



UCI Sue & Bill Gross School of Nursing
Simulation Center

Report of Operations
2022-2023

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DIRECTOR'S LETTER

“Excellent before Extra”

“Excellent before Extra” has always been my mantra when building simulation programs. The pedagogical foundations of a program should be solid and consistent when a program is just starting. In addition, the infrastructure of a center must be established with a focus on the team’s everyday work, the Center’s day-to-day operations, and the pre-existing learning activities. Once a program can provide excellent and consistent learning experiences, then the “extra” can be added. This approach does not stymie innovation and growth, rather, it ensures that there is an established structure in place so that future creative endeavors (the “extra”) are successful. This first year in the Sue & Bill Gross School of Nursing Simulation Center has been filled with growing pains, accomplishments, and milestones, aiming to be “excellent.”

Building on the established simulations, skills labs, OSCEs, and other nursing program activities, we worked with faculty to update, enhance, and design innovative content to meet the learning needs of students. This opportunity would never have been possible without the generous support of Sue Gross and her passion for nursing education at UCI, which provided us with this amazing new Simulation Center.

New Simulation Center Growing Pains

Before August 2022, nursing simulations, skills lab sessions, boot camps, and OSCEs were conducted in either the outdated and small skills lab of Berk Hall or the School of Medicine Education Simulation Center (using their equipment and operations staff). Transitioning all these activities under one roof, supported by our staff, was no small feat, and there were a few “growing pains” along the way.

Once the doors opened in August 2022, and while students were attending classes in the Center, there were still a few “punch list” items and small details to address. From adding portable sinks to exam rooms to optimizing storage organization using the LEAN 5S approach, we have checked off the to-do list and worked through equipment and software glitches. Thanks to the hard work of the Simulation Center Team, the Simulation Center now has all the authentic elements of a health care facility, including wall-mounted sharps containers and fully stocked supply carts along with student amenities such as lockers.

This Year’s Accomplishments and Milestones

The Simulation Center provides a setting dedicated to hands-on and interactive nursing education and is a clearinghouse for innovation in the nursing curriculum. Last year, we supported new milestones and accomplishments for the School of Nursing. We hosted our first interprofessional simulation in March with nursing and pharmacy students. In April, we developed and ran the first-ever community home visit simulation, allowing students to prepare for community-based care in a safe learning environment. Also in April, our prelicensure students participated in a global virtual simulation with international nursing

students from Botswana, bringing to fruition a program started by Dean Lazenby and a significant accomplishment of faculty members Leanne Burke and Angela Jun (with a bit of help from the new Simulation Director, too).

As one of only two dedicated nursing simulation centers in the UC system, we were able to highlight (and show off) our beautiful facility to various visitors, and we had the honor of being highlighted in the inaugural edition of the School of Nursing magazine Humanitas. This provided a chance to educate our community about the key role simulation plays in training the next generation of nurses and nurse practitioners, and advocate for its use in nursing programs.

Looking forward to the next year

From the day the Simulation Center opened its doors in August 2022 to welcome students, faculty, and staff to the end of this first year, the Simulation Center and its team have been working non-stop to provide a safe learning environment for students. This next year brings a chance to enhance our students' learning, encourage faculty and staff development in simulation, and expand Simulation Center services throughout the School of Nursing. The simulation team is developing policies, procedures, standard work, and a strategic plan to establish the excellence needed for formal recognition from national simulation organizations. Next year, we will venture into the "extra" with research collaborations, more IPE collaboration, faculty development, and opportunities for faculty to earn BLS certification on-site.

I look forward to an exciting, excellent, and "extra" year!

JOCELYN LUDLOW, PHD, RN, CHSE, CMSRN, CNE

SUE & BILL GROSS SCHOOL OF NURSING

ASSOCIATE CLINICAL PROFESSOR AND SIMULATION DIRECTOR

OPERATIONS MANAGER LETTER



Welcome to the first full year in the new Nursing Simulation Center. This Simulation Center has been a long time coming as the School of Nursing has grown over the last two decades.

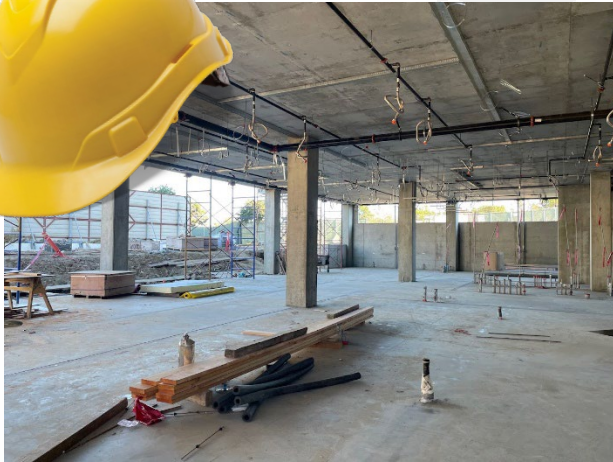
This Center has been a passion project for many of the leadership and faculty of this school past and present, some of which are still here. From 2013-2021 I was the Director of Operations for the UCI School of Medicine's Medical Education Simulation Center, and the then Program in Nursing Science utilized our center for activities that they could not accomplish at Berk Hall. Over those several years, I watched nursing struggle to provide simulation and lab resources for their students. In 2017, it was announced that the School of Nursing would, through generous donation, be getting a new building with emphasis on active learning and simulation education. I was fortunate enough to be hired by the School of Nursing in 2021 and placed on the build team responsible for being the school's point of contact for the nursing building and Simulation Center. By that point the building was well underway, and through some blood, sweat, and tears on everyone's part and some mid-construction functional and layout corrections, the building was ready to be occupied on August 2, 2022. From that point until the first simulation session in September 2022, a lot of the focus was on receiving all the Simulation Center furniture and supplies to ensure that the Center was minimally functional for the fall 2022 term.

A special thanks to Tommie Olds who was hired as the first full-time Simulation Specialist who just happened to start just before the move from Berk Hall to the new building. His office was a closet in Berk Hall while helping me get all the supplies and equipment ready for transfer. He then was responsible for the initial organization of the new Simulation Center.

With staff and tools in place, this annual report reflects the first set of data that has been aggregated for nursing simulation-related activities within the Sue & Bill Gross School of Nursing. As we look toward the future for the Center, we look to establishing and continuing simulation best practice through accreditation and endorsement. This ensures that the operation runs consistent with best practice, but also provides the highest quality simulation educational activities for our students.

KEITH A. BEAULIEU, MBA, BS, BA, CHSOS-A
SUE & BILL GROSS SCHOOL OF NURSING
ACCREDITATION AND OPERATIONS MANAGER

WHERE WE STARTED



Nursing Simulation Center under construction looking SSE through the control room toward debriefing room 3.



Nursing Simulation Center under construction looking east down the main hallway.



Nursing Simulation Center under construction looking at the Hospital Bed Unit.



Nursing Simulation Center under construction looking at the Provider Station.



Nursing Simulation Center under construction looking at the Hospital Bed Unit.



Nursing Simulation Center under construction looking at debriefing room 1.



Nursing Simulation Center under construction looking at the Nursing Student Lounge.



