

# Cincinnati Children's Center for Simulation and Research

## Course Catalog

July 1, 2022

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**Contact Us**

Email: [simulationcenter@cchmc.org](mailto:simulationcenter@cchmc.org)

Phone: 513-636-6992



## About Us

The Center for Simulation and Research at Cincinnati Children's, founded in 2001, was the first pediatric simulation center in the United States. We received the status of Accreditation by the Society of Simulation in Healthcare in 2011 within the areas of Teaching/Education and Systems Integration/Patient Safety, becoming the first simulation center in Ohio and the first pediatric simulation center in the United States to receive this status.

In 2016, we were accredited once again by the Society of Simulation in Healthcare within the areas of CORE, Teaching/Education, Systems Integration, and Research.

We create innovative simulation-based programs to enhance patient safety and promote experiential learning for all members of the healthcare team, in collaboration with content experts and facilitators from multiple divisions and subspecialists throughout Cincinnati Children's Hospital Medical Center. We offer sessions in laboratory settings on our Oak Campus, Burnet Campus and Liberty Campus, as well as in situ simulations across Burnet, Liberty, Urgent Care and College Hill locations and outreach through our Mobile Simulation Lab. This catalog represents the current course offerings as of June 1, 2021.

Additionally, we have demonstrated the ability to develop new courses on an annual basis, from conception through implementation for both internal and external clients. If you cannot find a course you are looking for, please feel free to contact us to discuss course development.

## Our Courses

We currently have over 100 active courses which we schedule annually. Course renewal and intake for course development are reviewed annually prior to scheduling.

The Center for Simulation & Research offers courses that train individuals, small groups, and large groups of learners. Foci of these training sessions can range from simple tasks to interprofessional team interactions with complex medical equipment (i.e. ECMO, CRRT).

To help better classify the content and learning objectives of our courses, we have developed the following training categories:

- Systems Integration (29.8% of all active courses)
- Teamwork and Communication (23%)
- Technical Skill-Based Competency (25%)
- Complex Medical Equipment (5.7%)
- Simulationist Instruction (5.7%)
- Unit and/or Care Process Orientation (5%)
- Certification (3.8%)
- Patient- and/or Caregiver-Focused (2%)

This catalog also includes our inactive courses. Inactive courses are not scheduled in the current fiscal year, but may be reactivated as needed.

## CME information

We work closely with our Continuing Medical Education Office to offer continuing education credit to participants. Please note that for any newly developed courses the required application documents need to be submitted at least 60 days prior to course offering. Also, please keep in mind that CME credit is not applicable to all courses or training sessions that we offer.

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## Pricing

Courses are priced based on room use, simulator and supporting equipment, setting (lab, in situ, off site), staffing required, and type of training. Courses for internal (CCHMC) providers are assigned as “core”, whereas courses for external providers as assigned as “external” pricing. Please feel free to contact us to discuss cost estimates.

## Video Recording

For simulations performed in our simulation lab, we have the capacity to video-record the training sessions. All participants are asked to sign an *Authorization and Consent to Photograph and Publish* form prior to training. Video recording is performed to allow video-based debriefing to occur after each scenario is completed. Other potential uses of the recordings include program-based research or simulation-based assessment of teams or individuals. If videos are used for those purposes, the individual participants are made aware of intent prior to recording and additional consent is obtained, as applicable. Video recording infrequently occurs during in situ simulations or other simulations performed outside of our simulation lab setting.

## Facilities and Resources

We have multiple simulation labs. Our largest space is a 13,000 sq. ft. facility occupying what was formerly the labor and delivery suite of the Bethesda Oak Hospital, now part of the Cincinnati Children’s Oak Campus, which includes multiple inpatient rooms, trauma and ICU rooms, three task training rooms, two debriefing rooms, a large classroom, and several storage and tech rooms. Our Old Research Building (ORB) Sim Lab, built on Cincinnati Children’s main campus, is a 500 sq. ft. space which includes two sim rooms, a central control room, a debriefing room, and a storage room. Lastly, our new Cincinnati Children’s Liberty Campus Simulation & Skills Lab includes 600 sq. ft. for Liberty staff orientation, task training, and team training.

We have over 40 high-fidelity simulators. We complement these simulators with an array of basic task trainers and bedside equipment to recreate the actual clinical care environment.

Click here to [meet our team](#).

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Email: [simulationcenter@cchmc.org](mailto:simulationcenter@cchmc.org)

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Title	In situ Adult Care	Course #	ADULT01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Recognition of adult-specific emergencies resulting in MRT (stroke, MI, PE, sepsis), and generation of basic differential for these diagnoses.</li> <li>- Identification of initial steps in management of adult emergencies.</li> <li>- Location of adult-specific protocols, and identification of adult-specific resources that would be required in the event of an adult emergency (notification of Hospital Medicine Adult Care team, contacting UC consultants, initiating transfer to UC).</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	MD, RN, RT, APN		
<b>Location</b>	In situ		
<b>Length</b>	0.5 hours (10-15 minutes of simulation, 10-15 minutes of bedside debriefing)		
<b>Class size</b>	Min. 5, with representation from each profession on that unit		
<b>Year Developed</b>	2016		
<b>Content Expert(s)</b>	Brian Herbst		
<b>Lead Educator</b>	Brant Merkt, RN		

Title	AHA – ACLS	Course #	AHA01
<b>Course Objectives</b>	<p>This classroom, video-based, Instructor-led course uses a series of simulated adult emergencies to:</p> <ul style="list-style-type: none"> <li>- Reinforce the important concepts of a systematic approach to adult assessment, basic life support, ACLS treatment algorithms, effective resuscitation and team dynamics;</li> <li>- Improve the quality of care provided to seriously ill or injured adults, resulting in improved outcomes.</li> </ul>		
<b>Category</b>	Certification		
<b>Learners</b>	MD, RN, RT, APN, CRNA, Paramedic, Pharmacist		
<b>Location</b>	Oak Simulation Lab		
<b>Length</b>	4 hours		
<b>Class size</b>	Min. 15; Max. 32		
<b>Prerequisites</b>	Online Pre-Course Work		
<b>Year Developed</b>	2012		
<b>Content Expert(s)</b>	Rachel Keller-Smith, Brant Merkt, Shawn McDonough		
<b>Lead Educator</b>	Rachel Keller-Smith, RT		

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Title	AHA – Combo, ACLS & PALS	Course #	AHA02
<b>Course Objectives</b>	<p>This classroom, video-based, Instructor-led course uses a series of simulated adult and pediatric emergencies to:</p> <ul style="list-style-type: none"> <li>- Reinforce the important concepts of a systematic approach to adult assessment, basic life support, ACLS and PALS treatment algorithms, effective resuscitation and team dynamics;</li> <li>- Improve the quality of care provided to seriously ill or injured adults and children, resulting in improved outcomes.</li> </ul>		
<b>Category</b>	Certification		
<b>Learners</b>	MD, RN, RT, APN, CRNA, Paramedic, Pharmacist		
<b>Location</b>	Oak Simulation Lab		
<b>Length</b>	4 hours		
<b>Class size</b>	Min. 25; Max. 48		
<b>Prerequisites</b>	Online Pre-Course Work		
<b>Year Developed</b>	2012		
<b>Content Expert(s)</b>	Rachel Keller-Smith, Brant Merkt, Shawn McDonough		
<b>Lead Educator</b>	Rachel Keller-Smith, RT		

Title	AHA – PALS	Course #	AHA05
<b>Course Objectives</b>	<p>This classroom, video-based, Instructor-led course uses a series of simulated pediatric emergencies to:</p> <ul style="list-style-type: none"> <li>- Reinforce the important concepts of a systematic approach to pediatric assessment, basic life support, PALS treatment algorithms, effective resuscitation and team dynamics;</li> <li>- Improve the quality of care provided to seriously ill or injured children, resulting in improved outcomes.</li> </ul>		
<b>Category</b>	Certification		
<b>Learners</b>	MD, RN, RT, APN, CRNA, Paramedic, Pharmacist		
<b>Location</b>	Oak Simulation Lab		
<b>Length</b>	4 hours		
<b>Class size</b>	Min. 15; Max. 32		
<b>Prerequisites</b>	Online Pre-Course Work		
<b>Year Developed</b>	2003		
<b>Content Expert(s)</b>	Rachel Keller-Smith, Brant Merkt, Shawn McDonough		
<b>Lead Educator</b>	Rachel Keller-Smith, RT		

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Email: [simulationcenter@cchmc.org](mailto:simulationcenter@cchmc.org)

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<b>Title</b>	Basic Life Support (BLS)	<b>Course #</b>	AHA06
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Activate Emergency Services</li> <li>- Perform Adult CPR</li> <li>- Perform Child and Infant CPR</li> <li>- Demonstrate Effective use of AED</li> <li>- Assess and Intervene in Mild to Severe Airway Obstruction in Adults, Children and Infants</li> </ul>		
<b>Category</b>	Certification		
<b>Learners</b>	Healthcare Providers and Non-healthcare Providers		
<b>Location</b>	Oak Simulation Lab		
<b>Length</b>	3 hour		
<b>Class size</b>	6-18		
<b>Year Developed</b>	2003		
<b>Content Expert(s)</b>	Rachel Keller-Smith		
<b>Lead Educator</b>	Brenda Shutts, RRT; Beth Feldstein; Glen Fossett, EMT-P; Mike Toon, EMT-P		

<b>Title</b>	Citizens "Hands Only" CPR	<b>Course #</b>	AHA07
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Activate Emergency Services</li> <li>- Perform Effective Chest Compressions until help arrives for Adults</li> <li>- Perform Child and Infant CPR</li> <li>- Demonstrate Effective use of AED</li> <li>- Assess and Treat Mild to Severe Airway Obstruction in Adults, Children and Infants</li> </ul>		
<b>Category</b>	Certification		
<b>Learners</b>	Non-healthcare Provider		
<b>Location</b>	Oak Simulation Lab		
<b>Length</b>	1 hour		
<b>Class size</b>	6-12		
<b>Year Developed</b>	2020		
<b>Content Expert(s)</b>	Rachel Keller-Smith		
<b>Lead Educator</b>	Beth Feldstein; Brenda Shutts, RRT, Glen Fossett, EMT-P; Mike Toon, EMT-P		

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<b>Title</b>	In situ SRC (Schubert Research Clinic)	<b>Course #</b>	ALLER01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Staff will demonstrate/verbalize improved comfort level with emergency equipment- nebulizers, O2 masks-rebreathers, AED, crash cart, and code sheet.</li> <li>- Standardize communication plan with physician when patient concerns or questions arise.</li> <li>- Staff will demonstrate/verbalize improved comfort and confidence responding to adult emergencies, as we are seeing more adult infusion patients with more co-morbidities</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	RN, PCA, LPN, MA		
<b>Location</b>	In situ		
<b>Length</b>	0.5 hours (10-15 minutes of simulation, 10-15 minutes of bedside debriefing)		
<b>Class size</b>	Min. 5, with representation from each profession on that unit		
<b>Year Developed</b>	2014		
<b>Content Expert(s)</b>	Becky Russo; Lori Brunner		
<b>Lead Educator</b>	Brant Merkt, RN		

<b>Title</b>	Allergy/Immunology Fellows Course	<b>Course #</b>	ALLER02
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Recognition of anaphylaxis based on patient presentation and objective/subjective findings</li> <li>- Completion of appropriate exam, asking for vital signs</li> <li>- Appropriate choice of medication with correct dosing</li> <li>- Proper administration of IM epinephrine</li> <li>- Complete discussion of interventions with patient/family</li> <li>- Effective team communication techniques (including mental modeling, closed-loop communication)</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	MD (Fellows), RN		
<b>Location</b>	ORB, In situ		
<b>Length</b>	1 hour		
<b>Class size</b>	2-4		
<b>Year Developed</b>	2020		
<b>Content Expert(s)</b>	Stephanie Ward, Kimberly Risma		
<b>Lead Educator</b>	Gina Klein, RN		

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Email: [simulationcenter@cchmc.org](mailto:simulationcenter@cchmc.org)

Phone: 513-636-6992





<b>Title</b>	In situ Anesthesia Fellow	<b>Course #</b>	ANES01
<b>Course Objectives</b>	<p>Clinical fellows in the department of anesthesia at CCHMC will:</p> <ul style="list-style-type: none"> <li>- Comprehend acute clinical scenarios involving the delivery of anesthetic care to complex pediatric patients;</li> <li>- Devise and execute appropriate corrective measures to the proposed circumstances;</li> <li>- Critique the performance of others through appropriate constructive feedback.</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	MD (Fellows)		
<b>Location</b>	In situ		
<b>Length</b>	2 hours (2-3 scenarios followed by individual debriefings)		
<b>Class size</b>	Min. 3		
<b>Year Developed</b>	2008		
<b>Content Expert(s)</b>	Mike Sikora, Abigail Monnig		
<b>Sim Super User</b>	Michael Sikora		
<b>Lead Educator</b>	Jamie Shoemaker, RN		

<b>Title</b>	In situ Anesthesia Attending	<b>Course #</b>	ANES02
<b>Course Objectives</b>	<p>Clinical faculty in the department of anesthesia at CCHMC will:</p> <ul style="list-style-type: none"> <li>- Comprehend acute clinical scenarios involving the delivery of anesthetic care to complex pediatric fetal care and liver transplant patients;</li> <li>- Devise and execute appropriate corrective measures to the proposed circumstances;</li> <li>- Critique the performance of others through appropriate constructive feedback.</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	MD		
<b>Location</b>	In situ		
<b>Length</b>	0.5 hours (10-15 minutes of simulation, 10-15 minutes of bedside debriefing)		
<b>Class size</b>	Min. 2		
<b>Year Developed</b>	2015		
<b>Content Expert(s)</b>	Michael Sikora, Jagroop Parikh		
<b>Sim Super User</b>	Michael Sikora		
<b>Lead Educator</b>	Shawn McDonough, EMT-P		

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<b>Title</b>	Anesthesia CRNA	<b>Course #</b>	ANES03
<b>Course Objectives</b>	<p>Certified registered nurse anesthetists in the department of anesthesia at CCHMC will:</p> <ul style="list-style-type: none"> <li>- Comprehend acute clinical scenarios involving the delivery of anesthetic care to complex pediatric patients;</li> <li>- Devise and execute appropriate corrective measures to the proposed circumstances;</li> <li>- Critique the performance of others through appropriate constructive feedback.</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	CRNA		
<b>Location</b>	In situ		
<b>Length</b>	2 hours (2-3 scenarios followed by individual debriefings)		
<b>Class size</b>	Min. 3		
<b>Year Developed</b>	2016		
<b>Content Expert(s)</b>	Carrilee Powell, Sean Barclay, Joanna Paquin		
<b>Sim Super User</b>	Carrilee Powell		
<b>Lead Educator</b>	Shawn McDonough, EMT-P		

<b>Title</b>	Simulation for Student Registered Nurse Anesthetists: Common Pediatric Anesthesia Complications	<b>Course #</b>	ANES04
<b>Course Objectives</b>	<p>During this simulation experience the student registered nurse anesthetists (SRNAs) will:</p> <ul style="list-style-type: none"> <li>- Become familiar with the pediatric anesthesia equipment and set up at Cincinnati Children's Medical Center;</li> <li>- Review common physiology and anesthetic complications that occur to pediatric patients undergoing anesthesia;</li> <li>- Review and practice skills necessary to recognize, manage, and treat common pediatric anesthetic complications such as laryngospasm, bronchospasm, and bradycardia.</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	SRNA		
<b>Location</b>	In situ		
<b>Length</b>	Varies		
<b>Class size</b>	Varies		
<b>Year Developed</b>	2018		
<b>Content Expert(s)</b>	Carrilee Powell, Michael Sikora		
<b>Sim Super User</b>	Carrilee Powell		
<b>Lead Educator</b>	Jamie Shoemaker, RN		

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Phone: 513-636-6992



Title	APN Procedural Training	Course #	APN01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- To verify and recredential of participants, procedural skill competency already clinically demonstrated in the past; the participant can perform the skill without issue if they have not had a recent clinical opportunity to perform the identified skill.</li> <li>- To provide objective feedback from the Content Expert of the observed performance of the specific skill using an acknowledged skills checklist.               <ul style="list-style-type: none"> <li>- <i>NOTE: Use of a skill checklist sheet is to promote consistency and standardization in review of all participants while providing discreet feedback and individualized learner needs for improvement.</i></li> <li>- <i>The skill checklist sheet will be given to each participant at end of their demonstration</i></li> </ul> </li> <li>- To review with each participant their self-reflection during and on the demonstrated skill.</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	APN		
<b>Location</b>	Oak Simulation Lab		
<b>Length</b>	4 hours		
<b>Class size</b>	Varies		
<b>Year Developed</b>	2017		
<b>Content Expert(s)</b>	Kevin Fisher		
<b>Lead Educator</b>	Jamie Shoemaker, RN		

Title	APP Situational Awareness Leadership Training	Course #	APN02
<b>Course Objectives</b>	<p>Provide opportunity for Advanced Practice Providers (APPs) to demonstrate team leadership skills in emergent situations within a simulated environment</p> <ul style="list-style-type: none"> <li>- Review and practice communication, team leadership and teamwork techniques, i.e. mental modeling</li> <li>- Discuss obstacles to teamwork and communication, i.e. authority gradients.</li> <li>- Utilize the Concise Assessment of Leader Management (CALM) tool to provide formative feedback</li> <li>- Improve knowledge of and comfort with team leadership skills in common (or a variety of) pediatric patient care urgent and emergent situations</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	APN, PA		
<b>Location</b>	ORB or Oak Simulation Lab		
<b>Length</b>	4 hours		
<b>Class size</b>	2-4		
<b>Year Developed</b>	2021		
<b>Content Expert(s)</b>	Amy Florez		
<b>Lead Educator</b>	Brenda Williams, RN		

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Title	BMT Team Training	Course #	BMT01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- By the end of this simulation session the learners will be able to interpret and recognize deterioration of patient status in anaphylaxis, seizure and a code event by verbalization and return demonstration.</li> <li>- At the conclusion of this simulation session the learners will be able to apply concepts of teamwork in a simulation setting.</li> <li>- At the conclusion of the simulation sessions the learners will be able to communicate more effectively as a team by identifying a team leader, implementing a shared mental model, developing disciplined teamwork responses and anticipating risks.</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	RN, MD, PCA, APN, PharmD		
<b>Location</b>	In situ		
<b>Length</b>	1.25 hours		
<b>Class size</b>	6-8		
<b>Year Developed</b>	2020		
<b>Content Expert(s)</b>	Heather Smith; Brie Daria		
<b>Lead Educator</b>	Gina Klein, RN		

