressing emotional situations.

**LEARNING OBJECTIVES**

1. Identify the connections between emotion, cognition and communication
2. Explain the role of power and emotion in communication
3. Describe the affective processes that underpin communication.

**FACULTY:** Nancy L McNaughton, PhD, MEd, PhD; Kerry Knickle, LLM (ADR)

**1:00PM-3:00PM | Room MCCR05**

**ADV FAC DEV - WORKSHOP**

**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 infrastructure to effect systems changes based on mock code data.
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 collect and share mock code data on systems and team performance to improve patient care and safety.

FACULTY: Marleny Franco, MD; Linda Brown, MD, MSCE; Max G Dannecker, NREMT-I; Frank Overly, MD, CPhys, FAAP

1:00PM-3:00PM | Room MCCR06
BSC IPE - WORKSHOP
Frameworks for Art of Speech! Hands-on Scenario Design for Team Communication
Hands-on session on scenario design to cultivate team communication in Emergency Department setting. Audience can expect an all-round experience from needs assessment, scenario design, methodology, managing learners of diversified cultural background and sharing of scenario used in the field. (9106)

LEARNING OBJECTIVES
1. Demonstrate global assessment for the structuring of interprofessional education.
2. Design a scenario to instill team communication tool based on the identified clinical gaps.
3. Identify the requirements for administering team communication scenario.

FACULTY: Sabrina Koh, RN, MHSc(Ed), PGDip(CC), CHSE; Chun Kit Jacky Chan, DN(c), MSc, BN, RN; Chi Chen, MD, PhD; Pin-Tarng Chen, MD; Chaoyan Dong, PhD; Thomas Che-Wei Lin, MD; Dinker Ramananda Pai, MBBS, MS, FRCS (Edin); Ismail Saiboon; Jimmy Chih Wei Yang, MD, PhD(c)

1:00PM-3:00PM | Room MCCR07
BSC IPE - WORKSHOP
Paper Airplane Factory Board Game to Learn Systems Thinking and Organizational Change
Using manufacturer scenarios from the aviation industry, the participants will study the delivery system from the process point of view and practice, to design and implement process changes to improve outcomes. Acknowledging simulation’s ties to the aviation industry, this facilitated simulation game engages learners, allowing them to gain powerful insights into the complex nature of healthcare delivery through the use of aviation systems. (8189)

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.

FACULTY: Yue Dong, MD; Dayna Downing, MBA, MHA; William Dunn, MD; Juli Maxworthy, DNP, MSN, MBA, RN, CNL, CPHQ, CPPS, CHSE

1:00PM-3:00PM | Room MCC208
ADV IPE - WORKSHOP
Modern Family Meetings: Optimizing Interprofessional Communications in High-stakes Simulations
Interprofessional simulation programs are challenging to produce and execute, especially ones that focus on workplace communication. Using an innovative training program to enhance effective family meetings in the ICU setting developed at BMC, the learner will participate in the course, then building on that experience will create an action plan to move forward with inter-professional simulation training at her/his own institution. (7857)

LEARNING OBJECTIVES
1. Practice the protocol of a team “huddle” (the team meeting prior to meeting with the family)
2. Demonstrate ability to perform a relationship centered and interdisciplinary family meeting
3. Develop a framework using this program as an example to structure a team-based communications program in your own simulation center

FACULTY: Ron Medzon, MD; Andrew Camerato, BA; Pamela Corey, MSN RN CHSE; Elena Cotto, BS; Matt Russell

The St. Louis Cathedral is the oldest continually operating cathedral in the United States.
1:00PM-3:00PM | Room MCC209  
ADV PROG ADMIN - WORKSHOP  
**Work Smarter, Not Harder: Build Efficiency the Lean Way**  
Lean is a problem solving and performance improvement approach introduced by Toyota and used in business and healthcare to align people with purpose and process, to improve workflow, safety and satisfaction. Through interactive exercises, you will apply Lean tools (waste identification, time observation, process mapping, etc.) to simulation operations. You will take home a toolkit to empower your own organization to “work smarter, not harder!”  
**LEARNING OBJECTIVES**  
1. Demonstrate the value of Lean continuous improvement methodology.  
2. Practice identifying waste and opportunities, conducting time observations and mapping processes through simulations.  
3. Apply Lean to sim center fee structure cost analysis and scheduling  
**FACULTY:** Yue Ming Huang, EdD, MHS; Rachel Brook, MD; Lee Galuska, PhD, RN, NE-BC; Rukhsana A Khan, MPH; Robert Martin, PsyD; Kenneth M Miller, RN, MSN, CCRN; Jamie Stiner; Katherine Wigan, MBA

1:00PM-3:00PM | Room MCC212  
BSC RESEARCH - WORKSHOP  
**Dealing with Rejection: Write a Better Abstract! – Part II**  
Part II of this 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. Participant-authored abstracts will be shared for allowing participants to apply what they learned in Part I. If a learner does not have a project that is sufficiently advanced to do the assignment a hypothetical research project will be provided.  
**LEARNING OBJECTIVES**  
1. Present background information relevant to a participant’s research interests  
2. Apply the IMSH scoring rubric to sample abstracts and a participant-authored abstract  
3. Discuss how to improve an project presented in a sample abstract / #4 Describe how the scoring rubric can be used to self-assess research  
**FACULTY:** Gregory E Gilbert, EdD, MSPH, PStat; Sally Fortner, MS, MD

1:00PM-3:00PM | Room MCCR09  
BSC TECH OPS - WORKSHOP  
**Being Crafty: Using Everyday Resources to Create Low-fidelity Simulation**  
Finding new and innovative ways to simulate procedures and clinical situations in County (and other low-budget) hospitals sometimes requires looking to unconventional sources. There is a challenge is making believable but affordable tools out of everyday objects. This workshop will show the learner examples of low-fidelity simulation with craft objects with a brainstorming session as well as example stations.  
**LEARNING OBJECTIVES**  
1. Explain the variety of options for creating low fidelity sim with everyday crafts  
2. List concrete ideas and inspiration for creating low-fidelity sim  
3. Develop the plan for an initial project to incorporate crafts into a simulation at their home institutions  
**FACULTY:** Clare Desmond, MD, CHSE; Linda Fan, MD; Nikita Joshi, MD; Clint LeClair, MD; Nur-Ain Nadir, MD; Julie Waldman, MD

1:00PM-3:00PM | Room MCCR04  
BSC TECH OPS - WORKSHOP  
**Cause and Effect: Physiology for Behind the Glass**  
A review of topics in physiology 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 human physiology and medical terminology, focusing on simulation case management.  
(10127)
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 during simulation case progression.

FACULTY: Kevin Pohlman, CHSE, NREMT-P, CCEMT-P, FP-C; Dimitrios Papanagnou, MD, MPH; Jessica Pohlman, MPA, NREMT-P

1:00PM-3:00PM | Room MCCR08
ADV TECH OPS - WORKSHOP

AV in Simulation: There’s More Than Meets the Eye
Capture and playback of video during and after a simulation activity is a traditional element of the learning process. We will explore beyond the basics of video capture, comparing the simulation lab to a broadcast studio, examining methods of capturing meta-data for assessment and research. We will also examine market demands for human factors research studies: a potential source for significant revenue generation. (10267)

LEARNING OBJECTIVES
1. Explain the importance of efficient playback and active learner integration into video-assisted debriefing.
2. Define meta-data, its importance for research and assessment purposes, and methods of capturing.
3. Examine the current demand for human factors testing in medical simulation labs, and how AV systems may be designed and optimized for maximizing revenue generation.

FACULTY: Brian Florek, EMT-P, BS; David Salzman, MD, MEd

2:15PM-3:15PM | Room MCC207
BSC ASSESS - PODIUM

Incorporation of OSCE-Based Assessment into Board Examination – the Israeli Anesthesiology Experience; Insights, Challenges and Lessons Learned
There is a growing interest in using simulation for assessment and accreditation. In this course the presenters will share their experience in using simulation for accreditation and will cover various topics – the value and limitations of using simulation for accreditation, the process of building a simulation-based examination, the importance of continuous assessment of the examination and the use of the examination as a formative tool. (9710)

LEARNING OBJECTIVES
1. Understand the rationale behind the use of simulation complementary to other examination modalities for assessment and accreditation and the importance of multidisciplinary team (content, simulation, psychometrics) in simulation-based assessment.
2. Learn the practical aspects of developing and implementing the simulation-based examination and the importance of continuous examination assessment and evaluation.
3. Recognize the influence of the implementation of simulation-based examination on written and oral board examinations and the formative role of the examination

FACULTY: Haim Berkenstadt, MD; Amitai Ziv, MD, MHA

2:15PM-3:15PM | Room MCC203
ADV ASSESS - PODIUM

Healthcare Simulation Assessment Tool Selection Template: A Field Guide to Meeting Your Curricular and Institutional Needs
Selecting a site-specific institutional simulation assessment can be guided with a template linking the specific objectives, learners, learning goals, learning needs, to the particular institutional performance goal (8320)

LEARNING OBJECTIVES
1. Link simulation objectives, learners, learning goals and learning needs to performance goal by using the Assessment Selection Template Tool
2. Identify validated technical, non-technical, individual, team, assessment tools with the Rating Tool Dashboard
3. Assemble on-site rating tool along with the steps to pilot at own institution

FACULTY: Wendy Anson, PhD, CHSE; Janice C Palaganas, PhD, RN, NP
STEP 5: Evaluation. Sim Steps of Curriculum Design

Evaluation is the golden thread that ties all curriculum development steps together. It resolves the identified problem, answers the needs assessment, designs the learning objectives, determines the educational strategy and influences implementation roll out. Evaluation advances sequentially from reaction, learning, behavior, to results (Kirkpatrick model). Thorough evaluation assesses the degree of return on investment. (13919)

**LEARNING OBJECTIVES**
1. Create formative learner assessment templates that correlate to simulation/didactic learning objectives.
2. Interpret data from assessments and evaluations.
3. Recommend corrective actions to content specialists and curriculum developers.

**FACULTY:** Linda Cimino, EdD, RN, CPNP, ANP; Barbara DeVoe, DNP, FNP-BC

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**USE OF INTELLIGENT AUTOMATED TUTORS IN VIRTUAL SIMULATIONS**

A benefit of a virtual simulation experience is that it can scale to a large number of learners. Such learning is significantly improved by facilitator support. However, such labor-intensive support does not scale well. Intelligent Tutoring Systems offer an alternative to live facilitator support in well-prescribed situations. This course will provide an overview of natural-language based intelligent tutoring in a mass casualty experience. (10129)

**LEARNING OBJECTIVES**
1. Define intelligent tutors, specifically tutors with conversational dialog
2. Describe the high level architecture of a typical intelligent tutor
3. Describe a method of embedding an intelligent tutor in a virtual world

**FACULTY:** Parvati Dev, PhD

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**ALL SIZES AND FLAVORS: CREATIVE SIMULATION METHODS FOR TEAMWORK TRAINING**

Simulation adds tremendous power to team training. To deploy a system-wide TeamSTEPPS program, instructors must creatively adapt simulation methods to both clinical and non-clinical teams. How can team scenarios involve the “C” suite, clinicians and support staff in groups from ranging from 2 to 200? This program outlines successful methods used to deploy an array of simulation resources, adapted to engage all personnel in a healthcare system. (8991)

**LEARNING OBJECTIVES**
1. Identify opportunities to deploy simulation methods in teamwork training programs on a large scale.
2. Describe three methods by which simulation can be used to train teams, both clinical and non-clinical, in a healthcare system.
3. Formulate ideas to adapt simulation methods to team training programs in home institutions.

**FACULTY:** Thomas Noeller, MD, FAAEM, FACEP; Jackelyn Csank, EMT-P; Michael A Smalheer, BS, EMTP, EMSI; Robert L Smith, PhD

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**SIMULATION EVOLUTION: INCORPORATING THE ELECTRONIC MEDICAL RECORD**

Although the electronic medical record (EMR) is utilized in most patient care activities, its incorporation into simulation has been slow. This session will discuss various means of including the EMR in simulation, and will describe the progression of EMR use in a single center simulation program. We will review specific challenges faced and potential solutions for overcoming universal hurdles in curriculum development involving the EMR. (8888)

**LEARNING OBJECTIVES**
1. Recognize the possible uses of the EMR in simulation.
2. Describe the development of EMR use in team-based training in a children’s hospital.
3. Identify challenges and potential solutions to EMR incorporation in simulation.

**FACULTY:** Wendy Van Ittersum, MD, FAAP; Maureen Washock, BSN, RN, CPN
Using Educational Theory to Inform Simulation Practice

Applying learning theory to any educational activity improves the chance of success. Several learning theories have been suggested to aid in simulation-based course development. This presentation describes three learning theories that have particular utility in scenario-based simulations (brain-based learning, experiential learning, and adult learning), and introduces a hybrid model that combines key elements of each of these theories. (8501)

**Learning Objectives**
1. List three major learning theories that apply to simulation-based learning.
2. Describe how elements of each of these theories can be applied to simulation.
3. Explain how the use of educational theory can improve simulation outcomes

**Faculty:** David L Rodgers, EdD, NREMT-P

Differences Between Debriefing Simulated and Real Clinical Events

Debriefing after simulated events is an accepted method of learning. Debriefing can be as informative after actual clinical events, but the process needs to be precise and efficient due to the time constraints placed on healthcare professionals who are in the midst of patient care. Difficulty with debriefing after actual events can be overcome with use of standardized questions and training strategy for staff who will conduct them. (9604)

**Learning Objectives**
1. State the administrative, educational and physical requirements necessary to establish and support clinical event debriefings.
2. Review a standardized way to review clinical events and capture key information after any type of clinical event.
3. Describe how staff can be trained to successfully debrief using a standardized approach to clinical event debriefing.

**Faculty:** Julie Arafeh, MSN RN; Janene Fuerch-Hogan, MD; Louis P Halamek, MD, FAAP; Nicole Yamada, MD

The first opera in the U.S. was performed in New Orleans way back in 1796. They may not be popular nowadays but this early form of performance art is easily traceable to having influenced the influx of the theater arts in the US, including the myriad interpretations of Shakespeare’s plays stateside and the eruption of Broadway throughout the nineteenth and twentieth centuries.
Developing a Simulation Educator Pathway: Moving Beyond Train the Trainer

Effective simulation instruction and course development requires a skilled educator. There is a need to develop positive, accelerated educational programs for simulation instructors that cover the unique aspects of simulation education. This course will review strategies to develop an effective simulation educator pathway that will move simulation instructors from novice to expert and assure quality simulation educational programs.

