



# Planning for Clinical Simulation



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*helping save lives*

# Simulation Planning Guide



## Laerdal Services

Consulting • Education • Support

## Educational Assessment and Planning Worksheets



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## **Welcome**

The earliest adopters of the Simulation Center model of education and training were well informed about the value of simulation and how it could be used to improve patient care. They created and utilized Simulation Centers not only for education and training but also for research and development to validate improving the healthcare systems that today help all of us save more lives.

Whether you're currently operating a Simulation Center or ready to build one from the ground-up, Laerdal has the complete package of expertise – products, support, consultation and training – to allow you to keep your focus on teaching and prepare learners to meet the challenges of today's healthcare environment.

### **Laerdal Helps Save More Lives**

Integrating simulation into traditional teaching models – classroom lecture, tests on paper, reliance on books and printed material – improves learner proficiency and offers them a more progressive and comprehensive skill set.

Laerdal can help you as you plan, design and operate your Simulation Center, regardless of curriculum, size or staffing. We will assist you in networking with others to make things happen.

And, once your center is operational, Laerdal will continue to guide you during curriculum development, training of faculty / staff, and as you identify additional needs for professional development.

### **Laerdal Offers Quality "Turn-Key" Solutions**

Laerdal occupies a respected leadership position in the medical simulation and services industry. We have earned a reputation for meeting our customers' expectations for outstanding quality with solutions that are simple, cost-effective and easy-to-access. As you develop your vision and goals for your Simulation Center, Laerdal will be there, every step of the way, to assist you.

Laerdal combines your expertise in training programs with our experience in creating the proper environments for this training to occur. We are proud to say that this focus on collaboration has resulted in strong alliances and partnerships with the National League for Nursing (NLN), the American Heart Association (AHA) and many other organizations.

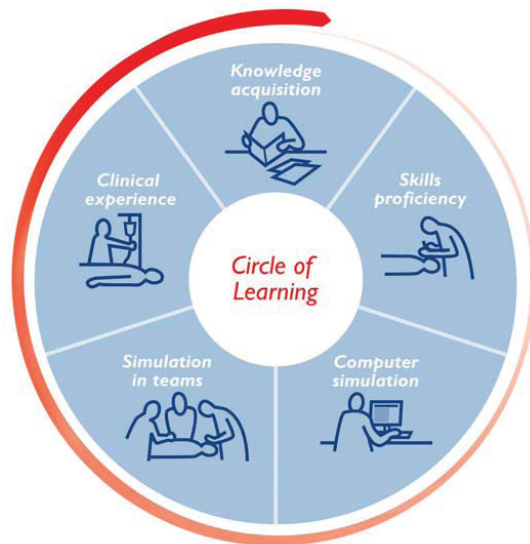
We have assisted 400+ facilities world-wide create sophisticated, state-of-the-art Clinical Simulation Labs and each was based on unique specifications and needs.

These centers provide research opportunities, innovative and interactive learning environments, and encourage self-directed as well as facilitated learning experiences for students.

### **Laerdal Focuses on the Complete Circle of Learning**

Laerdal is the only company that offers products and services to assist you in all Circle of Learning segments:

- classroom
- skills proficiency
- self-directed learning
- team simulation learning
- clinical practice



## **How To Use This Guide**

Simulation Centers may be focused on Professional Education, Healthcare, Emergency Medical Services, or Military and each has unique educational objectives and characteristics that help define the use model.

There is natural overlap in educational practices, staffing, equipment, facilities design and other key areas. But, in order for your facility to realize the vision of your group, all the stakeholders in the organization will need to be aligned to ensure success and sustainability.

These worksheets were developed to assist faculty and other key stakeholders to develop a clear understanding of what will be necessary to succeed with your Simulation Center.

Your Laerdal representative can assist you as you move through this process. Once all the basic information is evaluated, you may find that a Simulation Planning Workshop would be useful to move the project ahead to completion. Your Laerdal representatives will gladly help you prepare for and conduct such a workshop.

## Contact Information

Organization

Address

City

State

Zip

Contact Name

Title

Office Phone

Cell Phone

Email

Notes: best way/time(s) to reach; follow-up; requests for info, etc.

What is your role / responsibility in this process?

Name, Contact Info, Title and Area(s) of Responsibility for others within facility who will be involved in development of the Simulation Center:

## Vision & Goals

What are the short- (6 months – 2 years) and long-term (3 – 5 years) visions for the Simulation Center?

Short Term

Long Term

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What are the primary goals for the Simulation Center?

- Create new facility
- Upgrade existing facility
- Expand programs
- Add new training component(s)
- Continuing Education Certification program
- Receive certification
- Improve patient care / outcomes
- Risk management / patient safety
- Reduce training time/cost
- Target specific student/learner needs
- Interdisciplinary Use Model
- Other (please describe)

What is the vision for increasing or expanding technical support for education using simulation and technology?

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Describe the current Simulation Center (new, updated, localized, consortium, etc.). Describe any key components already in place (core faculty, space, equipment, simulators, students, graduates, etc.) as well as those that need to be developed.