Title	In situ ACCU	Course #	CARD01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Improve team communication through the use of established safety behaviors; closed loop communication, shared mental model, etc</li> <li>- Staff will demonstrate appropriate use of emergency equipment: O2 masks, Mapleson bag, defibrillator, crash cart, code sheet.</li> <li>- Staff will quickly identify deteriorating patient status, notify necessary staff for assistance and follow appropriate PALS/ACLS algorithms.</li> <li>- Identify areas of strength and weakness in staff's preparation for medical emergency situations likely to happen on ACCU.</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	RN, MD, RT, PCA, APN, HUC		
<b>Location</b>	In situ		
<b>Length</b>	0.5 hours (10-15 minutes of simulation, 10-15 minutes of bedside debriefing)		
<b>Class size</b>	Min. 5, with representation from each profession on that unit		
<b>Year Developed</b>	2012		
<b>Content Expert(s)</b>	Caroline Rentz, Elizabeth Gentry		
<b>Lead Educator</b>	Brenda Williams, RN		

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Title	In situ CARU	Course #	CARD02
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Provide a forum for discussion and questions about scenarios to help engage and increase CARU RN knowledge of common code practices.</li> <li>- Examine multiple scenarios to allow the nurse a base of knowledge of how to react, who to notify, and what steps to take to ensure patient safety.</li> <li>- Examine scenarios to help increase critical thinking skills, and increase knowledge of code situations.</li> <li>- Utilize information from scenario debriefs to develop, revise and implement system, policy, and/or practice changes</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	RN, MD, RT, APN		
<b>Location</b>	In situ		
<b>Length</b>	0.5 hours (10-15 minutes of simulation, 10-15 minutes of bedside debriefing)		
<b>Class size</b>	Min. 5, with representation from each profession on that unit		
<b>Year Developed</b>	2014		
<b>Content Expert(s)</b>	Elizabeth Gentry		
<b>Lead Educator</b>	Brenda Williams, RN		

Title	In situ CICU	Course #	CARD03
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Improve team communication through the use of established safety behaviors (closed loop communication, shared mental model, etc.).</li> <li>- Increase the care provider's capability of unit specific technical skills and equipment.</li> <li>- Identify team level knowledge deficits and latent safety threats in order to develop care standardization of best practice.</li> <li>- Identify and increase awareness of resources available in the CICU.</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	RN, MD, RT, PCA, APN, HUC, Pharmacist		
<b>Location</b>	In situ		
<b>Length</b>	0.5 hours (10-15 minutes of simulation, 10-15 minutes of bedside debriefing)		
<b>Class size</b>	Min. 5, with representation from each profession on that unit		
<b>Year Developed</b>	2008		
<b>Content Expert(s)</b>	Ilias Iliopoulos, Rachel Clendenin		
<b>Lead Educator</b>	Brenda Williams, RN		

#### Contact Us

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Phone: 513-636-6992



Title	CICU Team Safety	Course #	CARD06
<b>Course Objectives</b>	Provide opportunity for role clarity and effective/respectful communication in critical situations. <ul style="list-style-type: none"> <li>- Identify team level knowledge deficits and latent safety threats in order to develop care standardization of best practice</li> <li>- Discuss obstacles to teamwork and communication, i.e. authority gradients. Review and practice communication, team leadership and teamwork techniques, i.e. mental modeling.</li> <li>- Improve knowledge of and comfort with technical skills in common CICU patient care and emergencies</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	RN, RT, PCA, MD, APN, HUC		
<b>Location</b>	Oak Simulation Lab		
<b>Length</b>	4 hours		
<b>Class size</b>	Min. 6		
<b>Year Developed</b>	2007; redeveloped in 2016		
<b>Content Expert(s)</b>	Ilias Iliopoulos, Rachel Clendenin, Amy Florez, Emily Weghorst		
<b>Lead Educator</b>	Brenda Williams, RN		

Title	CICU Orientation Simulations	Course #	CARD07
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Practice specific Critical Care assessments and appropriate responses in order to assess and increase retention of class content.</li> <li>- Provide the opportunity to work through scenarios (with coaching) in order to increase knowledge base and critical thinking.</li> <li>- Identify and increase awareness of resources available in the CICU.</li> </ul>		
<b>Category</b>	Unit and/or Care Process Orientation		
<b>Learners</b>	RN		
<b>Location</b>	ORB Simulation Lab		
<b>Length</b>	2 hours		
<b>Class size</b>	Varies; min. 4		
<b>Year Developed</b>	2016		
<b>Content Expert(s)</b>	Julie Andreotta, Marji Bretz		
<b>Lead Educator</b>	Brenda Williams, RN		

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<b>Title</b>	In situ Cath Lab	<b>Course #</b>	CARD10
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Provide a forum for discussion and questions about scenarios to help engage and increase Cath Lab RN knowledge of common code practices.</li> <li>- Examine multiple scenarios to allow the nurse a base of knowledge of how to react, who to notify, and what steps to take to ensure patient safety.</li> <li>- Examine scenarios to help increase critical thinking skills, and increase knowledge of code situations.</li> <li>- Utilize information from scenario debriefs to develop, revise and implement system, policy, and/or practice changes</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	RN, RT, CRNA, MD, Radiology Tech		
<b>Location</b>	In situ		
<b>Length</b>	0.5 hours (10-15 minutes of simulation, 10-15 minutes of bedside debriefing)		
<b>Class size</b>	Min. 5, with representation from each profession on that unit		
<b>Year Developed</b>	2016		
<b>Content Expert(s)</b>	Elizabeth Gentry		
<b>Lead Educator</b>	Brenda Williams, RN		

<b>Title</b>	Cardiac Core Curriculum	<b>Course #</b>	CARD11
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Review and demonstrate knowledge of content covered in didactic lectures such as assessment, complications, and physiology.</li> <li>- Identify appropriate medical management and treatment plans</li> </ul>		
<b>Category</b>	Unit and/or Care Process Orientation		
<b>Learners</b>	RN		
<b>Location</b>	In situ		
<b>Length</b>	2 hours		
<b>Class size</b>	Min. 5, with representation from each profession on that unit		
<b>Year Developed</b>	2016		
<b>Content Expert(s)</b>	Amanda Schubert, David Cooper		
<b>Lead Educator</b>	Brenda Williams, RN		

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Title	CICU Fellow Bootcamp	Course #	CARD13
<b>Course Objectives</b>	<p>To provide a simulation-based review of critical procedures for first year CICU fellows in an environment that will also improve their confidence and competence in team leadership, communication and teamwork.</p> <ul style="list-style-type: none"> <li>- Introduce, practice and discuss medical decision making and task management skills in the CICU setting.</li> <li>- Review and practice communication, team leadership and teamwork techniques, i.e. mental modeling.</li> <li>- Provide opportunity for hands-on practice of unit specific procedures, i.e. central venous catheter placement, to introduce and build procedural competency.</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	MD, 1 <sup>st</sup> Year Fellows		
<b>Location</b>	ORB Simulation Lab		
<b>Length</b>	8 hours		
<b>Class size</b>	Min. 4		
<b>Year Developed</b>	2018		
<b>Content Expert(s)</b>	David Cooper, Ivan Wilmot		
<b>Lead Educator</b>	Brenda Williams, RN		

Title	PCICS Conference	Course #	CARD14
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Present a standardized orientation curriculum for pediatric CICU/acute care APPs that is endorsed by PCICS</li> <li>- Provide a process for self-evaluation of initial and ongoing knowledge and decision making in the care of pediatric CICU/acute care patients through the use of unfolding case scenarios embedded throughout the curriculum</li> <li>- Facilitate a consistent sharing and replication of orientation and continuing education processes for pediatric CICU/acute care APPs</li> <li>- Standardize a simulation training program for pediatric CICU/acute care APPs</li> <li>- Evaluate application of knowledge and critical thinking of pediatric CICU/acute care APPs based on performance on a written exam and in simulation scenarios</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	CICU, Cardiology, PICU, and NICU Advanced Providers		
<b>Location</b>	Oak Simulation lab		
<b>Length</b>	24 hours (3 days)		
<b>Class size</b>	20-40		
<b>Year Developed</b>	2019		
<b>Content Expert(s)</b>	Amy Florez, Lindsey Justice, Christin Diller		
<b>Lead Educator</b>	Brenda Williams, RN		

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<b>Title</b>	Camp Joy (Outreach)	<b>Course #</b>	CJ01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Provide systems integration assessment and training for camp related emergencies.</li> <li>- Provide refresher CPR and AED training.</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	Camp Staff		
<b>Location</b>	Camp Joy		
<b>Length</b>	8 hours		
<b>Class size</b>	Min. 3		
<b>Year Developed</b>	2015		
<b>Content Expert(s)</b>	Camp Director Erin Policinski		
<b>Lead Educator</b>	Brenda Williams		

<b>Title</b>	In situ Code Team Training	<b>Course #</b>	CODE01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Improve code teams understand of team roles and responsibilities.</li> <li>- Improve code team's team efficacy in relation to space and equipment.</li> <li>- Improve team CPR quality (Zoll is measuring CPR outcomes).</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	MD, RN, RT, Paramedic, Pharmacist, Protective Services, Chaplain		
<b>Location</b>	In situ		
<b>Length</b>	0.5 hours (10-15 minutes of simulation, 10-15 minutes of bedside debriefing)		
<b>Class size</b>	Min. 13, with representation from each profession on the code team		
<b>Year Developed</b>	2013		
<b>Content Expert(s)</b>	Ken Tegtmeyer		
<b>Lead Educator</b>	Rachel Keller-Smith, RT		

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Title	In situ Mock Code	Course #	CODE02
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Improve code teams understand of team roles and responsibilities.</li> <li>- Continued non-technical skill training, teamwork and communication.</li> <li>- Identification of team level knowledge deficits and latent safety threats.</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	MD, RN, RT, Paramedic, Pharmacist, Protective Services, Chaplain		
<b>Location</b>	In situ		
<b>Length</b>	0.5 hours (10-15 minutes of simulation, 10-15 minutes of bedside debriefing)		
<b>Class size</b>	Min. 13, with representation from each profession on the code team		
<b>Year Developed</b>	2008		
<b>Content Expert(s)</b>	Ken Tegtmeyer, Maya Dewan, Matt Zackoff		
<b>Lead Educator</b>	Jamie Shoemaker, RN		

Title	In situ Mock MRT	Course #	CODE03
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Recognition of a deteriorating patient.</li> <li>- Application of nontechnical teamwork and communication skills.</li> <li>- Understanding of the MRT process and when to activate the system.</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	MD, RN, RT, APN		
<b>Location</b>	In situ		
<b>Length</b>	0.5 hours (10-15 minutes of simulation, 10-15 minutes of bedside debriefing)		
<b>Class size</b>	Min. 5		
<b>Year Developed</b>	2018		
<b>Content Expert(s)</b>	Ken Tegtmeyer		
<b>Lead Educator</b>	Jamie Shoemaker, RN		

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Title	Complex Airway Team Training	Course #	COMPAIR01
<b>Course Objectives</b>	<p>Team training with an emphasis on the following technical &amp; non-technical skills (assessment, decision making and delivery of care) in the setting of airway emergencies as demonstrated by:</p> <ul style="list-style-type: none"> <li>- RN performing a rapid cardiopulmonary assessment, quickly identifying a change in patient condition, and escalating concerns based on patient findings;</li> <li>- Participants demonstrating a team approach to caring for a patient with a rapidly changing clinical status;</li> <li>- Identifying Latent Safety Threats that exist in the clinical environment and ones that may arise in actual patient emergencies;</li> <li>- Utilizing simulation to improve retention or deepen understanding of emergency resuscitative knowledge and skills in the setting of airway related critical events.</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	RN, RT		
<b>Location</b>	ORB		
<b>Length</b>	2 hours		
<b>Class size</b>	3-4		
<b>Year Developed</b>	2021		
<b>Content Expert(s)</b>	Jen Blakley		
<b>Lead Educator</b>	Rebecca Burgess, RN		

Title	CRRT University – External	Course #	CRRT01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Improve aptitude in caring for CRRT patients.</li> <li>- Increase working knowledge of the CRRT machine and ability to troubleshoot alarms.</li> <li>- Enhance abilities to navigate and adapt to complex situations involving CRRT.</li> <li>- Develop strategies for addressing challenging communication issues and program structure.</li> </ul>		
<b>Category</b>	Complex Medical Equipment		
<b>Learners</b>	MD, RN, RT, Perfusionist		
<b>Location</b>	ORB Simulation Lab		
<b>Length</b>	8 hours		
<b>Class size</b>	Min. 6; Max. 8		
<b>Year Developed</b>	2013		
<b>Content Expert(s)</b>	Jolyn Morgan, Amanda Snyder, Stuart Goldstein		
<b>Lead Educator</b>	Rebecca Burgess, RN		

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Title	CRRT – ECMO	Course #	CRRT02
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Increase working knowledge of the how the CRRT pressures and ECMO pressures are interrelated and ability to troubleshoot alarms.</li> <li>- Enhance abilities to navigate and adapt to complex situations involving ECMO and CRRT.</li> <li>- Develop strategies for addressing challenging communication issues and program structure.</li> </ul>		
<b>Category</b>	Complex Medical Equipment		
<b>Learners</b>	MD, RN, RT, APN		
<b>Location</b>	ORB Simulation Lab		
<b>Length</b>	4 hours		
<b>Class size</b>	Min. 4; Max. 8		
<b>Year Developed</b>	2014		
<b>Content Expert(s)</b>	Jolyn Morgan, Amanda Snyder, Lori Burkhardt		
<b>Lead Educator</b>	Rebecca Burgess, RN		

Title	CRRT – CICU & PICU	Course #	CRRT03
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Improve aptitude in caring for CRRT patients.</li> <li>- Increase working knowledge of the CRRT machine and ability to troubleshoot alarms.</li> <li>- Enhance abilities to navigate and adapt to complex situations involving CRRT.</li> <li>- Develop strategies for addressing challenging communication issues and program structure.</li> </ul>		
<b>Category</b>	Complex Medical Equipment		
<b>Learners</b>	MD, RN, APN		
<b>Location</b>	ORB Simulation Lab		
<b>Length</b>	4 hours		
<b>Class size</b>	Min. 3; Max. 8		
<b>Year Developed</b>	2013		
<b>Content Expert(s)</b>	Jolyn Morgan, Amanda Snyder, Lori Burkhardt		
<b>Lead Educator</b>	Rebecca Burgess, RN		

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<b>Title</b>	Dental Resident Procedural Sedation Safety Course	<b>Course #</b>	DENTAL01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Discuss basic indications and contraindications for in-office procedural sedation in a dental office</li> <li>- Review and employ basic and advanced pediatric respiratory rescue</li> <li>- Review of physiologic monitoring in maintaining patient safety</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	Dental Residents		
<b>Location</b>	Oak		
<b>Length</b>	4 hours 30 minutes		
<b>Class size</b>	5		
<b>Year Developed</b>	2020		
<b>Content Expert(s)</b>	Annmarie Matusak, Sarat Thikkurissy		
<b>Lead Educator</b>	Jamie Shoemaker, RN		

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Title	Disaster Preparedness		Course #	DIS01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Demonstrate ability to triage the situation and evaluate patient and employee risk</li> <li>- Demonstrate understanding of appropriate escalation process</li> <li>- Demonstrate understanding of how to activate hospital incident command response</li> <li>- Demonstrate appropriate triage and prioritization during evacuation</li> <li>- Demonstrate ability to identify resources during and emergency:               <ul style="list-style-type: none"> <li>Plans</li> <li>Binders</li> <li>Downtime forms</li> <li>Leadership</li> </ul> </li> <li>- Rapid identification of safety hazards.</li> <li>- Able to appropriately monitor, allocate, and / or conserve resources</li> <li>- Able to respond to different emergency responses:               <ul style="list-style-type: none"> <li>Utility failure</li> <li>Safety hazards</li> <li>Security threats</li> <li>Emergency Codes</li> </ul> </li> </ul>			
<b>Category</b>	System Integration			
<b>Learners</b>	RN, MD, RT, PCA, Paramedics, CRNA, APN, CRC, Students			
<b>Location</b>	In situ			
<b>Length</b>	0.5 hours (10-15 minutes of simulation, 10-15 minutes of bedside debriefing)			
<b>Class size</b>	Min. 5, with representation from each profession that should respond to a disaster (code yellow)			
<b>Year Developed</b>	2013			
<b>Content Expert(s)</b>	Amber Antoni			
<b>Lead Educator</b>	Cheryl Marshall, RN			

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<b>Title</b>	ECMO Patient Safety	<b>Course #</b>	ECMO01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Explain how simulation technology allows for the deliberate practice of high-risk ECMO events.</li> <li>- Identify potential problems that may be encountered with the centrifugal pump.</li> <li>- Demonstrate the technical skills necessary to troubleshoot and correct problems with the centrifugal pump.</li> <li>- Demonstrate effective communication while working with the team during ECMO emergencies.</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	MD, RN, RT		
<b>Location</b>	ORB Simulation Lab		
<b>Length</b>	4 hours		
<b>Class size</b>	Min. 4		
<b>Year Developed</b>	2008		
<b>Content Expert(s)</b>	Sarah Kraus, Reanna Smith		
<b>Lead Educator</b>	Shawn McDonough, EMT-P		

<b>Title</b>	In situ ECMO – eCPR	<b>Course #</b>	ECMO02
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Coordinate floor team and surgical team best practice to emergently place a patient on ECMO.</li> <li>- Continue non-technical skill training, i.e. teamwork and communication that is introduced in the lab setting.</li> <li>- Identify and mitigate team level knowledge deficits and latent safety threats.</li> <li>- Leverage lessons learned to develop best practice algorithms.</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	MD, RN, RT, PCA		
<b>Location</b>	In situ		
<b>Length</b>	2 hour		
<b>Class size</b>	Min. 10		
<b>Year Developed</b>	2016		
<b>Content Expert(s)</b>	Sarah Kraus, Reanna Smith		
<b>Lead Educator</b>	Shawn McDonough, EMT-P		

