



Simulation Program: New Course Proposal Form

Please submit form to: mghsimulation@partners.org

The MGH Learning Laboratory welcomes proposals for simulation-based training programs from across the hospital and is eager to work with practitioners/educators to develop strong, dynamic, and realistic educational experiences to meet a wide variety of teaching and learning needs for learners of all levels.

To help ensure a high-quality program and to determine what Learning Lab services and resources can help you plan, develop, and facilitate your training needs, please provide us with the information requested below. Once your submission is received, your course proposal will be shared with our expert Simulation Education Council (SEC), who will follow-up with recommendations around key collaborators and support to move ahead with creating and conducting your simulation-based training. After the SEC has reviewed and approved your course plan, you will then receive a form to schedule the logistics of your course.

Proposed Program/Course Title		
Course Director Contact Information		
Name	Department	Clinical Role
Telephone	Email	Today's Date
Course Description		
Please briefly describe the program you are proposing, including the goal for this training and the educational need it will meet.		
What are the Learning Objectives? (Please reference Learning Lab Guide to Writing Learning Objectives for background)	At the conclusion of this simulation activity, the participants will be able to: 1. 2. 3.	
What domains of education will this course contain? (check all that apply)	<ul style="list-style-type: none"> ○ Cognitive: Education designed to improve knowledge, comprehension and critical thinking. ○ Psychomotor: Education designed to develop and refine technical skills with a focus on manual dexterity, use of instruments and judgment related to procedural steps. This includes the components of the procedure requiring decision-making and planning. 	

	<ul style="list-style-type: none"> ○ Affective: Education designed to conceptualize and internalize attitudes, emotions and biases. This domain focuses on interprofessional and communication strategies, professionalism and attitudes designed to create patient-centered and family-centered care and incorporating the principles of diversity & inclusion language. ○ Team Training: A focus on the development of teamwork skills and communication, decision making and/or team strategies in various situations in healthcare environments to optimize care.
Please briefly describe the scenario: how the case will unfold and what experiences the learner can expect to engage in	
Please describe the plan for pre-briefing and debriefing the learners? (Please reference Prebriefing/Debriefing Resources for background)	
Will there be vendors present at your simulations, or providing any equipment for your sessions?	<ul style="list-style-type: none"> ○ No ○ Yes. Please briefly describe:
Target Learners	
Who are the learners who will be participating in this program?	<ul style="list-style-type: none"> ○ Attending Physicians ○ Fellows ○ Residents ○ Nurses ○ APPs ○ Other Health Professionals ○ Students ○ Others (please specify):
Is this program being designed/planned for accreditation or credentialing purposes?	<ul style="list-style-type: none"> ○ Yes Circle all that apply: CME CEU Other_____ ○ No
Learner Assessment	
How will you assess that the learners have met the Learning Objectives? (Please reference Learner Assessment Resources for background)	

<p>Assessment Types</p> <p>Please indicate the types of assessments you will have for this course</p>	<ul style="list-style-type: none"> ○ Learner Assessment <ul style="list-style-type: none"> ○ Assessment Tool: _____ ○ Faculty Assessment <ul style="list-style-type: none"> ○ Assessment Tool: _____ ○ Course Assessment* <ul style="list-style-type: none"> ○ Assessment Tool: _____ ○ Long-Term Follow-Up (at least 3 months after course) <ul style="list-style-type: none"> ○ Assessment Tool: _____ <p>*Learning Lab standard post-session evaluation can be used</p>
<p>Program Evaluation</p>	
<p>Please reference the <u>Post-Session Learning Lab Evaluation</u>. You may add additional questions to this standard evaluation.</p> <p>Would you like to add any questions to the standard Post-Session Learning Lab Evaluation?</p>	<ul style="list-style-type: none"> ○ No ○ Yes – Please List additional Evaluation Questions:
<p>Research and Publication</p>	
<p>Do you have plans to study any aspects of the program you are proposing, conduct research, and/or to publish results from your work in this program?</p>	<ul style="list-style-type: none"> ○ Yes. Please briefly describe: If yes, is there an IRB application submitted or pending? <input type="checkbox"/> Yes <input type="checkbox"/> No ○ No
<p>Do you have funding for this project? If yes, please explain.</p>	
<p>Faculty Development and Support</p>	
<p>So we can understand how best to support you, please describe the training and experience you have had in simulation, debriefing and/or teaching</p>	
<p>Will others be helping in the planning and development of this program? If so, please list.</p>	

