PennState Health
Milton S. Hershey Medical Center
Clinical Simulation Center

Course Intake Process

When a new course is proposed for the Penn State Hershey Clinical Simulation Center, this form will be completed to provide details about the goals, objectives, and desired outcomes for the course. This document aids in providing essential information to the Center's educators and technologists to ensure that the objectives are met and to provide necessary documentation of course development as required by the Society for Simulation in Healthcare accreditation process.[i]

Overview

Course Name:

Department:

Course Director(s):

Course Director Contact Information:

Others on Planning Committee for Course:

Content Expert (if different from Course Director):

Content Expert Contact Information:

Assigned Educator:

Assigned Technologist:

Is this course part of a research project: ☐ Yes ☐ No

Course Category:

- ☐ Medical Student Education
- ☐ Nursing Student Education
- ☐ Resident/Fellow Education
- ☐ Professional Nursing Education
- ☐ Faculty Development
- ☐ RSTC
- ☐ Other Staff _____
- ☐ Graduate Student Education
- ☐ Team Training
- ☐ Outreach – Healthcare Education
- ☐ Outreach – Community
- ☐ Tour
- ☐ Demonstration

Target Date for First Course:

Target Schedule:

- ☐ One time event
- ☐ Short term series
- ☐ Irregular
- ☐ Weekly
- ☐ Bi-weekly
- ☐ Monthly
- ☐ Quarterly
- ☐ Annually
- ☐ As requested
- ☐ Other_____

Section 1: To be completed by Simulation Educator in coordination with course director or content expert

Step 1: Problem Identification and General Needs Assessment

What healthcare need does this curriculum address?

What is the impact on patients, healthcare professionals, and/or society?

Select the general category of impact (may select more than one).

- ☐ Clinical outcomes
- ☐ Quality of life
- ☐ Quality of healthcare
- ☐ Use of healthcare and other resources
- ☐ Medical and nonmedical costs
- ☐ Patient and provider satisfaction
- ☐ Work and productivity
- ☐ Societal function

What is the current state?

What is the ideal state?

General needs analysis (difference between current state and ideal state: describe the learning gap in knowledge, skills, or practice)

Source of needs analysis information (Check all that apply)

- ☐ Observed performance deficits
- ☐ Improve ability in achieving local or organizational performance metrics such as mortality and morbidity, serious safety events, or other patient related outcomes
- ☐ New procedures, medications, equipment, locations, or processes
- ☐ New knowledge (such as protocol changes)
- ☐ Regulatory and accreditation requirements
- ☐ Organizational goals or initiatives
- ☐ Learner self-assessment of personal education needs (surveys or focus groups)
- ☐ Improve educational methodology of existing course
- ☐ Improve employee, student, or medical staff recruitment, satisfaction, and retention
- ☐ Expert opinion
- ☐ Research specific goal (testing new device or procedure)
- ☐ User request
- ☐ Other:

Step 2: Needs Assessment for Targeted Learners

Who are the targeted learners for this curriculum?

☐ Single discipline (i.e. all physicians) ☐ Interprofessional (i.e. mixed teams)

How is an educational intervention targeting this group going to solve the healthcare problem?
Learner analysis (comment on the following):

What is the targeted learners' current level of training and education regarding this need?

Does this group have a preferential learning style?

Does this group face any barriers to learning or have any enabling or reinforcing factors?

What resources are available to the targeted learners regarding this need?

Step 3: Goals and Objectives

A Note About Objectives

Objectives need to be specific and measurable. There are five components to an objective:

1. Audience – Who will be the target of the learning event? It could be an individual or a team.
2. Behavior – The most basic definition of learning is a change in behavior brought about by an educational intervention. Behavior is the observable actions of the learner. The objective must define the specific behavior to be changed. An action verb indicates the desired behavior in the objective.
3. Condition – The context of the educational intervention must be defined. This part of the objective states under what conditions the behavior will be identified.
4. Degree – All behaviors must be measureable. Degree defines the level of precision in achieving the desired behavior.
5. End Time – When will the objective need to be completed? By the end of the class session, end of the semester, after first patient encounter, etc.?

