**Clinical Simulation Center Instructional Plan (CSC IP)**

The CSC Staff want to assist you to successfully implement your simulation-based curriculum. Please take time to complete the IP in its entirety. For the seasoned faculty, this may take over an hour to finish. For those who would like assistance in developing a simulation-based curriculum, and/or associated assessments, please contact Deb Rooney, PhD, Director of Education and Research, directly via email [dmrooney@med.umich.edu](mailto:dmrooney@med.umich.edu) or phone (734) 764-0102.

**Part I. Logistics, Learners, & Goals**

**General Information:**

Administrative Support Contact Name: Click or tap here to enter text.

Administrative Support Contact Email: Click or tap here to enter text.

Responsible Faculty/ENC/CNS:

Instructor(s): Click or tap here to enter text.

Department/Unit: Click or tap here to enter text.

Course/Event Title: Click or tap here to enter text.

Date: Click or tap here to enter text.

Frequency:  One time only  Recurring Other: Click or tap here to enter text.

**Learners (check all that apply):**

Staff: MD RN PA NP CRNA PT PharmD PhD Paramedic EMT

Technologist Other: UAP

House Officers (PGY): 1  2 3 4  5 6 7 8

Pre-Med:

Nursing Student: Freshman Sophomore Junior Senior

Number of Learner(s) per session: Click or tap here to enter text.

Total number of Learner(s): Click or tap here to enter text.

**Instructional Goals** Broad statement of general intentions that describe what the leaner will gain from instruction/course. (Ask yourself: What would you like the learners to be able to explain, demonstrate or value following the session?) *(Enter text here*) -

**Learning Activities** Describe the session using (1) descriptors such as didactic (instruction), hands-on, procedural, team-training, and (2) duration of each, including rotation schedule and (3) remediation plan, if applicable. *(Enter text here*) -

**Part II. Learning Objectives**

**Select domains for learning that are applicable to your educational event:**

Cognitive (knowledge, e.g. “Learners should be able to list 3 indications for X procedure”)

Psychomotor Skill (skills, e.g. “Learners will be able to identify correct landmarks and

appropriately demonstrate XYZ)

Affective (attitude/motivation, “Learners will verbalize confidence in XYZ”)

Team-Training (multi-disciplinary teams, e.g. “Identified learners will be able to effectively lead

a multidisciplinary team during X clinical event, while implementing XYZ protocol”)

Transfer (improve patient-related outcomes e.g. “Decrease “time to disposition” during X

event in the ED”)

**Provide specific learning objectives for each domain marked above (Include the 3 critical components:**

1. **Behavior**-describes learner capability within the context of learning domain-observable (e.g. will describe steps to…”), **2) Conditions**- with what equipment/tool, or environmental (e.g. “with instruments supplied” or “during simulated scenario”), and **3) Standard of Performance**-Degree-standard of acceptable performance-e.g. Time, accuracy, quality (e.g. without error” or “without prompting.”)

**Simulation scenarios:**

**Select applicable ACGME (Accreditation Counsel for Graduate Medical Education) competency learning objectives that are relevant to your event and will be addressed:**

Medical Knowledge (learners practice/demonstrate knowledge of established/evolving biomedical, clinical,

epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care)

Patient-Care (learners practice and demonstrate abilities in providing patient care that is compassionate

appropriate and effective for the treatment of health problems and the promotion of health

Professionalism (learners practice and demonstrate a commitment to carrying out professional responsibilities

and adherence to ethical principles

Interpersonal/Communication skills (learners practice and demonstrate skills that are effective in the exchange

of information and collaboration with patients, families, and health care professionals

Practice-Based Learning/Improvement (learners practice/demonstrate evaluation of their care of patients,

appraise and assimilate scientific evidence, and continuously improve patient care based on constant self-

evaluation and life-long learning)

Systems-Based Practice (learners practice/demonstrate an awareness of and responsiveness to the larger context/system of

care as well as the ability to call effectively on other resources in the system to provide optimal health care

**Part III. Resources-**

1. **Indicate the requested simulators below (check all that apply) \***

\*For detailed description of simulators, please see the webpage @ <https://medicine.umich.edu/dept/csc/explore-csc/simulators>