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Title	In situ ED	Course #	ED01
<b>Course Objectives</b>	In partnership with the Medical Resuscitation Committee, simulation will be used for systems integration: <ul style="list-style-type: none"> <li>- Continue non-technical skill training, i.e. teamwork and communication, that is introduced in the lab setting;</li> <li>- Identify and mitigate team level knowledge deficits and latent safety threats;</li> <li>- Leverage lessons learned to develop best practice algorithms.</li> <li>- Introduce new best practice algorithms.</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	RN, MD, RT, PCA, Paramedics, Students		
<b>Location</b>	In situ		
<b>Length</b>	0.5 hours (10-15 minutes of simulation, 10-15 minutes of bedside debriefing)		
<b>Class size</b>	Min. 5, with representation from each profession on that unit		
<b>Year Developed</b>	2007		
<b>Content Expert(s)</b>	Benjamin Kerrey, Gary Geis, Mary Frey		
<b>Lead Educator</b>	Gina Klein, RN		

Title	In situ Urgent Care	Course #	ED02
<b>Course Objectives</b>	In partnership with urgent care leadership, simulation will be used for systems integration: <ul style="list-style-type: none"> <li>- Continue non-technical skill training, i.e. teamwork and communication, that is introduced in the lab setting;</li> <li>- Identify and mitigate team level knowledge deficits and latent safety threats;</li> <li>- Leverage lessons learned to develop best practice algorithms.</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	MD, RN, APN, PCA, EMT-P		
<b>Location</b>	In situ		
<b>Length</b>	1 hour 15 min		
<b>Class size</b>	Min. 5, with representation from each profession on that unit		
<b>Year Developed</b>	2012		
<b>Content Expert(s)</b>	Angela Brown; Kate Powell		
<b>Lead Educator</b>	Treva Lyke, RN		

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Title	ED Patient Safety	Course #	ED03
<b>Course Objectives</b>	Leverage high-fidelity simulation within an interprofessional course to highlight the need for patient safety in resuscitative care. <ul style="list-style-type: none"> <li>- Introduce and discuss obstacles to teamwork and communication, i.e. authority gradients.</li> <li>- Review and practice communication, team leadership and teamwork techniques, i.e. mental modeling.</li> <li>- Require practice of unit specific resuscitation equipment, i.e. rapid infuser, to assess for and improve procedural competency.</li> <li>- Identify latent safety threats during simulation and debriefing (by reflection on clinical environment) and discuss, if possible, solutions to mitigate those threats.</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	RN, MD, RT, PCA, Paramedics		
<b>Location</b>	Oak Simulation Lab		
<b>Length</b>	4 hours		
<b>Class size</b>	Min. 5		
<b>Year Developed</b>	2005		
<b>Content Expert(s)</b>	Gary Geis		
<b>Lead Educator</b>	Brant Merkt, RN		

Title	ED Faculty/Fellow Procedural Training	Course #	ED04
<b>Course Objectives</b>	Leverage deliberate practice and mastery learning principles through hands-on task training to maintain procedural competency in the following resuscitative care procedures: <ul style="list-style-type: none"> <li>- Central venous catheter placement, including use of bedside ultrasound;</li> <li>- Needle and tube thoracostomy;</li> <li>- Endotracheal intubation, using direct and indirect laryngoscopy;</li> <li>- Needle and surgical cricothyrotomy;</li> <li>- Post-tonsillectomy hemorrhage.</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	MD		
<b>Location</b>	Oak Simulation Lab		
<b>Length</b>	2 hours		
<b>Class size</b>	Min. 1		
<b>Year Developed</b>	2014		
<b>Content Expert(s)</b>	Gary Geis		
<b>Lead Educator</b>	Gary Geis, MD		

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Title	ED Team Training	Course #	ED05
<b>Course Objectives</b>	In partnership with the Medical Resuscitation Committee, simulation will be used for: <ul style="list-style-type: none"> <li>- Maintenance non-technical skill training, i.e. teamwork and communication that is introduced in the lab setting.</li> <li>- Identification and mitigation of team level knowledge deficits and latent safety threats.</li> <li>- Team collaboration in the clinical management of two (2) resuscitation scenarios.</li> <li>- Work with resuscitation equipment (defibrillator, Storz, Belmont).</li> <li>- Assess understanding and adherence to best practice algorithms.</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	RN, MD, RT, PCA, Paramedic		
<b>Location</b>	Oak Simulation Lab		
<b>Length</b>	2 hours		
<b>Class size</b>	Min. 8		
<b>Year Developed</b>	2014		
<b>Content Expert(s)</b>	Mary Frey, Ben Kerrey		
<b>Lead Educator</b>	Gina Klein, RN		

Title	ED – ICU Bootcamp	Course #	ED06
<b>Course Objectives</b>	Leverage high-fidelity simulation with hands-on task training to highlight the need for procedural competency in resuscitative care: <ul style="list-style-type: none"> <li>- Introduce, practice and discuss medical decision making and task management skills, i.e. rapid sequence intubation, surrounding resuscitative care in the shock trauma suite, and ICU setting.</li> <li>- Review and practice communication, team leadership and teamwork techniques, i.e. mental modeling.</li> <li>- Require hands-on practice of unit specific procedures, i.e. central venous catheter placement, to introduce and build procedural competency.</li> <li>- Introduce concept of collegial relations between the disciplines of critical care and emergency medicine.</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	MD, 1 <sup>st</sup> Year Fellows		
<b>Location</b>	Oak Simulation Lab		
<b>Length</b>	16 hours		
<b>Class size</b>	Min. 4		
<b>Year Developed</b>	2010		
<b>Content Expert(s)</b>	Gary Geis, Paria Wilson, Michelle Eckerle, Maya Dewan, Ken Tegtmeyer, Andrew Lautz, Matt Zackoff		
<b>Lead Educator</b>	Brant Merkt, RN		

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Title	EM Clinical Staff/APNs	Course #	ED07
<b>Course Objectives</b>	Leverage high-fidelity simulation with hands-on task training to highlight the need for procedural competency in emergency care: <ul style="list-style-type: none"> <li>- Introduce, practice and discuss medical decision making and task management skills, i.e. recognition and management of shock, surrounding emergencies in the urgent care setting.</li> <li>- Require hands-on practice of unit specific procedures, i.e. bag-mask ventilation, to assess for and improve procedural competency.</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	MD, APN		
<b>Location</b>	Oak Simulation Lab		
<b>Length</b>	2 hours		
<b>Class size</b>	Min. 4		
<b>Year Developed</b>	2009, <i>significantly revised in 2014</i>		
<b>Content Expert(s)</b>	Angela Brown; Kate Powell		
<b>Lead Educator</b>	Trevia Lyke, RN		

Title	EM Clinical Staff/APNs Bootcamp	Course #	ED08
<b>Course Objectives</b>	Leverage high-fidelity simulation with hands-on task training to highlight the need for procedural competency in emergency care: <ul style="list-style-type: none"> <li>- Introduce, practice and discuss medical decision making and task management skills, i.e. recognition and management of shock, surrounding emergencies in the urgent care setting.</li> <li>- Require hands-on practice of unit specific procedures, i.e. bag-mask ventilation, to assess for and improve procedural competency.</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	MD, APN who are newly hired and before they begin covering urgent care shifts		
<b>Location</b>	Oak Simulation Lab		
<b>Length</b>	6 hours		
<b>Class size</b>	Min. 4		
<b>Year Developed</b>	2014		
<b>Content Expert(s)</b>	Gary Geis, Kamali Bouvay, Angela Brown		
<b>Lead Educator</b>	Rachel Keller-Smith, RT		

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Title	PEM Fellow Assessment		Course #	ED09
<b>Course Objectives</b>	<p>To assess a 2<sup>nd</sup>-year pediatric emergency medicine (PEM) fellow's skills in the following:</p> <ul style="list-style-type: none"> <li>- Team leadership, as measured by the modified Ayo High Performance Teamwork Scale (MHPTS).</li> <li>- Task management, as measured by compliance with the ED's rapid sequence intubation checklist.</li> <li>- Life-saving bedside procedures, i.e. endotracheal intubation and tube thoracostomy, as measured by validated checklist instruments.</li> </ul>			
<b>Category</b>	Technical Skill-Based Competency			
<b>Learners</b>	MD (fellows)			
<b>Location</b>	Oak Simulation lab			
<b>Length</b>	2 hours			
<b>Class size</b>	1			
<b>Year Developed</b>	2013			
<b>Content Expert(s)</b>	Paria Wilson, Michelle Eckerle			
<b>Lead Educator</b>	Rachel Keller-Smith, RT			

Title	PEM Fellow Procedures		Course #	ED10
<b>Course Objectives</b>	<p>To build and maintain PEM fellow's technical (procedural) skills in the following procedures:</p> <ul style="list-style-type: none"> <li>- Rhythm recognition, Cardioversion and Defibrillation;</li> <li>- IO and central venous catheter placement;</li> <li>- Needle and Tube thoracotomy;</li> <li>- Bag-mask ventilation and endotracheal intubations;</li> </ul> <p>The focus of the course will align with ACGME required goals for procedural competency.</p>			
<b>Category</b>	Technical Skill-Based Competency			
<b>Learners</b>	MD (fellows)			
<b>Location</b>	Oak Simulation lab			
<b>Length</b>	2 hours			
<b>Class size</b>	Min. 4			
<b>Year Developed</b>	2014			
<b>Content Expert(s)</b>	Paria Wilson, Michelle Eckerle			
<b>Lead Educator</b>	Rachel Keller-Smith, RT			

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<b>Title</b>	Research Coordinator Training	<b>Course #</b>	ED11
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Introduce, practice and discuss enrollment of participants and data collection in research protocols in the setting of the Emergency Department with applicable care team providers.</li> </ul>		
<b>Category</b>	Unit and/or Care Process Orientation		
<b>Learners</b>	Research Coordinators		
<b>Location</b>	ORB Simulation Lab		
<b>Length</b>	Varies		
<b>Class size</b>	1		
<b>Year Developed</b>	2014		
<b>Content Expert(s)</b>	Stacey Liddy-Hicks		
<b>Lead Educator</b>	Jamie Shoemaker, RN		

<b>Title</b>	Airway Management Training	<b>Course #</b>	ED12
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Demonstrate the ability to provide bag-mask ventilation to a simulated pediatric patient</li> <li>- Verbalize their approach to rapid sequence intubation in a non-difficult pediatric airway</li> <li>- Demonstrate the ability to perform laryngoscopy and tracheal tube delivery across a range of a simulated pediatric patients, including infant, child, and adolescent</li> <li>- Verbalize their approach to both difficult and missed pediatric airways</li> <li>- Pass a final assessment using an airway management checklist</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	MD (EM Faculty, EM Fellows, Pediatric Residents)		
<b>Length</b>	1.5 hours		
<b>Location</b>	Oak Simulation Lab		
<b>Class size</b>	Min. 1		
<b>Year Developed</b>	2017		
<b>Content Expert(s)</b>	Benjamin Kerrey, Gary Geis		
<b>Lead Educator</b>	Benjamin Kerrey, MD		

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<b>Title</b>	First Year PEM Fellow Procedural Onboarding	<b>Course #</b>	ED13
<b>Course Objectives</b>	By the end of these sessions, the fellow will be better able to: <ul style="list-style-type: none"> <li>- Obtain and set up the basic equipment required for endotracheal intubation, tube thoracostomy and femoral central venous catheter placement;</li> <li>- Verbalize the key anatomic landmarks that guide safe and efficient placement of endotracheal tubes, chest tubes and femoral central venous catheters;</li> <li>- Demonstrate performance of endotracheal intubation, tube thoracostomy and femoral central venous catheter placement in a simulated setting.</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	MD (Fellows)		
<b>Length</b>	1.5 hours		
<b>Location</b>	Oak Simulation Lab		
<b>Class size</b>	1		
<b>Year Developed</b>	2018		
<b>Content Expert(s)</b>	Gary Geis,		
<b>Lead Educator</b>	Gary Geis, MD		

<b>Title</b>	First Year PEM Fellow Team Leading Workshop	<b>Course #</b>	ED14
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Perform as a team leader in the shock trauma care setting</li> <li>- Develop and facilitate a shared mental model during pediatric resuscitative care</li> <li>- Respond dynamically when presented with obstacles to team-based communication</li> <li>- Avoid cognitive fixation errors in team-based care of critically ill pediatric patients</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	MD (Fellows)		
<b>Length</b>	4 hours		
<b>Location</b>	In situ		
<b>Class size</b>	Varies		
<b>Year Developed</b>	2019		
<b>Content Expert(s)</b>	Gary Geis, Michelle Eckerle, Paria Wilson		
<b>Lead Educator</b>	Jamie Shoemaker, RN		

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<b>Title</b>	Just In Place CVC Training	<b>Course #</b>	ED15
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Identify shock trauma suite resources needed to place a central venous catheter, including use of eBroselow, CVC checklist, trauma pyxis and ultrasound machine.</li> <li>- Select and set up equipment and supplies needed to place a central venous catheter, including CVC line kit, PPE kit and sterile ultrasound probe</li> <li>- Place a CVC under sterile conditions in a task trainer</li> <li>- Understand and follow guidewire safety practices when placing a CVC</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	MD, RN		
<b>Length</b>	1 hour		
<b>Location</b>	In situ		
<b>Class size</b>	2		
<b>Year Developed</b>	2021		
<b>Content Expert(s)</b>	Gary Geis, Theresa Frey, Rachel Bensman, Katie Edmunds		
<b>Lead Educator</b>	Gary Geis, MD		

<b>Title</b>	Rapid Cycle Deliberate Practice Airway Training	<b>Course #</b>	ED16
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Demonstration of effective bag-mask ventilation</li> <li>- Utilize effective teamwork and communication behavior to successfully choreograph endotracheal intubation with airway assistant</li> <li>- Demonstrate appropriate micro behaviors required for successful endotracheal intubation</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	MD		
<b>Location</b>	Oak Simulation Lab and STS-based <i>in situ</i> sessions		
<b>Length</b>	1 hour		
<b>Class size</b>	Min. 1		
<b>Year Developed</b>	2021		
<b>Content Expert(s)</b>	Preston Dean, Katherine Edmunds, Gary Geis, Benjamin Kerrey		
<b>Lead Educator</b>	Rebecca Burgess, RN		

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<b>Title</b>	Community Education	<b>Course #</b>	EDU01
<b>Course Objectives</b>	- In Development		
<b>Category</b>			
<b>Learners</b>	Varies		
<b>Length</b>	Varies		
<b>Location</b>	Outreach		
<b>Class size</b>	Varies		
<b>Year Developed</b>	2018		
<b>Content Expert(s)</b>	Varies		
<b>Lead Educator</b>	Michelle Rios, RN		

<b>Title</b>	ENT Bootcamp	<b>Course #</b>	ENT02
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Participants will practice skills specific to the care and intervention of patients exhibiting life threatening ENT signs/symptoms.</li> <li>- Participants will demonstrate the skills practiced in simulated scenarios that exhibit clinical emergent situations.</li> <li>- Participants will reflect upon their interventions and receive feedback regarding gaps in their individual performance.</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	MD (Residents)		
<b>Length</b>	4 hours		
<b>Location</b>	Oak Simulation Lab		
<b>Class size</b>	Min. 4		
<b>Year Developed</b>	2011		
<b>Content Expert(s)</b>	Charles Myer IV		
<b>Lead Educator</b>	Rachel Keller-Smith, RT		

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Title	Equipment Use	Course #	EQUIP01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Use of low- to mid-fidelity simulation modalities to test new clinical equipment or processes</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	Varies		
<b>Location</b>	Varies		
<b>Length</b>	Oak Simulation Lab		
<b>Class size</b>	Min. 1		
<b>Year Developed</b>	2018		
<b>Content Expert(s)</b>	Varies		
<b>Lead Educator</b>	Jamie Shoemaker, RN		

Title	Fetal Care	Course #	FETAL01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Identification of latent safety treats in the clinical care environment.</li> <li>- Test location of supplies, equipment, etc. to ensure delivery staff feels comfortable with new space.</li> <li>- As volume increases, add standard maternity emergencies to continue development of processes and workflow.</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	RN, RT, APRN, MD, Radiology Techs, Echo Techs, PCA		
<b>Location</b>	In situ		
<b>Length</b>	Varies		
<b>Class size</b>	10		
<b>Year Developed</b>	2018		
<b>Content Expert(s)</b>	Kim Burton, Amy Carnohan		
<b>Lead Educator</b>	Jamie Shoemaker, RN		

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<b>Title</b>	Insulin-dependent Diabetes Sick Day Caregiver Training	<b>Course #</b>	IDDMPT01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Identify what constitutes a "sick day" concern and when escalation of care is indicated.</li> <li>- Understand when to call, who to call and how to call Endocrinology.</li> <li>- Apply the sick day guideline recommendations, including the use of a novel tool developed for this training.</li> </ul>		
<b>Category</b>	Patient- and/or Caregiver-Focused		
<b>Learners</b>	Patient, Caregivers		
<b>Location</b>	Virtual, ORB		
<b>Length</b>	1 hour		
<b>Class size</b>	1		
<b>Year Developed</b>	2021		
<b>Content Expert(s)</b>	Sarah Corathers, Kathleen (Katie) Walsh, Eric Kirkendall		
<b>Lead Educator</b>	Gary Geis, MD		

<b>Title</b>	Summer Interns (Outreach)	<b>Course #</b>	INT01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Students will understand that medical care requires teamwork.</li> <li>- Students will learn about how pediatric simulators are used in medical training.</li> <li>- To provide the students the opportunity to actually touch a simulated "patient" and practice a maneuver like intubation, IV and IO placement, CPR, and running a simulator.</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	Students		
<b>Location</b>	ORB Simulation Lab		
<b>Length</b>	3 hours		
<b>Class size</b>	Min. 10		
<b>Year Developed</b>	2014		
<b>Content Expert(s)</b>	David Schnadower		
<b>Lead Educator</b>	Cheryl Marshall, RN		

