

2023-2024 Annual Report

UCI Sue & Bill Gross School of Nursing
Simulation Center





Provisional accreditation recognizes a program's commitment to quality. To achieve this recognition, we had to build a strong foundation for future success. This sets us on the path to achieving full accreditation in the future. Accreditation benefits the School of Nursing by ensuring that all activities supported by the Simulation Center meet the best practice standards of simulation.

Nursing With
Humanity
in Mind 

Vision

be a leader in innovative simulation education by demonstrating and advocating for high-quality learner-centered nursing education.

Mission

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.*

Staff

Jocelyn Ludlow, PhD, RN, CHSE, CMSRN, CNE	Simulation Director
Keith A. Beaulieu, MBA, BS, BA, CHSOS-A	Accreditation and Operations Manager
Tommie Olds	Simulation Specialist
Casey Peevy	Simulation Specialist
Sydney Dantes	Student Worker



Simulation Advisory Group 2023-2024

Mark Lazenby, PhD, APRN, FAAN	Dean
Jocelyn Ludlow, PhD, RN, CHSE, CMSRM, CNE	Simulation Director
Susanne Phillips, DNP, APRN, FNP-BC, FAANP	Sr. Associate Dean
Chuck Villanueva	Assistant Dean for Administration and Finance
Leanne Burke , EdD, MSN, CNM, RNC-OB	Prelicensure Program Director
Tiffany Nielsen, DNP, APRN, FNP-C	DNP Program Director
Stephanie Au, DNP, MSN, APRN, FNP-C	COHS IPE Consultant
Keith A. Beaulieu, MBA, BS, BA, CHSOS-A	Accreditation and Operations Manager
Carmela Wilson	Practice and Clinical Operations Manager
Tommie Olds	Simulation Specialist
Casey Peevy	Simulation Specialist
Faculty at-Large	



DIRECTOR'S LETTER

LOOK TO THE FUTURE AND LEAD THE WAY TO CONTINUED GROWTH

It has now been nearly two years since the Sue & Bill Gross School of Nursing Simulation Center opened its doors to students and we have made great advances in that short time. While our first year was focused on the transition of activities to the new setting, this second year gave us the opportunity to look to the future and lead the way to continued growth.

Look to the Future

The development of our strategic plan will guide us through the next 5 years, and we have already begun to make strong progress towards our goals. Much of the strategic plan focuses on developing and standardizing our processes from operations to evaluation with the goal of improving the simulation experience for students and faculty.

Lead the Way

Achieving provisional accreditation sets the UCI Sue & Bill Gross School of Nursing Simulation Center as a leader within the UC system and it demonstrates a high level of dedication to best practices in simulation.

A valuable outcome of the accreditation process has been the establishment of a comprehensive approach to evaluation of student experiences in simulation and of the overall services provided by the simulation center. We now capture data on the simulation experience of students through consistent use of the SET-M and OSCE evaluation tools. In addition, we can evaluate the overall simulation center quality of service and continued improvement of curriculum through a combination of surveys and quarterly debriefings with faculty.

Another milestone is the development of a training and evaluation process for faculty and simulation facilitators. This past year, a needs assessment gathered data from over 50 faculty and clinical instructors who teach in the simulation center. In response to the needs of facilitators, they now receive a recorded general introduction that covers the UCI approach to meeting the best practices of simulation, along with scenario specific prebriefings before each simulation. Moving forward we will use standardized tools to evaluate facilitator performance and provide feedback to support their continued professional development.

Continued Growth

The inaugural meeting of the Simulation Advisory Group gave us an opportunity to discuss successes and opportunities with key stakeholders and advocate for the needs of the Simulation Center as programs expand.

This past year we have improved learning experiences for larger cohorts. This past fall, to accommodate the increased number of incoming students, we piloted a recorded orientation and tour to prepare all 90 incoming students for learning in the Simulation Center. In addition, students now receive a pre-recorded prebriefing before simulations.

What's Next?

Looking forward into next year, we will continue to gather data and evaluate the results of our process improvements. We will expand simulation within the prelicensure curriculum, develop new and innovative ways to provide our DNP students with engaging onsite activities, and seek out interprofessional learning opportunities with other health science programs.

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

SUE & BILL GROSS SCHOOL OF NURSING

ASSOCIATE CLINICAL PROFESSOR AND SIMULATION DIRECTOR

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**

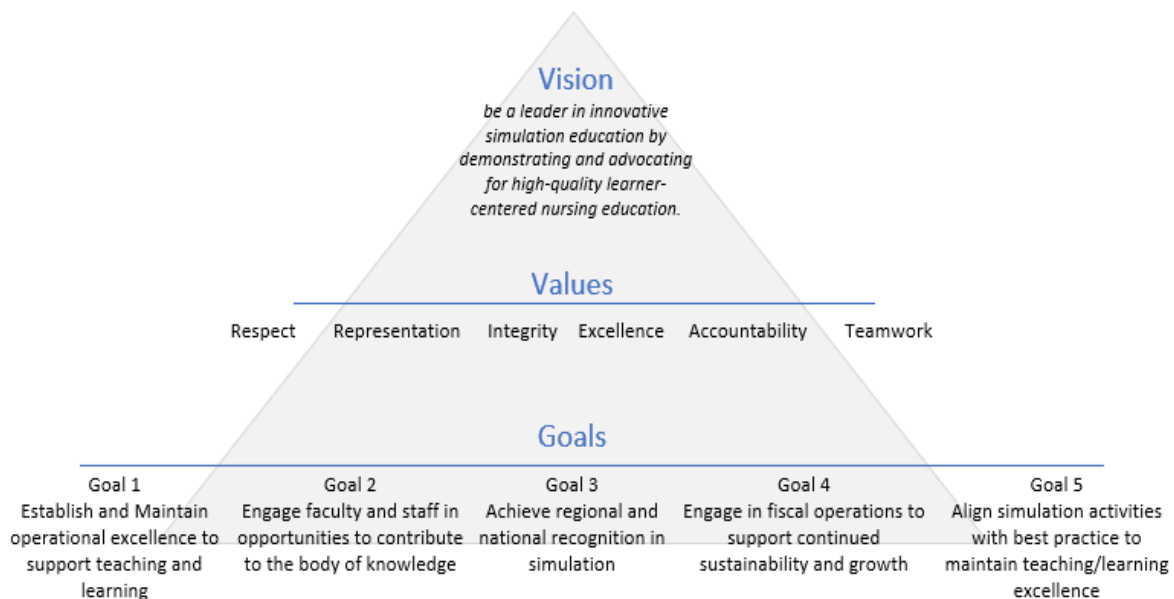
FUTURE OPPORTUNITIES

COMMUNITY OUTREACH

SIMULATION RESEARCH

HS INTERPROFESSIONAL
SIMULATION

Our Strategic Priorities



Progress Toward Our Goals What we Achieved!