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Arterial Wrist Trainer |  | ALS Trainer—Adult |  | Arthroscopic Sim (DKAS) |  | Mindray Ultrasound |
|  | Airway Head (Adult) |  | ALS Trainer- Infant |  | DaVinci |  |  |
|  | Airway Head (Peds) |  | BLS Mannequin |  | Endoscopy 1 |  | Virtual Reality |
|  | Airway Heads (Infant) |  | Blue Baby |  | Endoscopy 2 EBUS |  | B-Line AV System |
|  | Anesthesia machine |  |  |  |  |  |  |
|  | Box Trainers |  | HAL-Adult |  | Hystero Trainer |  | Crash Cart/Defibrillator |
|  | Central Line U/S Model |  | HAL-Pediatric |  | LapMentor Express |  | EZ-I.O. Drill |
|  | Chest Tube (low fidelity) |  | HAL-Infant |  | LapSim 1 |  | Knot Board |
|  | Cric (low fidelity) |  | HAL-Newborn |  | LapSim 2 |  | Physio Monitor |
|  | Cric Pressure Trainer |  | Harvey Cardiopulmonary |  | Orpheus Perfusion |  | ProSim-8 |
|  | Fiberoptic Scope |  | HPS-Adult |  |  |  | SonoSite Ultrasound |
|  | FLS Trainers |  | HPS-Pediatric |  | VIST Endovascular |  | Glidescope |
|  | IV arms |  | Megacode Kelly (Adult) |  | FAST Model |  | SimIQ |
|  | Lumbar Puncture (Adult) |  | Megacode Kid (Pediatric) |  | Bone Marrow Biopsy |  | Knee Aspiration |
|  | Lumbar Puncture (Peds) |  | Noelle Birthing Simulator |  | US - Baby in Belly |  | Reboa RATT |
|  | Lumbar Puncture (infant) |  | Resuscitation Baby |  | Abdominal trainer |  | Mimic Robot |
|  | Pelvic Exam Trainer |  | Sim Baby |  | Chester Chest |  | Mentice VIST |
|  | PICC Model |  | Sim Man |  | Nita Newborn |  | EyeSi |
|  | Sawbones |  | Sim Man 3G |  | Califia (profusion) |  | SonSim Ultrasound |
|  | Trauma Man |  | Juno Nursing Trainer |  | C-Mac |  | Metaphor |
|  | Urogenital Models (Foley) |  | Victoria |  | Epidermal |  | Premie Anne |
|  | Thoracentesis u/s model |  | Super Tory |  | Igmar ASL 500 ventilation |  |  |
|  | Paracentesis u/s model |  |  |  | PAT |  |  |

**B. Stations for your training event:**

Does this training event require more than one station?  Yes  No

1. If more than one station is required, then designate stations below:

|  |  |
| --- | --- |
| **Activity Stations** | |
| Station A: | Station E: |
| Station B: | Station F: |
| Station C: | Station G: |
| Station D: | Station H: |

1. Describe the setup required for this event:

Station A:*(Enter text here*) -

Station B:*(Enter text here*) -

Station C:*(Enter text here*) -

Station D:*(Enter text here*) -

Station E:*(Enter text here*) -

Station F:*(Enter text here*) -

Station G:*(Enter text here*) -

Station H:*(Enter text here*) -

**Part IV. Assessment-**

**C. Assessment Plan**

Indicate the assessment plan(s) used to evaluate the primary objectives noted in the previous section:

Think about why an assessment is completed:

* Identify gaps in knowledge, skills, attitudes
* Identify trends in skill development
* Evaluate program/training efficacy
* Regulatory mandates
* Ensure Patient Safety

**Unsure.** I would like help developing an assessment plan

**Formative Assessment.** debriefing, team review of scenarios, feedback during interventions

**Cognitive (knowledge) Assessment.** multiple choice, fill-in-the blitz, checklist, observation

**Psychomotor (Skills) Assessment**. formative feedback, checklist, observation

**Affective Assessment.** self-report rating scale, focus groups

**Team Training Assessment.** formative feedback, observable behavior checklists

**Transfer Assessment.** specific, defined patient-related outcomes in clinical setting

**Program Evaluation.** checklist, focus group/debriefing

**D. Assessment Mechanism**

1. Indicate your intended mechanism to collect data from this session (select all that apply):

CSC check-in/check out

iPad/Laptop

MedHub

Paper forms

ClinGrade

None

Other (Qualtrics, multiple choice exams (written/on-line), direct observation checklist, TEAMSTEPPS): Click or tap here to enter text.

1. Do you require additional support for collection of data for assessment? Yes No
2. If yes, please describe anticipated CSC resources you will need to support data collection during your event: *(Enter text here*)

1. Will measures collected be used to evaluate (validate) measures from a simulator, instrument, or curriculum?

Yes No

1. Do you intend to publish results from any research associated with data collected during this event?

Yes No Maybe

1. Has this research been reviewed/approved by Michigan Medicine’s Review Board?

Yes, study number (even if considered exempt):

Currently in Review

No