**Learning Objectives**
1. Identify the elements necessary to cultivate an structured simulation educator pathway for use in an existing or developing simulation program.
2. Review policies that support an educator pathway with an ongoing continuing education requirement for simulation instructors.
3. Determine whether a simulation educator pathway is appropriate for your simulation center and decide the first steps to create an educator pathway.

**Faculty:** Becky Damazo, RN, CPNP, CHSE-A, MSN, CPNP

Threshold Concepts and Troublesome Knowledge: Considerations for Simulation Educators

Threshold concepts and troublesome knowledge (TCTK) are a recent development in educational theory and practice. This conceptualization of transformational learning has been applied to several disciplines and is now appearing in healthcare. This session intends to introduce TCTK within the context of simulation education. The goal is to help participants develop more effective and efficient simulation experiences in their own centers.

**Learning Objectives**
1. Identify a threshold concept within their own professional career by properly applying threshold concept criteria.
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. Distinguish the differences between learning objectives and threshold concepts and understand how threshold concepts represent troublesome knowledge for many faculty.

**Faculty:** Keith Littlewood, MD

Beyond the Theory: Practical Aspects of Designing and Implementing an IPE Simulation Involving 180 Students and Three University Systems

This presentation will outline how one group of educators from three different professions and universities collaborated to create and implement an IPE simulation involving 180 medical, pharmacy, and nursing students. Discussion will include how common barriers were overcome, specifics regarding the logistics, the design of the specific scenarios, and strategies for increasing fidelity. Participant reactions and evaluation will be shared.

**Learning Objectives**
1. Describe key factors to consider when planning an IPE experience that maximizes each profession’s unique roles, giving everyone a place at the table.
2. Describe effective debriefing strategies for illuminating the interprofessional aspect of an IPE simulation.
3. Examine student response and perceptions of the event.

**Faculty:** Deborah Bambini, PhD, RNC, CNE, CHSE; Tina Barnikow, BSN, RN; Margaret de Voest, PharmD; Matt Emery, MD; Lisa M Meny, PharmD
**The Future of Hospital-based Simulation**

This program will describe a proposed future state in which hospital-based simulation is achieved by linking data flowing from a hospital operations center into realistic simulated hospital-specific environments. It will discuss the technologic and human resources that are required. This concept is currently being explored at Packard Children's Hospital and Stanford University Hospital; progress to date will be discussed in detail.

**Learning Objectives**

1. List the ways in which the objectives of hospital-based simulation differ from those associated with simulation programs at professional schools.
2. Explain how simulation is used in high-risk industries other than healthcare and list its key features.
3. Describe the benefits of linking a hospital operations center with hospital-specific simulated clinical environments.

**Faculty:** Louis P Halamek, MD, FAAP

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**Building A “High Efficiency & High Fidelity” Simulation Center Model**

This course is designed to provide a systematic approach to simulation centers’ operational efficiency. The audience will be exposed to all aspects of a simulation center’s operational activities, including planning and budgeting, operational indicators, staffing models and productivity, scheduling and occupancy, setup techniques and processes, and supply/inventory management. This course will be delivered with multimedia content.

**Learning Objectives**

1. Define operational efficiency indicators and conduct self-assessment of center’s current status
2. Develop methodologies and applications for “High Efficiency & High Fidelity” simulation center model
3. Identify one solution to a challenge to improve operational efficiency at your center

**Faculty:** Judy Kitchens, MHA; Buffy Allen, RN, MSN

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**Quality of Participation Engagement in Scenario-Based Simulations: Implications for Education, Assessment and Research**

Participant engagement in scenario based simulations can be affected by many sources including the learner, role players, or the simulated setting. Poor engagement can have detrimental effects on learning and pose validity threats to assessment and research. Drawing from video recorded examples of poor participant engagement, we will share resources, tools, and strategies stakeholders can use to prevent, identify, and manage poor engagement.

**Learning Objectives**

1. Distinguish common sources associated with scenario based simulations that can cause or create poor participant engagement.
2. Identify resources and strategies stakeholders can employ to either mitigate these sources, or manage them when they do occur.
3. Develop a plan specific to their education, assessment or research projects that stakeholders can employ to mitigate or manage poor participant engagement.

**Faculty:** Alexis Battista, PhD (c); Jill S Sanko, MS, ARNP-BC, CHSE-A, PhDc

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The Superdome in New Orleans is the world's largest steel-constructed room unobstructed by posts. Height: 273 feet (82.3 meters), Diameter of Dome: 680 feet (210 meters), Area of Roof: 9.7 acres, Interior Space: 125,000,000 cubic feet, Total floor footage: 269,000 sq. ft. (82,342 sq. meters), Electrical Wiring: 400 miles (640 kilometers)
The Spectrum of Innovation Showcases will feature the latest in innovative interventions for healthcare simulation from around the world, highlighting four key areas ranging from low cost and low resource modifications to high technologically sophisticated innovations. (14263)

**Learning Objectives**

1. Identify a new innovation that may impact current practice.
2. Describe the applicability of a new innovation in simulation-based education.
3. Consider an innovative intervention to improve simulation-based practice.

**Faculty:** Kam McCowan, BSE, NREMT-B; Rodrigo Rubio, MD

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**3:30PM-4:15PM | Room MCC228**

**BSCTechOps - Podium**

**A/V 101 for Simulation**

This session will explore A/V as it relates to its use in simulation. Session participants will gain an understanding of audio/video signal types, connectors used to interconnect systems, and signal flow for basic A/V systems. (8815)

**Learning Objectives**

1. Identify and define audio and video signal types.
2. Identify audio and video connector types and describe how they are used.
3. Explain signal flow in a simple A/V system

**Faculty:** Jim Beck

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**3:30PM-5:00PM | Room MCC201**

**BSCEncore - Workshop**

**Measuring Mental Workload**

Mental workload refers to the attentional demands placed on workers or the demands associated with specific tasks. Researchers are often interested in understanding the mental workload experienced by healthcare providers and simulation offers a fertile environment for assessing mental workload. The goal of this workshop is to provide an overview of the fundamental methods for measuring mental workload. (8549)

**Learning Objectives**

1. Identify the three major categories of mental workload measures
2. Describe the advantages and disadvantages of each type of measure
3. Know how to select the optimal measure for different tasks

**Faculty:** Mark W Scerbo, PhD; Dimitrios Stefanidis, MD, PhD, FACS; Robert Turner

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**3:30PM-5:00PM | Room MCC218**

**ADVCurDesign - Workshop**

**Help Learners Succeed: How to Identify Instructional Gaps**

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. (10037)

**Learning Objectives**

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

**Faculty:** Michael Seropian, MD, FRCPC; Deepak Manhas, MD
Assessment of ACGME Milestones Using Simulation: Multi-institutional Perspectives

With the rollout of the "Next Accreditation System" the ACGME has required residency programs to assess residents on milestones addressing the core competencies of a physician. Many of the milestones are challenging to assess in a predictable and consistent manner in the clinical realm. Simulation offers a great opportunity to assess milestones in a reliable and repeatable approach by controlling the environment and timing of the assessment. (7381)

**Learning Objectives**
1. Describe ways in which simulation has been effective in assessing ACGME milestones at several different institutions.
2. Design a simulation scenario to assess specific ACGME milestones for their program.
3. Analyze their simulation program to make modifications for successful assessment of ACGME milestones.

**Faculty:**
- Robert S Isaak, DO
- Wendy K Bernstein, MD MBA
- Sally Bitzer, MD
- Stuart McGrane, MBChB
- Nicholas B Nedeff
- Marjorie Podraza Stiegler, MD

**Hybrid CVC Insertion Training: Innovative Procedural Training Curriculum**

In order to effectively tutor the standardized technique of CVC insertion, we set objectives for each phase of CVC insertion and conduct an integrated training curriculum using diverse materials required for each step. Innovative teaching method designed for each related step will be demonstrated and discussed. The majority of technical training can be conducted by task analysis and innovative curriculum. (8848)

**Learning Objectives**
1. Explain procedural training needs in a hybrid context. Decide what technique needs to be taught and find essential milestones or objectives in a specific technique.
2. Divide the technique into several crucial steps. Select or invent teaching methods and materials for each step of a specific technique.
3. Set up simulation scenarios to conduct decision making, all-one procedure practice and complication management.

**Faculty:**
- Pin-Tarng Chen, MD
- Kuo-Chen Chang, MD
- Yu-Che Chang, MD, MS
- Chi Chen, MD, PhD
- Ling-Chih Hsu

**Strategies for Implementing Simulation in Preclinical Medical Education**

The use of simulation in preclinical medical education is increasing. We implemented simulation in the basic science courses of our school's curricula each with unique challenges. In the process we learned lessons worth sharing. We will discuss the current use of simulation in basic science, strategies for implementation, and the future role of simulation in undergraduate medical education. (8726)

**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 will play in undergraduate medical education in coming years and develop strategies for meeting this need.

**Faculty:**
- John L Szarek, BS(Pharmacy), PhD, CHSE
- Diana P Callender, MBBS
- DM Clinical Hematology
- Sean Gnecco, MD
3:30PM-5:00PM | Room MCC217
ADV CUR DESIGN - WORKSHOP
U-Sim: A Collaborative Online Scenario Builder Application
This workshop will provide hands-on introduction to U-Sim, a collaborative scenario building web application, free for community use. We will demonstrate how U-Sim can streamline and standardize scenario development through your own example; show how to generate easy-to-read scenario guides and share scenarios across centers; and discuss the potential to import scenarios into a third-party application including a screen-based simulator. (9893)
LEARNING OBJECTIVES
1. Demonstrate an open and collaborative web-based application for developing simulation scenarios.
2. Create a basic simulation scenario and parse its components into a standardized and flexible structure.
3. Discuss the needs of a standardized scenario builder in the community and identify missing components in the application.
FACULTY: Daniel Noji, BS; Tom Fadial, MD; Edward Ha, MD; Yue Ming Huang, EdD, MHS; Jamie Stiner

3:30PM-5:00PM | Room MCC231
BSC DEBRIEFING - WORKSHOP
Asking Questions: Techniques for Facilitating Discussions in Debriefings
Questions are the fundamental tool simulation facilitators use to conduct debriefings. 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. (6108)
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
FACULTY: David L Rodgers, EdD, NREMT-P; Roberta L Hales, MHA, RRT-NPS, RN; Sally J Rudy, RN-BC, MSN, CHSE

3:30PM-5:00PM | Room MCC207
ADV DEBRIEFING - WORKSHOP
A Developmental Structure for Improving Debriefing
How to sequence, structure and provide feedback to develop debriefing skills can be a daunting task. Which skills are foundational? Which can be developed later? How should scarce faculty development time be focused? This interactive session provides a framework for debriefing skill development & hands-on formative feedback to faculty. The framework is the evidence-based scale, the Debriefing Assessment for Simulation in Healthcare (DASH). (9392)
LEARNING OBJECTIVES
1. Categorize beginning, intermediate, and advanced debriefing skills.
2. Prioritize faculty development tasks related to debriefing.
3. Apply standardized debriefing criteria in feedback to simulated faculty at different levels of debriefing skill. Participants will practice recognizing, prioritizing and coaching faculty on debriefing skills using DASH.
FACULTY: Jenny Rudolph, PhD; Walter Eppich, MD, MEd; Michaela Kolbe, PhD; Rachel Onello, PhD(c), MS, RN, CNL; Daniel Raemer, PhD; Maria D D Rudolph, MD; Robert Simon, EdD

3:30PM-5:00PM | Room MCC230
ADV DEBRIEFING - WORKSHOP
Frames Explored with a New Twist on a Classic Debriefing Model: Plus Delta Discuss
Current simulation dogma suggests that Plus Delta does not divulge learner frames and is therefore a less preferred debriefing style. We intend to demonstrate how this style of debriefing can enhance psychological safety of the learners and be successfully implemented to enhance any level of simulation education practice. (9062)

Poker and Craps were both invented in New Orleans
LEARNING OBJECTIVES
1. Explain the advantages to the use of Plus-Delta-Discuss in a simulation education session.
2. Appraise theory of psychological safety when implementing the Plus-Delta-Discuss model.
3. Evaluate the potential use of the Plus-Delta-Discuss debriefing in their own practice setting.

FACULTY: Sharon Griswold, MD, MPH, CHSE; John Erbayri, MS, NREMT-P, CHSE; Jessica R Parsons, MD; Srikala Ponnuru, MD; Jami S Smith, MPA, MEd, PA-C

3:30PM-5:00PM | Room MCC221

BSC FAC Dev - WORKSHOP

Creating a Learner-centered Faculty Development Strategy for Simulation

One of the greatest challenges in healthcare simulation is developing trained, high-quality faculty. Presenting insights gained from developing university faculty in medicine and other academic disciplines, and from the faculty development program in a large simulation center, this workshop will allow participants to share experiences, ideas, challenges, and solutions, and collaboratively build a faculty development plan. (9840)

LEARNING OBJECTIVES
1. List some of the key principles of faculty development and how they can be used in simulation faculty
2. Share and consider some ways of overcoming the challenges associated with developing faculty
3. Collaboratively design a faculty development program for their own setting

FACULTY: Gabriel B Reedy, PhD, CPsychol; Anna Jones, PhD; Simon Lygo-Baker, PhD

3:30PM-5:00PM | Room MCC226

ADV FAC Dev - PODIUM

AMEE Best Evidence Practical Guide on Simulation in Healthcare Education: A Review of the Findings

This presentation will discuss the findings of the AMEE guide on simulation in healthcare education. Building on the BEME guide on the features of simulators that lead to effective learning, the authors focus on providing practical guidance to aid educators. Topics covered include curriculum integration, deliberate practice, mastery learning, feedback, and individualized learning. Best practices are discussed and illustrative case studies used. (9969)

LEARNING OBJECTIVES
1. Explain the importance of feedback and deliberate practice to effective learning using simulation.
2. Review an effective approach to curriculum integration of simulation in healthcare education.
3. Describe how a mastery learning model and individualized learning leads to skill improvement and retention.

FACULTY: Ivette Motola, MD, MPH, FACEP; Hyun Soo Chung, MD, PhD; Luke Devine, MD, MHPE, FRCPC

3:30PM-5:00PM | Room MCC204

ADV FAC Dev - WORKSHOP

CHSE-A Portfolio Development Workshop

Portfolios often replace the resume and CV not only as a means of acquiring jobs, but to maintain employment and demonstrate professional development. This workshop covers the concepts of portfolios and portfolio development. Participants will collect portfolio materials prior to attending the workshop, and will have an opportunity to meet with workshop faculty for guidance on building their professional CHSE-A portfolio. (13918)

LEARNING OBJECTIVES
1. Describe the evolving role of the professional portfolio in the context of today’s healthcare education.
2. Outline the appropriate structure and content of a professional portfolio focused on simulation-based curriculum in healthcare education.
3. List the elements of the portfolio required of CHSE-A candidates.