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<b>Title</b>	In situ Liberty ED	<b>Course #</b>	LIB01
<b>Course Objectives</b>	<p>In partnership with the Liberty ED leadership and the Big Room Committee, simulation will be used for systems integration:</p> <ul style="list-style-type: none"> <li>- Continue non-technical skill training, i.e. teamwork and communication, that is introduced in the lab setting;</li> <li>- Identify and mitigate team level knowledge deficits and latent safety threats;</li> <li>- Leverage lessons learned to develop best practice algorithms.</li> </ul>		
<b>Category</b>	Systems Integrations		
<b>Learners</b>	MD, RN, RT, PCA, Paramedic		
<b>Location</b>	In situ (Liberty)		
<b>Length</b>	0.5 hours (10-15 minutes of simulation, 10-15 minutes of bedside debriefing)		
<b>Class size</b>	Min. 5, with representation from each profession on that unit		
<b>Year Developed</b>	2008		
<b>Content Expert(s)</b>	Elena Duma, Gary Geis		
<b>Lead Educator</b>	Cheryl Marshall, RN		

<b>Title</b>	Liberty ED Patient Safety	<b>Course #</b>	LIB02
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Introduce and discuss obstacles to teamwork and communication, i.e. authority gradients</li> <li>- Review and practice communication, team leadership and teamwork techniques, i.e. mental modeling;</li> <li>- Require practice of unit specific resuscitation equipment, i.e. rapid infuser, to assess for and improve procedural competency;</li> <li>- Identify latent safety threats during simulation and debriefing (by reflection on clinical environment) and discuss, if possible, solutions to mitigate those threats.</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	RN, MD, RT, PCA, Paramedic		
<b>Location</b>	Liberty		
<b>Length</b>	4 hours		
<b>Class size</b>	Min. 6		
<b>Prerequisites</b>	AHA – Provider Certification		
<b>Year Developed</b>	2013		
<b>Content Expert(s)</b>	Elena Duma		
<b>Lead Educator</b>	Cheryl Marshall, RN		

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<b>Title</b>	In situ Liberty Inpatient	<b>Course #</b>	LIB04
<b>Course Objectives</b>	<p>Leverage high-fidelity simulation within an interprofessional course to highlight the need for patient safety in resuscitative care.</p> <ul style="list-style-type: none"> <li>- Introduce and discuss obstacles to teamwork and communication, i.e. authority gradients;</li> <li>- Review and practice communication, team leadership and teamwork techniques, i.e. mental modeling;</li> <li>- Require practice of unit specific resuscitation equipment, i.e. code cart, to assess for/improve procedural competency;</li> <li>- Identify latent safety threats during simulation and debriefing (by reflection on clinical environment) and discuss, if possible, solutions to mitigate those threats;</li> <li>- Identify and educate team members on Liberty Inpatient – specific differences in MRT and Code team structure and use of telemedicine for MRT's and Codes.</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	MD, RN, RT, PCA, APN, PA, Residents, telemedicine		
<b>Location</b>	Liberty inpatient unit (in situ)		
<b>Length</b>	0.5 hours (10-15 minutes of simulation, 10-15 minutes of bedside debriefing)		
<b>Class size</b>	Min. 5, with representation from each profession on that unit		
<b>Year Developed</b>	2015		
<b>Content Expert(s)</b>	Julie Snider, Yamini Kuchipudi; Alicia Caldwell		
<b>Lead Educator</b>	Cheryl Marshall, RN		

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Title	Liberty Inpatient Safety	Course #	LIB05
<b>Course Objectives</b>	Leverage high-fidelity simulation within an interprofessional course to highlight the need for patient safety in resuscitative care. <ul style="list-style-type: none"> <li>- Introduce and discuss obstacles to teamwork and communication, i.e. authority gradients;</li> <li>- Review and practice communication, team leadership and teamwork techniques, i.e. mental modeling;</li> <li>- Require practice of unit specific resuscitation equipment, i.e. code cart, to assess for/improve procedural competency;</li> <li>- Identify latent safety threats during simulation and debriefing (by reflection on clinical environment) and discuss, if possible, solutions to mitigate those threats;</li> <li>- Identify and educate team members on Liberty Inpatient – specific differences in MRT and Code team structure and use of telemedicine for MRT's and Codes.</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	MD, RN, RT, PCA, APN, PA, Residents, telemedicine		
<b>Location</b>	Liberty		
<b>Length</b>	4 hours		
<b>Class size</b>	Min. 6		
<b>Prerequisites</b>	AHA – Instructor New		
<b>Year Developed</b>	2015		
<b>Content Expert(s)</b>	Julie Snider, Yamini Kuchipudi, Alicia Caldwell		
<b>Lead Educator</b>	Cheryl Marshall, RN		

Title	In situ Liberty Clinic	Course #	LIB06
<b>Course Objectives</b>	Upon completion of this course, the participant will be able to: <ul style="list-style-type: none"> <li>- Locate and set up the emergency equipment: i.e: oxygen, suction, pulse oximeter;</li> <li>- Demonstrate the ability to access emergency service personnel, i.e: 911 or Code Team;</li> <li>- Discuss their role in an emergency, i.e: Nurse assesses the patient, MA gathers equipment and assists per delegation.</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	RN, Medical Assistants, LPN		
<b>Location</b>	Liberty		
<b>Length</b>	0.5 hours (10-15 minutes of simulation, 10-15 minutes of bedside debriefing)		
<b>Class size</b>	Min. 5, with representation from each profession on that unit		
<b>Year Developed</b>	2018		
<b>Content Expert(s)</b>	Susan Hoelle, Anna Butts, Lindsay Pitcher		
<b>Lead Educator</b>	Cheryl Marshall, RN		

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<b>Title</b>	Liberty ED Big Room Workshop	<b>Course #</b>	LIB07
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Define Criteria for activation of Big Room Response for Trauma Stat, Trauma Alert, Trauma Evaluation, Medical Evaluations</li> <li>- Understand and Demonstrate Roles and Responsibilities in the Big Room</li> <li>- Identify key concepts of primary survey for Bedside RN</li> <li>- Demonstrate trauma and medical resuscitation skills through simulation</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	RN, RT, Paramedics, PCA		
<b>Location</b>	Liberty		
<b>Length</b>	2 hours		
<b>Class size</b>	TBD		
<b>Year Developed</b>	2016		
<b>Content Expert(s)</b>	Christina Ross, Jill Freudenberg		
<b>Lead Educator</b>	Cheryl Marshall, RN		

<b>Title</b>	Liberty ED Crisis Intervention Team Training	<b>Course #</b>	LIB08
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Describe and demonstrate effective interprofessional teamwork and communication skills to treat the patient with a behavioral emergency in the ED.</li> <li>- Identify roles and responsibilities of members of an interprofessional team that care for acutely agitated patients.</li> <li>- Display effective violence mitigation and de-escalation techniques.</li> <li>- Appropriately apply physical restraints and medical interventions during treatment of the agitated patient in the ED.</li> <li>- Demonstrate improvement in attitudes toward patients with behavioral emergencies through a better understanding of factors contributing to patient aggression.</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	RN, Paramedic, PCA, RT, LSW, ESR, Protective Services, Clinical Counselor		
<b>Location</b>	Liberty ED in situ		
<b>Length</b>	2 hours		
<b>Class size</b>	Varies		
<b>Year Developed</b>	2020		
<b>Content Expert(s)</b>	Ashley Bowden, Cara Sandell		
<b>Lead Educator</b>	Cheryl Marshall, RN		

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<b>Title</b>	In situ Liberty Sleep Lab	<b>Course #</b>	LIB09
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• By the end of the simulation session the learners will be able to interpret and recognize deterioration of patient status in respiratory failure.</li> <li>• By the end of the simulation session the learners will be able to recognize precipitating factors necessitating a code event by verbalization and return demonstration.</li> <li>• By the end of the simulation session the learners will be able to apply concepts of teamwork in a simulation setting.</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	RT's		
<b>Location</b>	In situ		
<b>Length</b>	0.5 hours (10-15 minutes of simulation, 10-15 minutes of bedside debriefing)		
<b>Class size</b>	Min. 3		
<b>Year Developed</b>	2021		
<b>Content Expert(s)</b>	Amy Cole, LeeAnna Magee		
<b>Lead Educator</b>	Cheryl Marshall, RN		

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Title	In situ Liberty Periop	Course #	LIB10
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Identification of latent safety threats and team knowledge deficits during the simulation;</li> <li>• Identification of need for code blue response;</li> <li>• Activation of code blue response;</li> <li>• Application of PALS/ACLS guidelines in cardiac arrest care; and</li> <li>• Team identifies and assumes appropriate roles during code training.</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	RN, RT, MD, PCA, Surgery Tech, CRNA		
<b>Location</b>	In situ		
<b>Length</b>	1 hour		
<b>Class size</b>	Min. 5, with representation from each profession on that unit		
<b>Year Developed</b>	2021		
<b>Content Expert(s)</b>	Mike Sikora, Kelley Bender		
<b>Lead Educator</b>	Cheryl Marshall		

Title	Liberty Skills Lab	Course #	LIB20
<b>Course Objectives</b>	<p>Leverage deliberate practice and mastery learning principles through hands-on task training to maintain/improve/develop procedural/skills competency in the following care procedures:</p> <ul style="list-style-type: none"> <li>- Central venous catheter placement, including use of bedside ultrasound;</li> <li>- Needle and tube thoracostomy;</li> <li>- Endotracheal intubation, using direct and indirect laryngoscopy;</li> <li>- Needle and surgical cricothyrotomy;</li> <li>- Lumbar puncture/epidural placement;</li> <li>- Crash cart;</li> <li>- Zoll defibrillator;</li> <li>- Intraosseous placement; and</li> <li>- Additional training as requested by units.</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	MD, RN, RT, Paramedics, PCA		
<b>Location</b>	Liberty		
<b>Length</b>	Varies		
<b>Class size</b>	Varies		
<b>Year Developed</b>	2019		
<b>Content Expert(s)</b>	Cheryl Marshall		
<b>Lead Educator</b>	Cheryl Marshall, RN		

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Title	Liberty Skills Lab: TCC Training Course		Course #	LIB21
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Learner verbalizes understanding of complex line management and resources available regarding complex line management.</li> <li>- Learner verbalizes understanding of CLABSI standards and resources available regarding CLABSI prevention.</li> <li>- Learner demonstrates needless connector change, completing all steps on job instruction sheet.</li> <li>- Learner demonstrates CVC dressing change, completing all steps on job instruction sheet.</li> <li>- Learner demonstrates drawing blood samples for cultures from a central line, completing all steps on the job instruction sheet.</li> </ul>			
<b>Category</b>	Technical Skill-Based Competency			
<b>Learners</b>	RN			
<b>Location</b>	Liberty			
<b>Length</b>	4 hours			
<b>Class size</b>	Min. 2; max. 5			
<b>Year Developed</b>	2020			
<b>Content Expert(s)</b>	Emily Knoebel			
<b>Lead Educator</b>	Cheryl Marshall, RN			

Title	Liberty Skills Lab: APP Procedural Training		Course #	LIB22
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Leverage deliberate practice and mastery learning principles through hands-on task training to gain and maintain competency in the following procedures and tasks:               <ul style="list-style-type: none"> <li>- sterile technique, including draping, gowning and gloving;</li> <li>- incision and drainage;</li> <li>- suturing</li> </ul> </li> </ul>			
<b>Category</b>	Technical Skill-Based Competency			
<b>Learners</b>	Surgical PA, APRN			
<b>Location</b>	Liberty Skills Lab			
<b>Length</b>	3 hours			
<b>Class size</b>	Varies			
<b>Year Developed</b>	2019			
<b>Content Expert(s)</b>	Kara Frey			
<b>Lead Educator</b>	Cheryl Marshall, RN			

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<b>Title</b>	Liberty Skills Lab: Line Building	<b>Course #</b>	LIB23
<b>Course Objectives</b>	verbalize increase in confidence in general line building techniques -demonstrate accessing a medi-port following CLABSI policy -increase confidence utilizing epidural pump -increase confidence utilizing PCA pump -differentiate between continuous and PCA dosing when utilizing PCA pump -verbalize indications for needless connector utilization & placement in line building -verbalize awareness of resources for giving IV infusions for patients -demonstrate utilization of primary and secondary line set up -discuss administration of blood products -discuss administration of TPN & Lipids -review CLABSI and line building resources on centerlink		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	RN		
<b>Location</b>	Liberty Skills Lab		
<b>Length</b>	4 hours		
<b>Class size</b>	Varies		
<b>Year Developed</b>	2020		
<b>Content Expert(s)</b>	Emily Knoebel		
<b>Lead Educator</b>	Cheryl Marshall, RN		

<b>Title</b>	Liberty Skills Lab: Hospital Medicine Boot camp	<b>Course #</b>	LIB24
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Demonstrate and practice mental models</li> <li>- Demonstrate and practice telemedicine communication with PICU</li> <li>- Demonstrate and practice use of bag-valve mask, bladder cauterization, lumbar puncture, G-tube, trach changes, IV and IO access.</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency, Communication		
<b>Learners</b>	HM Fellows		
<b>Location</b>	Liberty Skills Lab		
<b>Length</b>	5 hours		
<b>Class size</b>	3		
<b>Year Developed</b>	2020		
<b>Content Expert(s)</b>	Yamini Kuchipudi, Alicia Caldwell		
<b>Lead Educator</b>	Cheryl Marshall, RN		

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<b>Title</b>	Liberty Skills Lab: Hospital Medicine Resident Skills Training	<b>Course #</b>	LIB25
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Demonstrate and practice use of bag-valve mask, bladder cauterization, lumbar puncture, G-tube, trach changes, IV and IO access. Other skills may be added as course develops.</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	HM Residents		
<b>Location</b>	Liberty Skills Lab		
<b>Length</b>	2 hours		
<b>Class size</b>	3		
<b>Year Developed</b>	2020		
<b>Content Expert(s)</b>	Alicia Caldwell, Yamini Kuchipudi		
<b>Lead Educator</b>	Cheryl Marshall, RN		

<b>Title</b>	Liberty Skills Lab: Phlebotomy Training	<b>Course #</b>	LIB26
<b>Course Objectives</b>	<p>By the end of each ultrasound-guided venipuncture end-user training session, each Liberty laboratory phlebotomist will be able to:</p> <ul style="list-style-type: none"> <li>• correctly operate the venipuncture ultrasound equipment,</li> <li>• identify an appropriate venipuncture location, and</li> <li>• complete a successful lab draw.</li> </ul>		
<b>Category</b>	Skills acquisition and competency		
<b>Learners</b>	Liberty phlebotomists		
<b>Location</b>	Liberty Skills Lab		
<b>Length</b>	1 hour		
<b>Class size</b>	1 - 2		
<b>Year Developed</b>	2022		
<b>Content Expert(s)</b>	Ana Salguero		
<b>Lead Educator</b>	Cheryl Marshall, RN		

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<b>Title</b>	Liberty Skills Lab: MRI Tech Access Training	<b>Course #</b>	LIB27
<b>Course Objectives</b>	<p>By the end of each ultrasound-guided venipuncture end-user training session, each Liberty laboratory phlebotomist will be able to:</p> <ul style="list-style-type: none"> <li>- correctly operate the venipuncture ultrasound equipment,</li> <li>- identify an appropriate venipuncture location, and</li> <li>- complete a successful access.</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	MRI Technicians		
<b>Location</b>	Liberty Skills Lab		
<b>Length</b>	30 minutes		
<b>Class size</b>	1-2		
<b>Year Developed</b>	2022		
<b>Content Expert(s)</b>	Mona Valentine		
<b>Lead Educator</b>	Cheryl Marshall, RN		

<b>Title</b>	Paramedic Refresher	<b>Course #</b>	MEDIC01
<b>Course Objectives</b>	<p>Leverage high-fidelity simulation to:</p> <ul style="list-style-type: none"> <li>- Maintain knowledge and skills surrounding pediatric and adult assessment and pre-hospital resuscitation and management of Trauma and Medical patients;</li> <li>- Review and practice communication, team leadership and teamwork techniques, i.e. mental modeling;</li> <li>- Require practice of unit specific resuscitation equipment, i.e. airway equipment, code medications, transport equipment.</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	Paramedics		
<b>Location</b>	Oak Simulation Lab		
<b>Length</b>	2 hours		
<b>Class size</b>	Min. 4		
<b>Year Developed</b>	2010		
<b>Content Expert(s)</b>	Ken Crank		
<b>Lead Educator</b>	Shawn McDonough, EMT-P		

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<b>Title</b>	EMS Liberty Township Fire Department (Outreach)	<b>Course #</b>	MEDIC02
<b>Course Objectives</b>	Leverage high-fidelity simulation to: <ul style="list-style-type: none"> <li>- Increase confidence, comfort level, and skill interventions of EMS staff when providing care to pediatric patients;</li> <li>- Review and practice communication, team leadership and teamwork techniques, i.e. mental modeling;</li> <li>- Require practice of unit specific resuscitation equipment, i.e. airway equipment, code medications, transport equipment.</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	Paramedics		
<b>Location</b>	Liberty Township Fire Department		
<b>Length</b>	4 hours		
<b>Class size</b>	Min. 4		
<b>Year Developed</b>	2014		
<b>Content Expert(s)</b>	Christopher Oakes, Chad Canupp		
<b>Lead Educator</b>	Cheryl Marshall, RN		

<b>Title</b>	Mobile Unit (Outreach)	<b>Course #</b>	MOBILE01
<b>Course Objectives</b>	Leverage high-fidelity simulation in local community care settings, including EMS agencies, general acute care hospitals, and pediatric primary care offices, in order to: <ul style="list-style-type: none"> <li>- Maintain knowledge and skills surrounding pediatric assessment and pre-hospital resuscitation;</li> <li>- Review and practice communication, team leadership and teamwork techniques, i.e. mental modeling;</li> <li>- Require practice of environment/unit specific resuscitation equipment, i.e. airway equipment, code medications, transport equipment</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	Firefighters/Paramedics MD, RN, RT, PCA, MA		
<b>Location</b>	Varies		
<b>Length</b>	Varies		
<b>Class size</b>	Varies		
<b>Year Developed</b>	2016		
<b>Content Expert(s)</b>	Brant Merkt, Shawn McDonough, Sang Lee		
<b>Lead Educator</b>	Brant Merkt, RN		