Goal 1

- Standardized process for student tote distribution
- Transition scheduling/tour requests over to QuestionPro®
- Transition AV/Photo Release over to QuestionPro®
- Transition SET-M forms over to QuestionPro®
- Hire and integrate student workers into operations.

Goal 3

- Became Provisionally accredited by the Society for Simulation in Healthcare (SSH)
- The Simulation Director established the Orange County Simulation Collaborative as part of the statewide California Simulation Alliance.

Goal 4

- Established a Simulation Center fee schedule.

Highlights

FIRST SIMULATION CENTER IN THE UNIVERSITY OF CALIFORNIA SYSTEM TO ACHIEVE ACCREDITATION IN SIMULATION

This year, the team put considerable work into preparing and applying for the Society for Simulation in Health Care Provisional Accreditation. This involved a lengthy application and review process that took over eight months to ensure that the center met the standards.



In June 2024, we received word that we had achieved provisional accreditation. This accreditation lasts two years, after which the center will apply for full accreditation in teaching and education.

Provisional accreditation recognizes a program's commitment to quality. We had to build a strong foundation for future success to achieve this recognition. This sets us on the path to achieving full accreditation in the future. Accreditation benefits the School of Nursing by ensuring that all activities supported by the Simulation Center meet the best practice standards of simulation. Over 75% of state boards of registered nursing in the United States have regulations regarding the use of simulation in nursing education, and this year, the California State Board of Nursing has decided to move forward with drafting simulation-specific regulations. In the future, simulation center accreditation will be a key benchmark demonstrating regulatory compliance for nursing programs.

BRN/CCNE JOINT ACCREDITATION SITE VISIT

In November 2023, the school's Prelicensure Program underwent an accreditation site visit from both the California Board of Registered Nursing (BRN) and the Commission on Collegiate Nursing Education (CCNE). This site visit looked at all aspects of the programs and their compliance with state regulatory requirements as well as best practices in nursing education. The Nursing Simulation Center played a key role in meeting the requirements and best practices that the organizations were looking for. The site reviewers were very impressed with the facilities and the education that was being provided.



NURSING CAMP IN SUMMER (NCIS)

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.

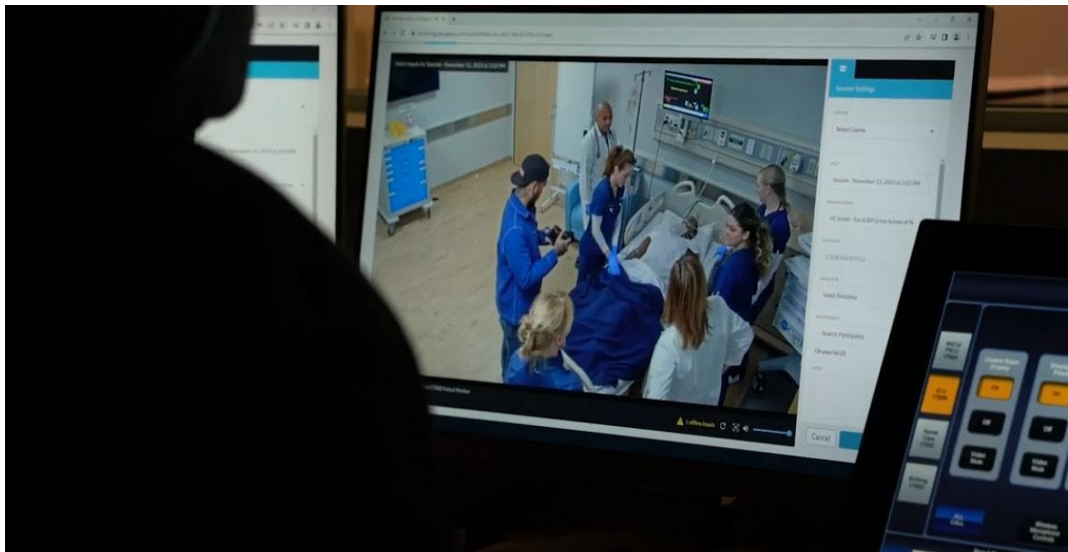


This year, we held two 1-week sessions and brought in 58 students from as far as Texas. The campers got to experience some nursing skills firsthand, like giving injections, doing vital signs, and rolling and moving patients. They also took part in some fun, messy activities such as donning/doffing personal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

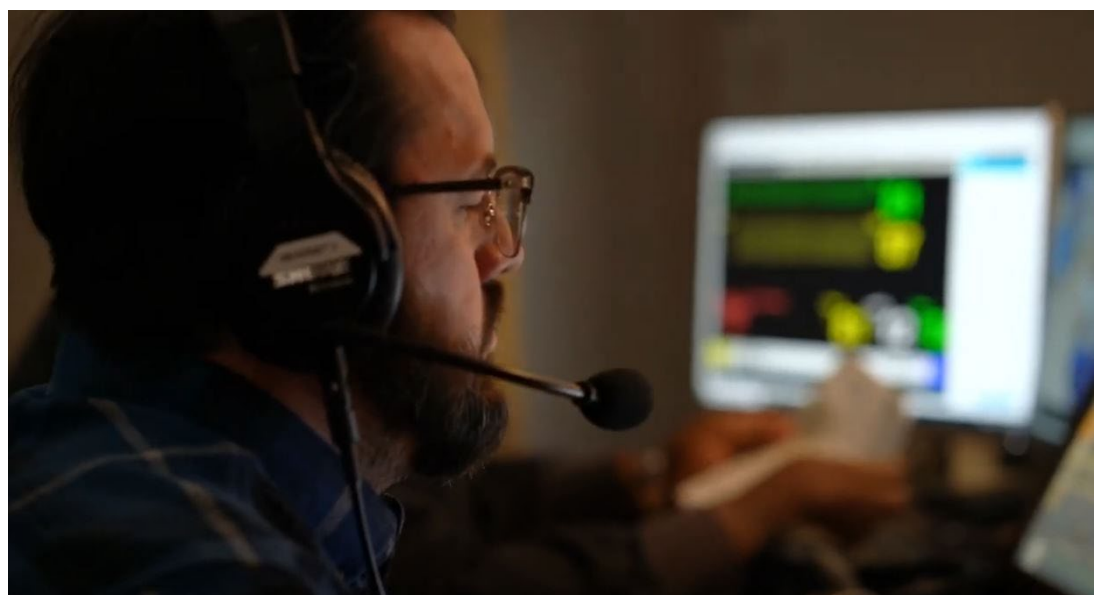
The campers participated in teamwork activities, took a campus tour, learned how to stop bleeding, placed tourniquets correctly, and even got certified in Basic Life Support (BLS).