FACULTY: Connie M Lopez, MSN, CNS, RNC-OB, CPHRM; Jason Zigmont, PhD, CHSE-A

3:30PM-5:00PM | Room MCC224

ADV FAC Dev - WORKSHOP

Combining Simulation with Other Interactive Teaching Techniques: An Innovative and Integrative Approach to Engaging Large Audiences
In this highly interactive session, instructors demonstrate and discuss an integrated approach to engage audiences through principles based on adult learning: (1) identifying and addressing topics of interest to the learners, (2) sharing of personal stories, (3) using scenarios and trigger videos to enhance lessons, foster reflection and facilitate role-play, and (4) inviting audience participation via cellphone-voting and incentivized follow-up. (9537)

**LEARNING OBJECTIVES**
1. Integrate several teaching modalities to create highly interactive and engaging presentations that are effective even for large audiences.
2. Gain improved situational awareness of unsafe patient care situations and learn and practice language to better address safety concerns.
3. Through discussion after the demonstration, participants will have an opportunity to explore how different modalities can be tailored to fit their own specific needs.

**FACULTY:** May Pian-Smith, MS, MD; Jeffrey B Cooper, PhD; Christine L Mai, MD; Rebecca D Minehart, MD

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**3:30PM-5:00PM | Room MCC222**

**ADV FAC DEV - WORKSHOP**

**Leadership Training for Resuscitation Leaders**

The overall infrequency for resuscitation leadership at the level of the individual provider presents a challenge for acquiring and maintaining optimal code leadership skills. In this interactive workshop, participants will learn about important leadership qualities and will develop simulations that incorporate challenges to effective team leadership to enhance acquisition of these critical skills. (8346)

**LEARNING OBJECTIVES**
1. Identify key qualities necessary for effective leadership during a resuscitation.
2. Develop simulation exercises for resuscitation leaders designed to highlight identified leadership qualities.
3. Discuss strategies for identifying leadership gaps and educating faculty peers on leadership skills.

**FACULTY:** Heather French, MD; Anne Ades, MD; Aaron Donoghue, MD, MSCE, FAAP; Roberta L Hales, MHA, RRT-NPS, RN; Lindsay C Johnston, MD; Taylor L Sawyer; Pavan Zaveri, MD, MEd

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**3:30PM-5:00PM | Room MCC222**

**ADV FAC DEV - WORKSHOP**

**The Clinical Educator Track for Medical Students and Residents**

Every physician must be equipped with the skills requisite to an educator. The ability to teach effectively is tested constantly. The role of “teacher” begins as a student and develops throughout training. It’s clear that competency in education should be incorporated into any training program. In our department we have a “farm system” where students/residents can participate in simulation education to develop and refine their skills. (7647)

**LEARNING OBJECTIVES**
1. Identify the importance of a physician being a good educator.
2. Describe the difficulties with incorporating such training within the current logistics of medical education.
3. Illustrate how our department has incorporated “learning how to be a good educator” into our training program.

**FACULTY:** Andrew Goldberg, MD; Sam DeMaria, MD; Daniel Katz, MD; Adam I Levine, MD; Andrew Schwartz, MD; Alan Julius Sim, MD

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**3:30PM-5:00PM | Room MCC225**

**EXP FAC DEV - PODIUM**

**Enhancing Educator Self-Efficacy in Simulation: Tailoring to Program Needs**

Effective use of simulation entails confidence, competency, and expertise; yet nursing programs are often faced with limited funding and time to enhance efficacy of faculty. The course will: Describe how an educational intervention was designed to facilitate self-efficacy of nursing faculty in the use of simulation using limited resources; and, allow participants to design an educational opportunity tailored to their program needs. (10074)

**LEARNING OBJECTIVES**
1. Identify considerations, including the benefits and strategies used to implement an educational intervention in simulation to guide future nursing program faculty development opportunities.
2. Explore program resources and barriers to promoting educator expertise in the use of simulation.
3. Formulate at least two strategies to advance faculty knowledge, skills, and attitudes in the use of high fidelity simulation in nursing education programs.

**FACULTY:** Colleen Nevins, RN, MN, DNP; Jaime Hannans, PhD

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**3:30PM-5:00PM | Room MCCR03**

BSC IPE - Podium

**Writing Scenarios for Interprofessional Teams: Making it Work No Matter What**

Interprofessional education is widely recommended but development of effective interprofessional simulation scenarios is challenging due to factors within writing groups and/or within the targeted learners. We will show you how to identify the barriers/challenges within writing groups and learners, along with strategies for overcoming them, regardless of the composition of your writing group, levels of learners, or combinations of disciplines. (9014)

**LEARNING OBJECTIVES**

1. List the kinds of barriers that affect writing groups and/or targeted learners and limit the development of effective interprofessional simulations
2. Describe some strategies for overcoming the barriers identified in the writing group and/or learners.
3. Formulate a plan for identifying and overcoming the barriers/challenges within their own writing groups and learners in order to improve scenario writing

**FACULTY:** Susan Watts, PhD; Veronica Greer, MD

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**3:30PM-5:00PM | Room MCCR02**

ADV IPE - Expert Panel

**In-situ Simulation: A Tool for Diagnosis and Management of Latent Error**

Simulation-based training in patient care areas (in-situ simulation) challenges participants in the context of their usual work environment and health care teams. In-situ simulation allows systematic and objective identification of potential failures in patient care areas that can be used to drive patient safety initiatives. Participants will explore the use of this powerful tool with a panel of internationally renowned experts. (9998)

**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. Explain how best to integrate in-situ simulation into busy clinical environments

**FACULTY:** Adrienne J Birnbaum, NP; Komal Bajaj, MD, CHSE; Katie L Walker, MBA, RN

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**3:30PM-5:00PM | Room MCCR06**

ADV IPE - Workshop

**Logistics, Operations, and Staffing of a Large-scale IPE**

During this workshop, we will identify logistical and staffing challenges to setting up large scale interprofessional events. Some of the topics covered will be: how to manage a large number of students, how to determine fair payment for services rendered, and how to staff appropriately. Participants will also work in groups to learn various methods for scheduling and staffing these large scale events. (10112)

**LEARNING OBJECTIVES**

1. Identify at least three to five logistic challenges to large scale IPE.
2. Describe possible solutions to the identified challenges.
3. Develop a plan for a large scale IPE that addresses the challenges with viable solutions.

**FACULTY:** Amy Holbrook, MS; Stephanie Schuler, BS

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**3:30PM-5:00PM | Room MCCR07**

ADV IPE - Workshop

**Negotiation and Conflict Resolution Skills to Advance Operating Room Safety**

Communication breakdowns are a persistent source of adverse events in the operating room environment despite efforts to bolster teamwork and collaboration. Workshop participants will use an approach to negotiation and conflict resolution pioneered at the Harvard Business School and adapted for surgeons, anesthesiologists, and nurses. Simulation scenarios feature common communication challenges that may compromise patient safety. (8378)
LEARNING OBJECTIVES
1. Perform a systematic analysis of a common conflict situation in the operating room environment including the perspectives of multiple stakeholders.
2. Propose a tailored, three-dimensional process and plan to resolve a specific perioperative conflict.
3. Replicate an evidence-based approach to teaching negotiation and conflict resolution skills for an interdisciplinary group using simulated scenarios adapted from your home environment.

FACULTY: Sharon Muret-Wagstaff, PhD, MPA; Richard I Whyte, MD, MBA

3:30PM-5:00PM | Room MCCR05
ADV IPE - WORKSHOP
Shame and Guilt Hit at the Core: Are You Ready for this Difficult Conversation?
Healthcare practitioners and physicians in training work in a social setting that is subject to pressure by hierarchy and practice norms. Group conformity is a challenge in interprofessional practices that jeopardize patient safety. In this workshop the authors will share insights into the origin and consequences of this phenomenon in addition to suggesting debriefing strategies and frames to safeguard against it in practice and education. (9583)

LEARNING OBJECTIVES
1. Identify how and when conformity occurs in simulation-based medical education and professional practice.
2. Describe the emotional cost and identity dilemma following the realization being subject to this phenomenon.
3. Apply effective debriefing strategies to ensure learners can identify and safe guard against the pressure to conform.

FACULTY: Ghazwan Altabbaa, MD, MSc; Tanya Beran, PhD; Alyshah Kaba, PhD

3:30PM-5:00PM | Room MCCR01
EXP IPE - PODIUM
Come One, Come All: Breaking Down Silos in Perioperative Setting
The silo mentality can be a destructive force in the perioperative setting, leading to poor teamwork and decreased patient safety. This Peri-Operative Affinity Group-sponsored podium presentation will exam approaches to breaking down such silos using interprofessional simulation-based team training employed at two state health sciences center. Lessons learned will be emphasized. (10171)

LEARNING OBJECTIVES
1. Discuss the impact of the silo mentality on teamwork in the perioperative setting.
2. Compare and contrast approaches to improving team function using simulation-based techniques.
3. List three lessons learned for maximizing the effectiveness of simulation-based training.

FACULTY: John Paige, MD, FACS; Kimberly M Brown, MD; Marvin Cohen, MD; Deborah Garbee, MSN, PhD, APRN, ACNS

3:30PM-5:00PM | Room MCC227
BSC OTHER - PODIUM
Terminology and Concepts Town Hall
This session will review the work that has been done to formalize the terminology and language concepts in healthcare simulation. The lexicographic principles and rigor will be discussed, as well as how consistent use of terms and principles is important to healthcare simulation. There will also be a Town Hall style question and answer session for much of the time. (8524)

LEARNING OBJECTIVES
1. Describe why it is important to have consistent terminology
2. Summarize key lexicographic principles being utilized in this project
3. Describe the next steps in building healthcare simulation terminology

FACULTY: Andrew E Spain, MA, NCEE, EMT-P; Joseph O Lopreiato, MD, MPH

3:30PM-5:00PM | Room MCC209
ADV PROG ADMIN - WORKSHOP
The Business of Simulation: Resources, Buy-in, and Development of a Successful Center
This workshop will walk you step-by-step through the design, negotiation, and development process of two diverse, active simulation centers (WISER and STRATUS). During this workshop you will learn the key components to developing and
presenting a succinct business plan. There will be opportunities to discuss business strategy with faculty who specialize in business, education, and simulation while developing your own business plan. (9259)

**Learning Objectives**
1. Appreciate the business model and implementation in the design of two simulation centers (STRATUS and WISER)
2. Practice the skills necessary to conceptualize and draft a succinct business plan for your simulation center.
3. Identify and ‘pitch’ available internal and external financial opportunities for the business plan (examples will be presented from STRATUS and WISER)

**Faculty:** Daniel Battista, MBA; Thomas Dongilli, AT; Paul E Phrampus, MD; Charles Pozner, MD

**3:30PM-5:00PM | Room MCC211**

**BSC Research - Expert Panel**

**Empowering Simulation Centers: Ready Your Program to Enter the Research Arena**

The Society for Simulation in Healthcare (SSH) Research Committee Task Force on Research Integration has identified a number of barriers to full engagement in simulation research that may be encountered by inexperienced simulation programs. This expert panel will include members of the Task Force as well as simulation professionals with experience in addressing these issues in the context of their local simulation programs. (7872)

**Learning Objectives**
1. Discuss barriers to engagement in research that may be encountered by inexperienced simulation programs as outlined by the Society for Simulation in Healthcare Research Committee.
2. Provide simulation practitioners who wish to engage in research the opportunity to discuss barriers that they may be personally experiencing with experts in the field.
3. Describe potential solutions to these issues with experts who have overcome these issues in their own programs.

**Faculty:** Aaron William Calhoun, MD; Marc Auerbach, MD, MSci, FAAP; Gregory E Gilbert, EdD, MSPH, PStat; Joshua Hui, MD, MSCR, FACEP; Jayne Smitten, PhD, MEd, RN, CHSE, CHSE-A

**3:30PM-5:00PM | Room MCC212**

**Adv Research - Workshop**

**Conceptualizing and Using Transfer in Simulation Research**

For many, transfer is the ultimate goal of simulation-based training. Thus, researchers often seek to understand how to optimize transfer of skills to clinical practice. However, there is little discussion on exactly what transfer means or how best to conceptualize it. We will describe the current state of research on transfer in the healthcare simulation literature and provide a new framework to guide future research of this phenomenon. (9369)

**Learning Objectives**
1. Define transfer and its relevance to simulation research and application
2. Compare and contrast three different types of transfer and highlight their implications for educational design and research in simulation
3. Design research questions and methodologies that examine different aspects of transfer

**Faculty:** Julian C Manzone, BKin, MSc(c); Ryan Brydges, PhD; Jeffrey JH Cheung, MSc, PhD(c); Faizal A Haji, BHSc, MD, PhD(c)

**3:30PM-5:00PM | Room MCCR08**

**BSC Tech Ops - Workshop**

**Everything You Need to Know to Run an In-situ Simulation**

Running an in-situ simulation can be a logistics nightmare if you have not prepared properly for it. Communicating with the local site, selecting a location, programming scenarios, and testing and transporting equipment all need to occur. This session will explore all facets of an in-situ simulation and what you need to be prepared for. (14254)

**Learning Objectives**
1. Identify three logistical issues that can occur when conducting an in-situ simulation.
2. Identify three resolutions to these logistical issues.
3. List the proper steps for conducting an in-situ simulation.

**Faculty:** Thomas Dongilli, AT
The 15th Annual Meeting on Simulation in Healthcare

4:30PM-5:15PM | Room MCC228
EXP RESEARCH - EXPERT PANEL
R & D from the Educational Resource Framework; Curriculum Assessment Toolkit (ERF-CAT)
This presentation will include a live demonstration of the key features and functions of the ERF-CAT, as well as presenting results from recent research validating the ERF-CAT’s usefulness in examining and comparing curricula. ERF-CAT features related to the research processes and findings will be highlighted, as will the features related to simulator selection. (14021)

LEARNING OBJECTIVES
1. Explain the role of goals and goal definitions in examining curricula.
2. Explain the reasons for examining links between goals and curricula.
3. Explain the importance and impact of eight curriculum and program characteristics when comparing two curricula.