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Title	Neurology/Trauma Team Safety	Course #	NEURO01
<b>Course Objectives</b>	At the conclusion of this course, RNs will be able to: <ul style="list-style-type: none"> <li>• Identify signs of compensated vs hypotensive shock and communicate findings to team members using the term “shock” to convey concerns</li> <li>• Activate the appropriate emergency response based on the patient’s clinical status (Sepsis Huddle, Staff emergency/MRT/CODE).</li> <li>• Implement appropriate nursing interventions in preparation of team arrival (O2 application, securing/obtaining additional IV access, trending of vital signs, rapid fluid set-up/administration).</li> <li>• Identify obstacles to teamwork and communication.</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	RN, APN		
<b>Location</b>	In situ		
<b>Length</b>	1.5 hours		
<b>Class size</b>	6-10 participants		
<b>Year Developed</b>	2022		
<b>Content Expert(s)</b>	Ellie Sullivan		
<b>Lead Educator</b>	Gina Klein, RN		

Title	In situ NICU	Course #	NICU01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Determine the impact of simulation training on the technical skills of the NICU team;</li> <li>- Determine the impact of simulation training on non-technical skills including provider attitudes surrounding safety and teamwork;</li> <li>- Identify Latent Safety Threats that exist in the clinical environment and that may arise in actual patient emergencies.</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	MD, RN, RT, APN		
<b>Location</b>	In situ		
<b>Length</b>	0.5 hours (10-15 minutes of simulation, 10-15 minutes of bedside debriefing)		
<b>Class size</b>	Min. 5, with representation from each profession on that unit		
<b>Year Developed</b>	2008		
<b>Content Expert(s)</b>	Beth Ann Johnson, Shari Casey		
<b>Lead Educator</b>	Rebecca Burgess, RN		

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Title	NICU Patient Safety	Course #	NICU02
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Determine the impact of simulation training on the technical skills of the NICU team.</li> <li>- Determine the impact of simulation training on non-technical skills including provider attitudes surrounding safety and teamwork.</li> <li>- Identify Latent Safety Threats that exist in the clinical environment and that may arise in actual patient emergencies.</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	MD, RN, RT, APN		
<b>Location</b>	Oak Simulation Lab		
<b>Length</b>	4 hours		
<b>Class size</b>	Min. 6		
<b>Year Developed</b>	2008		
<b>Content Expert(s)</b>	Beth Ann Johnson, Shari Casey		
<b>Lead Educator</b>	Rebecca Burgess, RN		

Title	NRP	Course #	NICU04
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Demonstrate best practice recommendations on the best available evidence.</li> <li>- Identify the different types of skills necessary for successful neonatal resuscitation.</li> <li>- Demonstrate and develop effective teamwork and communication.</li> </ul>		
<b>Category</b>	Certification		
<b>Learners</b>	MD, RN, RT, APN		
<b>Location</b>	Oak Simulation Lab		
<b>Length</b>	3-4 hours		
<b>Class size</b>	Min. 4; max. 30		
<b>Year Developed</b>	2016		
<b>Content Expert(s)</b>	Patty Froese, Amy Mattingly, Beth Ann Johnson		
<b>Lead Educator</b>	Rachel Keller-Smith, RT		

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Title	NICU Bootcamp	Course #	NICU05
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- To provide a simulation-based review of critical procedures (intubation, umbilical line placement, and chest tube placement) for first-year NICU fellows in an environment that will also improve their confidence and competence in team leadership, communication and teamwork prior to direct patient care.</li> <li>- Introduce participants to common urgent neonatal diagnoses to allow for practice and discussion of medical decision making and task management skills</li> <li>- Introduce incoming first-year fellows to NICU code team practices in a simulated environment</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	MD		
<b>Location</b>	ORB Simulation Lab		
<b>Length</b>	10 hours		
<b>Class size</b>	5		
<b>Year Developed</b>	2016		
<b>Content Expert(s)</b>	Beth Ann Johnson, Jennifer Brady		
<b>Lead Educator</b>	Brenda Williams, RN		

Title	NICU Fellows Course	Course #	NICU06
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Communication, teamwork and leadership skills</li> <li>- Medical management skills during difficult scenarios and rare conditions</li> <li>- Procedural skills of rarely encountered procedures</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	MD		
<b>Location</b>	ORB Simulation Lab		
<b>Length</b>	2 hours		
<b>Class size</b>	5-6		
<b>Year Developed</b>	2018		
<b>Content Expert(s)</b>	Jennifer Brady, Beth Ann Johnson		
<b>Sim Super-Users</b>	Jennifer Brady		
<b>Lead Educator</b>	Brenda Williams, RN		

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Title	NICU Delivery Team	Course #	NICU07
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- To provide an opportunity to be more comfortable with the delivery space and equipment.</li> <li>- Utilize simulated scenarios to maintain skills and retain previously learned knowledge with entire delivery process - from how the team is notified through returning the simulated infant to the NICU.</li> <li>- Demonstrate effective teamwork skills while providing care to the simulated newborn.</li> <li>- Demonstrate appropriate resuscitation of simulated newborns following NRP guidelines.</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	RN, RT, APRN, MD, Radiology Techs, Echo Techs, PCA		
<b>Location</b>	In situ		
<b>Length</b>	0.5 hours (10-15 minutes of simulation, 10-15 minutes of bedside debriefing)		
<b>Class size</b>	10		
<b>Year Developed</b>	2018		
<b>Content Expert(s)</b>	Shari Casey		
<b>Lead Educator</b>	Brenda Williams, RN		

Title	PEMS	Course #	NUR02
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Early identification of crisis situation and distress (respiratory/shock).</li> <li>- Understand the elements of the pediatric assessment triangle and primary survey.</li> <li>- Implementation of appropriate emergency measures: <ul style="list-style-type: none"> <li>- Oxygen delivery devices, oxygen flow rate, and oxygen concentration provided;</li> <li>- Defibrillation versus cardioversion;</li> <li>- Code medications;</li> <li>- Fluid bolus for circulation resuscitation via push/pull method and possible IO placement.</li> </ul> </li> <li>- Differentiate between activation of Medical Response Team vs. Code Team.</li> <li>- Introduce and discuss obstacles to teamwork and communication, i.e. authority gradients.</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	RN		
<b>Location</b>	Oak Simulation Lab, In situ		
<b>Length</b>	3 hours		
<b>Class size</b>	Min. 8		
<b>Year Developed</b>	2009		
<b>Content Expert(s)</b>	Lindsay Ciprani		
<b>Lead Educator</b>	Gina Klein, RN		

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Title	A3N Nursing	Course #	NUR03
<b>Course Objectives</b>	Team training with emphasis on technical skills (assessment, decision making and delivery of care) within the following emergency pediatric situations: <ul style="list-style-type: none"> <li>- Respiratory failure;</li> <li>- Compensated shock;</li> <li>- Cardiopulmonary arrest.</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	RN		
<b>Location</b>	In situ (A3N)		
<b>Length</b>	2 hours		
<b>Class size</b>	Min. 5		
<b>Year Developed</b>	2016		
<b>Content Expert(s)</b>	Abbey Meister		
<b>Lead Educator</b>	Jamie Shoemaker, RN		

Title	SRU Orientation	Course #	NUR04
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Recognize a deteriorating patient using the pediatric assessment triangle and activate the appropriate emergency response (MRT/Code).</li> <li>- Differentiate between activation of Medical Response Team vs. Code Team</li> <li>- Implement appropriate nursing interventions in preparation of code team arrival (E.g. Use of respiratory support equipment, delivery of high-quality CPR, room preparation, push-pull fluid administration, code drug preparation, use of defibrillator, role assignment).</li> <li>- Identify obstacles to teamwork and communication, E.g. authority gradients.</li> <li>- Identify and increase awareness of resources available on general care floors.</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	RN		
<b>Location</b>	Oak simulation lab/ORB		
<b>Length</b>	2.5 hours		
<b>Class size</b>	8 learners per class		
<b>Year Developed</b>	2020		
<b>Content Expert(s)</b>	Van Romer, Chelsea Meyer		
<b>Lead Educator</b>	Gina Klein, RN		

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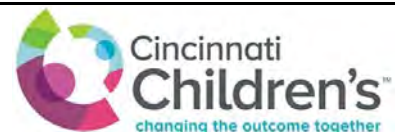


<b>Title</b>	SRU Nursing	<b>Course #</b>	NUR05
<b>Course Objectives</b>	<p>- By the end of the simulation session, participants will:</p> <ol style="list-style-type: none"> <li>1. Quickly identify a deteriorating patient and state underlying reason for decompensation. (ex: Shock resulting in cardiopulmonary arrest, unplanned extubation resulting in respiratory distress).</li> <li>2. Activate appropriate emergency response and utilize resources for a deteriorating patient (ex: staff assist, code team, MRT, etc. based on setting).</li> <li>3. Implement appropriate nursing interventions while awaiting assistive staff/code team arrival (E.g. Use of respiratory support equipment, delivery of high-quality CPR, room preparation, push-pull fluid administration, code drug preparation, use of defibrillator, role assignment).</li> <li>4. Demonstrate ability to critically think through and troubleshoot equipment failures (ex. Poor chest rise with bagging- change mask size, position airway, assess breath sounds, suction airway).</li> <li>5. Demonstrate effective communication techniques during high stress event (ex. SBAR, closed-loop communication, knowledge sharing, knowing limitation).</li> <li>6. Achieve increased confidence caring for a decompensating patient in an emergency scenario as evidenced by a 25% increase in scores on a pre/post survey using a 10-point Likert scale.</li> </ol>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	RN		
<b>Location</b>	Oak simulation lab		
<b>Length</b>	4 hours		
<b>Class size</b>	8 learners per class		
<b>Year Developed</b>	2021		
<b>Content Expert(s)</b>	Chelsea Meyer, Van Romer		
<b>Lead Educator</b>	Gina Klein, RN		

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<b>Title</b>	Private Duty Nursing	<b>Course #</b>	NUR06
<b>Course Objectives</b>	By the end of the course learner will: <ul style="list-style-type: none"> <li>- Confidently manage trached patient respiratory crisis in the home setting</li> <li>- Implement PDN algorithm appropriately for patient care</li> <li>- Demonstrate ability to confidently use available resources in Emergency Airway Bag</li> </ul>		
<b>Category</b>	Unit and/or Care Process Orientation		
<b>Learners</b>	RN, LPN		
<b>Location</b>	In situ Lincoln		
<b>Length</b>	1 hour		
<b>Class size</b>	1-2		
<b>Year Developed</b>	2022		
<b>Content Expert(s)</b>	Robert Riddle		
<b>Lead Educator</b>	Rebecca Burgess, RN		

<b>Title</b>	Oncology Team Safety	<b>Course #</b>	ONC01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Participants will improve technical and non-technical behaviors in dealing with infrequently experienced, emergent events encountered during this Oncology-based simulation program. The program will provide opportunity to improve efficiency and safety in recognizing simulated patient cues, identifying and treating specific medical emergencies while providing clinical care to patients within CDBI Oncology practice.</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	MD, APN, RN, Pharmacists		
<b>Location</b>	Oak Simulation Lab		
<b>Length</b>	4 hours		
<b>Class size</b>	Min. 8		
<b>Year Developed</b>	2018		
<b>Content Expert(s)</b>	Paula Cuthrell		
<b>Lead Educator</b>	Trevia Lyke, RN		

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<b>Title</b>	In situ Periop Code	<b>Course #</b>	PERIOP01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Identification of latent safety threats and team knowledge deficits during the simulation;</li> <li>- Identification of need for code blue response;</li> <li>- Activation of code blue response;</li> <li>- Application of PALS/ACLS guidelines in cardiac arrest care;</li> <li>- Team identifies and assumes appropriate roles during code training;</li> <li>- Activation of PICU care team during perioperative code event.</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	RN, RT, MD, PCA, Surgery Tech, CRNA		
<b>Location</b>	In situ		
<b>Length</b>	1.5 hours		
<b>Class size</b>	Min. 5, with representation from each profession on that unit		
<b>Year Developed</b>	2017		
<b>Content Expert(s)</b>	Michael Sikora		
<b>Lead Educator</b>	Rachel Keller-Smith, RT		

<b>Title</b>	Perinatal Outreach	<b>Course #</b>	PERIOUT01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Assess and improve clinical knowledge, skills and behaviors related to: <ul style="list-style-type: none"> <li>- Neonatal resuscitation;</li> <li>- Bag-valve mask ventilation;</li> <li>- Chest compressions;</li> </ul> </li> <li>- Assess and improve non-technical skills, i.e. situation awareness and closed loop communication, among providers.</li> <li>- Evaluate the clinical environment for preparedness and latent that to safety and that may arise in actual patient emergencies.</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	MD, RN, RT, APN, Midwives, OB Techs		
<b>Location</b>	Outreach		
<b>Length</b>	2 hours		
<b>Class size</b>	Min. 4; max. 24		
<b>Year Developed</b>	2012; revised in 2016		
<b>Content Expert(s)</b>	Heather Stevens		
<b>Lead Educator</b>	Heather Stevens, RN		

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<b>Title</b>	In situ PICU	<b>Course #</b>	PICU01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- To facilitate communication among team members during a code situation.</li> <li>- To utilize critical care knowledge in caring for a coding patient.</li> <li>- To demonstrate effective use of resuscitation equipment.</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	MD, APRN, RN, RT, PCA, Pharmacist		
<b>Location</b>	In situ		
<b>Length</b>	0.5 hours (10-15 minutes of simulation, 10-15 minutes of bedside debriefing)		
<b>Class size</b>	Min. 5, with representation from each profession on that unit		
<b>Year Developed</b>	2008		
<b>Content Expert(s)</b>	Ken Tegtmeyer, Matt Zackoff		
<b>Lead Educator</b>	Kelly Ely, RN		

<b>Title</b>	ICU Fellow Procedural Training	<b>Course #</b>	PICU02
<b>Course Objectives</b>	<p>Leverage deliberate practice and mastery learning principles through hands-on task training to maintain procedural competency in the following resuscitative care procedures:</p> <ul style="list-style-type: none"> <li>- Central venous catheter placement, including use of bedside ultrasound;</li> <li>- Needle and tube thoracostomy;</li> <li>- Endotracheal intubation, using direct and indirect laryngoscopy;</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	ICU Fellows		
<b>Location</b>	Oak Simulation Lab; ORB		
<b>Length</b>	3 hours		
<b>Class size</b>	Min. 1		
<b>Year Developed</b>	2014		
<b>Content Expert(s)</b>	Matt Zackoff, Andrew Lautz, Maya Dewan		
<b>Lead Educator</b>	Jamie Shoemaker, RN		

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Title	PICU Team Safety	Course #	PICU03
<b>Course Objectives</b>	<p>-Demonstrate effective communication by using shared mental models and closed loop communication, empowering everyone to be able speak up and listen respectfully to secure safe delivery of care.</p> <p>-Recognize, learn, and respect each team member's role and responsibilities to develop a plan for prioritization as a team, building stronger relationships in our efforts to achieve safer culture together.</p> <p>-Improve knowledge of and comfort with technical skills, unit processes and pathophysiology in common PICU patient care and emergencies to improve patient care and increase situational awareness.</p>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	MD, APRN, RN, RT		
<b>Location</b>	Vernon Place Simulation Lab		
<b>Length</b>	4 hours		
<b>Class size</b>	Min. 8		
<b>Year Developed</b>	2020		
<b>Content Expert(s)</b>	Matt Zackoff		
<b>Lead Educator</b>	Kelly Ely, RN		

Title	PICU Orientation	Course #	PICU04
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Provide the opportunity to work through common PICU scenarios as a team to increase knowledge base, review common unit processes and develop critical thinking.</li> <li>- Work through emergency situations as a team to increase knowledge base and critical thinking.</li> <li>- Identify and increase awareness of resources available in the PICU.</li> <li>- Introduce and discuss team leadership, communication, and teamwork techniques (close loop communication, shared mental model. Etc)</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	RN		
<b>Location</b>	Vernon Place Simulation Lab		
<b>Length</b>	6 hours		
<b>Class size</b>	Min. 6		
<b>Year Developed</b>	2010		
<b>Content Expert(s)</b>	Kelly Collins		
<b>Lead Educator</b>	Kelly Ely, RN		

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Title	PICU Codes Class	Course #	PICU05
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Review and practice house-wide code team and unit code team roles and responsibilities.</li> <li>- Facilitate communication techniques amongst team members during code and emergency situations.</li> <li>- To utilize and apply critical care knowledge in code and emergency situations.</li> <li>- To practice effective use of resuscitation equipment and practice safe administration of emergency medications.</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	RN		
<b>Location</b>	In situ		
<b>Length</b>	2 hours		
<b>Class size</b>	10		
<b>Year Developed</b>	2022		
<b>Content Expert(s)</b>	DeAnne Ellis		
<b>Lead Educator</b>	Kelly Ely		

Title	In situ Psychiatric	Course #	PSY01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Increase confidence and decrease anxiety related to high acuity, low frequency medical emergencies in psych setting.</li> <li>- Improve overall performance in pediatric resuscitation, increase knowledge of equipment.</li> <li>- Improve teamwork and communication, increase knowledge of roles and available resources.</li> </ul>		
<b>Category</b>	Systems Integration		
<b>Learners</b>	RN, MD, MHS		
<b>Location</b>	In situ		
<b>Length</b>	1 hour		
<b>Class size</b>	Min. 6		
<b>Year Developed</b>	2013		
<b>Content Expert(s)</b>	Sara Hughes, Amberly Schmaltz, Katie Haller		
<b>Lead Educator</b>	Shawn McDonough, Paramedic		

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Title	Psychiatric Team Training	Course #	PSY02
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Increase confidence and decrease anxiety related to high acuity, low frequency medical emergencies in psych setting.</li> <li>- Improve overall performance in pediatric resuscitation, increase knowledge of equipment.</li> <li>- Improve teamwork and communication, increase knowledge of roles.</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	RN		
<b>Location</b>	Oak Simulation Lab		
<b>Length</b>	4 hours		
<b>Class size</b>	Min. 4		
<b>Year Developed</b>	2014		
<b>Content Expert(s)</b>	Sara Hughes, Amberly Schmaltz, Katie Haller		
<b>Lead Educator</b>	Shawn McDonough, Paramedic		

