RIVERSIDE CITY COLLEGE
SCHOOL OF NURSING

Departmental Operation: Designing Simulation Educational Activities

To ensure that simulation educational activities are appropriate to meet course learning outcomes and program needs, simulation educational activities are to be discussed with the Director of Simulation/Learning Labs (LLs), Simulation Experts and subject-matter experts (if a specialty simulation activity). Evidence of need/purpose for the simulation educational activity and identification of the modality of instruction are to be included in the proposal for all new simulation educational activities. The Educational Resources and Technology Committee (ERTC) reviews and recommends that new proposals and be forwarded to the faculty for final approval.

The California Simulation Alliance (CSA) Validation Checklist is required to document and review simulation educational activities for the RSP. The Simulation Experts, in consultation with course-level faculty and Nursing Simulation Lab Specialist, ensures that the content for the simulation educational activity is current and updated, and that there are no operational issues.

The CSA simulation templates posted on the Simulation Collaborative course on Canvas should be used when designing a simulation educational activity. Course-level faculty should provide the resources that reflect current evidence-based practices.

All simulation educational activities are to include the following components:

1. A Knowledge, Skills, and Attitudes (KSA) specifying course learning outcomes, objectives, skills, and attitude (question or post-assignment) needs to be developed. If a pre-assignment and/or post-assignment is required for the simulation educational activity, the faculty must provide the resources for the participants to complete the assignment(s).
2. Instructions regarding key points related to the simulation educational activity.
3. Storyboard to layout the topic, learning outcomes, objectives, scenarios, and end-point.
4. The Case Flow for Simulation Facilitators that specifies the details of the scenario, patient data for the scenario, learner objectives, operations, triggers, simulation end-point, and debriefing points for the Simulation Facilitator.
5. Pre-brief template for the activity including welcome, goals, overview of simulation educational activity, learning outcomes, objectives, simulation guidelines including confidentiality, psychological safety, assumptions, fiction contract, debriefing, and evaluation.
6. SBAR hand-off for each scenario that the facilitator provides to the participants at the beginning of the scenario.
7. Observer checklists based on the QSEN competencies identified for the simulation's activities.

8. Debriefing guidelines using PEARLS.
9. Notify the Director of Simulation/LLs to post a SurveyMonkey evaluation link for the specific simulation educational activity on Canvas.

The Simulation Expert and course-level faculty conduct a run-through of the simulation educational activity prior to implementation of the simulation educational activity with participants.

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