

Register Now!

8th Annual **VIRTUAL**

Hot Topics in Simulation Education

A New York City Simulation Virtual Symposium

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

Date:

Friday, October 21, 2022

Time:

Virtual Symposium: 11:30am-4:10pm EST

Location:

Via Zoom

Who should attend?

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

What does the day include?

Plenary and Breakout Sessions

Symposium Fee:

NYULH: Free

CUNY: Free with coupon code

Other: \$20

Visit Online to Register:

nysimcenter.org/symposium/hot-topics



NYSIM

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

Symposium Objectives

Participants will be able to:

- Examine challenges in simulation in health professions education
- Explore strategies to integrate simulation into curriculum and practice
- Network with colleagues and experts in simulation education in healthcare



Symposium Fee

NYULH: Free
CUNY: Free with coupon code
Other: \$20

Registration

Visit the Hot Topics website to register:

nysimcenter.org/symposium/hot-topics

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

(646) 501-4000

if you have any questions about the program.



Accreditation, Designation & Contact Hours

CME Accreditation Statement

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

Credit Designation Statement

The NYU Grossman School of Medicine designates this live activity for a maximum of 4.25 *AMA PRA Category 1 Credits*[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Nursing Continuing Professional Development Contact Hours

This program will provide 4.2 continuing nursing professional development contact hours. Participants must complete a course evaluation to claim contact hours for this learning activity. The NYU Rory Meyers College of Nursing Center for Nursing Continuing Professional Development is an accredited provider of nursing continuing professional development (NCPD) by the American Nurses Credentialing Center's Commission on Accreditation (ANCC). (Provider #P0367).

PROVIDED BY

NYU Grossman School of Medicine

Attendance and Cancellation Policies

If you are unable to attend the virtual symposium, please notify nysim@nyulangone.org. Registration fees are non-refundable. All cancellations must be submitted via email to nysim@nyulangone.org by October 20, 2022. There are no refunds available for this course.

Agenda

11:30am – 11:45am

Welcome & Introductions

Deepak Pradhan, MD, FCCP, MHPE (candidate)
Associate Medical Director, New York Simulation Center
for the Health Sciences (NYSIM)

11:45am – 12:40pm

Plenary Session 1

Emotions in Simulation – Friends, Foes or Frivolous?

Vicki R. LeBlanc, PhD
Chair and Professor, Department of Innovation in Medical
Education, Faculty of Medicine, University of Ottawa

Emotions are central elements of healthcare practice and learning. This is particularly true in simulation-based learning, where learners are often challenged with trying to manage clinical situations that are at the boundaries of their competencies. In this presentation, I will present an overview of how emotions shape cognitive processes and learning, followed by a discussion of the implications for simulation-based learning. The presentation will also introduce attendees to strategies that can be used to recognize emotions, as well as to support learners in processing emotions in those situations where these emotions may not be conducive to learning.

Objectives:

- Describe the state of research on the relationship between emotions and cognitive skills
- Discuss the implications of research for simulation-based education
- Describe strategies to approach emotions during simulation-based sessions

12:40pm – 12:50pm

Question and Answer Discussion

Vicki R. LeBlanc, PhD
Chair and Professor, Department of Innovation in Medical
Education, Faculty of Medicine, University of Ottawa



12:50pm – 1:00pm

Break / Transition

1:00pm – 2:00pm

Breakout Sessions Round 1

Select one of the following sessions at time of registration

1A

Managing Emotions in the Simulation Setting

Vicki R. LeBlanc, PhD
Chair and Professor, Department of Innovation in Medical
Education, Faculty of Medicine, University of Ottawa

In this workshop, attendees will be introduced to various strategies they can adopt to support their learners in emotionally-laden simulation sessions. These strategies include individual as well as systems-level interventions. As well, attendees will have the opportunity to reflect on which strategies they would seek to apply in various situations where they recognized the need to address learners' emotions.