AMERICAN HEART ASSOCIATION BASIC LIFE SUPPORT (BLS)

The Sue & Bill Gross School of Nursing now has two faculty trained as American Heart Association BLS instructors and provides BLS refresher training to faculty and staff in the Nursing Simulation Center. The program will continue to explore offering this course to the rest of the UC Irvine community and external partners.



CNA students from Santa Ana College and UCI nursing students participated in simulation activities that they helped write.



Casey Peevy (Simulation Specialist) monitoring a simulation.

Metrics & Outcomes



197 Sessions

1000.5 Room Hours

180 Setup/breakdown Hours

1180.5 Total Center Utilization



4139 Total Learners (non-unique)

5.2 Average Learner Hours (per session)



19,055.5 Contact Hours



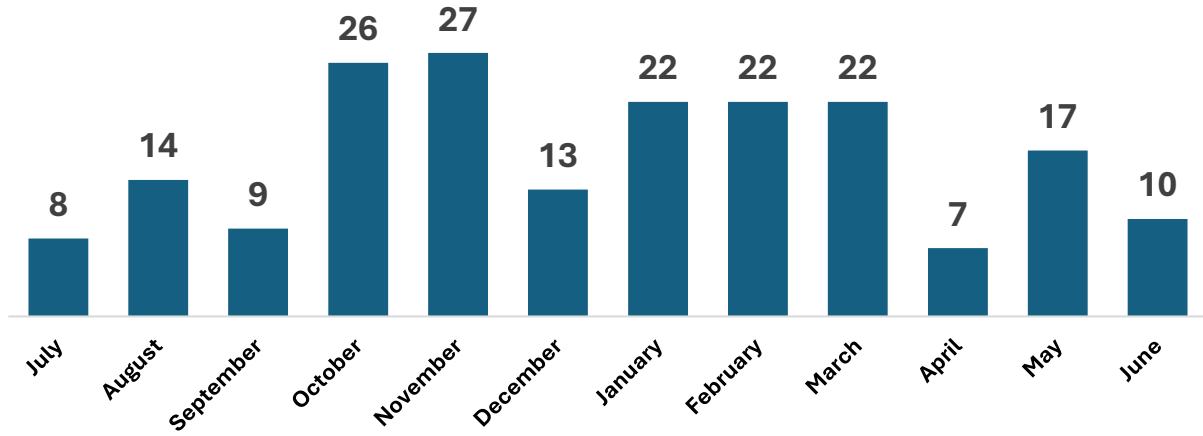
8 Distinct Standardized Patient Activities/
events

226+ Hours of Standardized Patient
Activities

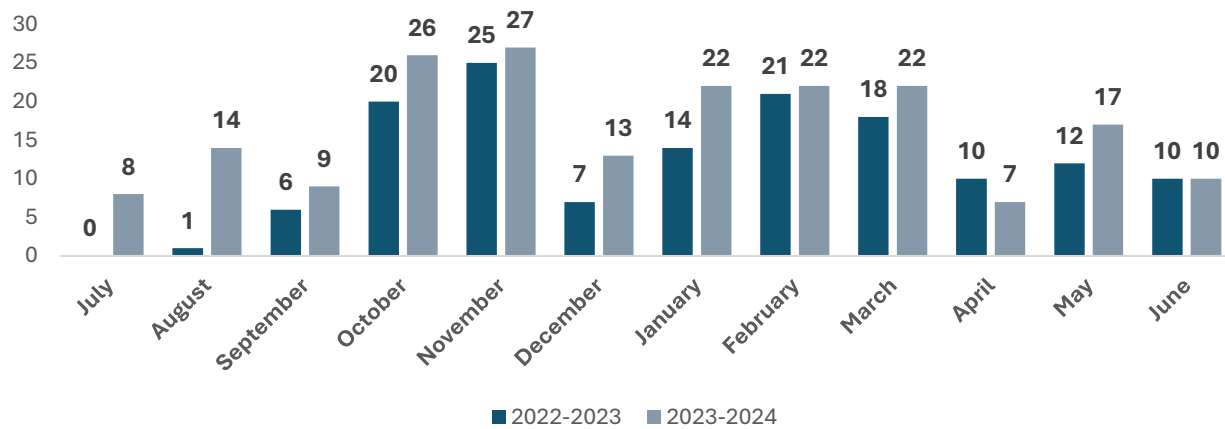


28 Tours

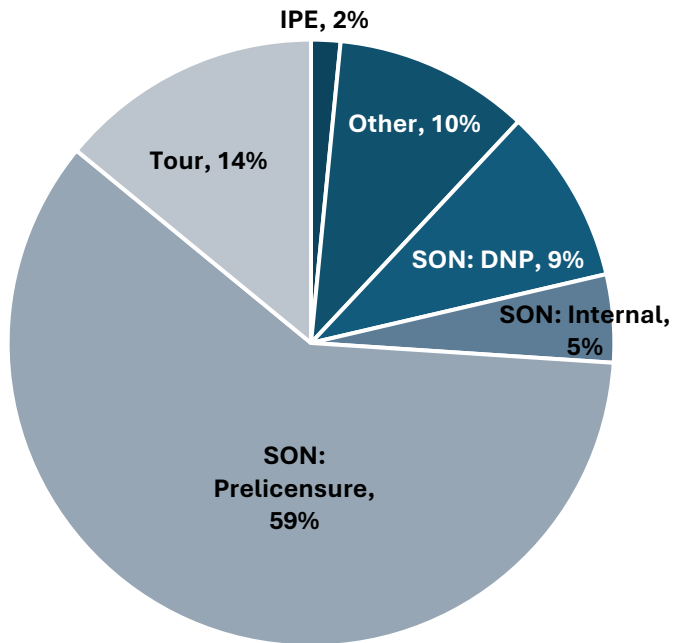
Number of Sessions (All Activities) 2023-2024