Nursing Simulation Center under construction looking at the Exam area of the Hospital Bed Unit.



Nursing Simulation Center under construction looking at the OB Simulation Suite at completion.

ABOUT THE SIMULATION CENTER

THE UCI SUE & BILL GROSS SCHOOL OF NURSING SIMULATION CENTER

A 9500 SQUARE FOOT FLEXIBLE, INTERACTIVE LEARNING SPACE DESIGNED TO PROVIDE FUTURE NURSES AND ADVANCE NURSE PRACTITIONERS A REALISTIC SETTING TO LEARN AND PRACTICE SAFE PATIENT CARE.

4 High-Fidelity Simulation Suites

Labor and Delivery
Adult ICU
Pediatric ICU
Homecare Setting



Centralized Control Room

The hub of the simulation center. Runs a variety of advanced patient simulators and manage the advanced AV system, including over 45 cameras located throughout the Center.

The Simulation Center includes unique student-centered features such as a **realistic provider station** for interprofessional communication activities, 3 debriefing rooms- including a **large-sized debriefing room**- all with full Zoom conferencing capability, and a spacious **student nurse lounge** where students can relax, study, or prepare for their simulations.

4 Dedicated Exam Rooms

2 Flex Rooms used as exam rooms or conference spaces complete with Zoom conferencing capability.

Dedicated Control Room for the exam rooms, to monitor and evaluate student performance.



Main Skills Lab

A large flexible space with instructional space, 8 hospital stations, 4 outpatient stations and room for a gurney, crib, and infant warmer.

PROGRAMS SERVED

BACHELOR OF SCIENCE IN NURSING
SCIENCE
MASTER OF SCIENCE IN NURSING
SCIENCE
DOCTOR OF NURSING PRACTICE
FAMILY NURSE PRACTITIONER

UCI Nursing Simulation
Center was made possible by
generous funding from

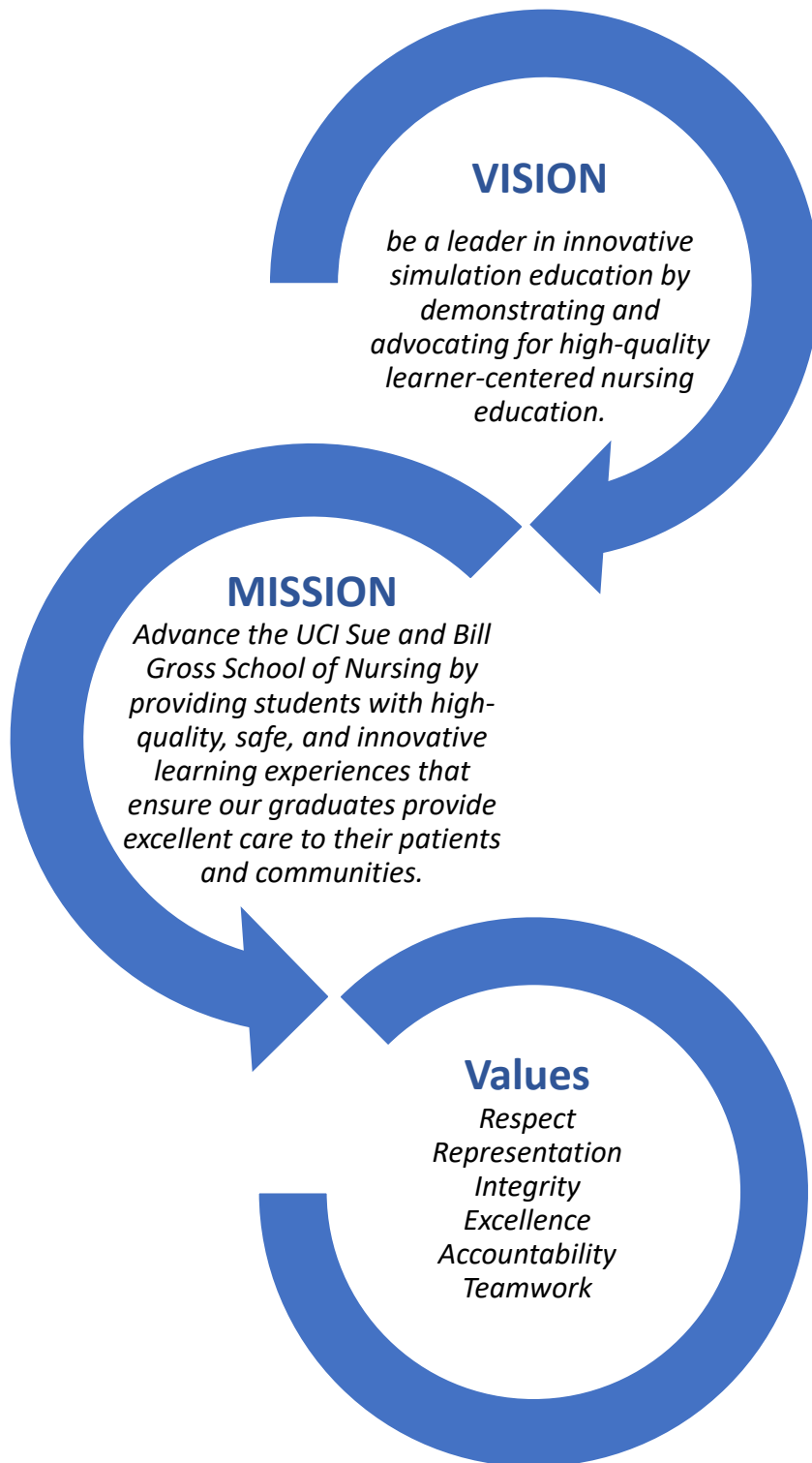
Sue J. Gross Foundation

*Sue & Bill Gross School of
Nursing*

FUTURE OPPORTUNITIES

COMMUNITY OUTREACH
SIMULATION RESEARCH
HS INTERPROFESSIONAL
SIMULATION

SIMULATION CENTER MISSION, VISION, AND VALUES



MEET THE OPERATIONS TEAM

All operations in this annual report would not be possible without the individuals who make up the operations team: Simulation Specialists, Operations Manager, and Simulation Director (with a combined 50+ years of simulation operations experience).



SIMULATION SPECIALISTS — Simulation specialists implement and deliver high-fidelity simulation activities using manikins and skills trainers. Collaborating with faculty and the Simulation Director, they are responsible for “bringing the show to life” with voice acting and special effects makeup (moulage) that allow learners to suspend their disbelief. They are also technically savvy in knowing how to program, run, and troubleshoot simulation equipment and the clinical equipment that is found in actual patient care environments.



TOMMIE OLDS
SUE & BILL GROSS SCHOOL OF
NURSING
SIMULATION SPECIALIST



CASEY PEEVY
SUE & BILL GROSS SCHOOL OF
NURSING
SIMULATION SPECIALIST

SIMULATION DIRECTOR — The Simulation Director provides leadership in all aspects (design, development, and implementation) of simulation-based activity in the Simulation Center. She creates and implements the evaluation plan to validate existing courses, scenarios, and initiatives to ensure the effectiveness of the educational programs. The Director serves as the school’s liaison and partners with the College of Health Sciences in developing interprofessional activities. The Director is responsible for the Center’s budget and strategic direction.