Objectives:

- Describe various strategies to support learners in emotional situations, both at the level of the individual and the system
- Identify various strategies to recognize, normalize and engage in extrinsic emotional regulation to support students' learning

1B

Pediatric Summer Camp Tabletop Simulation: An Innovative Way to Incorporate Disability Content in the Curriculum

Gina Robertiello, MSN, RN, CHSE
Beth Latimer, APRN-BC DNP GNP
Jennifer Nahum, CPNP-AC DNP PNP-BC RN
Katherine Marx
NYU Meyers College of Nursing

This session discusses best practices for simulations surrounding disability. Participants will take part in a virtual tabletop simulation exercise.

Objectives:

- Explore current literature and best practices pertaining to simulations addressing care for persons with disabilities.
- Discuss a community engagement model for developing simulations related to disabilities
- Demonstrate educational methods to practice providing high quality, interprofessional team-based healthcare to people with disabilities and chronic medical conditions



Objectives:

- Define structural competency (SC)
 - Recognize benefits in simulation based medical education (SBME)
- Describe 3 ways to foster structural competency in simulation
 - Pre-work/Targeted learning objectives
 - Character sketches
 - Debriefing
- Illustrate examples of debriefing stems

1C

Addressing Inequity and Building Structural Competency through Simulation

Joanne Agnant, MD, MSc
*NYU Langone Health/Bellevue Hospital Center
Departments of Pediatrics and Emergency Medicine*

Ellen Duncan, MD, PhD
NYU Grossman School of Medicine

Selin Sagalowsky, MD
NYU Grossman School of Medicine

David O. Kessler, MD, MSc
Columbia University Medical Center

This workshop aims to equip simulation-based medical educators with the conceptual framework of “structural competency” to address social, political, and economic factors driving health and illness. Facilitators will introduce structural competency as a simulation performance domain and demonstrate pragmatic ways to construct learning objectives, case scenarios, and debriefing stems, which will be practiced in facilitated small groups.

2:00pm – 2:05pm

Break / Transition

2:05pm – 2:10pm

Plenary 2 Introduction

Deepak Pradhan, MD, FCCP, MHPE (candidate)
Associate Medical Director, New York Simulation Center for the Health Sciences (NYSIM)

2:10pm - 2:40pm

Plenary Session 2

The Perry Initiative: Building the Pipeline for Women in Engineering & Medicine

Jenni M. Buckley, PhD
Associate Professor of Mechanical Engineering, University of Delaware and Co-Founder & Board President, The Perry Initiative

This talk will cover the creation, expansion, and impact of The Perry Initiative’s nationwide outreach efforts to recruit

women into the interrelated disciplines of orthopaedics and engineering. More information on the organization at: www.perryinitiative.org.

Objectives:

- To learn about a successful “case study” (The Perry Initiative) in pipeline programming for high school through medical students
- To identify and apply some key characteristics of successful outreach curriculum
- To join us at The Perry Initiative in the effort to diversify science, engineering, and medicine

2:40pm – 2:50pm

Question and Answer Discussion

Jenni M. Buckley, PhD

Associate Professor of Mechanical Engineering, University of Delaware and Co-Founder & Board President, The Perry Initiative

2:50pm – 3:00pm

Break / Transition

3:00pm – 4:00pm

Breakout Sessions Round 2

Select one of the following sessions at time of registration

2A

Beyond Satisfaction Surveys: Assessing Learning in Simulation

Nicki Silberman, PT, DPT, PhD

Hunter College, Department of Physical Therapy

This workshop will engage participants in discussion about assessment of learning in simulation. The New World Kirkpatrick Model will be presented as a springboard for discussion, brainstorming and collaboration to develop a plan for learner assessments in simulation.

Objectives:

- Understand the importance of assessment in simulation-based learning experiences
- Discuss the New World Kirkpatrick Model in relationship to simulation-based learning
- Apply the Kirkpatrick Model to available methods of assessment
- Develop a simulation-based learning assessment plan including appropriate level of learning assessment



2B

Advocacy, Inquiry, and Curiosity: Mastering Debriefing with Good Judgment

Deepak Pradhan, MD, FCCP, MHPE (candidate)
Associate Medical Director, New York Simulation
Center for the Health Sciences (NYSIM)

Tatiana B. Weinstein, MD
NYU Langone Health

This interactive workshop will introduce learners to the practice of Debriefing with Good Judgment, focusing on exploring and understanding learner “frames” through concepts of advocacy, inquiry, and genuine curiosity, and hone their skills through practice and reflective feedback.