FACULTY: Gilbert Muniz; Richard Wainess, PhD

5:30PM-6:30PM | Room Membership Lounge
Book Author Reception - By Invitation Only

5:30PM-6:30PM | Room Hilton Hotel Steering Room
California Simulation Alliance - By Invitation Only

5:30PM-6:30PM | Room Rivergate Room
International Reception - By Invitation Only

6:30PM-8:00PM | Room MCC204
Global Network for Simulation in Healthcare - By Invitation Only

6:30PM-8:00PM | Room MCC212
AFFINITY GROUP Low Cost & Low Resource Meeting

6:30PM-8:00PM | Room MCC213
SECTION Simulation Operations and Technology Meeting

6:30PM-8:00PM | Room Hilton Hotel Kabacoff Room
CMSA Reception - By invitation only

7:00PM-10:00PM | Room Hilton Hotel Quarterdeck ABC Room
Certification Committee - By Invitation Only

French speaking Acadians in the mid-1700s settled the Lafayette Parish region of south Louisiana. The Acadians were joined by another group of settlers called Creoles, descendants of African, West Indian, and European pioneers. At the time of the migration, Louisiana was under Spanish rule and authorities welcomed the new settlers.
Assessing the Critical Thinking Skills of Newly Licensed Nurses Through Simulation

This course will present a novel method for assessment of newly licensed nurses’ critical thinking using simulation in a 400 hour hybrid orientation program that included 8 weekly simulation sessions and concluded with a four patient simulation exercise. The Advisory Board’s Critical Thinking Diagnostic tool was used to measure five elements of critical thinking at the end of the orientation which was 10-weeks and again at 6-months and 12-months. (7929)

**Learning Objectives**
1. Identify the benefits of using simulation in a newly licensed nurse orientation program to develop critical thinking skills.
2. Perform an assessment of critical thinking from a videotaped four patient simulation exercise utilizing elements of the Advisory Board’s Critical Thinking Diagnostic tool.
3. Compare the differences in the acquisition of critical thinking skills of newly licensed nurses at 10 weeks, 6 months and 12 months.

**Faculty:** Darlene Bourgeois, MSN, RN; Claire L MacDonald, DNP, RN

Facilitator Development in Immersive Simulation: Benefits and Barriers to Growing Your Own

Immersive simulation facilitators require specific knowledge, skills and attitudes for successful debriefing. Training courses are increasingly available, yet there is risk of skill decay without support at facilitators’ primary institution. This session will provide a framework for developing internal facilitators within a simulation training program. Barriers to maintenance of facilitation skills will be discussed using case examples. (10109)

**Learning Objectives**
1. Identify individual learning needs on facilitators’ developmental spectrum
2. Describe four elements of a comprehensive facilitator development program
3. Relate barriers to skill development and maintenance to opportunities for program growth and cultural evolution

**Faculty:** Lisa T Barker, MD; Andrew C Bland, MD, MBA; Toufic S Khairallah, MSN, APN, FNP-BC, PCCN, CHSE; Ann M Willemsen-Dunlap, PhD, CRNA

Growing a Hospital-based Simulation Program

Developing a hospital-based simulation program is a challenging task. Applying Kotter’s 8-Step Change Management Model may prove a successful road map to growing a simulation program. Attendees will learn how to adapt Kotter’s model to the hospital setting to achieve buy-in and support programmatic growth. (9013)

**Learning Objectives**
1. Identify strategies for obtaining buy-in for adoption of simulation learning
2. Develop a PDSA (Plan-Do-Study-Act) cycle for simulation integration which incorporates practical application ideas from the presentation.
3. Operationalize Kotter’s 8-Steps to facilitate simulation adoption at their institution.

**Faculty:** Robin Lynch, MSN, RN, CHSE

Finding Our Way: A New Model of Healthcare Simulation

Healthcare Simulation’s (HS) utility is clear, but evidence as to optimal timing, type of methods used and clinical outcomes remains elusive. Seen as a continuum from intervention to clinical practice, a proposed theoretical model of HS could help answer these questions. It would also define process steps, consolidate the nomenclature of HS processes and describe the structure of predictive relationships, providing a guide for future research. (8674)

**Learning Objectives**
1. Outline the existing macro-level theoretical models of the healthcare simulation education process, and their strengths and weaknesses.
2. Describe a proposed new functional theoretical model of the healthcare simulation education process.
3. List the advantages of the proposed new model, including its utility in designing curriculum, leveraging debriefing in new ways and identifying target points in the process to provide missing emp

**Faculty:** Joseph Goode, Jr, RN, MSN, CRNA
Metrics and Outcome Measures for Accreditation

Program metrics and outcome measurement is vital to meet standards established by the Accreditation Council for Simulation Programs in Healthcare. Based on experience reviewing accreditation applications, performing site reviews, and administering simulation programs, the faculty will review the important data and outcomes measures necessary for SSH accreditation and offer suggestions for methods of collection. (9352)

**LEARNING OBJECTIVES**

1. List program metrics and outcomes data necessary for SSH Accreditation.
2. Develop a strategy for data collection consistent with meeting SSH Accreditation standards.
3. Identify mechanisms for analyzing/tabulating data to meet SSH Accreditation standards.

**FACULTY:** Chad Epps, MD; Dawn Taylor Peterson, PhD

Assessing the Communication Skills of International Medical School Candidates

This course will involve participants in and describe the process of assessing the interpersonal and communication skills and English proficiency of International Medical Graduates (IMG) applying to an American medical school. Standardized patients provide both formal global ratings and “subjective-intuitive” ratings to assess skills. Program design, assessment rubrics and outcomes will be discussed. (8799)

**LEARNING OBJECTIVES**

1. Describe how to assess interpersonal communications skills and English proficiency
2. Select and prepare standardized patients to assess the interpersonal communication and English proficiency of International Medical Graduates
3. Design a program to select medical school candidates with higher level interpersonal skills using patient simulations

**FACULTY:** Anthony Errichetti, PhD, CHSE; Laurie Schroeder Callen, MA; Anthony S Guerne, MS, NREMT-P, CHSE

Hands-on Hand-off: The Tinker Telephone: An Interactive Workshop for Effective Hand-off Training

Using “hand-off” as an area of focus, the “Tinker Telephone” simulation exercise was developed to provide a 60-minute interactive introduction to Team Strategies and Tools to Enhance Performance and Patient Safety (TeamSTEPPS) concepts with a focus on effective hand-off strategies for all members of the healthcare team. (9984)

**LEARNING OBJECTIVES**

1. Demonstrate understanding of effective “hand-off” skills through the use of the interactive “Tinker Telephone” exercise with allotted resources.
2. Demonstrate understanding of TeamSTEPPS concepts and tools using the provided workshop TeamSTEPPS pocket guide.
3. Modify and operate the exercise in their own institutions using the take-home package of activity instructions.

**FACULTY:** Megan Sherman; Ross Ehrmantraut, RN; Farrah Leland, JD; Brian Ross, PhD, MD

Advanced Scenario Writing: The Writers' Workshop

This is a workshop for advanced or expert high-fidelity simulation-based educators looking to expand their simulation libraries. The workshop begins with clips of novel simulations from UCLA. In small groups participants can discuss novel scenarios they have contemplated or created. The session ends with each small group writing a short simulation script. These scripts will be presented to the larger group in a “script war” fashion. (9424)

**LEARNING OBJECTIVES**

1. Describe novel approaches being used to generate more realistic, multimodal or interdisciplinary simulation scenarios.
2. Share your expertise in simulation script writing with other workshop participants.
3. Generate a new idea for a simulation scenario that can be written and performed within three months of the workshop.

**FACULTY:** Jason Napolitano, MD; Edward Ha, MD; Edward S Lee, MD; Wendy M Simon, MD
Wednesday

8:00AM-9:30AM | Room MCC219
ADV CUR DESIGN - WORKSHOP
Milestone Day: Getting the Word Out on Milestones via Simulation
Milestones are now required in all specialties. But the average resident likely has no idea what the Milestones entail. We created a “Milestone Day” where we created a series of rooms, each of which “demonstrates a Milestone using Simulation”, so the residents can walk through and actually see the Milestone in action. We will share how we did this, then work with workshop participants to develop their own Milestone Day. (8309)

LEARNING OBJECTIVES
1. Define a Milestone.
2. Demonstrate a Milestone by a simulation exercise.
3. Explain how simulation can create ACGME compliance.

FACULTY: Christopher Gallagher, MD; Thomas E Corrado, MD; Stephen Probst, MD; William Hoang Vuong, MD; George Zhou

8:00AM-9:30PM | Room MCC224
ADV CUR DESIGN - WORKSHOP
Connecting to Novices and Experts: Navigate Milestone-based Professional Education Curriculum Design
Our task as teachers is to clearly define the educational content that we are trying to convey to our students and choose the best teaching method to accomplish that task. The model and framework we propose encompasses the components of knowledge, skills, essential competencies, cultural competencies and challenges and the Dreyfus & Dreyfus model. (9873)

LEARNING OBJECTIVES
1. Apply education content stratification based on job analysis models to curriculum design.
2. Describe the practical application of the use of the instructional framework for different learner levels (novice to expert)
3. Create a scenario for their specific learner needs while being coached by the staff.

FACULTY: Jan Stepanek, MD, MPH; Jade Cruz, MSN ED, RN; F David Fortuin, MD; Tracy Landreth, BS; Rebecca Wilson, RN, PhD, CHSE

8:00AM-9:30AM | Room MCC210
EXP CUR DESIGN - DEBATE
Death of the Simulator: Investigating the Benefits and Consequences of a Controversial Learning Tool
Death of the human simulator has emerged as a controversial topic. Many individuals view the simulator’s death as an event so traumatizing that they will never allow the mannequin 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 course, we hope to debate the pros and cons of utilizing simulated mortality as a teaching tool (7646)

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.

FACULTY: Andrew Goldberg, MD; Sam DeMaria, MD; Adam I Levine, MD

8:00AM-9:30AM | Room MCC230
BSC DEBRIEFING - WORKSHOP
The SaIL1 Debrief Diamond: A Structured Debriefing Approach for Developing Simulation Faculty
This workshop is a practical and interactive introduction to an innovative structured debriefing tool that aids simulation faculty development as it provides a scaffold for retaining the structure and human factors focus of a debriefing session. It can be especially useful for paired debriefing in inter-professional simulations. The interactive workshop includes practice using the diamond and approaches for using it to develop debriefing faculty. (9884)

LEARNING OBJECTIVES
1. Explain the different elements of the diamond debrief.
2. Describe ways that the diamond can help facilitate debriefing in your own environment.
3. Identify ways that the diamond can be used for faculty development and standardisation of post-simulation debrief in your centre.
**Faculty:** Libby Thomas, MBBS, MCEM, PGDipClinEd; Peter Jaye, BSc, MBBS, MRCP, FCEM; Gabriel B Reedy, PhD, CPsychol

**8:00AM-9:30AM | Room MCC209**

ADV DEBRIEFING - WORKSHOP

**Improving Debriefing Skills Through Peer Observation and Feedback**

Simulation educators can strengthen debriefing skills if they create “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. (8446)

**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 safe yet challenging context to examine one’s own debriefing skills

**Faculty:** Grace M Ng, MS, CNM, RN, C-EFM; Michaela Kolbe, PhD; Bradley Morrison, PhD; Kate Morse, PhD, ARNP-BC, CRNP, CCRN, CNE; Janice C Palaganas, PhD, RN, NP; Laura Rock, MD; Jenny Rudolph, PhD; Robert Simon, EdD

**8:00AM-9:30AM | Room MCC231**

ADV DEBRIEFING - WORKSHOP

**Rethinking Difficult Debriefing Situations**

Debriefings are not always straightforward; many situations challenge even experienced debriefers. For example, some participants appear reluctant to speak during debriefings, some dominate the discussion, and others respond defensively. During this session, attendees will learn to analyze difficult debriefing situations, identify their own contribution in creating them, and focus on what they can change to improve the situation. (9445)

**Learning Objectives**

1. Identify common difficult debriefing situations
2. Analyze difficult debriefing situations and the educators’ potential contribution in creating them
3. Reframe thinking about difficult debriefing situation that helps you focus on what you can change

**Faculty:** Walter Eppich, MD, MEd; Adam Cheng, MD, FRCPC, FAAP; James Lewis Huffman, BSc, MD, FRCPC; Michaela Kolbe, PhD; Laura Rock, MD; Jenny Rudolph, PhD

**8:00AM-9:30AM | Room MCC221**

BSC FAC DEV - WORKSHOP

**Leadership Training Academy: Developing a Leadership Portfolio**

Portfolio development is important in leadership. This interactive workshop will explore ways to create an effective leadership portfolio and provide a template for implementation. (10174)

**Learning Objectives**

1. List three advantages to developing a leadership portfolio
2. Define essential components of the leadership portfolio
3. Describe how goals and objectives should link to a leadership portfolio

**Faculty:** Paul E Phrampus, MD

**8:00AM-9:30AM | Room MCC205**

ADV FAC DEV - WORKSHOP

**Are You Ready for the CHSE? CHSE Certification Preparation Course (Repeat Offering)**

During this workshop we will dive into everything you need to do and know to successfully obtain Certified Healthcare Simulation Expert (CHSE) certification. The SSIH Education Committee is providing this session in conjunction with the Certification Committee. (14423)

**Learning Objectives**

1. List the components of the certification process.
2. Identify individual strengths and weaknesses in regards to CHSE
3. Identify individual strengths and weaknesses in regards to CHSE
**Faculty:** Jason Zigmont, PhD, CHSE-A; Donald Coerver, PA-C, PhD, CHSE, DFAAPA; Wanda Goranson, MSN, RN-BC, CHSE

**8:00AM-9:30AM | Room MCC222**

**Adv Fac Dev - Workshop**

**Awake & Aware + Communication Feedback: Developing Simulated/Standardized Patient-based Procedural Skills**

**Formative Simulations**

Clinical procedures and communication are seldom taught together yet must be integrated in practice. SP-based hybrid simulations (combining SPs representing patients, who are awake and aware, with technical skills training kits (e.g. suture pads attached to the arm) can provide effective means for developing communication skills alongside technical proficiency. Accomplishing these simulations with immediate feedback will be demonstrated. (9872)

**Learning Objectives**

1. Identify key benefits and challenges to SP-based hybrid simulation.
2. Identify key benefits and challenges to SP-based hybrid simulation.
3. Identify and practice strategies for creating an effective feedback dialogue between learner and SP.