JOCELYN LUDLOW
PHD, RN, CHSE, CMSRM, CNE

SUE & BILL GROSS SCHOOL OF
NURSING
SIMULATION DIRECTOR



KEITH A. BEAULIEU
MBA, BS, BA, CHSOS-A

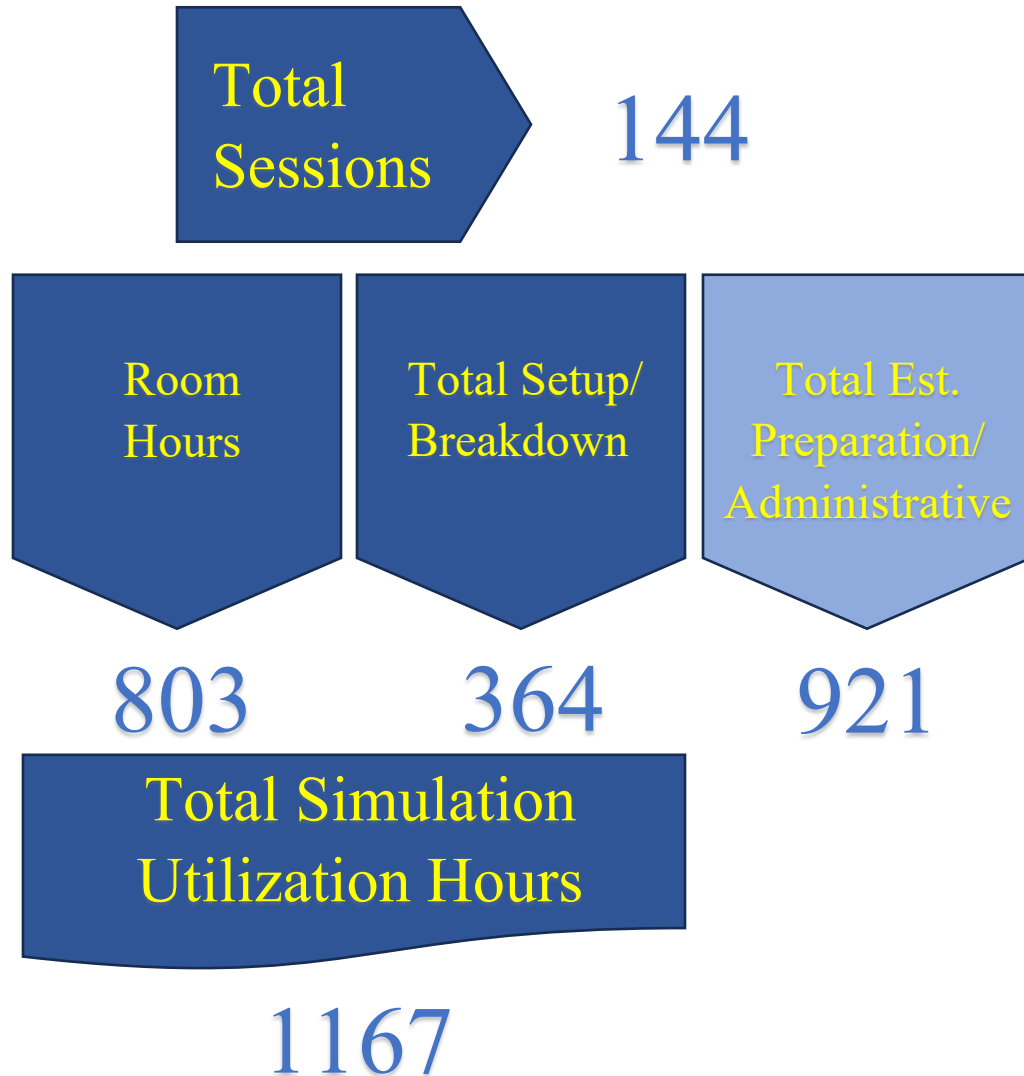
SUE & BILL GROSS SCHOOL OF
NURSING
ACCREDITATION AND OPERATIONS
MANAGER



OPERATIONS MANAGER — The Operations Manager provides operational and administrative support for the Simulation Center and the Simulation Director. The Operations Manager is responsible for gathering and tracking metrics, assisting the Simulation Director in establishing policies and procedures, supporting day-to-day operations, and assist with both the budgetary and strategic planning processes.

BY THE NUMBERS

On August 20, 2022, the Simulation Center opened its doors to host the first student activity of fall quarter- the OB and Pediatric Bootcamp. From that day there have been nearly 150 learning sessions for students within the prelicensure and DNP program. That translates to over 19,000 learner contact hours.



Total Sessions – Total calendared events in the Simulation Center

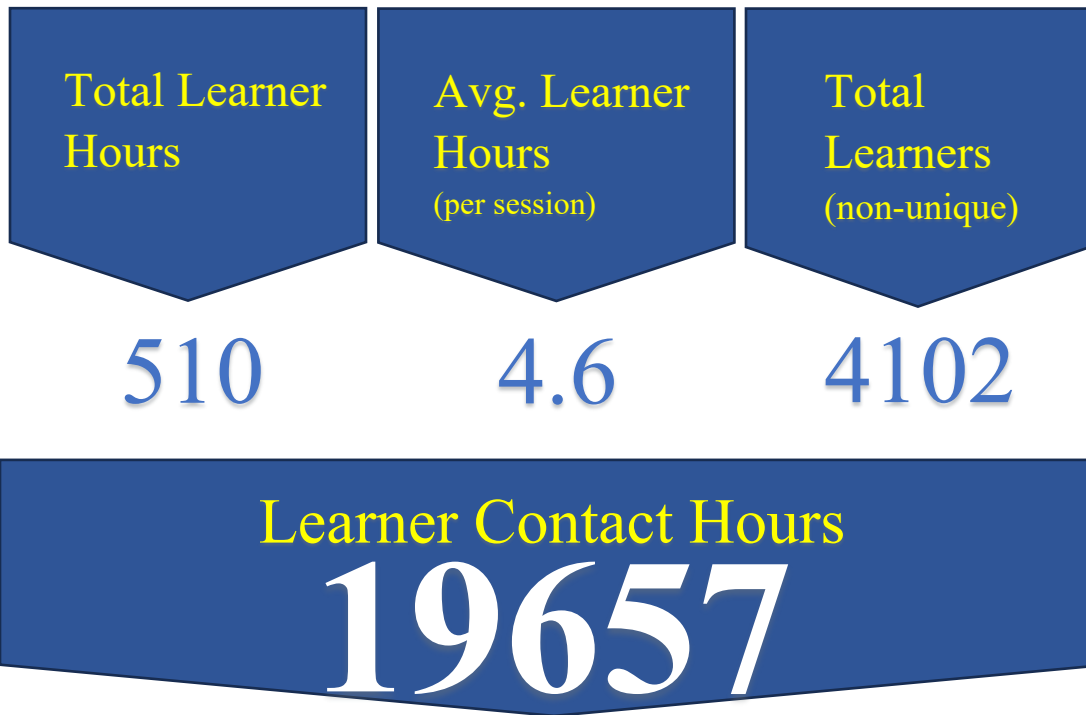
Room Hours – represents the total operational hours spent in the session. This does not factor in preparation, setup, or tear down.