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If this is a consortium program, are resources shared with any of the following organizations?

- Hospital
- Education center
- University or college
- Emergency services
- Other \_\_\_\_\_
- No shared resources

Please describe how, or if, these relationships will impact future plans and programs.

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In an ideal world with the necessary resources (space, faculty, equipment, funding, etc.), how would simulation be used in the programs?

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What are the biggest challenges in implementing simulation into your curriculum?

- Space
- Funding
- Faculty
- Curriculum Integration
- Buy-in from peers
- Buy-in from administration
- Buy-in from community
- Equipment
- Time
- Other ( \_\_\_\_\_ )

What is the time frame for decisions about and implementation of goals?

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## Identifying Stakeholders

Who are the key decision makers for the Simulation Center?

Are they supportive of the Simulation Center plans?

- |  |                              |                             |                                     |
|--|------------------------------|-----------------------------|-------------------------------------|
| <input type="checkbox"/> Students                  | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Graduates                 | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Community Members         | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Professional Associations | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Academic Staff            | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Administration            | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Donors / Foundations      | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Medical Staff/nurses      | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Medical Staff/doctors     | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Technology Department     | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Other ( _____ )           |                              |                             |                                     |

Who is responsible for carrying program goals to completion?

Name \_\_\_\_\_ Title \_\_\_\_\_  
Role \_\_\_\_\_

### ***The Keys to Building a Successful Team***

#### **Steering Committee**

- *Top-level executives who provide guidance on overall strategic direction*

#### **Project Coordinator**

- *Organizes meetings, acts as liaison, implements decisions, keeps project on track*

#### **Core Project Team**

- *Architects, planners, administrators, engineers, specialists and end-users*
- *Selected for their expertise, creativity, flexibility and reliability as well as ability to communicate and collaborate*
  - *Responsibility and authority for final decisions*

#### **Expanded Project Team**

- *Contractors & representatives from other departments*

Have the following selections been made?

Y  N Project Coordinator

Y  N Steering Committee of top-level executives

Y  N Core Project Team

Y  N Expanded Project Team

Y  N Architect

Y  N Does the Architect have experience in both healthcare and educational facility design?

Y  N Has the Architect visited other Simulation Centers to ensure an understanding of the specific characteristics of a Simulation Center?

Y  N Contractor (if new construction is required)

Please provide contact information for each team member:

Name	Position/Title	Phone Number	Email Address

## Current Environment

Accreditations or Affiliations:

- National League for Nursing Accreditation Commission (NLNAC)
- American Association of Colleges of Nursing (AACN)
- Joint Commission on Accreditation of Healthcare Organizations (JACHO)
- Other \_\_\_\_\_

Timeline/date of next accreditation review: \_\_\_\_\_

How do accrediting body standards/criteria relate to the facility plans for simulation development and/or curriculum integration and evaluation?

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What works well in the existing facility?

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Provide a list of current lab equipment:

Simulators:

Manikins:

Task Trainers:

Other:

Indicate where challenges/inadequacies exist in the current lab:

- Space
- Storage
- Out-dated equipment
- Not enough equipment
- Inadequate training on equipment use
- Faculty-to-learner ratio
- Faculty Shortage
- Other

Do any of these obstacles prevent meeting educational program goals?

- Time
- Facilities
- Skills acquisition
- Limited Clinical sites
- Funding
- Need Certification
- Scenario Development
- Other ( \_\_\_\_\_ )

Have any of these obstacles been addressed?

Yes  No

If yes, what was the result?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What types of organizations, individuals or programs currently use the facility?

- Nursing
- Medicine
- Respiratory Therapy
- Physical Therapy
- Allied Health
- EMS
- Healthcare
- Military
- Occupational Health
- Other ( \_\_\_\_\_ )

## Education Offerings

Disciplines taught and duration/frequency of educational programs:

Disciplines	Duration/Frequency
<input type="checkbox"/> Certified Nursing Assistant (CNA)	_____
<input type="checkbox"/> Certified Registered Nurse Anesthetist (CRNA)	_____
<input type="checkbox"/> Dental Hygiene (Assistant or Hygienist)	_____
<input type="checkbox"/> EMS (Basic, Intermediate, Paramedic)	_____
<input type="checkbox"/> Fire / Rescue / Law Enforcement	_____
<input type="checkbox"/> Nursing	
<input type="checkbox"/> LVN / LPN	_____
<input type="checkbox"/> ADN	_____
<input type="checkbox"/> BSN	_____
<input type="checkbox"/> Advance Practice	_____
<input type="checkbox"/> Graduate	_____
<input type="checkbox"/> Allied Health	_____
<input type="checkbox"/> Physicians/Residents/Medical Students	_____
<input type="checkbox"/> Pharmacy	_____
<input type="checkbox"/> Respiratory Therapy	_____
<input type="checkbox"/> Surgical Technology	_____
<input type="checkbox"/> Other (_____)	_____

List organizations, individuals or programs that may use facilities in future:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What criterion is used for evaluation of:

### Students

- Written test
- Skills acquisition
- Team scenarios
- Feedback/debriefing
- Other (\_\_\_\_\_)

### Educational Programs

- Performance outcomes
- Student feedback/evaluations
- Faculty feedback/evaluations
- Feedback from alumni regarding transfer of knowledge into practice
- Other (\_\_\_\_\_)

How is simulation currently being used?