<p>Would you or others involved in planning this program be interested in being considered for funding to attend formal training in simulation and/or debriefing?</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>
<p>In what area(s) of program development and planning do you think the Learning Lab can be most helpful to you?</p>	
<p>For Simulation Education Council Only</p> <p>Reviewers' Comments:</p>	
<p>For Simulation Education Council Only</p>	<p><input type="checkbox"/> Course Plan Approved</p> <p><input type="checkbox"/> Course Plan Approved with the Following Contingencies:</p> <p><input type="checkbox"/> Course Unapproved for the Following Reasons:</p>

Thank very much for providing this information. All proposals are reviewed by our expert Simulation Education Council. Their goal is to provide a thoughtful review and to be back to you with feedback within 10 business days of submission. Once your course proposal is reviewed and the course plan approved, we will ask you to complete a schedule request form to confirm dates, times, equipment, etc.

Learning Lab Approval: _____
Date

Course #: _____

Standard Post-Session Evaluation

(5 point Likert Scale: 1/poor; 2/fair; 3/good; 4/very good; 5/excellent)

1. Please rate the overall quality of this session.
2. The simulation was realistic enough for me to engage in learning.
3. The simulation exercise was clinically applicable to my training or practice.
4. This experience will impact the quality and safety of patient care.
5. The debriefing was facilitated effectively to encourage an open and honest dialogue.
6. What aspect of your practice, if any, will you modify based on this experience? (Short Answer)
7. How well do you feel this simulation experience helped you meet the following course objectives?

(Rating for *each objective* -- 5-point Likert scale: Agree-Disagree, N/A)

Obj 1: The simulation exercise served to enhance my TEAMWORK OR COMMUNICATION skills

Obj 2: The simulation exercise served to enhance my TECHNICAL OR PROCEDURAL skills.

Obj 3: The simulation exercise served to enhance my JUDGEMENT, CRITICAL-THINKING, OR DECISION-MAKING skills.

Obj 4: The simulation exercise helped me to better understand and/or apply institutional protocols, expert recommendations, or best-practice guidelines.

Obj 5+: learning objectives from new program proposal form

8. Please comment on the strengths and weaknesses of the session, and share any suggestions for program improvement. (Short Answer)

Course directors may add additional questions to the standard evaluation when submitting their New Program Proposal Form.



Guide to Writing Effective Simulation Session Learning Objectives

Here are a few simple steps to help write effective and useful simulation session objectives. Ideal objectives will include items as appropriate from:

- Cognitive Skills,
- Technical Skills, and
- Relationship and Communication Skills

I. Preparation:

1. Identify program level learning outcomes to which this session is intended to contribute. Examples might be learner appropriate milestones or EPA's.
2. Identify any specific clinical protocols or decision criteria, which should be reviewed in the session.
3. Identify any specific skills that are required. If skills are not the primary outcome, then indicate as "integrated".
4. Identify any communication and teaming skills that are expected to be demonstrated or mastered in this session.
5. Review list and eliminate any that are not the focus in the debriefing.

II. Draft objectives:

6. [Draft objectives](#) by completing the sentence, "By the end of this session, the learners will be able to..."
7. Consider beginning the objectives with a [verb of appropriate complexity](#) for the learner level*. For example, novice learners might benefit from less complex objectives such as remembering facts, while more expert learners might be ready to demonstrate more advanced competencies such as managing or integrating. (See list of sample verbs below).
8. Four to six objectives per session are usual.

III. Consult and pilot:

9. Consult an education specialist at any point, and pilot assessments tied to these before full implementation.
10. Review the pilot session outcomes and assessments, and update the objectives as needed, assuring alignment between these.

*Sample list of verbs (Novice to Expert) with examples

1. Remember/Recall (Novice)
 - Report, Identify
2. Understand/Recognize (Adv Beginner)
 - Interpret, Explain, Describe
3. Apply/ Implement
 - Perform, complete,
4. Analyze/Manage (Competent)
 - Differentiate, Organize, Problem solve
5. Evaluate
 - Compare, critique
6. Create (Expert)
 - Develop, generate, synthesize

Additional resources: <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>