

Register Now!

7th Annual Hot Topics in Simulation Education

A New York City Simulation Virtual Symposium

Sponsored by the New York Simulation Center
for the Health Science (NYSIM)

Date:

Friday, October 22, 2021

Time:

Virtual Symposium: 11:00am-4:45pm

Virtual Happy Hour: 4:45pm-5:45pm

Location:

Via Zoom

Who should attend?

All educators in health professions who want to learn more about the latest innovations and best practices in simulation education.

What does the day include?

Plenary sessions, breakout sessions.

Symposium Fee:

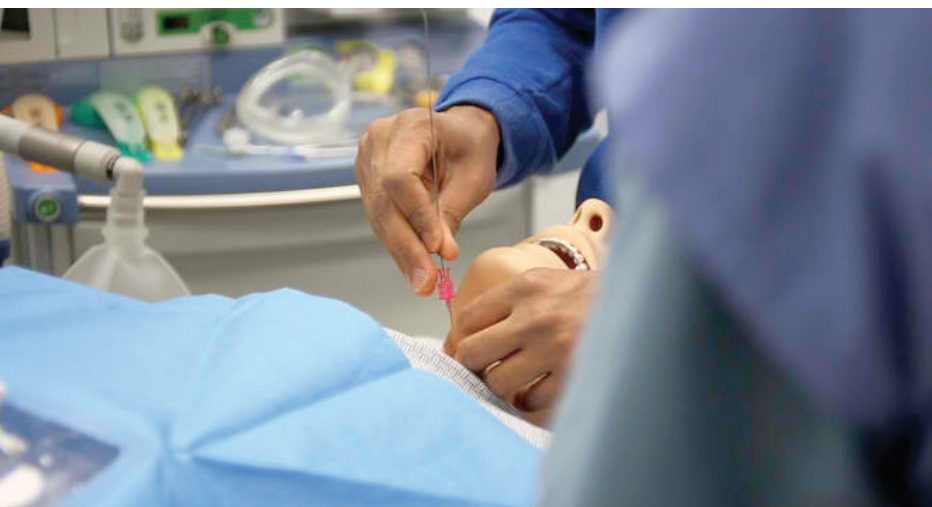
NYULH: Free

CUNY: Free with coupon code

Other: \$20

Visit Online to Register:

nysimcenter.org/symposium/hot-topics



NYSIM
THE CITY UNIVERSITY OF NEW YORK | NYU GROSSMAN SCHOOL OF MEDICINE

Symposium Objectives

Participants will be able to:

Examine challenges in simulation in health professions education

Explore strategies to integrate simulation into curriculum and practice

Network with colleagues and experts in simulation education in healthcare



Symposium Fee

NYULH: Free

CUNY: Free with coupon code

Other: \$20

Registration

Visit the **Hot Topics** website to register:

nysimcenter.org/symposium/hot-topics

Please contact us via email at nysim@nyulangone.org or call us at

(646) 501-4000

if you have any questions about the program.



Accreditation, Designation & Contact Hours

CME Accreditation Statement

The NYU Grossman School of Medicine is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

Credit Designation Statement

The NYU Grossman School of Medicine designates this live activity for a maximum of 5 AMA PRA Category 1 Credits™. Physicians should claim only the credit commensurate with the extent of their participation in the activity. Provided by NYU Grossman School of Medicine.

Continuing Nursing Education Contact Hours

This program will award 5 continuing nursing education contact hours. Participants must complete a course evaluation to claim contact hours for this learning activity.

The NYU Meyers College of Nursing Center for Continuing Education in Nursing is accredited as a provider of continuing nursing education by the American Nurses' Credentialing Center's Commission on Accreditation.

Attendance and Cancellation Policies

If you are unable to attend the virtual symposium, please notify nysim@nyulangone.org.

Registration fees are non-refundable.

All cancellations must be submitted via email to nysim@nyulangone.org by October 21st, 2021. There are no refunds available for this course.

Agenda

11:00am - 11:15am

Welcome & Introductions

Grace Ng, PhD, CNM, RN

Symposium Chair, NYSIM Health Professions Director

11:15am - 12:00pm

Plenary Session 1

Taming the Debriefing - A Journey of Discovery, Growth and Maturity

Adam Cheng, MD

Alberta Children's Hospital Research Institute

KidSIM-ASPIRE Research Program

University of Calgary

Effective debriefing requires the application of specific skills and strategies, and yet existing literature offers little guidance on how debriefing expertise develops over time. During this session, we will approach debriefing through the lens of faculty development, framing it as a trajectory of three stages through which debriefing expertise develops - Discovery, Growth, and Maturity.

Objectives:

- Describe 3 phases of developing debriefing expertise.
- Discuss the knowledge and skills required to become an expert debriefer.
- Review faculty development strategies for training debriefers.

