



California Health Sciences University

CHSU SIMULATION CENTER AND PROGRAM SIMULATION-BASED ACTIVITY DESIGN POLICY

I. PURPOSE

The purpose of this policy is to describe the simulation educational activity design process which includes needs assessment, development, and implementation.

II. SCOPE

This policy affects all Simulation Center administration and staff, CHSU faculty, staff, and Participants/clients (external and internal) who work in and with the CHSU Simulation Center.

III. POLICY

Simulation-based learning experiences and scenario development require a simulation request form to be completed. The form is located on the Simulation Center website, chsu.edu/simulation.

Simulated experiences offered in the Simulation Center shall be developed and supported by evidence-based research in an effort to promote skill development, clinical reasoning, clinical judgement and reflection for the individual's performance improvement.

A scenario database is compiled into a library and a list of templated scenarios is available to faculty, staff and third parties as approved by the Simulation Center Manager. All users will be trained on resources, requirements and the process to revise or develop evidence-based scenarios.

There are a variety of educational activities held at the Simulation Center using multiple simulated learning methods. Due to the variation of events, it becomes important to standardize how educational activities are planned, developed, and implemented. The design process is based on national standards/guidelines and best practices that clarify the minimum requirement for simulation fidelity, validity, formative and summative evaluation.

All activities used in college-specific curriculum shall be reviewed as appropriate by the college-specific Curriculum Committee, and if applicable, appropriate University-level committees.

Detailed procedures for this policy can be accessed in the Simulation-Based Activity Design Policy and Procedure.



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IV. DEFINITIONS

Simulation Activity:

The entire set of actions and events from initiation to termination of an individual simulation event; in the learning setting, this is often considered to begin with the prebriefing and end with the debriefing.

Simulation Learning Methods

Case-Based Learning

Computer Simulation

Mixed Media (virtual and augmented reality)

Procedural or Partial Task Training

Hybrid Simulation (two or more modalities of simulation combined)

Integrated Procedural Training (psychomotor focus)

Integrated Procedural Training (whole procedure)

Mixed Simulation (Use of multiple types of simulation in the same scenario or place)

Simulation/Scenario-Base Learning

Standardized/Simulated Patient

Debriefing

V. REFERENCE

Lopreiato JO (Ed.). (2016). Healthcare simulation dictionary (34). Rockville, MD: Agency for Healthcare Research and Quality.

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- Policy Owner: Simulation Manager
 - Effective Date: 8/22/2019
 - Approval by Provost Date: 9/06/2019
 - Approval by the President: 9/06/2019