Instructional Goal: What is the desired overall end result for this course?

Is this goal linked to organizational strategic goals? ☐ Yes ☐ No

Explain how it is linked or explain why this link is not needed.

Terminal Objectives (Section or Station level objectives – if different than overall instructional goal):

Learner Objectives (Specific cognitive (knowledge), psychomotor (skill and behavioral), or affective (attitudinal) objectives. Define one set of objectives for each station, class, or content area being addressed):

1.

2.

3.

Outcome Objectives desired (single sentence stating what health, healthcare, and patient outcomes are to be achieved):

Assessment Strategy – What method will be used to determine if the instructional goal and/or objectives were achieved (check all that apply)?

- ☐ Written evaluation
- ☐ Checklist completed during simulation
- ☐ Checklist completed during a clinical encounter
- ☐ Change in performance metrics (i.e. reduced infection rates, decreased procedure time, improved patient satisfaction, etc.)
- ☐ Expert observation in a simulated setting
- ☐ Expert observation in a clinical setting
- ☐ Other:

Will assessment be conducted at the team or individual level? ☐ Team ☐ Individual

Step 4: Educational strategies

Is simulation the best educational strategy to achieve the goal and objectives? ☐ Yes ☐ No

Explain why or select from list below.

Check all that apply:

- ☐ Objectives are higher level objectives (Application level or higher)
- ☐ Simulator able to provide necessary fidelity to meet objectives
- ☐ Learning objectives require some level of experimentation on the part of the learners
- ☐ Learning objectives include testing systems capabilities
- ☐ Learning objectives require a contextual application of knowledge and skills
- ☐ Active reflection (debriefing) essential to meeting objectives and reinforcing learning
- ☐ Learners expected to respond better in an active learning environment
- ☐ Group interaction and communications are key objectives

Beyond the simulation scenario(s), will other learning materials need to be developed? ☐ Yes ☐ No

If yes, what materials need to be developed (i.e., workbooks, slide presentations, etc.)?

Section 2: To be completed by simulation technologist in coordination with the course director or content expert

Step 5: Implementation

What type of simulation should be used (If the course involves multiple learning stations, define best mode of simulation for each learning station)? Check all that apply.

- ☐ High technology manikin (such as HPS)
- ☐ Mid-level technology manikin (such as Skills Reporter)
- ☐ Low technology manikin (such as a Crash Kelly or Stella)
- ☐ Standardized patient or other actor
- ☐ Task trainer (such as IV insertion trainer)
- ☐ Hybrid simulation (such as real person combined with task trainer)
- ☐ Virtual skills trainer (such as Accutouch or LSAT)
- ☐ Screen-based simulator (Such as AHA Online PALS)
- ☐ Other: _____

The simulation technologist in cooperation with the course director or content expert will:

- Develop required scenarios that address the learning objectives

- Create an equipment and supplies set up list for the scenario
- Test/pilot the scenario (a scheduled walk-through)
- Revise the scenario based on the initial pilot
- Schedule the scenario with appropriate room and resources, including simulators, other equipment (IV pumps, code cart, defibrillator, etc.), disposable supplies, and personnel
- Implement the scenario in the educational intervention
- Solicit or provide process/implementation feedback for simulation activity

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Section 3: To be completed by simulation educator in coordination with course director or content expert

Step 6: Evaluation and Feedback

Upon completion of this course, how will the curriculum be evaluated to determine how it met the needs of the learners (check all that apply)?

- ☐ Learner evaluation form
- ☐ Faculty evaluation form
- ☐ Group discussion/debriefing
- ☐ Other: _____
- ☐ Expert observation
- ☐ Manager or Supervisor feedback
- ☐ Focus group

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[i] This process is based on Kern DE, et al: *Curriculum Development for Medical Education – A Six-Step Approach.* Baltimore: The Johns Hopkins Univ. Press. 2009 (2nd edition).

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