**Faculty:** Diana Tabak, MEd; Carol Fleishman, PE, CHSE, MS-ChE, PhD; Kerry Knickle, LLM (ADR); Debra Nestel, PhD

**8:00AM-9:30AM | Room MCC227**

**Adv Fac Dev - Debate**

**Developing Faculty: Simulation Teaching Team vs. All-in-one Sim Expert**

Members of the faculty are being tasked with developing faculty competencies in clinical simulation; this debate will present the pros and cons of contemporary faculty development efforts in clinical simulation. (9465)

**Learning Objectives**

1. Identify the benefits and challenges of providing faculty development in simulation
2. Formulate an approach to organizing sustainability of faculty development in simulation
3. Increase the efficiency of simulation implementation in their program

**Faculty:** Sandy Swoboda, RN MS FCCM; Mark Fonseca, BSN, RN; Henry Henao, MSN, ARNP, FNP-BC, CHSE; Maggie Neal, PhD

**8:00AM-9:30AM | Room MCC226**

**Adv Fac Dev - Expert Panel**

**Fellowships in Simulation and Medical Education: Development, Impact and Outcomes**

This panel will discuss the role of fellowship programs in developing expertise in simulation and medical education for future faculty and leadership. This panel will include faculty and fellows from four programs to provide insight and perspective into: developing and implementing a fellowship, goals & rationale, assessing program effectiveness, impact on faculty development, and role in developing expertise in medical education and simulation. (9844)

**Learning Objectives**

1. Describe the role of a fellowship program in simulation or medical education in preparing future faculties and leadership in the academic setting.
2. Outline four different fellowship program design, development, implementation and evaluation models.
3. Interact with current faculty and fellows from the panel to more fully understand the programs roles and outcomes from both perspectives.

**Faculty:** Geoffrey T Miller, MS, EMT-P; Benjamin W Berg, MD; Barry Issenberg, MD; Ivette Motola, MD, MPH, FACEP; Paul E Phrampus, MD

*Each seat in the Superdome is a different color than the one next to it, providing the illusion of a full house even when some are empty.*
8:00AM-9:30AM | Room MCC220
BSC IPE - WORKSHOP

How to Incorporate Eight Healthcare Professions into a Simulation Session
Interprofessional (IP) education is key to improving patient care but remains a challenge. This course provides solutions to obstacles of implementing an IP simulation program. You will learn how we were able to coordinate faculty and students from eight disciplines to participate in a simulation session. In addition we will share how learning was planned and assessed for achievement of interprofessional competencies. (8834)

**LEARNING OBJECTIVES**
1. Plan the steps for forming an interprofessional education committee within his/her academic environment.
2. Create solutions to (potential) barriers for implementing an interprofessional simulation curriculum.
3. Integrate three or more health professional roles into a four hour simulation scenario using the continuum of care concept.

**FACULTY:** Karen J Panzarella, PT, PhD, CHSE; Beth Bright, MS, RN; Andrew Case, MS, PA-C; Heather A Ferro, MS, OTR/L; Lynn Rivers, PT, PhD; Megan Whelan, MS, RD, CDN

8:00AM-9:30AM | Room MCC214
ADV IPE - EXPERT PANEL

Time Out! Improving Effectiveness of the Surgical Patient Safety Checklists with Lessons Learned from the Front Line
A recent study of patient outcomes following the mandated adoption of the surgical patient safety checklist (SPSC) demonstrates that implementing a patient safety innovation requires more than adoption and compliance; it also requires a change in human behavior and system culture. This panel will discuss how organizations can use implementation strategies to achieve optimal clinical outcomes when adopting innovations. (8443)

**LEARNING OBJECTIVES**
1. Discuss how implementation science can help organizations maximize the effectiveness of patient safety innovations such as the surgical patient safety checklist.
2. Review case studies of effective and ineffective implementations to illustrate the clinical application of implementation science
3. Develop a plan draft, including the role of interdisciplinary education and simulation, with actionable steps for effective system implementation at your institution

**FACULTY:** Scott C Watkins, MD; William Robert Berry, MD, MPH, MPA; Kimberly M Brown, MD; Julia B Faller, DO, MSED; Sara Goldhaber-Fiebert, MD; Harshad Gurnaney, MBBS, MPH, FACS; David L Hepner, MD, MPH; James N Lau, MD, FACS; Colleen A Lee, RN, MS; Matthew D McEvoy, MD

8:00AM-9:30AM | Room MCC208
ADV PROG ADMIN - WORKSHOP

Growing YourSimulation Program Despite the Odds
Healthcare simulation programs across the world have started and grown in many different ways. Regardless of how each program is started, the challenge facing many healthcare simulation programs is how to grow and reach all learners within available resources and without sacrificing quality and effectiveness. This interactive workshop will explore how to grow your simulation program despite limited resources. (9105)

**LEARNING OBJECTIVES**
1. Participants will have a greater understanding of the operational and structural challenges facing new, growing, and existing simulation programs based on structure-centralized vs. decentralized.
2. Participants will acquire a framework shared by the faculty for describing and categorizing the specific challenges to successful growth in their institutions.
3. Participants will have developed a plan for overcoming their institutional barriers to growing their simulation programs regardless of the format their program was initially developed based on a centralized or decentralized governance structure.

**FACULTY:** Jennifer L Arnold, MD, MSc; Patricia Bastero, MD; Cara Doughty, MD, MEd, FAAP; Daniel Lemke, MD; Kevin Roy, MD; Kelly Wallin, MS RN
8:00AM-9:30AM | Room MCC206
ADV PROG ADMIN - EXPERT PANEL
Leadership in Healthcare Simulation in 2015: An Exploration of Current Leadership Trends and Lessons Learned from Successful Innovators
This expert panel session will explore current leadership trends and lessons learnt from successful Innovators. Trigger role plays will demonstrate contemporary key leadership issues derived from the most recent literature and expert experience. The audience will be invited to comment and ask questions to understand more deeply leadership issues, where leadership is heading in 2015, and how simulation leaders can be developed most effectively. (10023)
LEARNING OBJECTIVES
1. Identify the latest leadership trends
2. Discuss issues arising in leadership from expert experience.
3. Application of latest leadership trends and principles to audience’s individual contexts
FACULTY: Katie L Walker, MBA, RN; Pamela Andreatta, EdD, PhD; Jeffrey B Cooper, PhD; Ian E Curran, BSc, AKC, MBBS; Ignacio Del Moral, MD, PhD; Paul E Phrampus, MD; Michael Seropian, MD, FRCPC

8:00AM-9:30AM | Room MCC229
BSC RESEARCH - WORKSHOP
Statistical Regression for the Novice Researcher
Uses, advantages, and disadvantages of fixed, random and mixed effects models will be presented, introducing novice researchers to the correct application of statistical models. Additionally, a brief outline is presented for using procedures when modeling fixed, random and mixed effects models in R, SAS, SPSS, and STATA. The workshop concludes by applying knowledge gained to real-world examples taken from the simulation literature. (14480)
LEARNING OBJECTIVES
1. Compare and contrast fixed, random and mixed effects models.
2. Synthesize the advantages and disadvantages of fixed, random and mixed effects models.
3. Give exemplars from the simulation literature which identify whether the model used is a fixed, random or mixed effects model and justify the answer.
FACULTY: Gregory E Gilbert, EdD, MSPH, PStat; Katie Adamson, PhD

8:00AM-9:30AM | Room MCC212
ADV RESEARCH - WORKSHOP
How to Design and Conduct Effective Research for Simulation-based Educational Interventions
Research evaluating simulation as a training methodology has seen exponential growth, but the quality of simulation-based research is still lacking. Few studies consider all of the simulation-specific variables that serve as threats to the internal validity of simulation-based research. In this workshop, our team of experienced researchers will discuss strategies for designing and conducting robust, simulation-based research. (8367)
LEARNING OBJECTIVES
1. Describe the different categories of simulation-based research and the benefits/pitfalls of simulation-based research.
2. List the threats to internal validity and associated mitigation strategies when designing studies related to simulation-based educational interventions.
3. Create and share examples of simulation-based research by designing research studies that evaluate simulation-based educational interventions.
FACULTY: Adam Cheng, MD, FRCPC, FAAP; Marc Auerbach, MD, MSci, FAAP; Todd P Chang, MD MAcM; Jordan Duval-Arnould, MPH, DrPH[c]; Tobias Everett, MBChB FRCA; Elizabeth Hunt, MD, MPH, PhD; David Kessler, MD, MSc; Ralph J Mackinnon, MD; Vinay Nadkarni, MD, MS; Martin V Pusic, MD

8:00AM-9:30AM | Room MCC211
ADV RESEARCH - EXPERT PANEL
Simulation Journal Club: The Translational Science of Simulation Abbreviated Session Title: Fifth Annual Simulation Journal Club
Keep up to date with the latest relevant research across clinical disciplines by attending the 5th annual Simulation Journal Club.
Getting the Most out of an ECMO Simulation Program: Beyond Education and Training

Aside from the typical goals of ECMO simulation, which include management of routine clinical situations and ECMO emergencies, there are many other potential uses that will benefit an institutional ECMO team. Faculty will discuss how ECMO simulation has been utilized in novel ways at their individual institutions, such as quality improvement, team training, new device implementation, workflow analysis, research, and assessment/credentialing. (8469)

**Learning Objectives**

1. Describe multiple potential roles for an institutional ECMO simulation program.
2. Analyze existing/developing ECMO simulation programs to determine how to optimize efficiency to gain institutional buy-in/budgetary support, enhance patient safety efforts, and improve educational practices.
3. Identify potential opportunities for multi-institutional/multi-organizational collaboration to improve ECMO simulation practices through the development of validated educational tools and participation in simulation-based ECMO research studies.

**Faculty:** Lindsay C Johnston, MD; Anne Ades, MD; Theodora Stavroudis, MD; Stephanie N Sudikoff, MD; Catherine Allan

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Interprofessional Team Simulations: A Pilot of Lunchtime Simulations for Health Professions Students

Per student’s requests for hands on opportunities to practice IP competencies, the Interprofessional Education Collaborative at the University of New England piloted simulation sessions for IP student teams. This presentation will provide supporting background, the design, implementation, and evaluation strategies for the simulations, the evaluation results, and suggestions for participants for exploring similar programing. (9203)

**Learning Objectives**

1. Describe IP behaviors that can be taught/practiced through simulation experiences.
2. Identify similar IP simulation opportunities in their own organizations.
3. Identify challenges and obstacles to IP simulation in their own organizations.

**Faculty:** Dawne-Marie Dunbar, MSNEd, RN, CNE

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Good Sim Gone Bad: How to Spot and Recover from Unforeseen Mistakes

This tech focused course will provide the learner with a broad-based view of how to run a simulation from beginning to end and how to prevent potential hiccups within a simulation. Also, how to recover if a simulation does go from good to bad. (9329)

**Learning Objectives**

1. Identify potential risk factors when reviewing curriculum/simulation
2. Discuss the importance of early awareness of potential issues
3. Demonstrate how to prevent/troubleshoot issues

**Faculty:** Kristi Sanders, EMT-P; Monica Sharick
9:00AM-9:45PM | Room MCC213
ADV CUR DESIGN - PODIUM

**Boot Camp as a Means to Address Learner and Institutional Needs**

Boot camps provide learners with intensive instruction around specific topics and are used to transition participants between educational stages. We will present the design and execution of a variety of programs including a pediatric boot camp for 4th year medical students, an interprofessional critical care boot camp and a surgical intern boot camp. Each expert will discuss curriculum development, required resources, and outcomes. 

**Learning Objectives**
1. Identify the core objectives of a boot camp-style course and contrast the potential advantages and disadvantages to boot camps based on their timing within the curriculum.
2. Describe the stages and logistical requirements for boot camp development that incorporate both learner and institutional needs.
3. Debate the inclusion of an assessment to a boot camp and how this might inform program changes for future sessions.

**Faculty:** Rebekah Burns, MD; Nabil Issa, MBChB, FACS; Karen Mangold, MD MEd; Jennifer Trainor, MD

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10:00AM-10:30AM | Room Great Hall A
ADV FAC DEV - MAIN STAGE

**PLENARY SESSION - Wednesday. Androids, Avatars, Educate!**

This presentation will feature three imminent disruptive innovations and their probable impact on the medical simulation world. In addition, four more revolutionary advances that can be adapted for the medical simulation community in the very near future will be highlighted.

**Faculty:** Thomas B Talbot, MD, MS, FAAP

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**Celebrating the Future: Simulation Fidelity, Validity and Human Resilience**

*Presented by Sidney Dekker*

The technological possibilities for simulation seem endless, and the practical need for more learning and less harm are boundless. In this talk, I reflect on two questions for the future of simulation. First, does greater fidelity always generate higher validity of the training? Second, how can we enhance the development of human performance during simulated training—not as the absence of negatives (fewer errors, miscues) but even more as the presence of positive human capacities?

**Learning Objectives:**
1. Describe the difference between fidelity and validity of simulations as we embrace ever more advanced technologies for medical simulation.
2. Discover ways of assessing human performance not by an absence of negatives but a presence of positive capacities and foster a culture of accountability and learning.
3. Develop the empirical and theoretical basis for resilience in individuals and teams.

**10:30AM-11:30AM in Great Hall A**
Research Abstracts  Monday, January 12, 1:00PM- 2:00PM  Room MCC 211

1st Place
Board #111 - Improving CardioPulmonary Resuscitation with a CPR Feedback Device And Refresher Simulations (CPR CARES Study): A Multicenter, Randomized Trial (Submission #8356)  AUTHORS: Adam Cheng, Mark Adler, Farhan Bhanji, Linda Brown, Alex Charnovich, Jennifer Davidson, Quynh Doan, Jonathan Duff, Jordan Duval-Arnould, Ronald Gottesman, Vincent Grant, Elizabeth Hunt, David Kessler, Yiqun Lin, Vinay Nadkarni, Frank Overly, Dawn Taylor Peterson, Nicola Robertson, Stephanie Sudikoff, Nancy Tofil, and Marjorie Lee White.

2nd Place
Board #131 - The Influence of High-fidelity Pre-operative Coronary Artery Bypass Graft: Simulation Education Interventions on Veterans (Submission #7602)  AUTHORS: Bonnie Haupt.

3rd Place
Board #164 - When the Manikin Dies: Creation and Exploration of a Theoretical Framework Using a Mixed Methods Approach (Submission #7882)  AUTHORS: Shreepada Tripathy, John Berkenbosch, Kimberly Anne Boland, Seth Brown, Aaron Calhoun, Tara McKinley, and Karen Miller.