12:00pm - 12:45pm

Plenary Session 2

Creating Psychological Safety When You Don't Feel It: Embracing Your Vulnerability

Kate J. Morse, PhD, MSN, RN, ACNP-Ret

College of Nursing & Health Professions

Drexel University

Center for Medical Simulation

As simulation educators we are inherently innovators and value creating and maintaining psychological safety for our learners. In the past year we have had to pivot rapidly and create alternative learning experiences. A critical element



of success was creating psychological safety for our faculty while we may have felt out of our depth of experience. This talk will explore the tension of creating psychological safety for others when you don't feel it for yourself.

Objectives:

- Reflect on your own beliefs and views on your personal sense of psychological safety in educational settings.
- Identify one thing you will embrace when feeling vulnerable.

12:45pm - 1:00pm

Question and Answer Panel

Adam Cheng, MD

Alberta Children's Hospital Research Institute

KidSIM-ASPIRE Research Program

University of Calgary

Kate J. Morse, PhD, MSN, RN, ACNP-Ret

College of Nursing & Health Professions

Drexel University

Center for Medical Simulation

1:00pm - 1:30pm

Lunch

Visit Online to Register:

nysimcenter.org/symposium/hot-topics

1:30pm - 2:30pm

Breakout Sessions Round 1

Select one of the following sessions at time of registration

1A

Put Me in Coach! Optimizing Peer Coaching for Debriefing Skill Development

Adam Cheng, MD
*Alberta Children's Hospital Research Institute
KidSIM-ASPIRE Research Program
University of Calgary*

Formal debriefing skills training for faculty development can often be a resource heavy undertaking. For simulation programs that may not have resources, peer coaching is an option for fostering debriefing skill development.

Objectives:

- Describe the value of peer coaching as a faculty development tool
- Practice setting expectations to enhance the peer learning partnership.
- Practice peer coaching - up and down the healthcare hierarchy.

1B

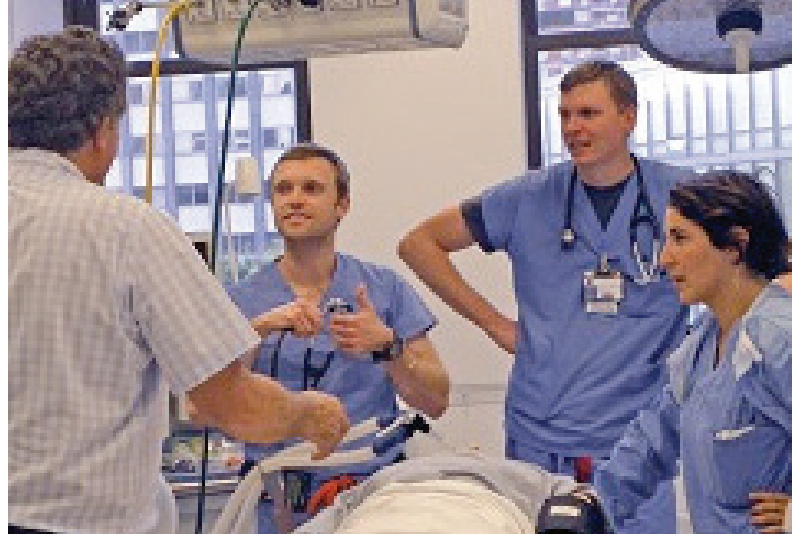
Developing Skills to Recover Psychological Safety in Learning

Kate J. Morse, PhD, MSN, RN, ACNP-Ret
*College of Nursing & Health Professions
Drexel University*

This workshop will provide the learners with an opportunity to identify, reflect on and discuss the critical elements required to create and maintain a psychologically safe learning environment in simulation-based education. Learners will engage in small group work and critical self-reflection to understand faculty contribution when psychological safety is threatened and identify future moves that could restore breaches to psychological safety.

Objectives:

- Identify key elements of creating a psychologically safe learning environment.
- Reflect on personal frames that may be contributing to threats to psychological safety during debriefing.
- Script future key steps to share one's commitment to creating and maintaining a psychologically safe learning environment.



1C

Designing and Implementing Virtually Simulated Interprofessional Education (IPE) Scenarios: A Dynamic Collaborative Workshop

Patricia Simino Boyce, PhD, RN
City University of New York

Susan Riekert, MSN, COS-C2, RN
*Queensborough Community College
City University of New York*

Nicole Saint-Louis, DSW, LCSW
*Lehman College
City University of New York*

Please join us in this collaborative workshop as members of the CUNY NYSIM IPE faculty group share their experiences designing and implementing a virtually simulated IPE pilot. Participants will be actively engaged by collaborating on their own IPE simulated scenario design followed by immersion in a live IPE roundtable discussion based upon that scenario!

