

NURS 148: RUNNING QUALITY SIMULATIONS: START TO FINISH

In Workflow

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Approval Path

1. Thu, 05 Oct 2023 20:58:03 GMT
Tanya Altmann (kristi): Approved for NURS Chair
2. Wed, 18 Oct 2023 05:37:54 GMT
Heather Thompson (heather.thompson): Approved for HHS College Committee Chair
3. Wed, 18 Oct 2023 16:20:22 GMT
Robert Pieretti (sac19804): Approved for HHS Dean
4. Wed, 01 Nov 2023 23:22:47 GMT
Katie Hawke (katiedickson): Approved for Academic Services

New Course Proposal

Date Submitted: Thu, 05 Oct 2023 20:52:39 GMT

Viewing: NURS 148 : Running Quality Simulations: Start to Finish

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Changes proposed by: Tanya Altmann (101067274)

Contact(s):

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Catalog Title:

Running Quality Simulations: Start to Finish

Class Schedule Title:

Quality Simulations

Academic Group: (College)

HHS - Health & Human Services

Academic Organization: (Department)

Nursing

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2024 (2024/2025 Catalog)

Subject Area: (prefix)

NURS - Nursing

Catalog Number: (course number)

148

Course ID: (For administrative use only.)

TBD

Units:

1

Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

No, final exam does not require a room (Last Class)

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

This course is designed to give students the competencies to meet a market demand within the profession. Simulations allow nursing programs and hospitals to run high-risk, low frequency patient care events for nurses to keep them clinically competent and ensure patient safety, optimal patient outcomes, and maximize learning. Nurses who know the total process of running simulations are in demand.

Nursing educators, whether teaching students or teaching/refreshing practicing nurses, need to provide high-quality simulations that foster experiential learning. Simulation allows participants to practice critical thinking and problem-solving abilities and to bridge the gap between theory and clinical practice. A well-planned, effective simulation consists of three phases: prebriefing, simulation, and debriefing. Simulation participants must participate in all three phases for the simulation to be successful. This course is designed to train students in simulation and debriefing techniques according to the National Council of State Boards of Nursing Simulation Guidelines and the International Nursing Association of Clinical and Simulation Learning (INACSL) Standards for Designing Simulation.

As they learn by doing, the participants develop the knowledge and confidence necessary to avoid errors and provide effective care, to perform fewer medical mistakes in clinical settings, and develop their critical thinking and clinical decision-making skills. Thus, training nursing students to provide effective simulation ensures that nursing students and nurses have an opportunity to practice cognitive-psychomotor-social skills across multiple scenarios and receive immediate feedback on their decisions. Individuals who properly design simulations integrate theoretical knowledge into practice in a safe environment which is a skill that will also translate into a nurses' provision of patient care outside the simulation environment.

The course is only open to students in the major who have had experience as a simulation participant as it builds on that foundation of knowledge and experience. It requires face to face interaction and specialized equipment available in the School of Nursing.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

This course is designed to prepare nursing students to develop and maintain high-quality, effective healthcare simulation programs that prepare nurses for real patient care experiences in a safe environment. Students will learn how to design and implement simulation scenarios including prebriefing, simulation activities, debriefing, and evaluation of students and instruction implementation. This will be evident by active engagement, reflection, discussion, checklists, and written evaluations. The study of simulation will be supplemented with readings, discussions, collaboration, presentations, dialogues, and written assignments.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

Yes

Does this course require personal protective equipment (PPE)?

No

Course Note: (Note must be a single sentence; do not include field trip or fee course notations.)

This course requires safety training.

Does this course have prerequisites?

Yes

Prerequisite:

Enrollment in a Sacramento State nursing program
NURS 123 or its equivalent or instructor permission

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Credit / No Credit

Approval required for enrollment?

Department Approval

Course Component(s) and Classification(s):

Laboratory

Laboratory Classification

CS#16 - Science Laboratory (K-factor=2 WTU per unit)

Laboratory Units

1

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

Yes

How many times can the course be taken (including first time passed)?

2

Total credits allowed (including first time passed)

2

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Describe the purpose of clinical simulation and its various applications in healthcare education.	Discussion board posting Written assignment on the use of clinical simulation and advantages
2	Demonstrate effective use of simulation equipment and technical systems.	Discussion board postings Simulation labs
3	Describe the steps of planning and facilitating a clinical simulation scenario.	Discussion board postings Quizzes
4	Create or revise a case scenario simulation that provides context for the simulation.	Discussion board postings Written assignment on the use of clinical simulation, scenarios, and advantages
5	Assist in leading a pre-briefing session, participate as a healthcare team leader, or assist in leading a debriefing session.	Discussion board postings Simulation labs
6	Demonstrate communication style that utilizes a tone of inquiry to create a safe environment for learners and solicit honest reflection.	Discussion board postings Written assignment on the use of clinical simulation and advantages Simulation labs

Attach a list of the required/recommended course readings and activities:

NURS 148 (proposed) - Readings and Materials.docx

For whom is this course being developed?

Majors in the Dept

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Intellectual and practical skills
Personal and social responsibility

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

No

Please attach any additional files not requested above:

NURS 148 (Proposed) Syllabus Draft.docx

Key: 15009