Number of Sessions (all activities) Year-Over-Year



Utilization by Program

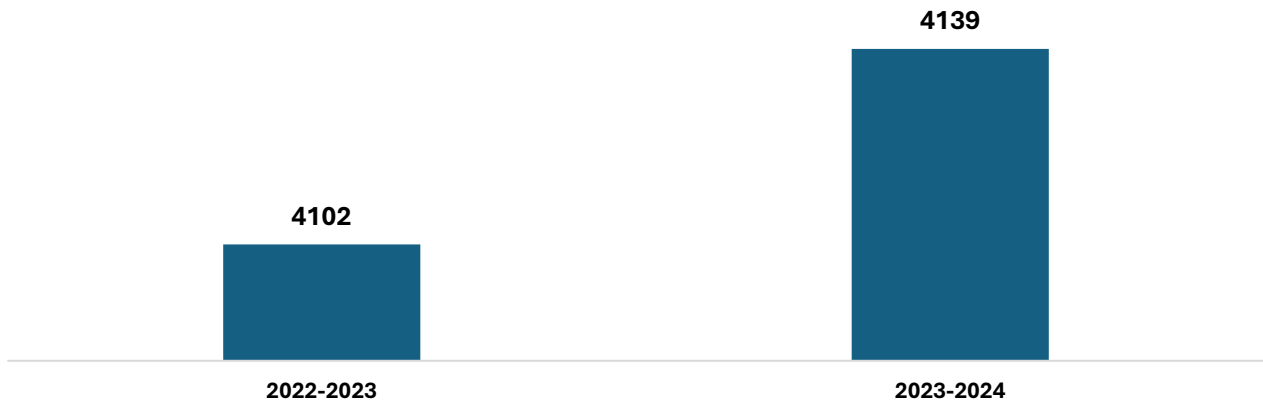


Data from July 2023-June 2024

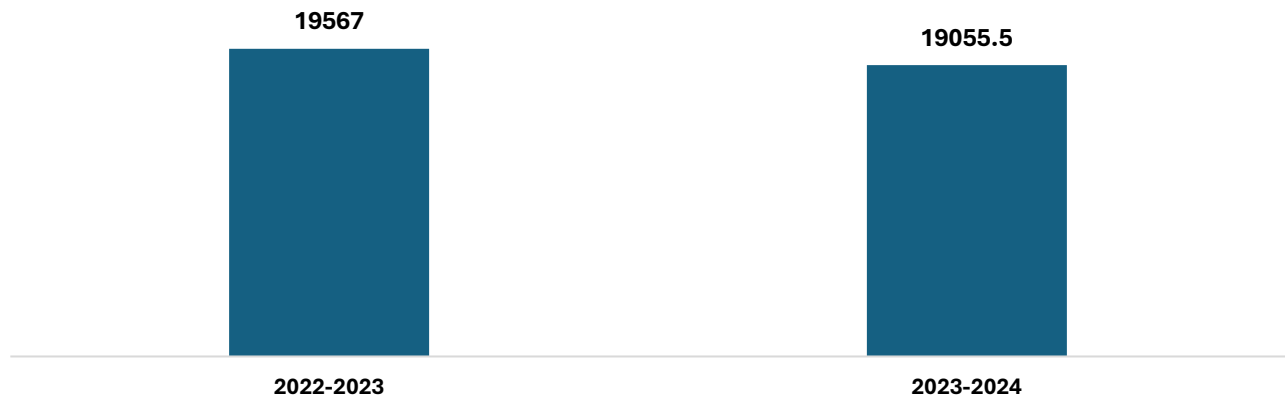
Internal: SoN – represents the operations time used for faculty meetings and operations that are not assigned to a program

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

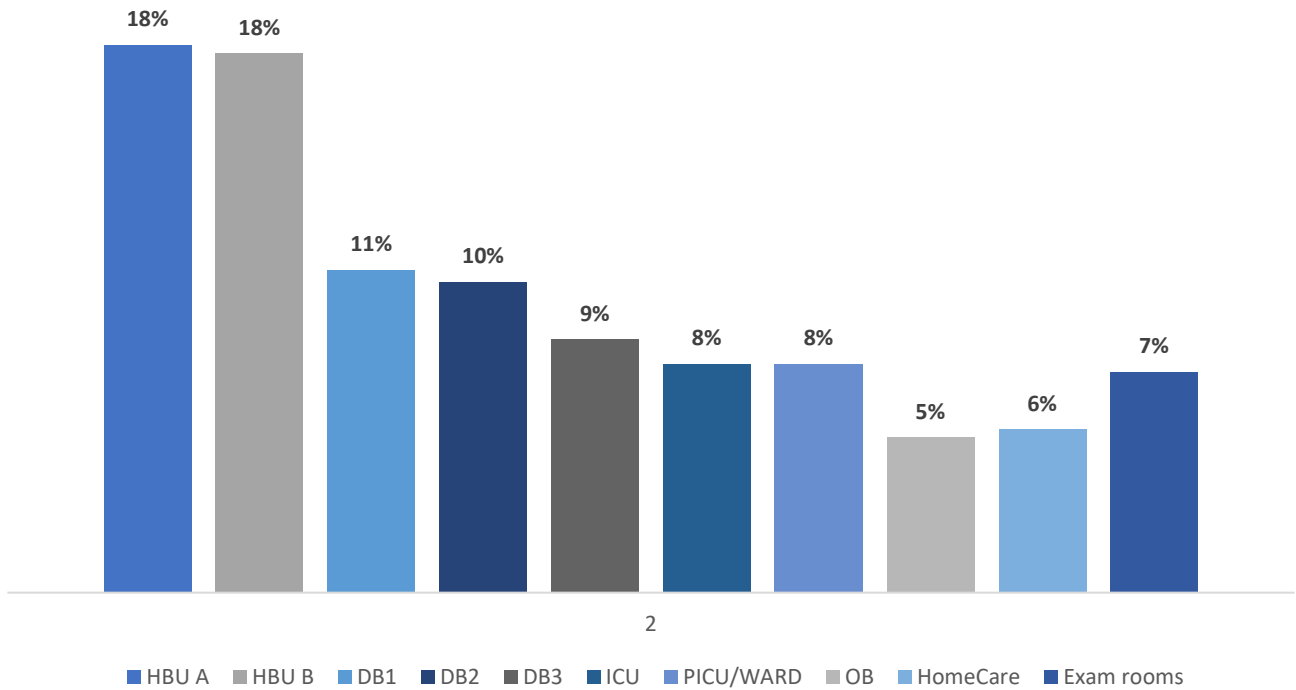
Total Learners (non-unique) Year-Over-Year