Objectives:

- By the end of this workshop, participants will demonstrate an understanding of the basic steps in designing an IPE case scenario in the virtual environment.
- By the end of this workshop, participants will be able to apply IPE principles and templates to construct a simulated IPE experience with colleagues across disciplines.
- By the end of the workshop, participants will be able to effectively use debriefing to address and meet IPEC core competencies.

2:30pm - 2:40pm

Break/Transition

2:40pm - 3:40pm

Plenary Session 3

Lessons from 5 Years of Podcasting for the Simulation Community

Victoria Brazil, MBBS, FACEM, MBA
Gold Coast Health Service
Bond University Faculty of Health Sciences and Medicine

Simulcast is a podcast that aims to connect the healthcare simulation community – through conversations with simulation professionals from around the world, discussion of the latest simulation literature, and through snapshots from simulation conferences and events. Through these marvelous conversations, I've learned a lot about the people, the practices and potential for healthcare simulation in the 21st century.

Most importantly – it made me reflect on my own simulation practice. Lessons on simulation delivery, the importance of theory and learning from other disciplines, some cool technology, the plurality of 'good' in sim techniques, and when to 'just say no' to simulation.

Objectives:

At the end of this session, attendees will:

- Reflect on the breadth of healthcare simulation scholarship and research.
- Apply lessons from published literature in healthcare simulation to their own scholarship and practice.
- Consider the role of podcasting and online platforms to support a virtual community of practice in healthcare simulation.

3:40pm - 3:45pm

Break/Transition



3:45pm - 4:45pm

Breakout Sessions Round 2

Select one of the following sessions at time of registration

2A

Translational Simulation – Pearls and Pitfalls

Victoria Brazil, MBBS, FACEM, MBA
Gold Coast Health Service
Bond University Faculty of Health Sciences and Medicine

Really making a difference to patient outcomes is the 'holy grail' for simulation programs. Translational simulation aims to explore healthcare environments and the people who work in them, and then test and embed possible improvements for teams and systems. In this session, we'll consider the practical aspects of designing and delivering this kind of simulation and think about how we can embed this approach as a strategy within our health services. We'll consider the elusive 'culture shaping' effect of simulation and ways to help teams get better at getting better. Expect to reflect on your own goals and approaches as I share various successes and failures from our Gold Coast Simulation Service.

Objectives:

At the end of this session, attendees will:

- Describe the application of translational simulation to improving healthcare teams and systems.
- Integrate appropriate elements of a translational simulation approach into their local context.
- Reflect on how simulation efforts may shape local culture at their home institutions.

2B

Applying Four-Component Instructional Design (4C/ID) to Longitudinal Simulation-Based Education

Deepak Pradhan, MD, FCCP, MHPE (candidate)
NYU Grossman School of Medicine
NYU Langone Health
Bellevue Hospital

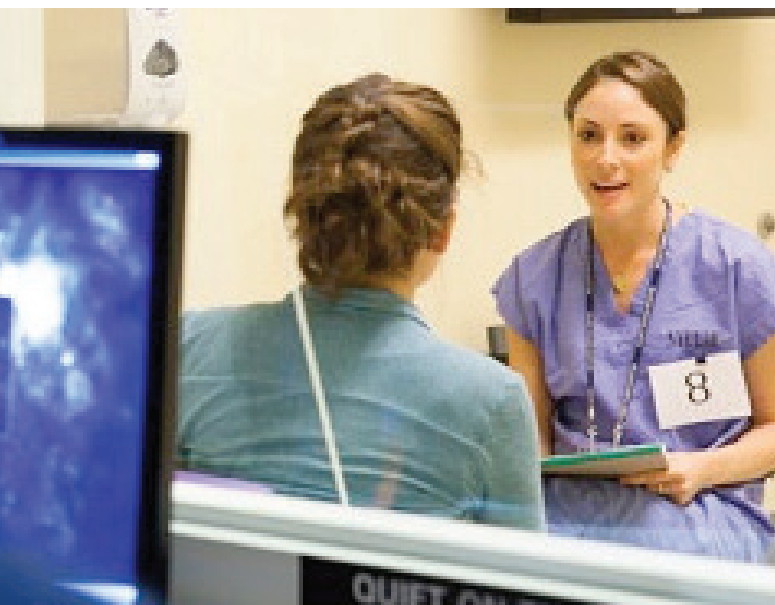
Medical simulation is often used to teach learners complex skills that combine medical knowledge, psychomotor skills, clinical integration, etc. to engage

in timely patient care. But as an educator, if I want to teach learners a complex skill, where do I start? What framework can I use to design instruction of these complex skills? Merriënboer's four-component instructional design (4C/ID) model recognizes four essential components to realizing complex learning: (1) learning tasks, (2) supportive information, (3) procedural information, and (4) part-task practice. Task-centered instruction is a learner-centered constructivist approach that focuses on learning by doing (active participation), transfer of learning to the real-world setting, higher order thinking than just memorization of material, self-regulation, and intrinsic motivation with support and guidance (scaffolding). In this workshop we will apply the 4C/ID model to a longitudinal point-of-care ultrasound (POCUS) course as an example of how to craft a longitudinal simulation-based curriculum step-by-step using instructional design theory. By applying theory to a concrete example, learners will gain experience that they can subsequently utilize and apply to their own simulation-based education projects.