Objectives:

- Explain educational theories comprising Debriefing with Good Judgment
- Recognize the differences between Judgmental, Non-judgmental, and Good Judgment approaches
- Demonstrate advocacy, inquiry, and curiosity framework for exploring learner frames
- Apply this framework to a structured simulation debriefing

2C

Designing OSCE Assessments: Measuring EPA, Competencies and Skills

Sondra R. Zabar, MD
Colleen Gillespie, PhD
Verity E. Schaye, MD, MHPE
Magdalena J. Robak, MD
NYU Grossman School of Medicine

A practical guide and set of activities to help educators plan out, design, and implement OSCE assessments in ways that can be mapped to prevailing assessment frameworks.

Objectives:

- Understand the principles of behind high quality OSCE assessment
- Understand the role of different assessment frameworks (EPAs, Competencies, Milestones) in OSCEs
- Learn about different approaches for OSCE Assessment including NYUGSOM model
- Practice designing case specific behavioral items for new OSCE Assessment categories

4:00pm – 4:10pm

Closing Remarks

Deepak Pradhan, MD, FCCP, MHPE (candidate)
Associate Medical Director, New York Simulation
Center for the Health Sciences (NYSIM)



Plenary Speakers:



Vicki R. LeBlanc, PhD

Chair and Professor, Department of Innovation in Medical Education
Faculty of Medicine, University of Ottawa

Vicki R. LeBlanc, PhD, is the Chair and Professor of the Department of Innovation in Medical Education at the University of Ottawa. She has over 20 years of experience leading research into a) optimizing the use of simulation in health professions education and b) the effects of emotions and stress on the performance of health professionals and front line workers. She has authored over 100 peer-reviewed publications, and regularly presents her work nationally and internationally. In addition to her research program, she works with the Royal College of Physicians and Surgeons of Canada to advance simulation-based education nationally and internationally, and serves on the editorial boards of the journals *Advances in Health Sciences Education* and *Simulation in Healthcare*.



Jenni M. Buckley, PhD

Associate Professor of Mechanical Engineering, University of Delaware,
Co-Founder & Board President, The Perry Initiative

Jenni M. Buckley is an Associate Professor of Mechanical Engineering at University of Delaware (UD). She received her BME (2001) in Mechanical Engineering from UD, and her Masters (2004) and PhD (2006) in Mechanical Engineering from University of California, Berkeley, followed by a Postdoctoral Fellowship (2006-2008) in Orthopaedic Surgery at University of California, San Francisco. She has over 16 years of engineering experience in medical device design and biomechanical evaluation and has published extensively in this field. As an educator, Dr. Buckley teaches core courses in the UD College of Engineering and Mechanical Engineering undergraduate programs, as well as popular laboratory, design, and technical elective courses. She is the Founding Faculty Director of The Design Studio, an academic makerspace used extensively in the undergraduate mechanical engineering program. Since 2009, Dr. Buckley has led The Perry Initiative, a national non-profit organization that encourages women to pursue careers in engineering and medicine. There are over 14,000 alumnae of this program, which reaches 1,600 women high school, undergraduate, and medical students per year at sites across the country. Dr. Buckley's scholarly work in education focuses on diversity and inclusion as well as designing and disseminating research-based and standards-aligned curriculum and pedagogy. She has a strong publication record in engineering education and has been awarded federal (NSF), state, foundation, and industry funding for her work in this area. Dr. Buckley has received numerous university and national awards for her teaching and service, including the 2020 University Excellence in Scholarly Engagement Award, the 2018 American Society for Engineering Education 20 Under 40 Award, the 2016 University Excellence in Teaching Award, the 2016 Arthur A. Trabant Award for Women's Equity, the 2014 College of Engineering Excellence in Teaching Award, and the 2013 University Excellence in Undergraduate Advising Award.