4th Place
Board #130 - Performance and Cognitive Load Among Novices Training on Simple vs. Complex Simulation Scenarios During Procedural Skills Training: A Prospective Randomized Study (Submission #8732)  AUTHORS: Faizal Haji, Jeffrey Cheung, Sandrine deRibaupierre, Adam Dubrowski, Glenn Regehr, and Nicole Woods.

Program Innovations Monday, January 12, 3:30PM-5:00PM  Room MCC 232

1st Place
Board #212 - Taming Sepsis Education Program: Innovations in Strategy Implementation, Curricular Design, and Simulation (Submission #9496)  AUTHORS: M Isabel Friedman, Barbara DeVoe, John Perrone, Lori Persico, James Roth, Andrew Rotjan, and Michal Tamuz.

2nd Place
Board #238 - High Fidelity Medical Student Microbiology Simulation (Submission #8901)  AUTHORS: Cameron Ricks, Keith Beaulieu, Shruti Gohil, and Asif Rahman.

3rd Place
Board #236 - Use of Simulation in the Development of Optimal Workflow for a Newly Remodeled Resuscitation Bay in a Tertiary Care Emergency Department (Submission #8229)  AUTHORS: Amy O’Neil, Rachelle Beste, Carol Fahje, Thomas Hellmich, Torrey Laack, Mark Mannenbach, and Kharmene Sunga.

Technology Innovations Monday, January 12, 9:30AM-11:00 AM Room MCC 226

1st Place
Board #304 - Tracheostomy Care Overlay System: An Effective Learning Device Allowing for the Use of Live Patients (Submission #10261)  AUTHORS: Amy Cowperthwait.

2nd Place
Board #322 - Development and Preliminary Validation of a Novel Ventriculostomy Simulator (Submission #8635)  AUTHORS: Deborah Rooney, Peng-Siang Liao, Oren Sagher, Luis Savastano, Albert Shih, Francesca Stephenson, Bruce Tai.

3rd Place
Board #309 - A Novel Code Team Leader Identification Solution (Submission #9033)  AUTHORS: Vinod Havalad, Denise Angst, and Kelley Sava.

4th Place
Board #319 - A Simulator for Open Surgery (Submission #8945)  AUTHORS: Daniel Raemer, Gregory Loan, Mark P Ottensmeyer.

5th Place
Board #311 - Overcoming Limitations of Current High-fidelity Simulators with the Use of an Innovative Scenario Design Paradigm (Submission #8613)  AUTHORS: Valeriy Kozmenko, and Brian Wallenburg.
Exhibit Hall Hours

Sunday, January 11
3:30pm - 7:30pm Ribbon Cutting/Exhibit Hall Open
6:30pm - 7:30pm Exhibit Hall Opening Reception followed by Simulation Celebration* party 7:30-9:00pm

Monday, January 12
9:00am - 1:30pm Exhibit Hall open
11:30am - 1:30pm Lunch in Exhibit Hall (hall closed from 1:30-4:30pm)
4:30pm - 7:30pm Exhibit Hall Open
6:00pm - 7:30pm Industry Partner Reception in Exhibit Hall

Tuesday, January 13
9:00am - 2:00pm Exhibit Hall open
11:30am - 1:30pm Lunch in Exhibit Hall
2:00pm Exhibit Hall closes

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American 3B Scientific
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221
Anatomage
San Jose, CA United States
www.anatomage.com

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426
Ascension Technology Corporation
Shelburne, VT United States
www.ascension-tech.com

Ascension Technology (a division of the NDI Group) makes world class electromagnetic and optical trackers for simulation and training applications. Sensors are used in image-guided procedures, including navigation of biopsy needles and ablation probes.

803
Association of Standardized Patient Educators (ASPE)
Altamonte Springs, FL United States
www.asopeducators.org

ASPE is the international organization of simulation educators dedicated to: Promoting best practices in the application of SP methodology for education, assessment and research; Fostering the dissemination of research and scholarship in the field of SP methodology; Advancing the professional knowledge and skills of its members; Transforming professional performance through the power of human interaction.

1013
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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.

DecisionSim™, the leading cloud and mobile simulation platform to assess and enhance clinical decision-making, allows educators to author custom branched learning experiences and evaluate the decisions of learners. Learners benefit from the realistic and engaging simulations that have multiple outcomes based upon decisions made, resulting in improved decision-making skills and increased retention.

Production of vascular and anatomical models from physiologically realistic PVA-hydrogel, silicone and polyurethane. Exclusive producer of patented Flowtek pulsatile flow circulator. All production is in Fremont, CA with the use of latest 3D printing technology.

DiaMedical USA provides instructional medical equipment for healthcare education. Representing over 300 manufacturers, we can outfit your entire simulation lab. We specialize in providing hospital beds, headwalls, infusion pumps, training medications and more! We offer cost effective solutions for any budget.
<table>
<thead>
<tr>
<th>Exhibitors</th>
</tr>
</thead>
<tbody>
<tr>
<td>913</td>
</tr>
<tr>
<td>Philadelphia, PA United States</td>
</tr>
<tr>
<td><a href="http://www.Drexelmed.edu/MSsim/">www.Drexelmed.edu/MSsim/</a></td>
</tr>
<tr>
<td>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 will provide practical simulation experience and research opportunities enabling in-depth exposure to effective simulation based practice.</td>
</tr>
<tr>
<td>501</td>
</tr>
<tr>
<td>Exton, PA United States</td>
</tr>
<tr>
<td><a href="http://www.EMS-works.com">www.EMS-works.com</a></td>
</tr>
<tr>
<td>EMS SIMULATIONiQ platforms provide a single integrated solution with a full spectrum of options for mid- to large-scale 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.</td>
</tr>
<tr>
<td>1016</td>
</tr>
<tr>
<td>Johnstown, NY United States</td>
</tr>
<tr>
<td><a href="http://www.epimedpain.com">www.epimedpain.com</a></td>
</tr>
<tr>
<td>Epimed International, inc. will be featuring 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.</td>
</tr>
<tr>
<td>911</td>
</tr>
<tr>
<td>Rotterdam, Netherlands</td>
</tr>
<tr>
<td><a href="http://www.lap-x.com">www.lap-x.com</a></td>
</tr>
<tr>
<td>Epona Medical is a Dutch company located in Rotterdam, the Netherlands, manufacturing and marketing cutting-edge medical training simulator and health care learning material. Epona Medical’s simulation products (for laparoscopic surgery, arthroscopy, cardiovascular and human patient critical care) are created with the commitment to provide medical professionals worldwide with affordable high tech training tools.</td>
</tr>
<tr>
<td>513</td>
</tr>
<tr>
<td>Miami, FL United States</td>
</tr>
<tr>
<td><a href="http://www.gaumard.com">www.gaumard.com</a></td>
</tr>
<tr>
<td>Gaumard provides innovative simulators for emergency care, nursing, OB/GYN, and surgery worldwide as part of our global commitment to healthcare education. In 2004, Gaumard introduced the first of its growing family of “tetherless” simulators, which now includes HAL, Victoria™, NOELLE ®, Susie ®, two Pediatrics, and two Newborn simulators. All are controlled from a wireless tablet PC.</td>
</tr>
<tr>
<td>537</td>
</tr>
<tr>
<td>Henderson, NV United States</td>
</tr>
<tr>
<td><a href="http://www.gumbomedical.com">www.gumbomedical.com</a></td>
</tr>
<tr>
<td>We sell all types of refurbished medical equipment, hospital beds, stretchers, infusion pumps, monitors, etc. All of our equipment is restored to look and work like new, and comes with a warranty.</td>
</tr>
<tr>
<td>1011</td>
</tr>
<tr>
<td>Waco, TX United States</td>
</tr>
<tr>
<td><a href="http://www.healthedco.com">www.healthedco.com</a></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>121</td>
</tr>
<tr>
<td>Charleston, SC United States</td>
</tr>
<tr>
<td><a href="http://www.healthcaresimulationsc.com">www.healthcaresimulationsc.com</a></td>
</tr>
<tr>
<td>HCSSC offers objective-based scenario sets, course materials, and a variety of consultation services to support Practical Simulation and Cooperative Learning for Simulation Skills Training (CLSST), 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.</td>
</tr>
</tbody>
</table>
Heartworks by Inventive Medical Ltd.
London, United Kingdom
www.inventivemedical.com

The HeartWorks system comprises an outstanding suite of echocardiography educational tools. A high fidelity beating heart model supports TEE and TTE mannequin simulation, with 2D, M-mode and Doppler imaging as well as measurement capability. The addition of an ever-increasing range of pathological heart models continues to broaden the scope of the system.

HGA Architects and Engineers
Minneapolis, MN United States
www.hga.com

Hammel, Green and Abrahamson, Inc. (HGA) is an architectural, engineering and planning firm that delivers innovative design, helping clients realize their project goals and prepare for the future. Known for quality solutions, HGA addresses both the art and science of simulation center design.

i-Human Patients, Inc.
Sunnyvale, CA United States
www.i-human.com

i-Human Patients (IHP) provides interactive, scalable e-learning solutions for healthcare professional students and clinicians to promote the delivery of high quality, cost-effective care, and to ensure an adequate supply of qualified providers around the world. Like a flight simulator for physicians and nurses, IHP’s cloud-based simulated patient encounters help develop their most critical cognitive competencies.

Immersive Touch, Inc.
Westmont, IL United States
www.immersivetouch.com

Immersive Touch 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 United States
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 United States
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.

iSimulate
Fyshwick, ACT Australia

iSimulate uses the best of current mobile technology to create products that are more advanced, simpler to use and more cost effective than traditional simulation solutions.

Joint Commission on Allied Health Personnel in Ophthalmology (JCAHPO)
St. Paul, MN United States
www.jcahpo.org

JCAHPO provides education, certification and licensure in the eye care profession. We deliver ophthalmic medical training and assessment using virtual reality 3D technology and 3D simulation. The interactive environment improves learner content retention and mastery on challenging eye anatomy and eye examination procedures.
Kyoto Kagaku Co., LTD has been aiming to enhance healthcare education through the production of various simulators and models since 1948. Our products are developed to capture the disciplines of aspiring physicians and technicians. We will showcase our Difficult Airway Management and Suture Evaluation Systems, our New Cardiac Patient Simulator, the new Lung Sound Auscultation Trainer and other ultrasound task trainers.

Kyoto Kagaku Co., LTD
Torrance, CA United States
www.kyotokagaku.com

Laerdal Medical has been providing products and services that help improve patient outcomes and survivability. By supporting the advancement of resuscitation science, improving medical education and strengthening the chain of survival in communities worldwide, we help you save more lives.

Laerdal Medical
Wappingers Falls, NY United States
www.laerdal.com

Lecat’s Ventriloscope is a wireless teaching tool that lets you put any sound, anywhere on a live person or mannequin.

Lecat’s Ventriloscope
Tallmadge, OH United States
www.ventriloscope.com

Level 3 Healthcare is a customer focused group of medical engineers trained in the process of integrating current audiovisual technology to medical work spaces, clinical training centers and simulation labs.

Level 3 Healthcare
Mesa, AZ United States
www.level3healthcare.com

Mangold International is a world leading provider of stationary and portable labs for observational studies. Mangold products allow researchers from various disciplines to quickly perform their studies using live observation, video based analysis, eye tracking, physiological data analysis and more. Mangold Labs integrate the latest hardware and software technologies.

Mangold International GmbH
Arnstorf, Germany
www.mangold-international.com

Materialise is a market leader for 3D printing and medical image processing software. Our Mimics Innovation Suite software and 3D Printing enables clinicians and researchers to new methods of: patient diagnosis, treatment simulation and multidisciplinary team education.

Materialise
Plymouth, MI United States
http://biomedical.materialise.com

Kb Port, a Pittsburgh based technology company, specializes in providing software development and multimedia solutions for the medical simulation industry. With over 20 years of simulation experience, Kb Port can help you design a center that meets all of your simulation needs.

Kb Port LLC
Allison Park, PA United States
www.kbport.com

Limbs & Things is committed to serving training markets in Clinical Skills, Womens 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. To achieve this we will continue to work closely with leading clinicians, exploring new technologies and materials worldwide.

Limbs & Things
Savannah, GA United States
www.limbsandthings.com

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Kb Port LLC
Allison Park, PA United States
www.kbport.com

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Materialise
Plymouth, MI United States
http://biomedical.materialise.com

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Materialise
Plymouth, MI United States
http://biomedical.materialise.com
MDF Instruments
San Jose, CA United States
www.MDFInstruments.com

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 6 continents with wholly-owned production facilities.

Meadows Medical Supply
Quogue, NY United States
www.meadowsmedical.com

An educational medical supplier, focused on the specific needs of medical simulation throughout the United States, as well as globally. We are the Originators of the Nurse Pac, as well as authorized distributors of the Alaris Point of Care System. Don’t miss our training Headwalls and Flatwalls featuring functioning suction, quiet operation and more!

Medaphor Ltd.
Heath, Cardiff, Wales United Kingdom
www.medaphor.com

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, to provide fast and effective 24/7 ultrasound training in a non-clinical environment.

MEdSim Magazine
Lake Mary, FL United States
www.halldale.com

MEdSim magazine focuses on healthcare training. It promotes and encourages the best in education and training practices for the next generation of healthcare professionals. Our articles are written by recognized leaders in medical simulation and training addressing the needs of medical practitioners and educators.

MedU
Lebanon, NH United States
www.med-u.org

MedU advances medical education through collaborative development, maintenance, and research of innovative and comprehensive computer-assisted instruction programs. Our programs are designed to provide comprehensive coverage of nationally accepted curricula to ensure the highest impact and value to medical schools, educators and students.

Mentice, Inc.
Evanston, IL United States
www.mentice.com

Mentice is the world leader in medical vascular simulation, providing high-end Simulation Solutions for training, education and assessment in a wide range of disciplines. The benefits of training with Mentice solutions are validated and well documented enhancing clinical performance, reducing cost, and in the long term, Improving Patient Safety.

Mimic Technologies
Seattle, WA United States
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.

Mardi Gras may not have originated here (it actually got its start in Mobile, AL) but it sure stayed. In fact, the Endymion Krewe has more than 2,500 members and sees about 15,000 guests to its parades every year.
828
Mock Medical, LLC
Terril, IA United States
www.mockmedical.com

Mock Medical provides affordable, hands-on simulated medical instruments for the educational fields. Our educational, take-home instrument learning system, provides a better way for students to learn and for instructors to teach. Our instrument kits include the popular Major and Minor Kits as well as many other specialty kits for Orthopedic, GYN, Hysterectomy, Vascular, Abdominal, and Eye.