Title	In situ Code Conference	Course #	RES01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- To expose pediatric residents to real-time high-fidelity simulation experiences that address the most commonly encountered pediatric code situations (e.g., respiratory arrest, cardiac arrest, septic shock).</li> <li>- To provide hands-on practice with equipment and materials utilized in code situations (e.g. defibrillator, code-cart).</li> <li>- To provide focused feedback in a small group setting on code team performance.</li> <li>- To provide large group discussion of evidence-based resuscitation in pediatric patients.</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	MD (residents)		
<b>Location</b>	In situ (A8 – resident conference room)		
<b>Length</b>	1 hour		
<b>Class size</b>	Min. 18		
<b>Year Developed</b>	2013		
<b>Content Expert(s)</b>	Gary Geis, Sang Lee, Pediatric residency chief residents		
<b>Lead Educator</b>	Jamie Shoemaker, RN		

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Phone: 513-636-6992



Title	ED Resident Training	Course #	RES02
<b>Course Objectives</b>	Leverage high-fidelity simulation with hands-on task training to highlight the need for procedural competency in resuscitative care: <ul style="list-style-type: none"> <li>- Introduce, practice and discuss medical decision making and task management skills, i.e. RSI checklist application, surrounding invasive procedures in the shock trauma suites;</li> <li>- Require hands-on practice of unit specific procedures, i.e. defibrillation, to assess for and improve procedural competency.</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	ED Residents		
<b>Location</b>	ORB Simulation Lab		
<b>Length</b>	2 hours		
<b>Class size</b>	Min. 6		
<b>Year Developed</b>	2012		
<b>Content Expert(s)</b>	Caitlin Valentino		
<b>Lead Educator</b>	Brant Merkt, RN		

Title	RESUS	Course #	RES03
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Recognition and management of cardiopulmonary arrest in the primary care setting.</li> <li>- Improvement in comfort and confidence of procedural care in CPR, bag-mask ventilation, IO access, defibrillation, delivery of code medications, and push-pull volume resuscitation.</li> <li>- Recognition and early goal directed therapy of shock in a pediatric-aged patient.</li> <li>- Improvement in comfort and confidence of first year residents as the team leader during resuscitative care of a critically ill simulated child.</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	MD (residents)		
<b>Location</b>	ORB Simulation Lab		
<b>Length</b>	2 hours		
<b>Class size</b>	Min. 3, Max. 8		
<b>Year Developed</b>	2014		
<b>Content Expert(s)</b>	Gary Geis; Sang Lee; Pediatric residency chief residents		
<b>Lead Educator</b>	Jamie Shoemaker, RN		

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<b>Title</b>	<b>Pediatric Resident Identification of Cardiac Emergencies (PRICE)</b>	<b>Course #</b>	RES05
<b>Course Objectives</b>	<p>Develop the knowledge and skills to identify and initiate treatment for pediatric patients presenting with: Ductal-dependent congenital heart lesions and differentiate between that and neonatal sepsis</p> <ul style="list-style-type: none"> <li>• Recognize presentation of infants or children with undiagnosed heart disease</li> <li>• Verbalize differential and physiologies</li> <li>• Demonstrate appropriate stabilization and/or treatments</li> </ul>		
<b>Category</b>	Technical Skill-based Competency		
<b>Learners</b>	Pediatric interns in their Cardiology rotation		
<b>Location</b>	In Situ (ACCU)		
<b>Length</b>	1 hour		
<b>Class size</b>	4 students per simulation		
<b>Year Developed</b>	2022		
<b>Content Expert(s)</b>	Brittney Hills		
<b>Lead Educator</b>	Brenda Williams		

<b>Title</b>	<b>SDS Team Training</b>	<b>Course #</b>	SDS01
<b>Course Objectives</b>	<p>By completion of this training, staff will be able to:</p> <ul style="list-style-type: none"> <li>- Quickly identify deteriorating patient status, notify necessary staff for assistance, and follow appropriate algorithms;</li> <li>- Demonstrate appropriate skills and use of emergency equipment;</li> <li>- Identify areas of strength and weakness in staff's preparation for medical emergency situations likely to happen in SDS.</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	RN, PCAs, APRNs		
<b>Location</b>	In situ (SDS)		
<b>Length</b>	1.5 hours		
<b>Class size</b>	35 participants		
<b>Year Developed</b>	2021		
<b>Content Expert(s)</b>	Christine Kenning		
<b>Lead Educator</b>	Gina Klein, RN		

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Title	Simulation Facilitator	Course #	SIM01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Describe the qualities of an effective facilitator.</li> <li>- Identify key aspects to simulation development which aid in a successful simulation session and debrief.</li> <li>- Explore adult learning theories and how they apply to simulation based medical education (SBME).</li> <li>- Review multiple debriefing styles and their application to SBME.</li> <li>- Examine what components make up a quality debrief - specifically by analyzing the 8 OSADS domains.</li> <li>- Review deliberate practice for increased skills and procedure training in non-team based simulation.</li> <li>- Demonstrate knowledge of debriefing components and styles through video review observation and practical application.</li> </ul>		
<b>Category</b>	Simulationist Instruction		
<b>Learners</b>	RN, MD, RT, CRNA, APN, other facilitators		
<b>Location</b>	Oak Simulation Lab		
<b>Length</b>	2 hours Self Study followed by 4hours of Classroom Time		
<b>Class size</b>	Min. 4, Max. 14		
<b>Year Developed</b>	2008		
<b>Content Expert(s)</b>	Brant Merkt, Cheryl Marshall		
<b>Lead Educator</b>	Brant Merkt, RN; Cheryl Marshall, RN		

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Title	Simulation Facility Orientation	Course #	SIM02
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Tour of simulation lab(s)</li> <li>- How to schedule room use</li> <li>- Expectations upon arrival and how to clean up after</li> <li>- Accessing room(s), equipment, and supplies</li> </ul>		
<b>Category</b>	Simulationist Instruction		
<b>Learners</b>			
<b>Location</b>	Oak Sim Lab or ORB Sim Lab		
<b>Length</b>	1-2 hours		
<b>Class size</b>	1-4		
<b>Year Developed</b>	2018		
<b>Content Expert(s)</b>	Jamie Shoemaker		
<b>Lead Educator</b>	Jamie Shoemaker, RN		

Title	Simulation Observation	Course #	SIM03
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Observation of high-fidelity simulation courses lead by a Simulation Center Educator</li> </ul>		
<b>Category</b>	Simulationist Instruction		
<b>Learners</b>			
<b>Location</b>			
<b>Length</b>	20 hours (within a six month period)		
<b>Class size</b>	1		
<b>Year Developed</b>	2018		
<b>Content Expert(s)</b>	Jamie Shoemaker		
<b>Lead Educator</b>	Jamie Shoemaker, RN		

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Phone: 513-636-6992

<b>Title</b>	Simulation Low-Fidelity Equipment Training	<b>Course #</b>	SIM04
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Training, safe use and care of low-fidelity simulation equipment</li> <li>- How to schedule (check in/check out) equipment use</li> </ul>		
<b>Category</b>	Simulationist Instruction		
<b>Learners</b>			
<b>Location</b>			
<b>Length</b>	Personalized to individual		
<b>Class size</b>	1		
<b>Year Developed</b>	2018		
<b>Content Expert(s)</b>	Jamie Shoemaker		
<b>Lead Educator</b>	Jamie Shoemaker, RN		

<b>Title</b>	Simulation High-Fidelity Equipment Training	<b>Course #</b>	SIM05
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Training, safe use and care of high-fidelity simulation equipment</li> <li>- How to schedule (check in/check out) equipment use</li> </ul>		
<b>Category</b>	Simulationist Instruction		
<b>Learners</b>			
<b>Location</b>			
<b>Length</b>	Personalized to individual		
<b>Class size</b>	1		
<b>Year Developed</b>	2018		
<b>Content Expert(s)</b>	Jamie Shoemaker		
<b>Lead Educator</b>	Jamie Shoemaker, RN		

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Phone: 513-636-6992

<b>Title</b>	EMS Curriculum Research	<b>Course #</b>	SIMFELLOW01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Increase working knowledge and confidence when providing care for a critically ill or injured pediatric patient.</li> <li>- Enhance familiarity and proper use of pediatric specific equipment and cognitive aids.</li> <li>- Discuss and demonstrate proper pediatric airway and vascular access management.</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	Paramedics		
<b>Location</b>	Outreach		
<b>Length</b>	Varies (1-8 hours)		
<b>Class size</b>	Varies		
<b>Year Developed</b>	2019		
<b>Content Expert(s)</b>	Sang Lee, Gary Geis, Lauren Riney		
<b>Lead Educator</b>	Brant Merkt, RN		

<b>Title</b>	VR Digital Block	<b>Course #</b>	SIMFELLOW02
<b>Course Objectives</b>	<p>This will be an assessment-based course providing simulation-based training via a hands-on virtual reality task trainer. Through this course learners will:</p> <ol style="list-style-type: none"> <li>1) Develop or enhance procedural knowledge and skill on performing digital blocks</li> <li>2) Demonstrate maintenance of the same level of procedural knowledge and skill over a 6 month period</li> </ol>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	MD, APN		
<b>Location</b>	ORB Simulation Lab		
<b>Length</b>	90 minutes		
<b>Class size</b>	1		
<b>Year Developed</b>	2020		
<b>Content Expert(s)</b>	Victoria Hartwell, Gary Geis, Matt Zackoff		
<b>Lead Educator</b>	Michelle Rios, RN		

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Phone: 513-636-6992



<b>Title</b>	Rapid Cycle Deliberate Practice Airway Training	<b>Course #</b>	SIMFELLOW03
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Demonstration of effective bag-mask ventilation</li> <li>- Utilize effective teamwork and communication behavior to successfully choreograph endotracheal intubation with airway assistant</li> <li>- Demonstrate appropriate micro behaviors required for successful endotracheal intubation</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	MD		
<b>Location</b>	Oak Simulation Lab and STS-based <i>in situ</i> sessions		
<b>Length</b>	1 hour		
<b>Class size</b>	Min. 1		
<b>Year Developed</b>	2021		
<b>Content Expert(s)</b>	Preston Dean, Katherine Edmunds, Gary Geis, Benjamin Kerrey		
<b>Lead Educator</b>	Gina Klein, RN		

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Title	Third Year Students	Course #	STUD01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Describe non-invasive oxygen delivery devices available in the pediatric setting.</li> <li>- Perform bag mask ventilation technique</li> <li>- Understand nasal suctioning methods using bulb, BBG and NP</li> <li>- Demonstrate albuterol delivery devices including aerosolization and mask/spacer including the context on use</li> <li>- Recognize signs and symptoms of respiratory distress and impending respiratory failure in a pediatric patient</li> <li>- Apply skills to a patient with respiratory distress using the high-fidelity manikin</li> <li>- Understand how skills and communication apply to a patient with bronchiolitis in terms of treatment, discharge criteria and discharge planning</li> <li>- Describe high-quality vaccine recommendations</li> <li>- Practice motivational interviewing competencies for addressing vaccine hesitancy</li> <li>- Demonstrate counseling strategies in high-fidelity simulation when discussing discharge planning with family</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	Third year medical and RN students		
<b>Location</b>	Oak Simulation Lab		
<b>Length</b>	4 hours		
<b>Class size</b>	Min. 6		
<b>Year Developed</b>	2014		
<b>Content Expert(s)</b>	Amy Guiot, Joe Real		
<b>Lead Educator</b>	Gina Klein, RN		

Title	TAP MD (Outreach)	Course #	TAP01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Students will understand that medical care requires teamwork.</li> <li>- Students will practice working in teams and on communication skills.</li> <li>- Students will learn about how pediatric simulators are used in medical training.</li> <li>- To provide the students the opportunity to actually touch a simulated "patient" and practice a maneuver like intubation, IV and IO placement, CPR, and running a simulator.</li> <li>- Students will practice working in teams and on communication skills" is not an objective for this course.</li> </ul>		
<b>Category</b>	Unit and/or Care Process Orientation		
<b>Learners</b>	Students in TAP MD program		
<b>Location</b>	Oak Simulation Lab		
<b>Length</b>	4 hours		
<b>Class size</b>	Min. 8		
<b>Year Developed</b>	2014		
<b>Content Expert(s)</b>	Heleena McKinney		
<b>Lead Educator</b>	Cheryl Marshall, RN		

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<b>Title</b>	In situ TCC Patient and Caregiver Training	<b>Course #</b>	TCC01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Build caregiver's confidence to care for trach patient in home setting.</li> <li>- Demonstrate skills to manage trach patient in home setting.</li> <li>- Recognition of airway emergency in trach patients within the home setting.</li> <li>- Initiation of emergency response.</li> </ul>		
<b>Category</b>	Patient- and/or Caregiver-Focused		
<b>Learners</b>	Parents/Caregivers		
<b>Location</b>	In situ (A3S)		
<b>Length</b>	0.5 hours (10-15 minutes of simulation, 10-15 minutes of bedside debriefing)		
<b>Class size</b>	Min. 5, with representation from each profession on that unit		
<b>Year Developed</b>	2016		
<b>Content Expert(s)</b>	Lisa Mack		
<b>Lead Educator</b>	Rebecca Burgess, RN		

<b>Title</b>	TCC A3S Patient Safety	<b>Course #</b>	TCC02
<b>Course Objectives</b>	<p>Use Simulation to increase teams:</p> <ul style="list-style-type: none"> <li>- Recognition of deteriorating patient, and use of supportive algorithms</li> <li>- Review and Practice teamwork communication including Shared Mental Model</li> <li>- Practice emergency resuscitation including roles, skills and equipment</li> <li>- Identify team level Latent Safety threats</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	RN, RT, PCA, APN		
<b>Location</b>	In situ (A3S)		
<b>Length</b>	2 hours		
<b>Class size</b>	Min. 6		
<b>Year Developed</b>	2016		
<b>Content Expert(s)</b>	Emily Knoebel, Sarah Thomas, Julie Snider		
<b>Lead Educator</b>	Rebecca Burgess, RN		

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Title	In situ TCC	Course #	TCC03
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- RN identify rapidly changing patient condition quickly and escalate concerns related to care appropriately;</li> <li>- APN, RN, &amp; RT demonstrate a team approach to caring for a patient with a rapidly changing clinical status;</li> <li>- Identify Latent Safety Threats that exist in the clinical environment and that may arise in actual patient emergencies.;</li> <li>- Utilize simulation to improve retention of previously learned information and to increase knowledge base and critical thinking</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	RN, RT, PCA, APN		
<b>Location</b>	In situ (A3S)		
<b>Length</b>	0.5 hours (10-15 minutes of simulation, 10-15 minutes of bedside debriefing)		
<b>Class size</b>	Min. 5, with representation from each profession on that unit		
<b>Year Developed</b>	2016		
<b>Content Expert(s)</b>	Emily Knoebel, Sarah Thomas, Julie Snider		
<b>Lead Educator</b>	Rebecca Burgess, RN		

Title	Transport Team Simulation Training	Course #	TRAN02
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>-Participants will recognize and manage a patient based on a variety of case-based scenarios using a human patient simulator.</li> <li>-Participants will review and apply teamwork and communication skills in multidisciplinary teams using a human patient simulator.</li> <li>-Participants will review technical and non-technical skills and understand how to apply these skills into their own practice.</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	RNs, Paramedics, RTs, EMTs		
<b>Location</b>	Liberty Skills Lab		
<b>Length</b>	1 hour		
<b>Class size</b>	Min. 3, Max. 5		
<b>Year Developed</b>	2020		
<b>Content Expert(s)</b>	Niki Durr		
<b>Lead Educator</b>	Cheryl Marshall, RN		

#### Contact Us

Email: [simulationcenter@cchmc.org](mailto:simulationcenter@cchmc.org)

Phone: 513-636-6992



Title	Advanced Trauma Life Support (ATLS)	Course #	TRAU01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Assess the patient's condition rapidly and accurately.</li> <li>- Resuscitate and stabilize the patient according to priority.</li> <li>- Determine if the patient's needs exceed a facility's capacity.</li> <li>- Arrange appropriately for the patient's inter-hospital transfer (who, what, when, and how).</li> <li>- Assure that optimum care is provided and that the level of care does not deteriorate at any point during the evaluation, resuscitation, or transfer process</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	RN, MD, RT, Paramedic		
<b>Location</b>	Oak Simulation Lab		
<b>Length</b>	16 hours (two days)		
<b>Class size</b>	Min. 18		
<b>Year Developed</b>	2010		
<b>Content Expert(s)</b>	Lauren Phipps		
<b>Lead Educator</b>	Shawn McDonough, EMT-P		

Title	Trauma Outreach	Course #	TRAU02
<b>Course Objectives</b>	Leverage high-fidelity simulation within Interprofessional training to: <ul style="list-style-type: none"> <li>- Reveal to external participants the impact of teamwork, communication, situational awareness, mental modeling, mutual performance monitoring, and supportive behaviors towards the planning, execution and evaluation of safe, effective pediatric trauma resuscitative care.</li> <li>- Establish roles and demonstrate the responsibilities associated with each role while recognizing the impact on teamwork, communication, situational awareness and supportive behavior in caring for simulated pediatric trauma victims.</li> <li>- Applying the systematic processes identified in the providers' policies, procedures and protocols to analyze and differentiate the condition of and to initiate a plan of care for simulated trauma victims.</li> <li>- During the post simulation debriefing, participants will self-reflect upon their exhibited skills, knowledge and attitudes identifying areas for improvement and/or latent threats.</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	RN, MD, RT, Paramedic, APN		
<b>Location</b>	Oak Simulation lab		
<b>Length</b>	3 hours		
<b>Class size</b>	Min. 8		
<b>Year Developed</b>	2012		
<b>Content Expert(s)</b>	Meera Kotagal, Margot Daugherty, Melissa Williams		
<b>Lead Educator</b>	Brant Merkt, RN		

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Email: [simulationcenter@cchmc.org](mailto:simulationcenter@cchmc.org)