Total Setup/breakdown – represents the total it took to setup/breakdown for each session.

Total Est. Preparation/administrative – represents the estimate amount of time the simulation staff are preparing for operations (e.g., general cleanup, supply management, researching and ordering supplies and equipment) or sessions (e.g., loading cases into computers, setting up schedules in SimCapture, connecting with instructors). This number is derived from subtracting 2,088 hours from total simulation utilization hours.

Total Simulation Utilization Hours – represents the combination of the room hours and the total setup/ and breakdown hours.

Simulation Operations



Standardized Patient Operations



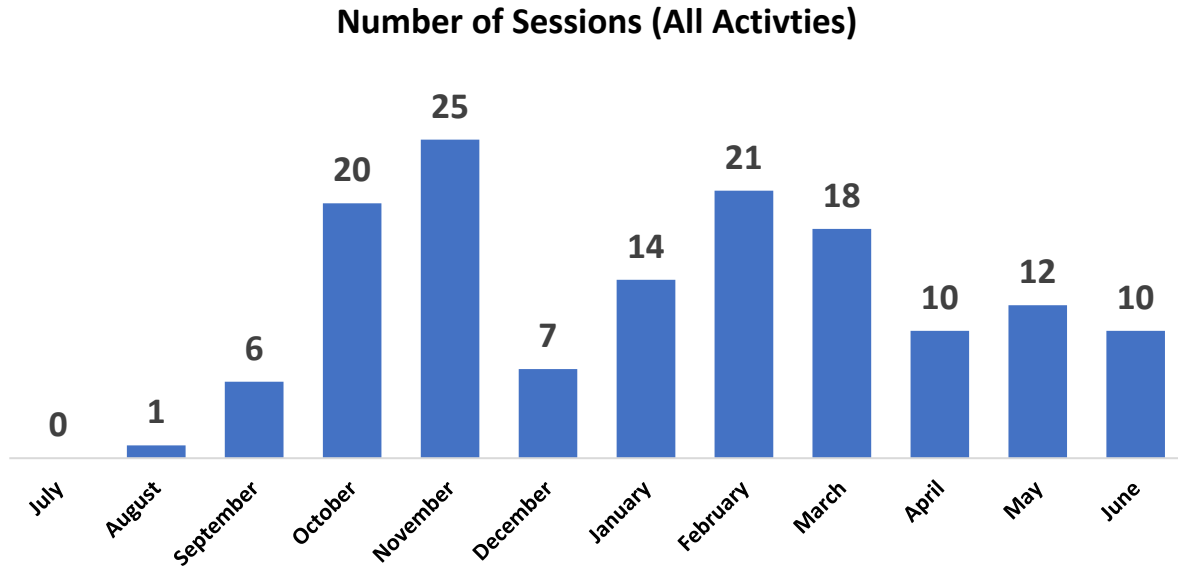
Learner Hours – represents the total hours that the learners are engaged in active learning per session.

Avg. Learner Hours – represents an average of the learner hours for all calendared events.

Total Learners – represents the total census of the Simulation Center

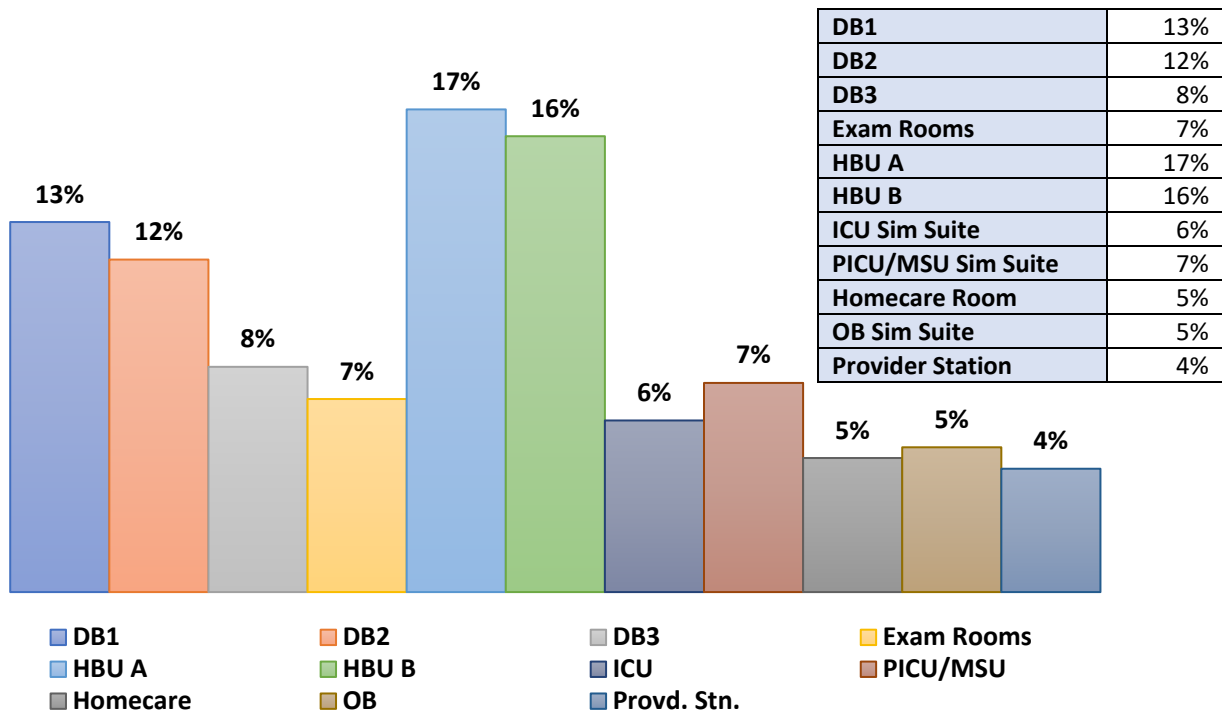
Learner Contact Hours – represents the number of learners times the number of learning hours for each session.