Total Learner Hours Year-Over-Year



Room Utilization



Data from July 2023--June 2024

Data calculated from total number of all rooms utilized divided by the individual room.



Casey Peevy (Simulation Specialist) and a nursing facilitator running a prelicensure

Survey Data

Survey data gathered multiple points in the student's degree progress provide the Simulation Center with key data on how students perceive the simulation experience throughout the continuum of the student's degree. This data is used for program improvement.

Student Survey Data (Simulation Activities)

The students are provided an opportunity to provide the simulation team and their instructors with feedback specific for the simulation activity they participated in. This data is important for program quality measures as well as feedback for the curriculum and instruction.

2023-2024

Statement	Mean score	Percentage positive response
ACTIVITY		
Overall, this was a positive learning experience.	4.93	100%
The activity met the listed learning objectives.	4.87	97.00%
The activity met my expectations.	4.90	100%
DEBRIEFING		
The debriefer was knowledgeable about the simulation and subject matter.	4.95	97.87%
During the debriefing, the debriefer outlined what we did well.	4.97	98.98%
During the debriefing, the debriefer identified and discussed what we could improve upon.	4.97	98.98%
I felt comfortable and engaged during the debriefing	4.97	98.98%
INSTRUCTOR		
The instructor met the goals and expectations for this activity.	4.33	97.96%
The instructor provided support, listens, and corrects without belittling.	4.39	100%
The instructor demonstrated a breadth of knowledge.	4.21	100%
The instructor provided constructive feedback.	4.21	100%
The instructor was organized and prepared.	4.18	100%
ENVIRONMENT AND SIMULATION STAFF		
I was provided and orientation to the environment or the simulation room and equipment.	4.89	96.94%
The simulation center was clean, neat, and organized.	4.93	98.98%
The simulation equipment functioned and was in good order.	4.82	93.87%
The simulation staff was friendly and available as needed	4.95	98.98%

Note: mean scores are out of 5.0.

School benchmark is 3.5 or greater.

Simulation Effectiveness Tool – Modified (SET-M)

The SET-M is a tool the Simulation Center uses to gauge the students' perceptions of the simulation curricular experience by asking targeted questions about the Prebriefing, the scenario, and the debriefing. The SET-M is used on selected courses/activities.

Simulation Effectiveness Tool – Modified (SET-M)

Interprofessional Simulation Activity

March 13, 2024

N=39

Total Results

	Strongly Agree	Somewhat Agree	% Positive	Do Not Agree
The prebriefing increased my confidence	82.05%	17.95%	100%	0%
The prebriefing was beneficial to my learning.	89.74%	10.26%	100%	0%
I am better prepared to respond to changes in my patient's condition.	71.79%	25.64%	97.44%	2.56%
I developed a better understanding of the pathophysiology	51.28%	46.15%	97.44%	2.56%
I am more confident of my assessment skills.	48.72%	51.28%	100%	0%
I felt empowered to make clinical decisions.	56.41%	33.33%	92.31%	7.69%
I developed a better understanding of medications.	64.1%	30.77%	97.44%	2.56%
I had the opportunity to practice my clinical decision making skills.	64.1%	30.77%	97.44%	2.56%
I am more confident in my ability to prioritize care and interventions.	58.97%	35.9%	94.87%	5.13%
I am more confident in communicating with my patient.	58.97%	30.77%	97.44%	2.56%
I am more confident in my ability to teach patients about their illness and interventions.	53.85%	35.9%	%	7.69%
I am more confident in my ability to report information to health care team.	61.54%	35.9%	97.44%	2.56%
I am more confident in providing interventions that foster patient safety.	56.41%	38.46%	97.44%	2.56%
I am more confident in using evidence-based practice to provide care.	56.41%	41.03%	97.44%	2.56%
Debriefing contributed to my learning.	82.05%	17.95%	100%	0%
Debriefing was valuable in helping me improve my clinical judgment.	76.92%	23.08%	100%	0%
Debriefing allowed me to communicate my feelings before talking about the scenario.	84.62%	12.82%	97.44%	2.56%
Debriefing provided opportunities to self-reflect on my performance during the simulation.	82.05%	17.95%	100%	0%
Debriefing was a constructive evaluation of the simulation.	84.62%	15.38%	100%	0%

Miscellaneous Comments from Learners

the experience was engaging and collaborative. I enjoy having these experiences as part of our curriculum. I hope to have more experiences such as this one in the future, they help me build both confidence and clinical skills.

I really enjoyed the debriefing process. Allowing us all an opportunity to share our feelings and receive feedback was beneficial to future experiences.

Very interesting and a good self-learning experience! Got to learn more about my weak points and discuss other problem areas on my team that could be improved upon; also touched upon things done well.

Would like to do more of them. Very helpful.

The timing of the SCE was very well thought out, and from my perspective the transitions between groups was seamless. I very much enjoyed the opportunity to have interprofessional collaboration with both nursing and pharmacy students.

Although I was nervous about the simulation, I'm glad I did it. The experience was overall pleasant.

This was a great experience. Great collaboration with pharm students.