Phone: 513-636-6992



Title	Trauma Team	Course #	TRAU03
<b>Course Objectives</b>	Leverage high-fidelity simulation within an interprofessional course to highlight the need for patient safety in trauma care. <ul style="list-style-type: none"> <li>- Review and practice communication, team leadership and teamwork techniques, i.e. mental modeling.</li> <li>- Introduce and review pediatric trauma management principles, including primary and secondary surveys (assessment), medical decision making, and initial “golden hour” management.</li> <li>- Require practice of unit specific resuscitation equipment, i.e. rapid infuser, to assess for and improve procedural competency.</li> <li>- Identify latent safety threats during simulation and debriefing (by reflection on clinical environment) and discuss, if possible, solutions to mitigate those threats.</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	RN, MD, RT, PCA, Paramedic, Pharmacists		
<b>Location</b>	Oak Simulation Lab		
<b>Length</b>	2 hours		
<b>Class size</b>	Min. 8		
<b>Year Developed</b>	2006		
<b>Content Expert(s)</b>	Meera Kotagal, Margot Daugherty, Melissa Williams		
<b>Lead Educator</b>	Brant Merkt, RN		

Title	Trauma Workshop	Course #	TRAU04
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- The participant will employ the principles of trauma resuscitation in a simulation environment.</li> <li>- The participant will demonstrate the tasks of their assigned role in a simulated patient scenario.</li> </ul>		
<b>Category</b>	Teamwork and Communication		
<b>Learners</b>	RN, RT, PCA, Paramedic – new orientees from OR, PICU, and ED		
<b>Location</b>	Oak Simulation Lab		
<b>Length</b>	1 hour		
<b>Class size</b>	Min. 8		
<b>Year Developed</b>	2009		
<b>Content Expert(s)</b>	Margot Daugherty, Melissa Williams		
<b>Lead Educator</b>	Brant Merkt, RN		

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Email: [simulationcenter@cchmc.org](mailto:simulationcenter@cchmc.org)

Phone: 513-636-6992



Title	Advanced Trauma Life Support (ATLS) Refresher	Course #	TRAU07
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Assess the patient's condition rapidly and accurately.</li> <li>- Resuscitate and stabilize the patient according to priority.</li> <li>- Determine if the patient's needs exceed a facility's capacity.</li> <li>- Arrange appropriately for the patient's inter-hospital transfer (who, what, when, and how).</li> <li>- Assure that optimum care is provided and that the level of care does not deteriorate at any point during the evaluation, resuscitation, or transfer process</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	RN, MD, RT, Paramedic		
<b>Location</b>	Oak Simulation Lab		
<b>Length</b>	8 hours		
<b>Class size</b>	Min. 18		
<b>Year Developed</b>	2019		
<b>Content Expert(s)</b>	Lauren Phipps		
<b>Lead Educator</b>	Shawn McDonough, EMT-P		

Title	SonoSim Ultrasound Program	Course #	US01
<b>Course Objectives</b>	<p>By the end of these sessions, the learner will be better able to:</p> <ul style="list-style-type: none"> <li>- Understand and recognize sonographic anatomy needed to perform bedside ultrasounds for diagnostics and procedural care</li> <li>- Interpret images as normal or abnormal</li> <li>- Obtain images during bedside sonography</li> <li>- Translate image acquisition and interpretation into increased frequency of performance of bedside ultrasounds clinically</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	MD		
<b>Length</b>	Based on module length		
<b>Location</b>	Virtual		
<b>Class size</b>	Individual learning, as modules online		
<b>Year Developed</b>	2018		
<b>Content Expert(s)</b>	Ted Brenkert, Gary Geis, Andrew Lautz		
<b>Lead Educator</b>	Gary Geis, MD		

#### Contact Us

Email: [simulationcenter@cchmc.org](mailto:simulationcenter@cchmc.org)

Phone: 513-636-6992

<b>Title</b>	Introduction to Critical Care Point of Care Ultrasound	<b>Course #</b>	US02
<b>Course Objectives</b>	<p>By the end of these sessions, the learner will be better able to:</p> <ul style="list-style-type: none"> <li>- Setup ultrasound machine to obtain POC imaging, including improved knowledge related to basic knobology and image acquisition</li> <li>- Use ultrasound imaging to obtain peripheral and central venous access on simulation task trainers</li> <li>- Perform ultrasound for hemodynamic assessment on healthy volunteers</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	Critical Care APN's, MD		
<b>Length</b>	8 hours		
<b>Location</b>	Oak Simulation Lab		
<b>Class size</b>	Minimum 4, Maximum 8		
<b>Year Developed</b>	2019		
<b>Content Expert(s)</b>	Andrew Lautz, Ted Brenkert, Gary Geis, Maya Dewan		
<b>Lead Educator</b>	Gary Geis, MD		

<b>Title</b>	Point of Care Ultrasound for Central Venous Access	<b>Course #</b>	US03
<b>Course Objectives</b>	<p>By the end of these sessions, the learner will be better able to:</p> <ul style="list-style-type: none"> <li>- Understand and recognize sonographic anatomy for venous catheter placement</li> <li>- Interpret vascular images, including use of color imaging</li> <li>- Obtain images during bedside sonography on simulation task trainers</li> <li>- Use ultrasound imaging to obtain peripheral and central venous access on simulation task trainers</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	Critical care fellows		
<b>Length</b>	8 hours		
<b>Location</b>	Oak Simulation Lab		
<b>Class size</b>	Minimum 4, Maximum 8		
<b>Year Developed</b>	2020		
<b>Content Expert(s)</b>	Andrew Lautz, Gary Geis, Ted Brenkert, Maya Dewan,		
<b>Lead Educator</b>	Gary Geis, MD		

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Title	Diagnostic Point of Care Ultrasound in the PICU	Course #	US04
<b>Course Objectives</b>	By the end of these sessions, the learner will be better able to: <ul style="list-style-type: none"> <li>- Understand and recognize sonographic anatomy for hemodynamic and lung assessment</li> <li>- Interpret cardiac, vascular and lung images</li> <li>- Obtain images during bedside sonography on healthy volunteers</li> </ul>		
<b>Category</b>	Technical Skill-Based Competency		
<b>Learners</b>	Critical care fellows		
<b>Length</b>	8 hours		
<b>Location</b>	Oak Simulation Lab		
<b>Class size</b>	Minimum 4, Maximum 8		
<b>Year Developed</b>	2020		
<b>Content Expert(s)</b>	Andrew Lautz, Gary Geis, Ted Brenkert, Maya Dewan,		
<b>Lead Educator</b>	Gary Geis, MD		

Title	VAD Resource Course	Course #	VAD01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Practice unit specific equipment assessing for and improving competency.</li> <li>- Practice VAD specific assessments and interventions in order to increase retention of class content.</li> <li>- Provide the opportunity to work through VAD scenarios (with coaching in “201” class) in order to increase knowledge base and critical thinking.</li> <li>- Identify and increase awareness of resources available in the CICU and A6C.</li> </ul>		
<b>Category</b>	Complex Medical Equipment		
<b>Learners</b>	RN, APN		
<b>Location</b>	Heart Institute and Oak or ORB Simulation Lab		
<b>Length</b>	2 hours		
<b>Class size</b>	6-10		
<b>Year Developed</b>	2016		
<b>Content Expert(s)</b>	Katrina Fields, Mary Mary Raffel		
<b>Lead Educator</b>	Brenda Williams, RN		

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Title	VAD Conference	Course #	VAD03
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Provide overview of pediatric ventricular assist devices (VAD): Berlin Heart, SynCardia, Heartware, Thoratec;</li> <li>- Provide opportunity to collaborate with other centers in order to create standardized regional guidelines for pediatric VADs – including management, daily VAD care, discharge preparation.</li> <li>- Provide opportunity to practice trouble shooting and management of alarms.</li> <li>- Demonstrate how to use simulation to enhance each center’s VAD program education.</li> </ul>		
<b>Category</b>	Complex Medical Equipment		
<b>Learners</b>	RN, MD, RT, CCP		
<b>Location</b>	Heart Institute Conference Room or Oak		
<b>Length</b>	4 hours		
<b>Class size</b>	10 -50		
<b>Year Developed</b>	2015		
<b>Content Expert(s)</b>	Katrina Fields, Mary Mary Raffel		
<b>Lead Educator</b>	Brenda Williams, RN		

Title	VAD201	Course #	VAD04
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Practice on unit specific equipment - assessing for, and improving competency - in a combined classroom/simulation setting</li> <li>- Practice VAD specific assessments and interventions</li> <li>- Provide the opportunity to work through VAD scenarios (with coaching) in order to increase knowledge base and critical thinking.</li> <li>- Identify and increase awareness of resources available in the CICU and A6C</li> </ul>		
<b>Category</b>	Complex Medical Equipment		
<b>Learners</b>	RN, MD, RT, CCP		
<b>Location</b>	Heart Institute Conference Room or Oak		
<b>Length</b>	4 hours		
<b>Class size</b>	6 -10		
<b>Year Developed</b>	2015		
<b>Content Expert(s)</b>	Katrina Fields, Mary Mary Raffel		
<b>Lead Educator</b>	Brenda Williams, RN		

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<b>Title</b>	In situ VAD Patient and Caregiver Discharge Training	<b>Course #</b>	VADPT01
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Assess patient and caregiver knowledge and comfort with VAD care, alarms, and treatments prior to discharge</li> <li>- Provide opportunity for patient and family to work through common VAD scenarios</li> </ul>		
<b>Category</b>	Patient- and/or Caregiver-Focused		
<b>Learners</b>	Patient, Caregivers		
<b>Location</b>	Patient Room or Heart Institute Clinic Room		
<b>Length</b>	2 hours		
<b>Class size</b>	1-4		
<b>Year Developed</b>	2015		
<b>Content Expert(s)</b>	Katrina Fields, Mary Mary Raffel		
<b>Lead Educator</b>	Brenda Williams, RN		

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**Inactive Courses**

<b>Title</b>	<i>Adult Care Protocols</i>	<b>Course #</b>	<i>ADULT02</i>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Recognition of adult-specific emergencies resulting in MRT (stroke, MI, PE, sepsis), and generation of basic differential for these diagnoses.</li> <li>- Identification of initial steps in management of adult emergencies.</li> <li>- Location of adult-specific protocols, and identification of adult-specific resources that would be required in the event of an adult emergency (notification of Hospital Medicine Adult Care team, contacting UC consultants, initiating transfer to UC).</li> </ul>		
<b>Category</b>	<i>Teamwork and Communication</i>		
<b>Learners</b>	<i>MD, RN, RT, APN</i>		
<b>Location</b>	<i>ORB Lab</i>		
<b>Length</b>	<i>4 hours</i>		
<b>Class size</b>	<i>Min. 6, Max. 10</i>		
<b>Year Developed</b>	<i>2015</i>		
<b>Content Expert(s)</b>	<i>Brian Herbst; Jennifer O'Toole</i>		
<b>Lead Educator</b>	<i>Jerome Bauer, RN</i>		

<b>Title</b>	<i>AHA – Instructor New</i>	<b>Course #</b>	<i>AHA03</i>
<b>Course Objectives</b>	<p><i>Led by the AHA Training Center Faculty, this course:</i></p> <ul style="list-style-type: none"> <li>- Outlines AHA guidelines and teaching requirements set forth by AHA for ACLS and/or PALS Instructors who will teach PALS, ACLS, and Combo courses for the Simulation Center;</li> <li>- Introduces the instructors to the Simulation Center while demonstrating the basics of running a simulator, setting up and resupplying stations, and the process for becoming an AHA Instructor.</li> </ul>		
<b>Category</b>	<i>Simulationist Instruction</i>		
<b>Learners</b>	<i>Eligible AHA Instructors</i>		
<b>Location</b>	<i>Oak Simulation Lab</i>		
<b>Length</b>	<i>4 hours</i>		
<b>Class size</b>	<i>Min. 1; Max. 12</i>		
<b>Year Developed</b>	<i>2010</i>		
<b>Content Expert(s)</b>	<i>Rachel Keller-Smith, RT; Brant Merkt, RN</i>		
<b>Lead Educator</b>	<i>Rachel Keller-Smith, RT</i>		

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<b>Title</b>	<i>AHA – Instructor Update</i>	<b>Course #</b>	<i>AHA04</i>
<b>Course Objectives</b>	<p><i>Led by the AHA Training Center Faculty, this course:</i></p> <ul style="list-style-type: none"> <li>- <i>Outlines AHA updated requirements and guidelines set forth by AHA for ACLS and/or PALS Instructors who will teach PALS, ACLS, and Combo courses for the Simulation Center.</i></li> </ul>		
<b>Category</b>	<i>Simulationist Instruction</i>		
<b>Learners</b>	<i>AHA Instructors</i>		
<b>Location</b>	<i>Oak Simulation Lab</i>		
<b>Length</b>	<i>4 hours</i>		
<b>Class size</b>	<i>Min. 1; Max. 12</i>		
<b>Prerequisites</b>	<i>AHA – Instructor New</i>		
<b>Year Developed</b>	<i>2010</i>		
<b>Content Expert(s)</b>	<i>Rachel Keller-Smith, RT; Brant Merkt, RN</i>		
<b>Lead Educator</b>	<i>Rachel Keller-Smith, RT</i>		

<b>Title</b>	<i>Blood Transfusion Course</i>	<b>Course #</b>	<i>BLOOD01</i>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- <i>To teach, communicate and verify a standardized, safe, and highly reliable blood transfusion process.</i></li> <li>- <i>Identify and train blood resource nurses (educators, RNII's and RNIII's) to 1) Serve as a transfusion resource for unit staff 2) Perform low fidelity simulation in order to meet CAP required annual education and document staff competency/skill checkoff.</i></li> <li>- <i>Promote use of the new blood transfusion checklist which will assist in efficiency and standardization of the blood component transfusion process.</i></li> <li>- <i>Identify and raise awareness of potential process failures in order to comply with blood transfusion policy and promote patient safety.</i></li> </ul>		
<b>Category</b>	<i>Technical Skill-Based Competency</i>		
<b>Learners</b>	<i>RN II, RN III, Unit Educators</i>		
<b>Location</b>	<i>Oak Simulation Lab</i>		
<b>Length</b>	<i>4 hours</i>		
<b>Class size</b>	<i>Min. 1</i>		
<b>Year Developed</b>	<i>2015</i>		
<b>Content Expert(s)</b>	<i>Maryann Weingartner; Kathy Aponte; Kim Burton; Caryl Shelton; Piper Coleman</i>		
<b>Lead Educator</b>	<i>Brant Merkt, RN</i>		

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<b>Title</b>	<i>Cardiac Resuscitation for the Advanced Provider</i>	<b>Course #</b>	<i>CARD04</i>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- <i>Improve comfort and competence of Team Lead responsibilities by practicing established safety behaviors, team leadership and team work techniques (closed loop communication, shared mental model, etc.).</i></li> <li>- <i>Discuss obstacles to teamwork and communication, i.e. authority gradients.</i></li> <li>- <i>Identify team level knowledge deficits and latent safety threats in order to develop care standardization of best practice.</i></li> <li>- <i>Identify and increase awareness of resources available in the CICU.</i></li> </ul>		
<b>Category</b>	<i>Technical Skill-Based Competency</i>		
<b>Learners</b>	<i>RN, MD, RT, APN</i>		
<b>Location</b>	<i>Oak or ORB Simulation Lab</i>		
<b>Length</b>	<i>4 hours</i>		
<b>Class size</b>	<i>Min. 5 RNs, 1 APRN, 1 MD</i>		
<b>Year Developed</b>	<i>2016</i>		
<b>Content Expert(s)</b>	<i>Amy Ryan; Ilias Iliopoulos</i>		
<b>Lead Educator</b>	<i>Brenda Williams, RN</i>		

<b>Title</b>	<i>CICU Equipment Blitz</i>	<b>Course #</b>	<i>CARD08</i>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- <i>Provide opportunity for staff to perform equipment specific hands-on skills in a simulated scenario.</i></li> <li>- <i>Utilize simulation to improve retention of previously learned information and to increase knowledge base and critical thinking.</i></li> <li>- <i>Identify and increase awareness of resources available in the CICU</i></li> </ul>		
<b>Category</b>	<i>Unit and/or Care Process Orientation</i>		
<b>Learners</b>	<i>RN</i>		
<b>Location</b>	<i>In situ</i>		
<b>Length</b>	<i>Varies</i>		
<b>Class size</b>	<i>Varies</i>		
<b>Year Developed</b>	<i>2017</i>		
<b>Content Expert(s)</b>	<i>Amy Donnellan</i>		
<b>Lead Educator</b>	<i>Brenda Williams, RN</i>		

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<b>Title</b>	<i>Heart Institute Parent Education Day</i>	<b>Course #</b>	<i>CARD12</i>
<b>Course Objectives</b>	<i>- In Development</i>		
<b>Category</b>	<i>Patient- and/or Caregiver-Focused</i>		
<b>Learners</b>			
<b>Location</b>			
<b>Length</b>			
<b>Class size</b>			
<b>Year Developed</b>	<i>2017</i>		
<b>Content Expert(s)</b>			
<b>Lead Educator</b>	<i>Shawn McDonough, RN</i>		

<b>Title</b>	<i>Complex Care Clinic</i>	<b>Course #</b>	<i>COM01</i>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Empower staff to advocate for patient needs, i.e., calling codes using scripted language, applying non-rebreather to patients in emergent situation as appropriate, and using scripted language to obtain additional help from unit staff</li> <li>- Improve communication and relationship between providers and staff to work toward the goals of patient safety and advocacy.</li> <li>- Provide consistent and evidence-based refresher of PALS algorithm specific to respiratory distress and failure.</li> <li>- Provide consistent and evidence-based refresher of emergent trach management.</li> </ul>		
<b>Category</b>	<i>Systems Integration</i>		
<b>Learners</b>	<i>RN, MD, MA</i>		
<b>Location</b>	<i>Oak or ORB Simulation Lab</i>		
<b>Length</b>	<i>2.5 hours</i>		
<b>Class size</b>	<i>Min. 6; Max. 8</i>		
<b>Year Developed</b>	<i>2016</i>		
<b>Content Expert(s)</b>	<i>Maureen Switzer; Corinne Bria</i>		
<b>Lead Educator</b>	<i>Cheryl Marshall, RN</i>		