Total Sessions by Month



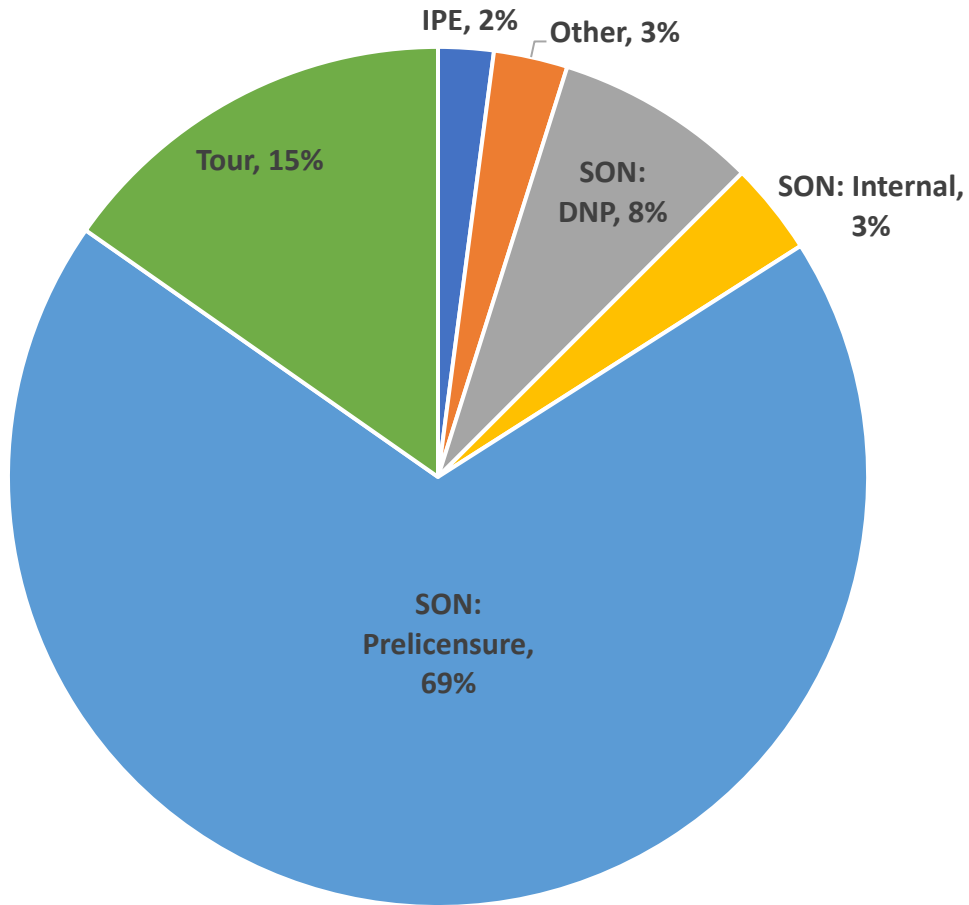
Data from July 2022-June 2023
Includes only scheduled operational activities and does not reflect background administrative activities.

Utilization by Room



Data from July 2022--June 2023
Data calculated from total number of all rooms utilized divided by the individual room.

Simulation Center Use by Program



Data from July 2022-June 2023

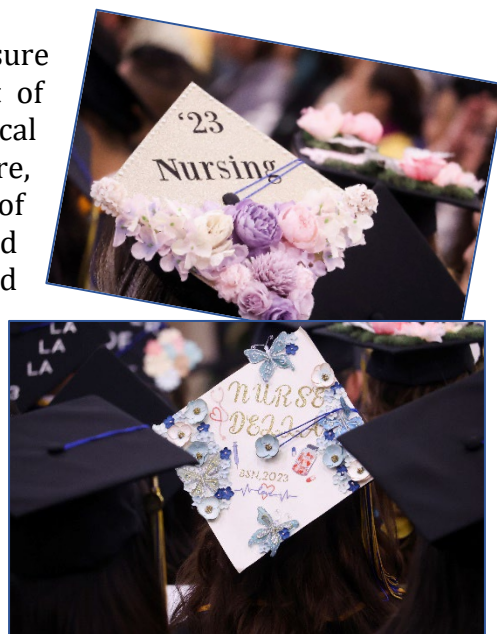
Internal: SoN – represents the operations time used for faculty meetings and operations that are not assigned to a program

Other – represents non-SON meetings and alternate testing locations.

STUDENTS

In this first year at the Simulation Center, students in the prelicensure program and Family Nurse Practitioner DNP program participated in a variety of activities. Every week was busy with skills labs, bootcamps, simulations, and Objective Structured Clinical Examinations (OSCEs).

Simulation is embedded throughout the prelicensure curriculum and students attend simulations as part of nearly all their clinical courses, including Medical Surgical Nursing, Human Behavior and Mental Health Care, Maternity and Women's Health Care, Pediatrics: Care of Children and Families, Critical Care, Community-Based Health Care and Preceptorship. DNP students attend campus once per quarter and participate in OSCEs and Clinical Performance Exams in the simulation center to demonstrate their history taking and assessment skills using live Simulated Participants (paid actors who play the role of a patient).



This year's highlights include:

- Thirteen different clinical simulation scenarios, which equates to over 250 simulation sessions.
- Ten simulation scenarios using Simulated Participants (SPs)
- 15 OSCE events with over 125 unique simulated patient encounters
- 250+ SP hours
- Two nursing skills bootcamps: OB/Peds and Critical Care
- The first community home visit simulation
- The first Therapeutic Milieu simulation

Student Feedback

After every simulation session, students are asked to complete a standardized evaluation tool, called the Simulation Effectiveness Tool- Modified or SET-M. This tool provides data that the Simulation Center team along with course faculty use to improve and refine the simulation-based learning experiences for students. While this first year did not have any specific goals for this metric, the results were overwhelmingly positive. Overall, students found their simulation experiences positive and a fantastic way to learn.



“Simulation is a different kind of learning, one that adds a new dimension to how we train our students to be safe, competent nurses.”

J. Ludlow
Simulation Director



**“Simulation encourages the mind
to explore endless possibilities.”**

Tommie Olds
Simulation Specialist

Selected Student Data

Simulation Effectiveness Tool – Modified (SET-M)

Interprofessional Simulation Activity

March 14, 2023

N=74 (48 nursing, 26 pharmacy)

Total Results

	Strongly Agree	Somewhat Agree	% Positive	Do Not Agree
The prebriefing increased my confidence	54%	41%	95%	5%
The prebriefing was beneficial to my learning.	59%	38%	97%	3%
The preparation materials that were provided were applicable and useful.	65%	28%	93%	7%
I am better prepared to respond to changes in my patient's condition.	72%	26%	97%	3%
I developed a better understanding of the pathophysiology	58%	35%	93%	7%
I am more confident of my assessment skills.	53%	43%	96%	4%
I felt empowered to make clinical decisions.	59%	33%	92%	8%
I developed a better understanding of medications.	65%	30%	95%	5%
I had the opportunity to practice my clinical decision making skills.	69%	28%	97%	3%
I am more confident in my ability to prioritize care and interventions.	65%	31%	96%	4%
I am more confident in communicating with my patient.	58%	38%	96%	4%
I am more confident in my ability to teach patients about their illness and interventions.	57%	41%	97%	3%
I am more confident in my ability to report information to health care team.	64%	31%	95%	5%
I am more confident in providing interventions that foster patient safety.	68%	28%	96%	4%
I am more confident in using evidence-based practice to provide care.	59%	38%	97%	3%
Debriefing contributed to my learning.	82%	11%	93%	7%
Debriefing was valuable in helping me improve my clinical judgment.	80%	14%	93%	7%
Debriefing allowed me to communicate my feelings before talking about the scenario.	81%	15%	96%	4%
Debriefing provided opportunities to self-reflect on my performance during simulation.	80%	18%	97%	3%
Debriefing was a constructive evaluation of the simulation.	79%	18%	97%	3%

Simulation Effectiveness Tool – Modified (SET-M)**Critical Care Simulation Activity**