802
Model-med International Pty. Ltd.
Carnegie, VIC Australia
www.modelmed.com.au

Model-med International specializes in Obstetrics and Gynecology Models for medical simulations. The models are made of superior materials that offer a far more realistic simulation of human tissue than in other medical models.

902
MT Tool
Schaumburg, IL United States
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.

809
National League for Nursing
Washington, DC United States
www.NLN.org

Dedicated to shaping the future of nursing education, the National League for Nursing is the premier organization for nursing faculty and leaders in nursing education offering faculty development, networking opportunities, testing and assessment, faculty scholarships and research grants, and public policy initiatives.

You cannot come to New Orleans and not have grits. Grits probably originated from sagamite, a mixture of Indian corn boiled in water with butter or bacon fat.

1015
National Training & Simulation Association (NTSA)
Arlington, VA United States
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.

900
Neehr Perfect networked educational EHR
Duluth, MN United States
www.neehrperfect.com

Neehr Perfect networked educational EHR system is a 100% web-based, real inpatient/outpatient EHR and integrated barcoded eMAR designed for nursing, medicine and allied health education. Neehr Perfect promotes practice-readiness for students by enforcing authentic clinical skills, critical thinking, best practices and informatics competencies for safe and skilled entry to practice.

1017
Noldus Information Technology
Leesburg, VA United States
www.noldus.com

Noldus Information Technology offers integrated solutions for medical simulation research. Our technologies include total system integration, advanced digital video/audio recording in multiple rooms, including an annotation module for debriefing (Viso), recognition and analysis of spatial behavior (TrackLab), physiological data acquisition, eye tracking, facial expression recognition, and powerful data synchronization and analysis (The Observer XT).
334
**NYIT-College of Osteopathic Medicine**
Lattingtown, NY United States
[www.nyit.edu/medicine/](http://www.nyit.edu/medicine/)

NYIT-College of Osteopathic Medicine offers a 36 credit Master of Science in Medical/Health Care Simulation. This New York State approved graduate program has been preparing professionals for careers in the growing field of medical simulation since 2012.

807
**Objectivity Plus**
Lafayette, LA United States
[www.objectivityplus.com](http://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.

603
**Orzone AB**
Göteborg, Sweden
[www.orzone.com](http://www.orzone.com)

Orzone provides e-learning and advanced simulation technology to support and facilitate clinical training and assessment world-wide. 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.

906
**OtoSim Inc.**
Toronto, ON Canada
[www.otosim.com](http://www.otosim.com)

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.
228
**Remedy Simulation Group, a Pulse Anatomy Company**
Perkasie, PA United States
www.pulseanatomy.com

Remedy Simulation Group is a Pulse Anatomy Company. To continue Improving the Standard of Practice™, we have developed two ways to interface with our company. Remedy provides innovative simulation products for sale, while Pulse Anatomy offers contract manufacturing services. Come talk with us about all your simulation needs.

108
**RQI-Laerdal**
Lewis, NY United States
www.laerdal.com

The American Heart Association’s Resuscitation Quality Improvement (RQI) Program is a groundbreaking new approach to maintaining competence in CPR. The RQI Program uses realistic eSimulation patient cases and a mobile Simulation Station for quarterly psychomotor skills activities, to help healthcare providers retain lifesaving CPR skills.

427
**Schallware Ultrasound Simulator**
Berlin, Germany
www.schallware.com

Manufacturer of ultrasound simulator based on original ultrasound data and virtual models, internal medicine, obstetrics, gynecology, cardiology (TEE, TTE), pathology database with over 300 patients, tutorial and examination generator according to curriculums.

Simbionix - see 3D Systems

235
**SimGhosts**
East Las Vegas, NV United States
www.simghosts.org

The Gathering of Healthcare Simulation Technology Specialists provides hands-on training events, online resources, and professional development for Sim Techs and champions operating medical simulation lab technology.

834
**SIMnext**
Peoria, IL United States
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 professionals and quickly take concepts through all stages of development to bring medical innovation to life. SIMnext’s most recent development, DR Doppler, outputs fluidic waveforms mimicking virtually any blood flow pattern into ultrasound compatible anatomy based on real human data.

506
**SimSkin**
Chicago, IL United States
www.simskin.com

Our goal at SimSkin is to provide high fidelity training models for all students to learn and improve their surgical skills. All SimSkin models are carefully hand-crafted and accurately represent human anatomy. Come visit our booth to cut into one of our models and feel how life-like our skin is!
409
SimTabs
Los Altos, CA United States
www.simtabs.com

Immersive Learning on Handhelds. Current simulations are rich and complex, but labor-intensive and time consuming. SimTabs provides targeted and efficient learning, through very brief encounters - game-like, mobile, repetitive, cloud-based.

917
Skyfold
Montreal, Canada
www.skyfold.com

Skyfold is a unique, vertically folding acoustical retractable wall that neatly stores in the ceiling. In the down position, Skyfold is a two sided, hard, rigid wall with an STC rating up to 60 (RW 59). Changes in room configuration can be achieved within minutes by a simple turnkey operation.

401
Simulab Corporation
Seattle, WA United States
www.simulab.com

Simulab Corporation provides surgical simulators and task trainers to the medical education community. Its product line includes TraumaMan and TraumaChild - high fidelity, soft tissue simulators to train advanced trauma surgical skills. Simulab also offers an array of adult and pediatric task trainers, laparoscopic trainers, and tools for improving suturing skills.

317
SonoSim, Inc.
Santa Monica, CA United States
www.sonosim.com

SonoSim develops and markets state-of-the-art ultrasound training for physicians, nurses, students and care providers of all backgrounds who need to continually expand and improve their ultrasound skills. 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.

721
Simulaids
Saugerties, NY United States
www.simulaids.com

Visit Simulaids’s and Nasco’s booth to see 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.

932
Simulated Surgical Systems
San Jose, CA United States
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.

227
Studiocode Business Group
Camarillo, CA United States
www.studiocodetech.com

Studiocode develops powerful data collection tools for simulation. If you are focused on video validated research, improving team communication, defining your own performance measures, and engaging passive learners, then Studiocode’s advanced tools are for you.

117
Surgical Science Inc.
Minneapolis, MN United States
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.
<table>
<thead>
<tr>
<th>#</th>
<th>Exhibitor Name</th>
<th>Location</th>
<th>Website</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>532</td>
<td>Swemac Simulation AB</td>
<td>Linköping, Sweden</td>
<td><a href="http://www.swemac.com">www.swemac.com</a></td>
<td>Swemac Simulation is Swedish based company that offers VR simulators within orthopaedic trauma and fracture treatment. We develop and market: TraumaVision which is designed for simulating surgeries such as hip fractures and spinal surgery; ArthroVision which is an arthroscopy VR boxtrainer teaching basic skills such as periscoping, tracking, telescoping and measuring.</td>
</tr>
<tr>
<td>413</td>
<td>The Chamberlain Group</td>
<td>Alford, MA US</td>
<td><a href="http://www.thecgroup.com">www.thecgroup.com</a></td>
<td>Chamberlain brings practice to the practice of medicine by providing finely detailed anatomy combined with superior tactility to capture the nuance, texture and responsiveness of living tissue. Our physical trainers address hands-on education of residents and attendings for surgical and interventional procedures.</td>
</tr>
<tr>
<td>907</td>
<td>Synaptive Medical</td>
<td>Toronto, Canada</td>
<td><a href="http://www.synaptivemedical.com">www.synaptivemedical.com</a></td>
<td>Synaptive Medical has dedicated more than 50 engineers and scientists specifically to the development of neurosurgical technologies. The result? Our BrightMatter™ Neurosurgery Products provide advanced tools and information for surgeons and hospitals to focus on patient outcomes.</td>
</tr>
<tr>
<td>909</td>
<td>The MammaCare Foundation</td>
<td>Gainesville, FL US</td>
<td>mammacare.org</td>
<td>MammaCare Foundation scientists developed the recognized standards and technology for teaching and performing Clinical Breast Examinations.</td>
</tr>
<tr>
<td>1009</td>
<td>Tobii Technology Inc.</td>
<td>Falls Church, VA US</td>
<td><a href="http://www.tobii.com">www.tobii.com</a></td>
<td>Tobii Technology is the leader and pioneer in eye tracking, a technology that makes it possible for computers to know where users are looking. It is revolutionizing computer interaction and is also widely used in various research fields. Tobii has a global presence through offices in Sweden (Headquarters), USA, China, Japan, Germany and Norway and a global network of resellers.</td>
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<tr>
<td>627</td>
<td>Touch of Life Technologies</td>
<td>Aurora, CO US</td>
<td><a href="http://www.toltech.net">www.toltech.net</a></td>
<td>See ToLTechs virtual reality simulators which offer anatomically accurate ultrasound training, needle procedures, and arthroscopy. Check out our multi-touch visualization table which combines clinical-grade CT and MRI visualization from Sectra Medical Systems with ToLTechs VH Dissector interactive anatomy software.</td>
</tr>
</tbody>
</table>
512
TruCorp Ltd.
Woodstock Link, Ireland
www.trucorp.com

TruCorp takes medical training to new levels of realism through development of anatomically correct training models.

222
Turning Technologies
Youngstown, OH United States
www.turningtechnologies.com

Turning Technologies develops instructional, assessment delivery and data collection solutions. Response systems instantly engage audiences by asking polling questions and receiving real-time feedback with reports for multiple knowledge checks.

934
University Medical Center Hamburg-Eppendorf
Hamburg, Germany
www.voxel-man.com

The Voxel-Man Group of the University Medical Center Hamburg-Eppendorf is a leading developer of surgery simulators like Voxel-Man Tempo for temporal bone drilling and Sinus for endoscopic sinus surgery. The validity has been shown in various studies.

112
University of Miami Gordon Center for Research
Miami, FL United States
www.gcrme.miami.edu

For almost 50 years, the University of Miami Gordon Center has pioneered simulation technology and developed proven training systems used for multiprofessional healthcare education worldwide, including Harvey, the Cardiopulmonary Patient Simulator, and the “Umedic” e-learning programs.

634
University of San Francisco School of Nursing & Health Professions
San Francisco, CA United States
www.usfca.edu/nursing

The School of Nursing & Health Professions at the University of San Francisco advances the mission of the university by preparing health professionals to address the determinants of health, promote policy and advocacy and provide a moral compass to transform health care in order to further equity and positively influence quality, delivery, and access.

326
VirtaMed
Schlieren, 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.

527
von Hagens Plastination
Heidelberg, Germany
www.vonhagens-plastination.com

von Hagens Plastination is a global company providing real human specimens for education and research institutes as well as museums. As the leader in Plastination our mission is to advance the education of medical and health sciences. The line of services offers anatomical teaching specimens that stem from real human bodies, rendered through the groundbreaking science of Plastination invented by Dr. Gunther von Hagens.

Louisiana is 1 of 2 states in the U.S. that does not have counties. Instead, the state prefers the term “parishes.” Unsurprisingly, New Orleans is situated in the Orleans Parish.
Exhibitors

726
VRmagic, Inc.
Cambridge, MA United States
www.vrmagic.com

Founded in 2001, the German-based company VRmagic is a leading provider of virtual reality simulators and educational concepts for medical training. The high-fidelity virtual reality technology developed by VRmagic ensures a highly immersive simulation experience and life-like learning environment making it possible for trainees to effectively gain medical experience without risk to patients and independently of patient flow.

335
Wallcur, LLC
San Diego, CA United States
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 with the best customer service and availability in the industry.

308
vSim-Laerdal
Wappingers Falls, NY United States
www.laerdal.com

Develop clinical reasoning skills, competence, and confidence in nursing students through vSim for Nursing, co-developed between Laerdal Medical and Wolters Kluwer Health. Designed to simulate real nursing scenarios, vSim allows students to interact with patients in a safe, realistic environment, available anytime, anywhere.

312
Wolters Kluwer
Philadelphia, PA United States
www.lww.com

Wolters Kluwer is a leading international publisher of medical, health and science publications. We offer an extensive selection of medical books, journals, and electronic media for health professional and students.

Government Agency R&D Corral

Healthcare Modeling and Simulation Research and Development

In recent years, the Society for Simulation in Healthcare Technology & Standards (T&S) and Public Affairs and Government Relationship (PAGR) Committees have worked to develop communication pathways between the civilian, military and government agencies using healthcare simulation technology.

IMSH 2015 will host panels and presentations on government-sponsored programs related to healthcare modeling and simulation. More than a dozen R&D prototype healthcare training systems will be showcased in the government-sponsored R&D Corral. Presenters have been invited to share their work on future modeling and simulation capabilities and planned initiatives designed to improve medical care, making healthcare delivery safer and more effective for patients.

SSH has provided exhibit floor space to Department of Defense healthcare training and technology program managers who have selected project investigators/researchers to display exemplary R&D prototypes at IMSH. Many of the projects are funded through federal Small Business Initiative Research (SBIR) program grants.

The Federally-funded SBIR program enables small companies to conduct research that focuses on developing solutions to fill government capability gaps, growing national small business research capabilities, and delivering new technology to the public marketplace.
Medical Simulation-Based Training System for Rapid Trauma Skills Training- Booth A

Robert F. Buckman Jr., MD, FACS
Operative Experience, Inc.

Funding Organization: USA Medical Research and Materiel Command

Government Manager: US Army Medical Research Materiel Command (USAMRMC), Congressionally Directed Medical Research Program (CDMRP)

Operative Experience, OEI systems have the potential to reduce current requirements for live tissue training and to revolutionize the training of practitioners to competently perform major operations. OEI trauma procedure training systems are based on human body simulators of high anatomical and surgical fidelity. The physical simulators display a wide variety of patterns of traumatic tissue destruction and hemorrhage. OEI simulators are the first in the world that permit the demonstration and practice of major, hands-in-the-body surgical procedures without the need for live tissue or cadavers. OEI has developed simulation-based training systems for training critical combat trauma procedures including: damage control craniectomy, neck exploration for carotid injury, exposure and control of the femoral artery, emergency thoracotomy, fasciotomy and leg amputation.

Contract number: W81XWH-09-C-005


Kay Stanney, PhD
Design Interactive, Inc.

Roberto Champney, PhD
Design Interactive, Inc.

Erin Goodrich, MS
Design Interactive, Inc.

Sacha Duff, MS
Design Interactive, Inc.

Funding organization: Joint Program Committee 1 (JPC-1); Government Manager: US Army Medical Research Materiel Command (USAMRMC), Congressionally Directed Medical Research Program (CDMRP).

