



Simulation Education **Evidence-Based Best** **Practices**

Session 6: Curricular Integration

Developed for Des Moines University

Developed by Paige, J., Graham, L., Sittner, B. (2021)

The purpose of this workbook is to provide a resource to further develop your skillset as a simulation educator. Associated with each of the *Simulation Education Evidence-Based Best Practices* sessions is a workbook that contains short self-learning activities and resources. Please take some time between sessions to apply what you learned. Prior to the next session, answers and explanations will be provided on the activities designed for each session.

If you have any questions, please don't hesitate to connect with us.



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Curricular Map Template

Standard # and Statement			
Accrediting Body	Standard #		
Accrediting Body	Standard Statement:		
Standard # and Statement			
SEMESTER	Course	Simulation	Skills

Curricular Integration for Simulation-Based Experiences

Determine where you are at with curricular integration of simulation- based experiences:

Criteria	Self Assessment
<p>Needs assessment</p> <ul style="list-style-type: none"> • Gaps • Anticipate future of SBE (manikin based, AR, VR, other technology) 	
<p>Support for curricular integration</p> <ul style="list-style-type: none"> • Identify simulation champions • List the resources required (human resources, space, identify courses) 	
<p>Leader</p> <ul style="list-style-type: none"> • Appoint a leader knowledgeable in simulation pedagogy 	
<p>Organize</p> <ul style="list-style-type: none"> • Leadership/teams • Structure (simulation committee, decision-making, goals) 	
<p>Research</p> <ul style="list-style-type: none"> • Gather, analyze, and interpret data from multiple sources (student 	

<p>feedback from SBE, faculty feedback after SBE, stakeholder feedback, test scores)</p>	
<p>Consistent approaches</p> <ul style="list-style-type: none"> • Philosophical approaches (simulation, education, organizational) 	
<p>Determine outcomes</p> <ul style="list-style-type: none"> • Ability of graduates at end of program (related to simulation-based experiences) 	
<p>Design curriculum</p> <ul style="list-style-type: none"> • Identify courses for SBE • Scaffold the SBE over the entire program • Curriculum mapping (program objectives, course outcomes, entry to practice competencies, regulatory standards) 	
<p>Implement curriculum</p> <ul style="list-style-type: none"> • Consistent approaches to SBE (process, debriefing, evaluation) • Concurrent evaluation for refinement/redundancies (change similar SBE within the program, scale up or down with SBE) 	

<p>Evaluation</p> <ul style="list-style-type: none">• Ongoing formative evaluation (student feedback, faculty feedback)• Internal evaluation (internal review/approval process; external review by regulatory or accrediting bodies)• Process for responding to evaluation	

Adapted from Iwasiw, C. & Goldenberg, D. (2014). Curriculum development in nursing education. (3rd ed.). Jones and Bartlett.