Objectives:

After participating in this workshop learners are expected to be able to do the following:

- Describe the elements of four-component instructional design model for learning complex skills.
- Apply four-component instructional design to simulation-based education, particularly to a longitudinal curriculum.



2C

Virtual Objective Structured Clinical Exam for Transgender and Non-binary Health Education - How to Use Virtual Simulation to Improve Care for Transgender and Non-binary Patients

Soma Pathak, MD
Janice Shin-Kim, MD
Delna John, MD
Kimbria Arno, MD
*NYU Grossman School of Medicine
NYU Langone Health
Bellevue Hospital*

In this workshop, we will present the virtual Objective Structured Clinical Exam (vOSCE) as an innovative and effective tool to improve provider education and comfort level with transgender and non-binary patient care. We will review the development and implementation of this vOSCE within our institution. We will also discuss the challenges associated with this educational platform, as well as strategies for wider implementation.

Objectives:

- Describe how to structure and create a virtual OSCE (vOSCE) to improve provider education specific to transgender and non-binary (TGNB) patient care.
- Develop techniques to protect the psychological safety of participants in the vOSCE.
- Identify challenges and limitations of creating and implementing a TGNB-specific curriculum in the virtual platform.

4:45pm - 5:45pm

Network Event/ Virtual Happy Hour

Grace Ng, PhD, CNM, RN
Symposium Chair, NYSIM Health Professions Director

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nysimcenter.org/symposium/hot-topics

Plenary Speakers:



Victoria Brazil, MBBS, FACEM, MBA is an emergency physician and medical educator. She is a Professor of Emergency Medicine and Director of Simulation at the Gold Coast Health Service, and at Bond University's Faculty

of Health Sciences and Medicine. Victoria's main interests are in connecting education with patient care - through translational simulation for healthcare, and in developing high performing teams. She leads the Bond Translational Simulation Collaborative. Victoria is an enthusiast in the social media and #FOAMed world (@SocraticEM). She is co-producer of Simulcast and she hosts the Harvard Macy Institute podcast. She also serves as a faculty member with the Harvard Macy Institute. Follow Victoria at @SocraticEM or look her up at drvictoriabrazil.com.



Adam Cheng, MD is a Professor at the Departments of Pediatrics and Emergency Medicine at the University of Calgary in Calgary, Canada. As a scientist and researcher at the Alberta Children's Hospital Research

Institute, he oversees a program of simulation-based research focused on improving outcomes from cardiac arrest. He co-founded the INSPIRE network, an international research simulation collaborative with over 250 institutions that has fostered the global dissemination of simulation-based research. He has served on the Board of Directors of both the Society for Simulation in Healthcare and the International Pediatric Simulation Society. He has provided leadership for various international simulation conferences and delivered lectures and workshops at conferences around the world. Dr. Cheng conducts research with interests in cardiopulmonary resuscitation and debriefing and has led numerous multicenter simulation-based research trials. He has edited several textbooks and authored various American Heart Association Cardiopulmonary Resuscitation guidelines and scientific statements.



Kate J. Morse, PhD, MSN, RN, ACNP-Ret obtained her BSN from the University of Calgary, Alberta; her MSN as a clinical nurse specialist in critical care from San Diego State University; her Post-master's certificate as an

Adult Nurse Practitioner from California State University, Long Beach and her PhD from Villanova University. She is a retired Adult and Acute Care Nurse Practitioner. She is a past Jonas Scholar and National League of Nursing Sim Leader. She served as the VP of Membership for INASCL (International Nursing Association in Simulation and Clinical Learning) 2016 – 2018. Dr. Morse held the positions of Assistant and Associate Director of Center for Educational Leadership and International Programs Medical Simulation in Boston 2015 – 2019. Dr. Morse is currently the Assistant Dean for Experiential Learning and Innovation in the College of Nursing and Health Professions at Drexel University and adjunct faculty for the Center for Medical Simulation. Her current interests include creating psychological safety for faculty and learners, developing skills for speaking up and feedback in healthcare simulation and creating cultural change through simulation.