January 31 and February 2, 2023

N=29

Total Results

	Strongly Agree	Somewhat Agree	% Positive	Do Not Agree
The prebriefing increased my confidence	28%	66%	93%	7%
The prebriefing was beneficial to my learning.	38%	62%	100%	0%
The preparation materials that were provided were applicable and useful.	52%	48%	100%	0%
I am better prepared to respond to changes in my patient's condition.	52%	48%	100%	0%
I developed a better understanding of the pathophysiology	59%	41%	100%	0%
I am more confident of my assessment skills.	34%	66%	100%	0%
I felt empowered to make clinical decisions.	41%	55%	97%	3%
I developed a better understanding of medications.	59%	41%	100%	0%
I had the opportunity to practice my clinical decision making skills.	52%	48%	100%	0%
I am more confident in my ability to prioritize care and interventions.	38%	62%	100%	0%
I am more confident in communicating with my patient.	41%	59%	100%	0%
I am more confident in my ability to teach patients about their illness and interventions.	34%	66%	100%	0%
I am more confident in my ability to report information to health care team.	38%	62%	100%	0%
I am more confident in providing interventions that foster patient safety.	52%	48%	100%	0%
I am more confident in using evidence-based practice to provide care.	38%	62%	100%	0%
Debriefing contributed to my learning.	59%	41%	100%	0%
Debriefing was valuable in helping me improve my clinical judgment.	62%	38%	100%	0%
Debriefing allowed me to communicate my feelings before talking about the scenario.	59%	41%	100%	0%
Debriefing provided opportunities to self-reflect on my performance during simulation.	62%	38%	100%	0%
Debriefing was a constructive evaluation of the simulation.	62%	38%	100%	0%

Simulation Effectiveness Tool – Modified (SET-M)**Critical Care Simulation Activity**

February 21 and February 23, 2023

N=31

Total Results

	Strongly Agree	Somewhat Agree	% Positive	Do Not Agree
The prebriefing increased my confidence	26%	74%	100%	0%
The prebriefing was beneficial to my learning.	42%	58%	100%	0%
The preparation materials that were provided were applicable and useful.	58%	42%	100%	0%
I am better prepared to respond to changes in my patient's condition.	52%	39%	90%	10%
I developed a better understanding of the pathophysiology	60%	40%	100%	0%
I am more confident of my assessment skills.	42%	55%	97%	3%
I felt empowered to make clinical decisions.	29%	61%	90%	10%
I developed a better understanding of medications.	55%	45%	100%	0%
I had the opportunity to practice my clinical decision making skills.	55%	42%	97%	3%
I am more confident in my ability to prioritize care and interventions.	48%	45%	94%	6%
I am more confident in communicating with my patient.	35%	58%	94%	6%
I am more confident in my ability to teach patients about their illness and interventions.	32%	61%	94%	6%
I am more confident in my ability to report information to health care team.	43%	53%	97%	3%
I am more confident in providing interventions that foster patient safety.	39%	55%	94%	6%
I am more confident in using evidence-based practice to provide care.	29%	68%	97%	3%
Debriefing contributed to my learning.	61%	35%	97%	3%
Debriefing was valuable in helping me improve my clinical judgment.	52%	45%	97%	3%
Debriefing allowed me to communicate my feelings before talking about the scenario.	42%	48%	90%	10%
Debriefing provided opportunities to self-reflect on my performance during simulation.	55%	39%	94%	6%
Debriefing was a constructive evaluation of the simulation.	61%	29%	90%	10%

**Simulation Effectiveness Tool – Modified (SET-M)
Community-based Healthcare Simulation Activity**

April 25 and April 27, 2023

N=31

Total Results

	Strongly Agree	Somewhat Agree	% Positive	Do Not Agree
The prebriefing increased my confidence	65%	35%	100%	0%
The prebriefing was beneficial to my learning.	84%	16%	100%	0%
The preparation materials that were provided were applicable and useful.	77%	23%	100%	0%
I am better prepared to respond to changes in my patient's condition.	77%	23%	100%	0%
I developed a better understanding of the pathophysiology	63%	28%	91%	9%
I am more confident of my assessment skills.	65%	35%	100%	0%
I felt empowered to make clinical decisions.	63%	35%	98%	2%
I developed a better understanding of medications.	65%	33%	98%	2%
I had the opportunity to practice my clinical decision making skills.	72%	28%	100%	0%
I am more confident in my ability to prioritize care and interventions.	72%	28%	100%	0%
I am more confident in communicating with my patient.	74%	23%	98%	2%
I am more confident in my ability to teach patients about their illness and interventions.	70%	28%	98%	2%
I am more confident in my ability to report information to health care team.	74%	26%	100%	0%
I am more confident in providing interventions that foster patient safety.	77%	23%	100%	0%
I am more confident in using evidence-based practice to provide care.	65%	35%	100%	0%
Debriefing contributed to my learning.	91%	9%	100%	0%
Debriefing was valuable in helping me improve my clinical judgment.	91%	9%	100%	0%
Debriefing allowed me to communicate my feelings before talking about the scenario.	88%	12%	100%	0%
Debriefing provided opportunities to self-reflect on my performance during simulation.	90%	10%	100%	0%
Debriefing was a constructive evaluation of the simulation.	91%	9%	100%	0%

**Simulation Effectiveness Tool – Modified (SET-M)
Therapeutic Milieu Simulation Activity**

April 6 and April 7, 2023

N=80

Total Results

	Strongly Agree	Somewhat Agree	% Positive	Do Not Agree
The prebriefing increased my confidence	33%	53%	85%	15%
The prebriefing was beneficial to my learning.	46%	44%	90%	10%
The preparation materials that were provided were applicable and useful.	44%	43%	86%	14%
I am better prepared to respond to changes in my patient's condition.	54%	35%	90%	10%
I developed a better understanding of the pathophysiology	29%	44%	73%	27%
I am more confident of my assessment skills.	51%	40%	91%	9%
I felt empowered to make clinical decisions.	44%	42%	86%	14%
I developed a better understanding of medications.	22%	53%	74%	26%
I had the opportunity to practice my clinical decision making skills.	52%	38%	90%	10%
I am more confident in my ability to prioritize care and interventions.	38%	49%	87%	13%
I am more confident in communicating with my patient.	62%	28%	90%	10%
I am more confident in my ability to teach patients about their illness and interventions.	37%	49%	86%	14%
I am more confident in my ability to report information to health care team.	44%	45%	88%	12%
I am more confident in providing interventions that foster patient safety.	58%	33%	91%	9%
I am more confident in using evidence-based practice to provide care.	42%	46%	88%	12%
Debriefing contributed to my learning.	73%	18%	91%	9%
Debriefing was valuable in helping me improve my clinical judgment.	72%	18%	90%	10%
Debriefing allowed me to communicate my feelings before talking about the scenario.	70%	18%	87%	13%
Debriefing provided opportunities to self-reflect on my performance during simulation.	76%	13%	89%	11%
Debriefing was a constructive evaluation of the simulation.	75%	13%	87%	13%

Selected Student Comments

Interprofessional Simulation Activity

I enjoyed the experience and I'm excited to be a nurse

It was an amazing learning experience and would love to do more!

Today's simulated clinical experience was extremely helpful and got me thinking of the things I would do as a nurse if I were in that scenario. It really pushed me to apply my knowledge. It was also fun!

Critical Care Simulation Activity

I had a meaningful simulation experience.

It was a great learning experience I appreciated the explanations and education provided at the end of sim

Dr Nielson was great!