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Title	<i>Interprofessional AR Code Team Training</i>		Course #	<i>DX01</i>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- <i>Recognition of and response to patient decompensation</i> <ul style="list-style-type: none"> <li>o <i>Deteriorating mental status</i></li> <li>o <i>Worsening respiratory status</i></li> <li>o <i>Worsening perfusion/hemodynamic status</i></li> <li>o <i>Arrest state: CPR, BVM, epinephrine</i></li> <li>o <i>Recognition and management of ventricular fibrillation</i></li> </ul> </li> <li>- <i>Improve code team functionality</i> <ul style="list-style-type: none"> <li>o <i>Understanding of team roles and responsibilities.</i></li> <li>o <i>Efficacy in relation to space and equipment.</i></li> <li>o <i>CPR quality (Zoll is measuring CPR outcomes)</i></li> </ul> </li> </ul>			
<b>Category</b>	<i>Teamwork and Communication</i>			
<b>Learners</b>	<i>MD, APRN, RN, RT</i>			
<b>Location</b>	<i>ORB Simulation Lab</i>			
<b>Length</b>	<i>1 hour</i>			
<b>Class size</b>	<i>Min. 7</i>			
<b>Year Developed</b>	<i>2019</i>			
<b>Content Expert(s)</b>	<i>Matt Zackoff</i>			
<b>Lead Educator</b>	<i>Jamie Shoemaker, RN</i>			

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<b>Title</b>	<b>CCB VR Onboarding Experience</b>	<b>Course #</b>	<b>DX02</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>-Identify layout of clinical units and patient rooms in the new critical care building with a focus on key areas, locations of safety equipment, and novel processes.</li> <li>- Operate the new pass through system that is a component of patient rooms.</li> <li>- Utilize key clinical equipment in patient rooms in the new critical care building to manage a pediatric patient with sepsis.</li> </ul>		
<b>Category</b>	<b>Systems Integration</b>		
<b>Learners</b>	<b>MD, APP, RN, RT, PCA, HUC</b>		
<b>Location</b>	<b>Digital Experience Technologies Lab</b>		
<b>Length</b>	<b>30 minutes</b>		
<b>Class size</b>	<b>1</b>		
<b>Year Developed</b>	<b>2021</b>		
<b>Content Expert(s)</b>	<b>Matt Zackoff</b>		
<b>Lead Educator</b>	<b>Michelle Rios, RN</b>		

<b>Title</b>	<b>Child Life/Holistic New Employee Orientation</b>	<b>Course #</b>	<b>HOL01</b>
<b>Course Objectives</b>	<p>Introduce new hire Integrative Care employees to a general hospital room environment and multiple medical devices(i.e. Alaris pumps, g-tubes, etc.) in order to:</p> <ul style="list-style-type: none"> <li>- Decrease potential safety issues centered around unfamiliar medical devices and/or medical conditions;</li> <li>- Increase familiarity with patient setting to best provide a relaxing atmosphere for integrative care interventions.</li> </ul>		
<b>Category</b>	<b>Unit and/or Care Process Orientation</b>		
<b>Learners</b>	<b>Holistic Health Specialists; Music Therapists; Art Therapists</b>		
<b>Location</b>	<b>Oak Simulation Lab</b>		
<b>Length</b>	<b>4 hours</b>		
<b>Class size</b>	<b>Min. 1</b>		
<b>Year Developed</b>	<b>2016</b>		
<b>Content Expert(s)</b>	<b>Judy Goins</b>		
<b>Lead Educator</b>	<b>Brant Merkt, RN</b>		

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<b>Title</b>	<i>Motion Capture</i>	<b>Course #</b>	<i>MOTION01</i>
<b>Course Objectives</b>	<i>Leveraging motion capture, accelerometry and different sized airway task training manikins to:</i> <ul style="list-style-type: none"> <li>- <i>Determine baseline motion curves during laryngoscopy and intubation used by airway providers at different levels of experience;</i></li> <li>- <i>Assess for differences between novices and experts;</i></li> <li>- <i>Determine “ideal” motion curve for success, thus allowing development of a training program to accelerate expertise in advanced airway skills.</i></li> </ul>		
<b>Category</b>	<i>Technical Skill-Based Competency</i>		
<b>Learners</b>	<i>Novices (pediatric residents) and Experts (pediatric anesthesiologists)</i>		
<b>Location</b>	<i>Motion Capture Lab, Winslow Building</i>		
<b>Length</b>	<i>1 hour</i>		
<b>Class size</b>	<i>1 participant per course</i>		
<b>Year Developed</b>	<i>2016</i>		
<b>Content Expert(s)</b>	<i>Ben Kerrey, Gary Geis, Ted Cooper, Adam Kiefer</i>		
<b>Lead Educator</b>	<i>Ben Kerrey, MD</i>		

<b>Title</b>	<i>A4N Nursing</i>	<b>Course #</b>	<i>NUR04</i>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- <i>Improve floor team’s understanding of code team roles and responsibilities.</i></li> <li>- <i>Improve floor team’s team efficacy in relation to space and equipment in preparation for the code team’s arrival.</i></li> </ul>		
<b>Category</b>	<i>Teamwork and Communication</i>		
<b>Learners</b>	<i>RN</i>		
<b>Location</b>	<i>ORB Simulation Lab</i>		
<b>Length</b>	<i>2 hours</i>		
<b>Class size</b>	<i>Min. 8</i>		
<b>Year Developed</b>	<i>2016</i>		
<b>Content Expert(s)</b>	<i>Emily Mayhaus, RN</i>		
<b>Lead Educator</b>	<i>Jamie Shoemaker, RN</i>		

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<b>Title</b>	<i>Ortho Spine In situ</i>	<b>Course #</b>	ORTH01
<b>Course Objectives</b>	<p><i>Simulation-based training will be utilized in the operating suite setting to:</i></p> <ul style="list-style-type: none"> <li>- <i>Assess the environment for obstacles to communication, i.e. hierarchies, halo effect, etc.;</i></li> <li>- <i>Educate bedside providers on a novel escalation of concern policy;</i></li> <li>- <i>Identify and mitigate latent safety threats;</i></li> </ul>		
<b>Category</b>	<i>Systems Integration</i>		
<b>Learners</b>	<i>MD, CRNA, RN, radiology technician</i>		
<b>Location</b>	<i>In situ</i>		
<b>Length</b>	<i>1 hour (20 minute simulation, 30-40 minute debriefing)</i>		
<b>Class size</b>	<i>Min. 5 and representative of the ortho spine team</i>		
<b>Year Developed</b>	<i>2015</i>		
<b>Content Expert(s)</b>	<i>Peter Sturm, James McCarthy</i>		
<b>Lead Educator</b>	<i>Rachel Keller-Smith, RT</i>		

<b>Title</b>	<i>Pre-Sim Online Course</i>	<b>Course #</b>	PRESIM01
<b>Course Objectives</b>	<p><i>The purpose of this eLearning course is to give clinical employees some basic knowledge about what can lead to a Serious Safety Event (SSE) and how teams can work together to prevent SSEs from occurring. Obstacles to teamwork and communication techniques are reviewed and placed into the context of medical resuscitation.</i></p>		
<b>Category</b>	<i>Simulationist Instruction</i>		
<b>Learners</b>	<i>Any</i>		
<b>Location</b>	<i>Web-based (ELM)</i>		
<b>Length</b>	<i>1 hour</i>		
<b>Class size</b>	<i>Not-applicable</i>		
<b>Year Developed</b>	<i>2010</i>		
<b>Content Expert(s)</b>	<i>Gary Geis, MD</i>		
<b>Lead Educator</b>	<i>Gary Geis, MD</i>		

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<b>Title</b>	<i>Suspect Patient In situ</i>	<b>Course #</b>	DIS02
<b>Course Objectives</b>	<p><i>In preparation and/or response to identified “suspect” patient populations, i.e. Ebola Virus, simulation will be used in the in situ setting to:</i></p> <ul style="list-style-type: none"> <li>- <i>Evaluate unit and institution preparedness, i.e. identify and mitigate latent threats to patients and staff;</i></li> <li>- <i>Educate providers on most up-to-date assessment and management recommendations;</i></li> <li>- <i>Develop system-based protocols to handle triage and assessment of these unique populations.</i></li> </ul>		
<b>Category</b>	<i>Systems Integration</i>		
<b>Learners</b>	<i>RN, MD, RT, PCA, Paramedic, CRNA, APN, CRC, Students</i>		
<b>Location</b>	<i>In situ</i>		
<b>Length</b>	<i>0.5 hours (10-15 minutes of simulation, 10-15 minutes of bedside debriefing)</i>		
<b>Class size</b>	<i>Min. 5, with representation from each profession on that unit</i>		
<b>Year Developed</b>	<i>2015</i>		
<b>Content Expert(s)</b>	<i>Matthew Gneuchs</i>		
<b>Lead Educator</b>	<i>Cheryl Marshall, RN</i>		

<b>Title</b>	<i>Interpreter Services</i>	<b>Course #</b>	INTER01
<b>Course Objectives</b>	<p><i>Language interpreters will be exposed to high-fidelity simulations to:</i></p> <ul style="list-style-type: none"> <li>- <i>Improve comfort and confidence interpreting critical care resuscitations;</i></li> <li>- <i>Improve comfort and confidence interpreting during death and dying scenarios.</i></li> </ul>		
<b>Category</b>	<i>Teamwork and Communication</i>		
<b>Learners</b>	<i>CCHMC-employed language interpreters</i>		
<b>Location</b>	<i>Oak Simulation Lab</i>		
<b>Length</b>	<i>4-hour</i>		
<b>Class size</b>	<i>Min 2</i>		
<b>Year Developed</b>	<i>2016</i>		
<b>Content Expert(s)</b>	<i>TBD</i>		
<b>Lead Educator</b>	<i>Jerome Bauer, RN</i>		

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<b>Title</b>	<i>Lumbar Puncture Training/Assessment</i>	<b>Course #</b>	<i>LP01</i>
<b>Course Objectives</b>	<p><i>Training:</i></p> <ul style="list-style-type: none"> <li>- <i>To build and maintain a resident's skill in the preparation, procedure, and completion of a lumbar puncture on an infant manikin.</i></li> </ul> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>- <i>To assess a faculty or fellow's skills in the preparation, procedure, and completion of a lumbar puncture on an infant manikin, as part of the institution's requirement for procedural credentialing.</i></li> </ul>		
<b>Category</b>	<i>Technical Skill-Based Competency</i>		
<b>Learners</b>	<i>MD</i>		
<b>Location</b>	<i>Oak Simulation Lab</i>		
<b>Length</b>	<i>0.5-1 hours</i>		
<b>Class size</b>	<i>1</i>		
<b>Year Developed</b>	<i>2015</i>		
<b>Content Expert(s)</b>	<i>Gary Geis, MD</i>		
<b>Lead Educator</b>	<i>Gary Geis, MD</i>		

<b>Title</b>	<i>Day 5 Nursing Orientation</i>	<b>Course #</b>	<i>NUR01</i>
<b>Course Objectives</b>	<p><i>Demonstrate 5 Core competencies of Phase I in RN Orientation in a simulated setting.</i></p> <ul style="list-style-type: none"> <li>- <i>Demonstrate basic use of the Nursing Process;</i></li> <li>- <i>Access various forms of documentation;</i></li> <li>- <i>Identify safety initiatives used when providing care to patients and families;</i></li> <li>- <i>Describe/use effective communication skills to promote safe care;</i></li> <li>- <i>Identify expected behaviors for professional development.</i></li> </ul>		
<b>Category</b>	<i>Unit and/or Care Process Orientation</i>		
<b>Learners</b>	<i>RN</i>		
<b>Location</b>	<i>Oak Simulation Lab</i>		
<b>Length</b>	<i>8 hours</i>		
<b>Class size</b>	<i>Min. 1</i>		
<b>Year Developed</b>	<i>2015</i>		
<b>Content Expert(s)</b>	<i>Barb Hensley; Jenny Saupe; Angie Nienaber</i>		
<b>Lead Educator</b>	<i>Cheryl Marshall, RN</i>		

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<b>Title</b>	<b>Space Testing: Critical Care Building</b>	<b>Course #</b>	<b>ST01</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- <i>Replicating mockups of new clinical areas for staff to test and simulate various levels of care, from standard bedside care to complex critical care scenarios.</i></li> </ul>		
<b>Category</b>	<b>Systems Integration</b>		
<b>Learners</b>	<b>Interprofessional, Multidisciplinary Care Teams</b>		
<b>Location</b>	<b>In situ</b>		
<b>Length</b>	<b>3 hours</b>		
<b>Class size</b>	<b>Varies</b>		
<b>Year Developed</b>	<b>2018</b>		
<b>Content Expert(s)</b>	<b>Gary Geis, Aimee Gardner</b>		
<b>Lead Educator</b>	<b>Jamie Shoemaker, RN</b>		

<b>Title</b>	<b>Space Testing: Critical Care Building</b>	<b>Course #</b>	<b>ST02</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- <i>Replicating mockups of new clinical areas for staff to test and simulate various levels of care, from standard bedside care to complex critical care scenarios.</i></li> </ul>		
<b>Category</b>	<b>Systems Integration</b>		
<b>Learners</b>	<b>Interprofessional, Multidisciplinary Care Teams</b>		
<b>Location</b>	<b>In situ</b>		
<b>Length</b>	<b>90 minutes</b>		
<b>Class size</b>	<b>Varies</b>		
<b>Year Developed</b>	<b>2018</b>		
<b>Content Expert(s)</b>	<b>Gary Geis, Aimee Gardner</b>		
<b>Lead Educator</b>	<b>Jamie Shoemaker, RN</b>		

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Title	Central Venous Catheter (CVC) Safety Course	Course #	SSECVC01
<b>Course Objectives</b>	<p><i>By the end of this session, the learner will be able to:</i></p> <ul style="list-style-type: none"> <li>- <i>Identify safe practices during placement of central venous catheters.</i></li> <li>- <i>Recognize the importance of and technique for guide wire care when placing a central venous catheter.</i></li> <li>- <i>Demonstrate competency in placement of a femoral central venous catheter on a task-trainer, as measured by a validated assessment tool.</i></li> </ul>		
<b>Category</b>	<i>Technical Skill-Based Competency</i>		
<b>Learners</b>	<i>Physicians with central venous access as part of their scope of practice</i>		
<b>Location</b>	<i>Oak Simulation Lab</i>		
<b>Length</b>	<i>2 hours</i>		
<b>Class size</b>	<i>4 per session</i>		
<b>Year Developed</b>	<i>2017</i>		
<b>Content Expert(s)</b>	<i>Gary Geis (Emergency Medicine); Maya Dewan (Critical Care); Richard Falcone (Pediatric Surgery)</i>		
<b>Lead Educator</b>	<i>Gary Geis, MD</i>		
Title	Transport Team Procedural Training	Course #	TRAN01
<b>Course Objectives</b>	<p><i>Leverage deliberate practice and mastery learning principles through hands-on task training to maintain procedural competency in the following resuscitative care procedures:</i></p> <ul style="list-style-type: none"> <li>- <i>Central venous catheter placement, including use of bedside ultrasound;</i></li> <li>- <i>Needle and tube thoracostomy;</i></li> <li>- <i>Endotracheal intubation, using direct and indirect laryngoscopy;</i></li> <li>- <i>Needle and surgical cricothyrotomy.</i></li> </ul>		
<b>Category</b>	<i>Technical Skill-Based Competency</i>		
<b>Learners</b>	<i>MD</i>		
<b>Location</b>	<i>Oak Simulation Lab</i>		
<b>Length</b>	<i>2 hours</i>		
<b>Class size</b>	<i>Min. 2, Max. 4</i>		
<b>Year Developed</b>	<i>2016</i>		
<b>Content Expert(s)</b>	<i>Hamilton Schwartz, MD</i>		
<b>Lead Educator</b>	<i>Gary Geis, MD</i>		

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<b>Title</b>	<i>Trauma Nurse Competency</i>	<b>Course #</b>	<i>TRAU06</i>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- <i>The participant will employ the principles of trauma resuscitation in a simulation environment.</i></li> <li>- <i>The participant will demonstrate the tasks (responsibilities) of their assigned role in a simulated patient scenario.</i></li> <li>- <i>The participant will rotate through multiple trauma simulations in order to demonstrate all of the “core” tasks required of a trauma core nurse.</i></li> </ul>		
<b>Category</b>	<i>Technical Skill-Based Competency</i>		
<b>Learners</b>	<i>Nurses from the emergency department or SRU who obtain the status of trauma core nurse</i>		
<b>Location</b>	<i>Oak Simulation Lab</i>		
<b>Length</b>	<i>2.5 hours</i>		
<b>Class size</b>	<i>Min. 8</i>		
<b>Year Developed</b>	<i>2013</i>		
<b>Content Expert(s)</b>	<i>Margot Daugherty</i>		
<b>Lead Educator</b>	<i>Jerome Bauer, RN</i>		

<b>Title</b>	<i>VAD Blitz</i>	<b>Course #</b>	<i>VAD02</i>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- <i>Provide opportunity for staff to perform VAD specific hands-on skills</i></li> <li>- <i>Utilize simulation to work through VAD scenarios in order to increase knowledge base and critical thinking.</i></li> <li>- <i>Identify and increase awareness of resources available in the CICU and A6C</i></li> </ul>		
<b>Category</b>	<i>Complex Medical Equipment</i>		
<b>Learners</b>	<i>RN, MD, RT, CCP</i>		
<b>Location</b>	<i>Heart Institute Conference Room or Oak</i>		
<b>Length</b>	<i>4 hours</i>		
<b>Class size</b>	<i>10 -50</i>		
<b>Year Developed</b>	<i>2015</i>		
<b>Content Expert(s)</b>	<i>Katrina Fields</i>		
<b>Lead Educator</b>	<i>Brenda Williams, RN</i>		

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<b>Title</b>	<i>SynCardia Human Factors Training</i>	<b>Course #</b>	<i>VADHF01</i>
<b>Course Objectives</b>	<i>- In Development</i>		
<b>Category</b>	<i>Patient- and/or Caregiver-Focused</i>		
<b>Learners</b>	<i>Patient, Caregivers</i>		
<b>Location</b>	<i>Patient Room or Heart Institute Clinic Room</i>		
<b>Length</b>	<i>2 hours</i>		
<b>Class size</b>	<i>1-4</i>		
<b>Year Developed</b>	<i>2015</i>		
<b>Content Expert(s)</b>	<i>Katrina Fields</i>		
<b>Lead Educator</b>	<i>Aimee Gardner, CP</i>		

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