

COURSE PROPOSAL SUBMISSION REQUIREMENTS

Course Overview (450 character limit, includes spaces)

Please choose a title that is both attractive and descriptive of your proposed course content. Enter a course overview that gives an accurate and succinct description of your course, and ties the course content to the title and learning objectives. The Course Title and Overview will be used for promotional purposes, should your course proposal be accepted.

Learning Objectives – Three (3) Required (250 character limit each, includes spaces)

Your learning objectives must be measurable, and contain a verb of action. Please reference the "Resource - Learning Objectives" guide, available under the "More Info" tab for help in writing strong learning objectives.

Course Content (4,000 characters, includes spaces)

Enter a comprehensive description of the key concepts you intend to cover during this proposed course.

Instructional Timeline (4,000 characters, includes spaces)

Describe how the course is organized through the inclusion of a timeline, with the minutes allotted for each section, which totals the preferred length for your course. Be sure to list time for your introductions and verbal disclosures for all faculty. Include a discussion of the instructional resources that will be used to complement the instructional design of your proposed course, including operational highlights, opportunities for learner engagement, learning activities and instructional tools, equipment or supplies (if applicable to your chosen delivery format). * See chart below

Long-range Evaluation Plan (4,000 characters, includes spaces)

SSH will deliver a summary course evaluation to every learner at the end of your course to measure delivery effectiveness and learner reaction. However, we encourage you to design a learner evaluation strategy to more accurately assess the degree to which learners will apply what has been learned, improving competence, performance and patient outcomes. Describe a strategy for learner assessment that could be used to evaluate the long-range effectiveness of your course.

References (no character limit)

References must be formatted as shown in the Reference Format Guidelines, included in the "More Info" section. *See chart below

Logistics

If you will need special equipment for your proposed course, you'll be able to indicate those in the fields found under the "Logistics" tab.

Instructional Timeline

CONTENT	TIME FRAME	FACULTY NAME	LEARNER ENGAGEMENT STRATEGIES
Provide an outline of the content to be presented, related to each learning outcome, in sufficient detail to determine consistency with learning outcomes and appropriate time allotted. <i>(Restatement of learning outcomes does not meet the criteria)</i>	List the number of minutes ² for each topic/ content area ³ .	List the presenter, faculty person or author for each content area.	When applicable, check the engagement strategies used by each presenter for each content area.
Introduction of all Faculty Disclosures	0:00 – 5:00	Jane Doe John Doe List all other faculty here	
Principles of Debriefing	5:00 – 15:00	Jane Doe	<input type="checkbox"/> Self-check or self-assessment <input checked="" type="checkbox"/> Audience response <input type="checkbox"/> Return skill demonstration <input type="checkbox"/> Role play <input type="checkbox"/> Small group discussion <input type="checkbox"/> Assignments/testing/practice <input type="checkbox"/> Engaging learners in dialogue <input type="checkbox"/> Analyzing case studies
Demonstration of Debriefing a Difficult Scenario	15:00 – 20:00	John Doe	<input type="checkbox"/> Self-check or self-assessment <input type="checkbox"/> Audience response <input type="checkbox"/> Return skill demonstration <input checked="" type="checkbox"/> Role play <input type="checkbox"/> Small group discussion <input type="checkbox"/> Assignments/testing/practice <input type="checkbox"/> Engaging learners in dialogue <input type="checkbox"/> Analyzing case studies
Add additional rows for each time section of your proposed course			<input type="checkbox"/> Self-check or self-assessment <input type="checkbox"/> Audience response <input type="checkbox"/> Return skill demonstration <input type="checkbox"/> Role play <input type="checkbox"/> Small group discussion <input type="checkbox"/> Assignments/testing/practice <input type="checkbox"/> Engaging learners in dialogue <input type="checkbox"/> Analyzing case studies



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Society for Simulation in Healthcare

JANUARY 13 - 17, 2018 | LOS ANGELES, CA USA

References

Information from organization/website: (current available evidence within past 5-7 years; may be published or unpublished content. Examples – Agency for Healthcare Research and Quality, Centers for Disease Control, National Institutes of Health)	
Peer –reviewed journal/resource: (reference should be within past 5-7 years)	
Clinical guidelines: (published or online. Example -www.guidelines.gov)	
Expert resource: (individual, organization, or educational institution - book, article, website)	
Textbook reference:	
Other:	

Questions? IMSH@SSIH.org