Simulation Effectiveness Tool – Modified (SET-M)

Psych/Mental Health

April 5, 2024

N=29

Total Results

	Strongly Agree	Somewhat Agree	% Positive	Do Not Agree	N/A
The prebriefing increased my confidence	44.83%	51.72%	96.55%	3.45%	--
The prebriefing was beneficial to my learning.	79.31%	20.69%	100%	0%	--
I am better prepared to respond to changes in my patient's condition.	34.48%	58.62%	93.1%	3.45%	3.45%
I developed a better understanding of the pathophysiology	48.28%	31.03%	79.31%	10.34%	10.34%
I am more confident of my assessment skills.	51.72%	48.28%	100%	0%	0%
I felt empowered to make clinical decisions.	31.03%	55.17%	86.2%	6.9%	6.9%
I developed a better understanding of medications.	10.34%	44.83%	55.17%	34.48%	10.34
I had the opportunity to practice my clinical decision making skills.	65.52%	34.48%	100%	0%	0%
I am more confident in my ability to prioritize care and interventions.	44.83%	37.93%	82.76%	6.9%	10.34%
I am more confident in communicating with my patient.	62.07%	34.48%	96.55%	3.45%	0%
I am more confident in my ability to teach patients about their illness and interventions.	20.69%	68.97%	89.66%	10.34%	0%
I am more confident in my ability to report information to health care team.	44.83%	41.38%	86.21%	6.9%	6.9%
I am more confident in providing interventions that foster patient safety.	37.93%	55.17%	93.11%	6.9	0%
I am more confident in using evidence-based practice to provide care.	44.83%	48.28%	93.11%	3.45%	3.45%
Debriefing contributed to my learning.	93.11%	6.9%	100%	0%	--
Debriefing was valuable in helping me improve my clinical judgment.	82.76%	17.24%	100%	0%	--
Debriefing allowed me to communicate my feelings before talking about the scenario.	82.76%	17.24%	100%	0%	--
Debriefing provided opportunities to self-reflect on my performance during the simulation.	93.1%	6.9%	100%	0%	--
Debriefing was a constructive evaluation of the simulation.	89.66%	10.34%	100%	0%	--

Miscellaneous Comments from Learners

The actors were very convincing.

The patient's played the role really well.

I really enjoyed the experience since I think it allowed us to get a better understanding of how clinical will work. At first I was confused as to why we didn't get an instructions or guidance before entering. I feel like that approach was very realistic and allowed us to adapt to a stressful situation

The actors were amazing. They made me feel like I was actually talking to patients with these mental illness, providing me with an amazing learning experience.

It was a nice simulation. I liked how there were actors in the simulation which allowed us to practice skills on people we have never met before.

I really loved it. I genuinely reflected a lot on how I want to work on interacting with patients in a way that makes them and I both comfortable.

Simulation Effectiveness Tool – Modified (SET-M)**OB Sim Spring**

June 6, 2024

N=28

Total Results

	Strongly Agree	Somewhat Agree	% Positive	Do Not Agree	N/A
The prebriefing increased my confidence	75%	25%	100%	0%	--
The prebriefing was beneficial to my learning.	76.92%	23.08%	100%	0%	--
I am better prepared to respond to changes in my patient's condition.	82.41%	17.86%	100%	0%	0%
I developed a better understanding of the pathophysiology	78.57%	17.86%		3.57%	0%
I am more confident of my assessment skills.	71.43%	28.57%	100%	0%	0%
I felt empowered to make clinical decisions.	67.86%	32.14%	100%	0%	0%
I developed a better understanding of medications.	78.57%	21.43%	100%	0%	0%
I had the opportunity to practice my clinical decision making skills.	75%	25%	100%	0%	0%
I am more confident in my ability to prioritize care and interventions.	67.86%	32.14%	100%	0%	0%
I am more confident in communicating with my patient.	75%	25%	100%	0%	0%
I am more confident in my ability to teach patients about their illness and interventions.	75%	25%	100%	0%	0%
I am more confident in my ability to report information to health care team.	71.43%	28.57%	100%	0%	0%
I am more confident in providing interventions that foster patient safety.	78.57%	21.43%	100%	0%	0%
I am more confident in using evidence-based practice to provide care.	75%	25%	100%	0%	0%
Debriefing contributed to my learning.	92.31%	7.69%	100%	0%	--
Debriefing was valuable in helping me improve my clinical judgment.	80.77%	19.23%	100%	0%	--
Debriefing allowed me to communicate my feelings before talking about the scenario.	88.46%	11.54%	100%	0%	--
Debriefing provided opportunities to self-reflect on my performance during the simulation.	92.31%	7.69%	100%	0%	--
Debriefing was a constructive evaluation of the simulation.	92.31%	7.69%	100%	0%	--

Miscellaneous Comments from Learners

It was fun and I really enjoy applying the theoretical to practice.

The simulation session was great, and it was very helpful

Thank you Dr Bueno, Casey, and simulation team!

It was fun and I learned a lot. Just have to be more confident and thrown into more uncomfortable situations to learn more

It was a lot of fun and a great way to study!

I enjoyed this! It helped me solidify my knowledge

OSCE Activities Survey – DNP Program**NS 286**

May 31, 2024

N=13

Total Results

Learner Responses

	Strongly Agree	Somewhat Agree	% Positive	Score
The activity met the listed learning objectives.	84.62%	15.38%	100%	4.85
The activity met my expectations.	76.92%	23.08%	100%	4.77
The activity was relevant to my training.	84.62%	15.38%	100%	4.85
The supplemental materials provided were applicable and useful	69.23%	30.77%	100%	4.69
The environment was non-threatening and conducive to my learning.	92.31%	7.69%	100%	4.92
Prior to this activity, I knew what to expect and what was expected of me.	84.62%	15.38%	100%	4.85
Overall, this was a positive learning experience.	84.62%	15.38%	100%	4.85

*Note: mean scores are out of 5.0.**School benchmark is 3.5 or greater.*

	Very Easy	Easy	Just Right	Difficult	Very Difficult
I found the activity to be...	0%	0%	58.33%	33.33%	8.33%

	Strongly Agree	Somewhat Agree	% Positive	Score
The standardized patient played the role realistically	63.64%	36.36%	100%	4.64
The appearance of the standardized patient fit his/her role	37.5%	62.5%	100%	4.38
The standardized patient stayed in role throughout the activity	57.14%	42.86%	100%	4.57
The standardized patient's answers to my questions were appropriate	57.14%	42.86%	100%	4.57

*Note: mean scores are out of 5.0.**School benchmark is 3.5 or greater.*

	Strongly Agree	Somewhat Agree	% Positive	Score
I was provided an orientation to the environment or simulation room and equipment either virtually or in-person	91.67%	8.33%	100%	4.92
The simulation center was clean, neat, and organized	83.33%	16.67%	100%	4.83
The exam room equipment functioned and was in good repair.	83.33%	16.67%	100%	4.83
The simulation staff was friendly and available as needed	91.67%	8.33%	100%	4.92

*Note: mean scores are out of 5.0.**School benchmark is 3.5 or greater.*

Note: this was the first time this survey was used for an OSCE activity

Exit Survey Data

As the students graduate, they are given one final opportunity to provide feedback to the school. One item that the students are asked about is their overall satisfaction with the simulation services and facilities.