I learn a lot about how codes should work. The instructor created a safe space to talk about mistakes and learn from them, as compared to being afraid to speak up.

I really enjoyed today's experience!

Community-based Healthcare Simulation Activity

It was an interesting experience being in a home setting.

It was a fun learning experience

Deepened my understand of home health care and barriers that must be identified in the hospital to prevent patients from returning.

Eye-opening! Gained practice and confidence in communication skills

I liked having a home health sim because it allowed me to see patient care outside of the hospital setting and after discharge

I think that collaborating with the pharmacy students was extremely beneficial. I do wish that I got time to get to know the pharmacy students, as I know in a real clinical setting the nurses know the pharmacists pretty well. I also think debriefing was the highlight of the day, because Mrs. Murphy really helped me with my confidence.

Sim was very useful to apply the information we have learned in our class to live scenarios. Coming into sim, I felt confident with the protocol but quite a lot of the information did go out the window when I entered the patient's room. Therefore, the sim lab made me

conscious of steps I need to take during a live scenario, especially when to use outside resources!

It was absolutely amazing. I wish we had one every week!

Therapeutic Milieu Simulation Activity

The debrief contributed most to my learning and gave me a good idea of what to expect and how to care for patients in psych.

It was good and confidence building. I do wish the simulated patients were a bit more challenging to talk to/less nice so that we can have that exposure

I Really like the structure of the clinical experience and how it really was informal yet focused on sparking conversation

I really enjoyed the experience

This simulation helped me a lot. I was anxious and confused on how to approach patients for clinical. This allowed me to become more comfortable and learn methods to approach each situation. Great simulation!

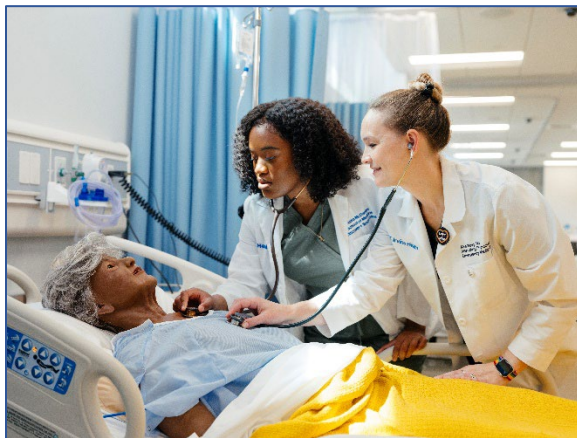
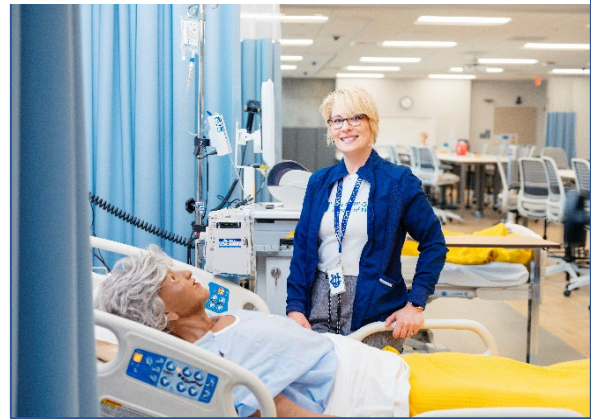
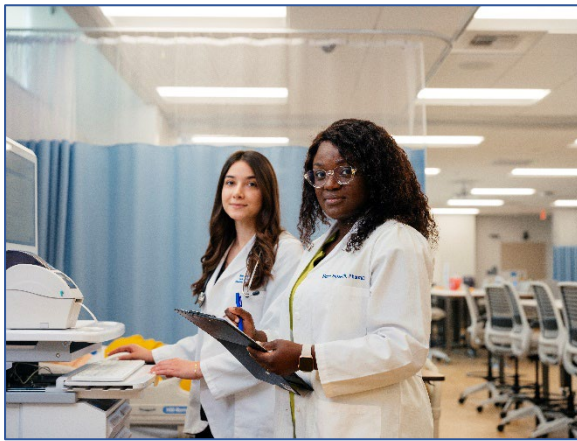
This was a very constructive simulation. It really helped me to understand how hard it was to interact and get data from people with mental illnesses. I would like to try this again at the end of the class to see how I improved in information gathering.

COMMUNITY

While most of the Simulation Center focus was on supporting the transition of nursing program activities to the new space, this last year had many opportunities for community connections and outreach.

IPE

School of Nursing and pharmacy faculty collaborated to design an interprofessional simulation that brought students from both programs together with the shared goal of patient safety. This was the first time that the School of Nursing hosted an event of this nature, which was highlighted in the Winter 2023 edition of the UCI Magazine in the article titled “Learning With and From Each Other”.



Tours

A new simulation center always gets a lot of attention. Folks will come from far and wide to see the state-of-the-art equipment in a realistic healthcare environment. That was true this last year for the School of Nursing Simulation Center, which hosted nearly 30 guided tours to community members and groups, government officials, UCI alumni, donors, members of the Dean's Council and Cabinets, and University of California leadership.



Special guests to the Simulation Center this past year include:

- CA State Assembly member Ann Cottie Petrie-Harris
- CA State Assembly member Diane Dixon
- CA Senate member Dave Min
- CA Senate member Josh Newman
- US Rep Mike Levin
- UC Regent Michael Cohen
- UCI Provost and Deans
- UCI Chancellors' cabinet
- Dr. Allen Chao
- Sue Gross and family
- Dr. Ellen Lewis

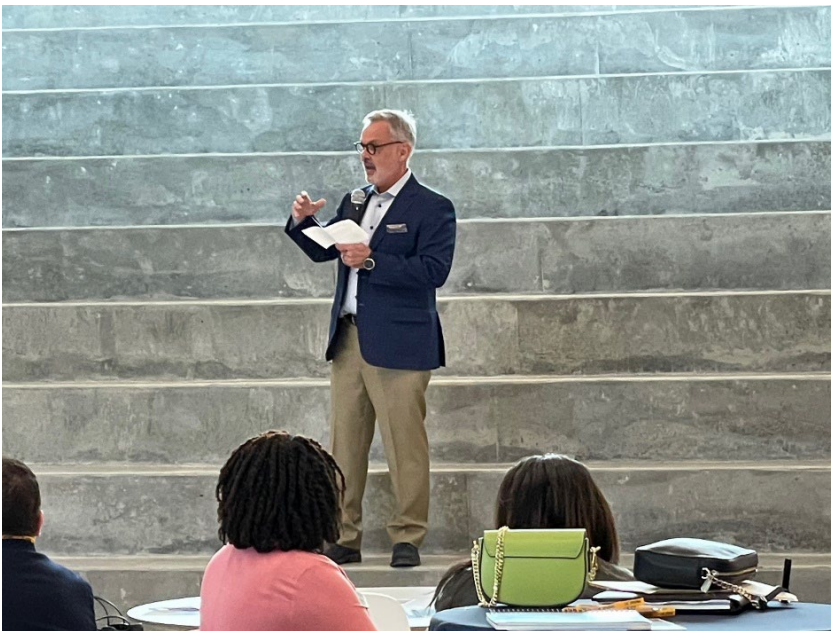


“Tours are an important part of us connecting with our community.”