- Classroom
- Skills proficiency
- Self-directed simulation learning
- Team simulation learning
- Clinical practice

If simulation is not currently part of the curriculum, is it supported in the curriculum map?  Yes  No

How will the addition of simulation impact the current curriculum?

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What is the anticipated faculty and student comfort level with simulation?

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List any obstacles to curriculum integration.

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Where will simulation be initially integrated into the curriculum?

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Will a curriculum need to be created for simulation?  Yes  No

## Understanding the Students

What is the current scheduling process for learners?

Schedule \_\_\_\_\_  
Time Blocks \_\_\_\_\_  
Group Size \_\_\_\_\_  
Number of Scenarios Run per Day \_\_\_\_\_  
Other \_\_\_\_\_  
LMS \_\_\_\_\_

What is the primary focus of learners? (Please note approximate number of students in each category, if known.)

- Initial training
- Re-training
- Refresher course
- Skills proficiency
- New employees
- New employees / Orientation

Are there plans to increase or decrease future enrollment? Please describe.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What community based programs are provided?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe any challenges faced in the current training program(s), and any improvements that may be needed.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Are there plans to reduce or eliminate any current programs? If so, what and when?

\_\_\_\_\_

If simulation is currently being used, what measurements are used to validate improved student confidence and competence?

- Theoretical knowledge \_\_\_\_\_
- Psychomotor skills \_\_\_\_\_
- Decision making \_\_\_\_\_
- Communication \_\_\_\_\_
- Teamwork \_\_\_\_\_
- Critical thinking \_\_\_\_\_
- Other \_\_\_\_\_

## Resources: Teaching Faculty & Other Personnel

How many people will work in the Simulation Center in each of the following roles?

Title/Role	# of Staff	Frequency*	Schedule**
Simulation Facilitator			
Content Expert			
Simulation Support			
Scenario Development			
Other Teaching Staff (_____)			
Non-Teaching Staff (_____)			
Other (_____)			
Other (_____)			

\* Frequency = Full-time, Part-time, volunteers, graduate students, teaching assistants, etc.

\*\* Schedule = Daily, weekly, 1-2 days a week, once a month, etc.

Is staffing at the center adequate for future needs? \_\_\_ Yes \_\_\_ No

How will implementing simulation impact staffing? Will additional staff or support from IT be necessary?

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Describe the attrition rate for faculty at the center.

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Has a sustainability plan been created to maintain a desired level of trained faculty despite turnover? \_\_\_ Yes \_\_\_ No

Who is responsible for faculty development?

Name \_\_\_\_\_ Phone \_\_\_\_\_  
Email \_\_\_\_\_

What is the current learning process for faculty development?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe current faculty comfort level with and knowledge of simulators and other "new technology," such as computer-based instruction. How many faculty will train on simulator use? Are any already trained? In what areas?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Are any faculty members currently responsible for scenario writing? If so, who has written or programmed scenarios?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Consider gathering data from field practitioners regarding effectiveness of simulation training and job performance? Are there any "pain points" on which to concentrate, based on this feedback? Perform a gap analysis to determine focus areas for improvement.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Is there a plan for faculty development or other support needed that would facilitate successful implementation of simulation and technology-based education?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Is there adequate storage for current equipment? Will storage needs change as programs expand or further develop?

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Describe the current level of expertise in using equipment (who uses them, how often, for what purposes, how did usage evolve, etc.)

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Are simulators under-used? If so, provide reasons.

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If scenarios are currently used, describe the curriculum integration process.

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Are pre-packaged (Laerdal or others) scenarios used? Please list/describe.

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Are scenarios used manually, "on the fly"?

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Are customized scenarios needed?

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Is there a need for faculty development or instruction on scenario programming?

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Other (successful integration into training, frustrations, unmet training needs, etc.)

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## Facilities & Funding

If a blueprint or sketches of proposed room lay-outs are available, provide.

Will the center require?

- New construction
- Renovation
- Expansion

	Current	Future Requirements
# of beds/workstations		
Square footage		
# of faculty		
# of learners		
AV per bed/room		
Manikins		
Simulators		
Locked storage		
Other storage		
Maintenance		
IT		
Laundry		
Sharps disposal		
Security equipment		
Ratio of workstations to teaching aides		
Ratio of beds to manikins		

Has a budget been determined and is the project funded?

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Will assistance be needed with grant writing or fundraising?

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What percentage of the budget has been allocated to:

- Equipment and furnishings
- Faculty Development
- Training
- Sustainability planning
- Projections for growth
- Other ( \_\_\_\_\_ )

## **Laerdal Services**

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