Prelicensure Exit Survey Data

BS Program

Overall satisfaction with simulation

4.4/5.0

88.7% of graduating students wish to remain active in the school and 73.6% of those students want to help instruct in simulation activities in the future.

MEPN Program

Overall Satisfaction with simulation

4.7/5.0

90.9% of graduating students wish to remain active in the school and 63.2% of those students want to help instruct in simulation activities in the future.

DNP Exit Survey Data

DNP Program

Overall satisfaction with simulation

4.8/5.0

*Note: mean scores are out of 5.0.
School benchmark is 3.5 or greater.*

Faculty/Instructor Survey Data

Each quarter, faculty and clinical instructors are sent a quarterly survey to inform the center of general satisfaction with the services that the center provides. This data is used as part of the programs quality improvement measures.

DEMOGRAPHICS	Fall	Winter	Spring
Full-time Faculty	n.d.	37.5%	54.6%
Clinical Instructors	n.d.	62.5%	45.4%

SATISFACTION	Fall	Winter	Spring
Course Support	n.d	4.29	3.82
Simulation Scenario Support	n.d	4.00	3.64
Simulation Expertise/consultation	n.d	3.43	3.73
Availability of Supplies	n.d	3.86	4.55
Condition of Simulators	n.d	4.14	3.64
Condition of Skills Trainers	n.d	3.71	3.64
Condition of Furniture	n.d	5.00	5.00
Scheduling	n.d	4.00	4.82
General Facilities	n.d	5.00	5.00
Simulation Center Team	n.d	5.00	4.91

SAFE LEARNING ENVIRONMENT	Fall	Winter	Spring
I feel physical and psychological safety is addressed in the culture of the Nursing Simulation Center.	n.d	4.71	4.82
I feel that the Nursing Simulation Center is a safe learning environment for learners	n.d	4.86	4.91

Note: mean scores are out of 5.0.

Note: this process was started in the winter quarter of 2024.

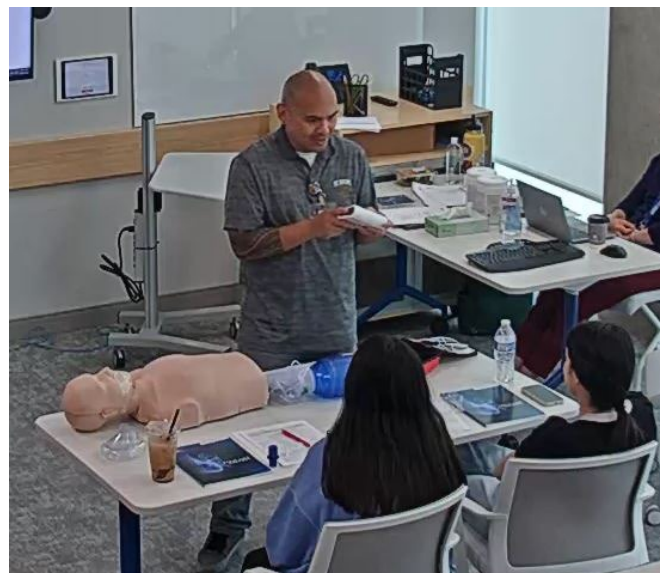
Education

The Nursing Simulation Center provides immersive education that mimics real-world experiences without real-world risks. Providing this level of education requires efforts from the center staff, the faculty, instructors, and educators who lead the simulation activities, and the students and learners.

The Nursing Simulation Center provides tools for the faculty to use in their education pedagogy. These can include full-scale simulation, task training, hybrid simulations, and human patient simulation (standardized patients). Simulations can use high-tech, full-bodied manikins to represent patients from newborn to adult. Task trainers focus on specific skills, and human simulation (standardized patients (SPs) involves volunteers trained to act and play the role of a patient.



DNP students listen to a video pre-brief prior to a session. Led by faculty member Dr. Tiffany Nielsen (top center)



Dr. Mike Bueno instructs an American Heart Association Basic Life Support (BLS) session in the Simulation Center.



Dr. Sarah Campbell instructs DNP students on procedures in the Simulation Center.



Dr. Leanne Burke provides an orientation to the monitor in the Simulation Center.

FROM THE STUDENTS



I really liked the simulation and thought it gave me great insight into how patient care works and may progress.

Everything was fun and informative!

The debriefing was very informative, and I will take this information with me throughout my nursing career.



I liked how realistic the sim was!

I'm very impressed with the staff and facilities. It's a great environment for learning. I have every confidence that it will continue to improve to really help students understand patient care scenarios.



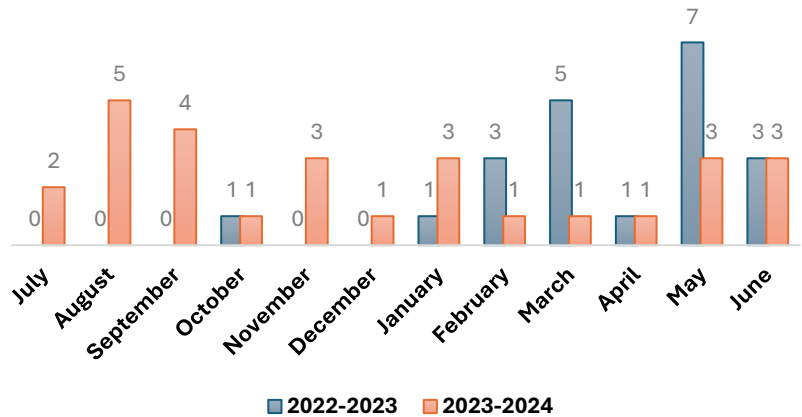


Tommie Olds (Simulation Specialist 2022-2024) running a prelicensure nursing simulation.