K. Beaulieu
Accreditation and Operations Manager



Sue & Bill Gross School of Community Breakfast



In March the School had a breakfast and invited all our community partners to thank them for their support and tour the new Simulation Center.

The dean and nursing program directors highlight some of the changes that the school has gone through and updates the community on each of our programs.

Events like this highlight and foster the partnership that we have with our larger community.

Sue & Bill Gross School of Nursing Ribbon Cutting





NURSING CAMP
IN SUMMER

UCI Sue & Bill Gross
School of Nursing

Nursing Camp in Summer (NCIS) is our popular summer camp for those aspiring to become nurses after high school. This camp is open to high school sophomores through seniors.

This year, we held two 1-week sessions and brought in 58 students from as far as Texas. The campers got to experience some nursing skills firsthand, like giving injections, doing vital signs, and rolling and moving patients. They also took part in some fun, messy activities such as donning/doffing personal protection equipment and moulage wounds.

The campers participated in teamwork activities, took a campus tour, learned how to stop bleeding, placed tourniquets correctly, and even got certified in Basic Life Support (BLS).

This was the first year since 2019 the school held the camp (due to COVID restrictions) and the first year that the camp was run entirely out of the Simulation Center.



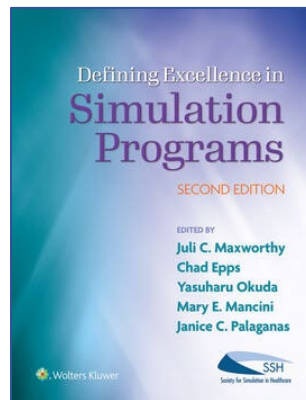
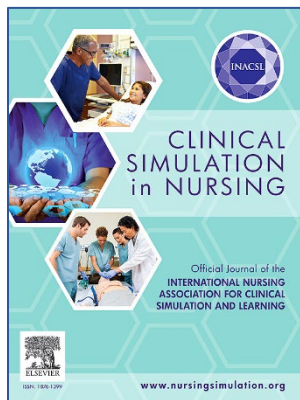


SCHOLARLY ACTIVITY

Publications

Beaulieu, K (2022). Establishing a Simulation Program Budget 5.2. in Maxworthy, J. et al.(Ed.) In *Defining Excellence in Simulation Programs*. Wolters Kluwer.

McDermott D, **Ludlow J.** (2022) A Prebriefing Guide for Online, Virtual, or distant Simulation Experiences. *Clinical Simulation in Nursing*. Vol.67, Pgs.1-5.
<https://www.sciencedirect.com/science/article/pii/S1876139922000251?via%3Dihub>
This article selected as one of the Society for Simulation in Healthcare Articles of Influence for 2021-22.



Oral Presentations and Workshops

Keith Beaulieu presented “SSH Accreditation Standards: Core“ at the International Meeting for Simulation in Healthcare (IMSH).

Keith Beaulieu presented “SSH Accreditation Standards: Systems Integration“ at the International Meeting for Simulation in Healthcare (IMSH).

Keith Beaulieu presented “SSH Accreditation Top 10“ at the International Meeting for Simulation in Healthcare (IMSH).

SERVICE TO PROFESSIONAL ORGANIZATIONS AND OTHER PROFESSIONAL ACTIVITIES

Jocelyn Ludlow has been a member of the Healthcare Simulation Standards of Best Practice, Prebriefing Subcommittee since 2019, and is a co-author of the newly added Prebriefing Standard, published in 2021. She also renewed her Certified Healthcare Simulation Educator (CHSE) certification in 2022, which she first attained in 2016. She maintains her Certified Nurse Educator (CNE) and Certified Medical Surgical Registered Nurse (CMSRN) certification. She also serves as a peer reviewer for *Clinical Simulation in Nursing, Teaching and Learning in Nursing* and *Nurse Education Today*.



Keith Beaulieu sits on the Accreditation Council for the Society for Simulation in Healthcare and has been an accreditation site reviewer since 2013. He also renewed his Certified Healthcare Simulation Operations Specialist-Advanced (CHSOS-A) certification for which he first attained in 2020.



Tommie Olds is a member of the Society for Simulation in Healthcare (SSH) and the Association of Standardized Patient Educators (ASPE). He is also active in the Staff Engagement and Improving Capacity Community within the School. He is certified in Basic Life Support and Mental Health First Aid.



Casey Peevy is a member of the Society for Simulation in Healthcare (SSH) and has a certificate in healthcare moulage.

CONFERENCE ATTENDANCE

Jocelyn Ludlow attended the International Meeting for Simulation in Healthcare (IMSH) in Orlando, FL.



Keith Beaulieu attended the International Meeting for Simulation in Healthcare (IMSH) in Orlando, FL.

BUILDING OUR FUTURE

Looking back at the 2022-2023 academic year, emphasis was placed on being operational for the Fall 2022 term.

Objectives from 2022-2023 Academic Year

- Hire a Simulation Director **ACCOMPLISHED**
- Hire a Simulation Specialist **ACCOMPLISHED**
- Initial setup/organization of center and supplies (phase I) **ACCOMPLISHED**
- Transition DNP Program OSCEs to in-house **ACCOMPLISHED**
- Finishing infrastructure **ACCOMPLISHED**
 - Portable sinks
 - Glove holders/sharps containers/etc...

As we continue to grow the Simulation Center and the activities for all of the school's programs, there are some additions and refinements that the program staff will look to implement this next academic year.

Objectives for 2023-2024 Academic Year

- Organize and distribute Nursing Totes
- Transition the photo/AV release and confidentiality forms to digital via RedCap.
- Transition Simulation Center Tour Request from Qualtrics® to RedCap
- Implement student satisfaction/qualitative survey data for all prelicensure simulation activities.
- Implement student satisfaction/qualitative survey data for all DNP sessions.
- Align processes for utilizing simulated patients/participants ("SPs") with the Association of Standardized Patient Educators (ASPE) Standards of Best Practice (SOBP)
- Become Provisionally Accredited through the Society for Simulation in Healthcare
- Integrate student workers into operations to ease some set up/tear down transitions.
- Initiate a linen program.
- Initiate 5S organization for the supply room (phase II)
- Replacing some used/end of life trainers and equipment
- Develop and implement a professional development program for all faculty simulation facilitators.

SIMULATION

If you would like more information on how you can support the Sue & Bill Gross School of Nursing Simulation Center, please call 949.824.5901

If you would like more information on how you can volunteer as a standardized patient, please call 949.824.5901

OUR MISSION

The mission of the Sue & Bill Gross School of Nursing Simulation Center is to advance the UCI Sue and Bill Gross School of Nursing by providing students with high-quality, safe, and innovative learning experiences that ensure our graduates provide excellent care to their patients and communities.

We do this by focusing on:

- Preparing learners to provide quality patient care using safe clinical practices
- Designing, developing, and executing healthcare simulation-based education through teamwork, expertise, and collaboration using innovative technology and standards of best practice.

VISION

The Sue & Bill Gross School of Nursing Simulation Center will be a leader in innovative simulation education by demonstrating and advocating for high-quality learner-centered nursing education.