RFP title: Medical Practice Initiative Breadth of Medical Practice & Disease Frequency Exposure

Physicians must be committed to lifelong learning and be responsible for maintaining the medical knowledge and clinical skills necessary for provision of quality health care. Yet, a lack of guidance exists on how to identify potential skill competency losses and select training opportunities targeted at maintaining proficiency. When complete, the Skill Degradation Evaluation Toolkit for Eliminating Competency-loss Trends (Skill-DETECT) framework will be a skill decay prediction, measurement, and remediation framework that uses objective data to tailor a training program to a user’s specific needs. The system will review electronic medical records to identify potential physician skill decay, couple this with a real-time assessment, and use these data to make recommendations on individualized retraining regimens that have been optimized to reduce the likelihood of skill decay.

Contract number: W81XWH-13-1-0311

Biogears: Designing and Building an Extensible, Modular, Open Source Human Physiology Engine- Booth C

Jerry Heneghan

Jenn Carter
ARAs biomedical research team is developing BioGears® (www.biogearsengine.com), an open-source software physiology engine to allow for distributed collaboration and consistent simulation across the medical training community. BioGears® models human response to trauma and treatment and includes physiologically accurate models for multiple systems. In October 2014, the BioGears Mini Build was released under an Apache 2.0 license, and includes cardiovascular and respiratory system models, a range of virtual patient insults, interventions, and assessments, and full documentation. BioGears® is based on a common data model that uses standard inputs and outputs, making it easy to extend existing and add new physiology models. BioGears® provides an API for real-time retrieval of accurate physiology state that allows for easy integration with both immersive medical simulation software and manikins.

Contract number: W81XWH-13-2-0068

Synthetic Environments for Assessments: Medical Training Applications - Booth D

John Tangney, PhD
Office of Naval Research

John Rice, Captain, USN (Retired)
Office of Naval Research

Funding Organization: Office of Naval Research (ONR)

Synthetic Environments for Assessment: Medical Training Applications

Synthetic Environment for Assessment (SEA) is a modeling and simulation approach to experimentation that utilizes models, simulators, and operators to measure key system performance parameters. It is a new way to use simulation to conduct trade-off analyses and explore very complex design and performance effects. SEA has the potential to progress systems from simply sustaining incremental improvements to providing insights leading to truly disruptive innovation – exploring radically new ideas that change the rules for system modernization. This is the goal of SEA at its highest level. This talk will provide an overview of the components and capabilities of a SEA based on work being done internationally by the NATO Human Factors and Medical Panel and the Office of Naval Research, and its potential utility in the civilian medical training environment.

Objectives:
1. Participants will learn what is meant by a Synthetic Environment
2. Participants will be aware of the SEA as an example of ways in which the U.S. Department of Defense and its international NATO partners are working together to develop and use simulation to improve healthcare delivery systems.
3. Participants will be able to consider the application of the Synthetic Environment concept to the design and use of their own simulation programs and facilities.

USC Standard Patient - Booth E

Thomas Talbot, MD
University of Southern California Institute for Creative Technologies

Albert Rizzo, PhD
University of Southern California Institute for Creative Technologies

Funding Organization: Joint Program Committee 1 (JPC-1)
The USC Standard Patient is a modular system providing a novel virtual standardized patient (Virtual-SPs) capability, a facile authoring facility and advanced assessment with formative feedback. Virtual-SPs permit true standardization and the ability to track student performance and provide feedback on the doctor-patient interaction. Advances provided by this research include a unified medical taxonomy, medical natural language AI, robust conversational interactions, medical educator authoring of new cases within one day, a 200-1000x improvement over prior state-of-the-art, and the ability to quantify details from a medical interview without needing video review or human intervention.

Through the USC Standard Patient web portal, medical educators will use authoring tools to create VSPs that provide consistent, highly controlled training experiences.

Contract number: W911NF-04-D-0005 “SimCoach Standard Patient Studio”

Surgical Skills Training and Assessment Instrument (SUSTAIN) - Booth F

Anna Skinner, PhD;
*AnthroTronix, Inc.*

Corinna Lathan, PhD, PE
*AnthroTronix, Inc.*

Funding Organization: Office of Naval Research, BAA 12-013: Medical Modeling and Simulation (MM&S) for Military Training and Education

Maintenance of specialized skills during periods of nonuse presents a significant problem and is most relevant within applications in which skill degradation is common and has significant negative consequences. Due to the nature of military deployment cycles, specialized skills such as laparoscopic surgery (LS), often are subject to decay during deployments in which military surgeons primarily practice open procedures. The SURgical Skills Training and Assessment Instrument (SUSTAIN) is a procedure-specific, app-based refresher training module within a portable form factor to support mobile training in both CONUS and deployed settings. This includes the development and validation of metrics for assessing cognitive, psychomotor, and integrated skill performance over time based on task performance, hand and finger movements, instrument tracking, and degree of ambidexterity.

Contract number: N00014-14-C-0068

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**Modular Mixed Simulators of Thoracic Regional Anesthesia and Central Venous Access - Booth G**

Samsun Lampotang, PhD
*University of Florida Center for Safety, Simulation & Advanced Learning Technologies (CSSALT)*

David E. Lizdas, BSME, MD
*University of Florida Center for Safety, Simulation & Advanced Learning Technologies (CSSALT)*

Barys Ihnatsenka, MD
*University of Florida*

Albert Robinson III, MD
*Assistant Dean for Diversity and Health Equity and Assistant Professor, University of Florida*

Lou Ann Cooper, PhD
*University of Florida*

Jack Norfleet
*Army Research Lab, Simulation & Training Technology Center (STTC)*

Nikolaus Gravenstein, MD
*Professor, University of Florida*

Funding organization: Joint Program Committee 1 (JPC-1)

Government Manager: US Army Medical Research Materiel Command (USAMRMC), Congressionally Directed Medical Research Program (CDMRP)

RFP title: A Modular Set of Mixed Reality Simulators for “Blind” and Guided Procedures

Competency assessment of procedural skills is unreliable; unskilled clinicians risk procedural complications. Acquisition of cognitive and psychomotor skills helps imaging, interpretation and guidance of a needle to its target during ultrasound-guided and ultrasound-assisted procedures. A set of mixed simulators addresses assessment/learning needs by tracking (6DOF) in 3D space a modular stand holding relevant anatomy, a tool (e.g., needle), an imaging tool (e.g., ultrasound probe) and a tangible user interface controlling virtual camera perspective/orientation.
The physical simulator is augmented by a collocated virtual underlay of internal organs and tissues, visual augmentation (real-time 3D color visualization) of the anatomy and equipment and tactile feedback. Our turnkey, compact simulators are already used for training by procedural kit manufacturers. With DoD funding, additional features, procedures and outcome studies are being implemented.

Advanced Upper Airway: Increasing Fidelity and Realism Through Part-Task Training - Booth I

Christine Allen, PhD
Army Research Laboratory Human Research and Engineering Directorate Simulation and Training Technology Center (ARL-HRED STTC)

Funding organization: Army Research Laboratory Human Research and Engineering Directorate Simulation and Training Technology Center (ARL-HRED STTC) and Program Executive Office Simulation Training and Instrumentation (PEO STRI)

Commercially available airway simulators are rigid in nature lacking the anatomical tissue response of humans. These devices allow trainee’s practice on airway interventions, but rigid structures and incorrect anatomy create negative training and skill transfer. The use of cadavers is not widely available and can be costly with the inability to repeat procedures, while animal models do not portray the proper human anatomy. The advanced upper airway prototype focuses on tissue anatomy and interactivity of simulated human structures. The focus on anatomy and tissue feel and response allows for a more realistic simulated patient encounter and skill transfer. The airway prototype will demonstrate nasopharyngeal airway (NPA), supraglottic, intubation, and cricothyroidotomy procedures and basic sensor development.

Cooperative agreement numbers: W911NF-13-2-0033 and W911NF-14-2-0042

Burr Hole Creation Training Simulator Field Test Prototype - Booth J

Timothy Kelliher, Co-Principal Investigator
SimQuest Incorporated

Julien Lenoir, PhD, Co-Principal Investigator
SimQuest Incorporated

Ryan Beasley, PhD, Researcher
SimQuest Incorporated

Harald Scheirich, MS, Researcher
SimQuest Incorporated

Paul Novotny, PhD, Researcher
SimQuest Incorporated

The physical simulator is augmented by a collocated virtual underlay of internal organs and tissues, visual augmentation (real-time 3D color visualization) of the anatomy and equipment and tactile feedback. Our turnkey, compact simulators are already used for training by procedural kit manufacturers. With DoD funding, additional features, procedures and outcome studies are being implemented.

Contract number: W81XWH-14-1-0113
When confronted with head-injured patients, the initial role of medical personnel is to prevent secondary brain injury, which can entail drilling a burr hole into the skull to reduce intracranial pressure. The shortage of neurosurgeons in military and rural environments frequently makes it necessary for non-neurosurgeons to perform this difficult and risky procedure. To address this unique training need, SimQuest has created a burr hole simulator for deployment to the military health system. This virtual workbench, part-task simulator has a real drill and real surgical instruments, realistic haptic feedback, and objective metrics to quantify performance. The simulator will allow users to practice the procedure an unlimited number of times so that they are proficient when they need to operate on a patient.

Contract number: W81XWH-13-C-0166

Adding a New Dimension at TATRC: Researching-Partnering for the Future - Booth K

J. Harvey Magee
Armed Forces Simulation Institute for Medicine (AFSIM) Director

Thomas B. Talbot, MD
Armed Forces Simulation Institute for Medicine (AFSIM) Director

Paul R. Chatelier, Chief Scientist
Human Factors, Organizational Development, NATO Liaison

Effective July 1, 2014, the Telemedicine and Advanced Technology Research Center (TATRC), an element of the U.S. Army Medical Research and Materiel Command (USAMRMC), has a NEW MISSION, as an intramural laboratory.

The Armed Forces Simulation Institute for Medicine (AFSIM) is TATRC’s premiere Medical Modeling and Simulation (MM&S) research portfolio and will operate as one of TATRC’s “labs.”

The aviation industry has revolutionized flight safety through the use of simulation-based training. The AFSIM seeks the same in medicine: to improve patient safety and quality of care by improving training systems for healthcare personnel, from the foxhole to the bedside and beyond. Looking over the horizon, AFSIM seeks high-value OPPORTUNITIES, such as enabling technologies, visionary concepts, resources, and innovative research groups (commercial, academic, not-for-profit, government) with whom to PARTNER to realize this vision.

For more information, please contact Mr. J. Harvey Magee, email: joe.h.magee.civ@mail.mil

Serious Medical Gaming & Simulation Operator Training - L

Grady Wier, MS  
Air Force Medical Modeling & Simulation Training (AFMMAST), United States Air Force, JBSA Randolph AFB, TX

Doug Howard, RN, MS  
Air Force Medical Modeling & Simulation Training (AFMMAST), United States Air Force, JBSA Randolph AFB, TX

Maya Machacon, MS  
Air Force Medical Modeling & Simulation Training (AFMMAST), United States Air Force, JBSA Randolph AFB, TX

Daphne McGill, MS  
Air Force Medical Modeling & Simulation Training (AFMMAST), United States Air Force, JBSA Randolph AFB, TX

Funding Organization: Serious Medical Game - Small Business Innovation Research (SBIR) Program, Office of the Secretary of Defense (OSD); Sim 101 & 201 - AFMMAST Support Services Contract

AFMMAST continues to develop state-of-the-art training tools for medical simulation education.
This interactive session will include opportunities to play serious medical games (SMG) covering point of injury and Expeditionary Medical Support (EMEDS) ER and ICU scenarios. Each game module includes game play that allows learners to assess and treat injured patients and produces after-action reports (AAR) for immediate feedback.

Applying a blended learning approach, all SMGs have been implemented in high-fidelity simulators to reinforce and couple cognitive virtual training with psychomotor and affective skill acquisition in a live scenario. Sim 101 and 201 web-based training courses teach novice operators to run human patient simulators in the AF inventory. Combining these modalities allows us to implement highly complex training across a geographically dispersed AFMS.

Contract number: Serious Medical Game – FA8650-13-C-6350; Sim 101 and 201 - OPM 20700006
Project Code TBRW

Educational Resource Framework-Curriculum Assessment Toolkit (ERF-CAT) - Booth M

Gilbert Muniz, PhD
Uniformed Services University Val G. Hemming Simulation Center

Alan Liu, PhD
Uniformed Services University Val G. Hemming Simulation Center

Richard Wainess, PhD
Uniformed Services University Val G. Hemming Simulation Center

Funding Organization: Joint Program Committee 1 (JPC-1)

Government Manager: US Army Medical Research Materiel Command (USAMRMC), Congressionally Directed Medical Research Program (CDMRP), USAMRC

The Educational Resource Framework-Curriculum Assessment Framework (ERF-CAT) is a software application that allows member organizations of the Federal Medical Simulation Training Consortium (FMSTC) to data mine compare and visualize all DOD curriculum documents used in medical simulation education and training. The key features and functions of the ERF-CAT used to analyze and compare documents will be highlighted in this screen-based demonstration.

The demonstration will also include the highlights of a recent study that validated the efficacy of the toolkit and its usefulness to compare learning training goals and objectives of various health care providers across the DOD spectrum.

DHP FAD # 013011000300004

Exhibitors added after December 1, 2014

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Konsiderate
Oakland, CA United States
www.konsiderate.com

Konsiderate.com is a community driven rating and review website for medical simulation products and services. Launched at IMSH 2014, over 700 simulation champions from around the world have already written hundreds of product reviews from leading industry partners. Improve your purchasing decisions by connecting with Konsiderate’s FREE reviews!

Boise State University College of Health Sciences Simulation Center
Boise, ID United States
http://hs.boisestate.edu/simulation/sgcp/

The Boise State University College of Health Sciences Simulation Center is a Society for Simulation in Healthcare accredited state-of-the-art facility that gives learners the opportunity to participate in designed learning activities in a safe, controlled environment. Center staff and faculty are preparing of a new three-course, nine-credit, interprofessional Simulation Graduate Certificate program slated to begin upon Board of Education approval.
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2015 Workshop Dates

February 28
Center for Advanced Medical Learning and Simulation (CAMLS) at USF Health Morsani College of Medicine, Tampa, FL.

April 25
St. Vincent Indianapolis, Indianapolis, IN

June 13
The University of Washington (Spokane satellite) at Riverpoint Campus, Spokane, WA

August 22
OhioHealth, Columbus, OH

October 25
The Center for Learning and Innovation of the North Shore-LIJ Health System, Lake Success, New York City, NY

November 14
The University of San Francisco, San Francisco, CA

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