Community and Tours

Tours and community events are part of the Nursing Simulation Center operations and represent approximately 14% of the activities in 2023-2024. These events include everyone from students and parents of students to university leaders to community leaders to career politicians.

Tour Activities Year-Over-Year



California Senator Dave Min visits the Nursing Simulation Center, July 2023



California Assemblywomen Diane Dixon visits the Nursing Simulation Center, September 2023

CalOptima Event

The Nursing Simulation Center was open to the public for tours as part of the CalOptima Health check-signing event held at the Sue & Bill Gross School of Nursing on Wednesday, June 5, 2024. CalOptima awarded the school a \$5 million grant to support nursing workforce development to address health disparities and better secure healthcare delivery from vulnerable residents.



Sim Director Dr. Jocelyn Ludlow provides a tour to Orange County Supervisor Katrina Foley and CalOptima CEO Michael Hunn, *June 2024*

Scholarly Activities

Persico, L., Ramakrishnan, S., Catena, R., Charnetski, M., Fogg, N., Jones, M., **Ludlow, J.**, MacLean, H., Simmons, C., Smeltzer, S., Wilk, A., Wilson-Keates, B. (2024) *The Impact of Prebriefing on Simulation Learning Outcomes – A Systematic Review Protocol, Clinical Simulation in Nursing*, <https://doi.org/10.1016/j.ecns.2023.101507>.

Nyamathi A, Dutt N, Lee JA, Rahmani A, Rasouli M, Krogh D, Krogh E, Sultzer D, Rashid H, Liaqat H, Jawad R, Azhar F, Ahmad A, Qamar B, Bhatti TY, Khay C, **Ludlow J**, Gibbs L, Rousseau J, Abbasian M, Brunswicker S., (2023) *Establishing the Foundations of Emotional Intelligence of Care Companion Robots to Mitigate Agitation among High Risk Dementia Patients via Emphatic Patient-Robot Interactions*. JMIR Preprints. 22/12/2023:55761 DOI: 10.2196/preprints.55761 URL: <https://preprints.jmir.org/preprint/55761>

Smith, Mary Kay PhD, MSN, RN, CHSE, FSSH; **Beaulieu, Keith MBA, BS, BA, CHSOS-A**; Kuszajewski, Michele DNP, RN, CHSE; LeMaster, Tom MSN, MEd, RN, CHSE, FSSH; Nawathe, Pooja MD, FAAP, FCCM, CHSE-A, CHSOS, FSSH; Schocken, Dawn M. MPH, PhD, CHSE-A, FSSH; Young, Jarrod MBA, BSE, CHSOS-A, FSSH; Jaeger, Jack MSN-Ed, RN, CHSE. *Perceived Return on Investment of Accreditation by Accredited Programs. Simulation in Healthcare: The Journal of the Society for Simulation in Healthcare* (2024) 9(1):10.1097/SIH.0000000000000801, May 28, 2024. | DOI: 10.1097/SIH.0000000000000801

Presentations and Workshops

Jocelyn Ludlow was featured in Laerdal's "Expert Insights on Competency-Based Nursing Education." <https://laerdal.com/us/information/experts-insights-on-nursing-education/>

Cole, M., Burke, L., Diaz, D., Mackenna, V., Mamalelala, T., **Ludlow, J.**, Anderson, M., Khutjwe, J., Dijovanis, S., Snyder, M., & Jun, A. (2023, November 30-December 2). Global distance simulation: Making connections and connecting the new Essentials. [Conference session]. AACN Transform Orlando, FL

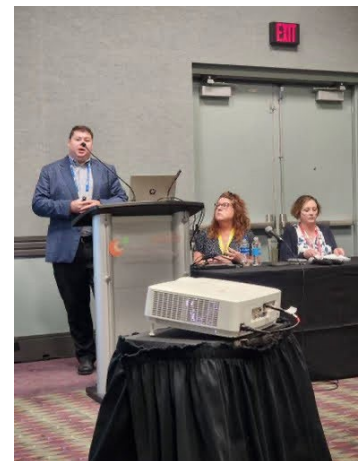
Keith Beaulieu presented at the International Meeting for Simulation in Healthcare (IMSH).

"SSH Accreditation Standards: Core"

"SSH Accreditation Standards: Systems Integration"

"SSH Accreditation Top 10"

"Perceived Return on Investment of Accreditation of Accredited Programs."



Keith Beaulieu presenting on simulation accreditation topics at IMSH 2024.

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 Prebriefing Standard, published in 2021. Jocelyn is a Certified Healthcare Simulation Educator (CHSE), which she first acquired in 2016. She also maintains her Certified Nurse Educator (CNE) and Certified Medical Surgical Registered Nurse (CMSRN) certification. She is a peer reviewer for *Clinical Simulation in Nursing, Teaching and Learning in Nursing, Nurse Education in Practice, and Nurse Education Today*. This past year, she was invited to review two nursing curriculum textbooks published by Springer.



Dr. Ludlow also leads the effort to establish an Orange County Simulation Collaborative as part of the statewide California Simulation Alliance. She maintains an active membership in the following organizations: Society for Simulation in Healthcare, International Nursing Association for Clinical Simulation and Learning, Academy of Medical-Surgical Nurses, California Simulation Alliance Association of SP Educators.

California Simulation Alliance
a program of HealthImpact



Keith Beaulieu has sat on the Accreditation Council for the Society for Simulation in Healthcare since 2014 and has been an accreditation site reviewer since 2013. Keith is a Certified Healthcare Simulation Operations Specialist – Advanced.



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

Conference Attendance

Jocelyn Ludlow
Keith Beaulieu
Tommie Olds

Attended the International Meeting for Simulation in Healthcare (IMSH) in San Diego.





Jocelyn Ludlow

September 2023: Attended the Annual UC Simulation Symposium, hosted by UCI School of Medicine, and provided attendees a Nursing Sim Center tour.

October 2023: Attended Hawaii's first-ever Transpacific Simulation Alliance Event, *SimHuddle*.

UCI Sue & Bill Gross School of Nursing Simulation Center

