

Course # HE725

The Healthcare Simulation Research Course

General Course Information

Welcome to the Healthcare Simulation Research (HSR) Course offered by HPEd Faculty and the Center of Excellence in Healthcare Simulation Research at the MGH Institute of Health Professions! We are excited to have you join us on this transformative journey into healthcare simulation research. This course aims to enhance the rigor and impact of research in healthcare simulation, and your participation is a critical part of that vision. The HSR Course is designed to provide not only the knowledge and tools necessary for conducting meaningful research but also to inspire creative and critical thinking about the field's evolving challenges and opportunities. Our goal is for you to develop the skills needed to independently conduct research at your own institution, supported by a vibrant community of practice consisting of your cohort peers. Throughout this 4-month course, you will engage in thought-provoking discussions and gain deep insights into best practices. This course is grounded in the belief that research has the power to transform healthcare, driving innovation and improving patient care. By the end of the program, you will have developed the skills, confidence, and network to take your research from conception to publication, making a meaningful contribution to the body of knowledge in healthcare simulation. We look forward to witnessing your contributions and working together to shape the future of healthcare simulation research.

School of Health Care Leadership, Department of Health Professions Education Course Number: HE725

Course Title: The Healthcare Simulation Research Course

Course Credits: 3 credits (Simulation Professionals Certificate, MS-HPEd Masters Degree Program)

Year: 2024-2025

Semester: Spring 2025

Teaching Modality: Hybrid

Instructional Methods: Online asynchronous learning, interactive learning sessions, and small group work sessions along with a 4-day in-person intensive workshop, and 3-day virtual synchronous sessions.

Course Dates

3/1/2025 - 6/27/2025

Course Location:

Onsite session at the Institute of Health Professions, 39 1st Ave, Charlestown, MA 02129

ONSITE DATES: Thursday April 3 (begins at 0800) - Sunday April 6, 2025 (ends at 1300)

Virtual Dates on Zoom:

Friday **May 2** 1000-1800 ET

Thursday **May 29** (begins at 1000 ET) - Friday **May 30** (ends at 1600 ET)

Catalog Course Description:

This course provides healthcare simulation professionals, educators, and researchers with essential skills for healthcare simulation research. Through a hybrid model—combining in-person, virtual, and asynchronous content—participants engage in a collaborative project from initial concepts to completed research manuscripts, advancing healthcare education and practice.

Course Overview:

The Healthcare Simulation Research (HSR) Course equips healthcare professionals, educators, and researchers with practical knowledge and essential skills in simulation-based research. Applicants are anticipated to have an undergraduate degree in healthcare or a related field, or they must demonstrate prior healthcare simulation experience.

The HSR Course is designed to accommodate the busy schedules of working professionals, using a hybrid model that includes asynchronous modules, interactive virtual sessions, and a 4-day in-person intensive workshop in Boston. Following a comprehensive introduction to healthcare simulation research, participants will engage in collaborative projects that focus on simulation-based research methodologies and data analysis.

Upon completion of the course, participants will have actively contributed to a collaborative research project, progressing from initial concept development to a structured research proposal aimed at advancing simulation science.

Instructor(s) Information

Course Director



Janice C. Palaganas, PhD, RN, NP, ANEF, FNAP, FAAN, FSSH, Professor, Health Professions Education MGH Institute of Health Professions

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Office Hours: schedule here <https://meet-with-dr-janice-palaganas.appointlet.com/s/consultation>



Mark W. Scerbo, PhD, FHFES, FSSH, Editor-in-Chief, Simulation in Healthcare, Professor, Human Factors, Department of Psychology, Old Dominion University mscrbo@odu.edu



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Additional Faculty Lecturers/Instructors/Librarian: Jill Sanko, PhD, ARNP, CHSE-A, FSSH Adjunct Associate Professor, HPEd, School of Healthcare Leadership; Nicole Danaher-Garcia, PhD, Assistant Professor, Health Professions Education MGH Institute of Health Professions; Shokria Ahmadi, Reference Librarian for Instruction, MGH Institute of Health Professions Library.

Course Coordinator: Sarah Prout sbprout@mgb.org

Course Objectives

At the end of this course, participants will be able to:

- Apply quantitative, qualitative, and mixed-methods approaches effectively in healthcare simulation research.
- Develop clear, focused, and feasible research questions tailored to simulation-based studies.
- Create comprehensive research designs that incorporate appropriate methods.
- Conduct studies that adhere to ethical and regulatory standards while incorporating advanced technologies (e.g., virtual reality, AI).
- Utilize statistical and thematic analysis techniques to critically evaluate data, ensuring validity and reliability in findings.
- Deliver research outcomes effectively through written reports.
- Engage actively with interdisciplinary teams to design, conduct, and disseminate simulation-based research.

Course Texts/Readings

Required Texts: Healthcare Simulation Research: A Practical Guide 1st ed.
by Debra Nestel (Editor), Joshua Hui (Editor), Kevin Kunkler (Editor), Mark W. Scerbo (Editor) & Aaron Calhoun (Editor)



This book provides readers with a detailed orientation to healthcare simulation research, aiming to provide descriptive and illustrative accounts of healthcare simulation research (HSR). Written by leaders in the field, chapter discussions draw on the experiences of the editors and their international network of research colleagues. This seven-section practical guide begins with an introduction to the field by relaying the key components of HSR. Sections two, three, four, and five then cover various topics relating to research literature, methods for data integration, and qualitative and quantitative approaches. Finally, the book closes with discussions of professional practices in HSR, as well as helpful tips and case studies. *Healthcare Simulation Research: A Practical Guide* is an indispensable reference for scholars, medical professionals and anyone interested in undertaking HSR.

Required readings will consist of articles from peer reviewed journals selected by the course instructors and lecturers providing overviews of research methods and examples of research in the critical content areas.

Instructor Responsibilities

Instructors will be responsible for:

- Curriculum preparation: Instructors will establish the course objectives, develop course content, and create session plans.
- Teaching & Consultation: Instructors will deliver interactive learning sessions (or invite expert faculty to deliver sessions), facilitate small group activities for participants to practice and learn key concepts, and create an inclusive, safe, and respectful learning environment for participants.
- Participant support: Instructors will respond to participant questions and provide feedback on assignments. Some instructors will offer regular office hours for participants.

Student Responsibilities

Student responsibilities include:

- Participation: Contributing to discussions, participating in group activities, asking questions

- Attendance: Attending or watching interactive learning sessions, attending in-person and small group sessions. In-person and synchronous sessions require full attendance.
- Academic: Completing session pre-work and assigned tasks (e.g., problem sets)
- Environment: Contributing to a safe, inclusive, and respectful learning environment
- Personal: Completing and presenting capstone project

Course Requirements

Participants will complete the asynchronous modules, attend the in-person intensive course, and participate in the virtual learning sessions with specific course content and participate in small group learning activities with an associated exercise (e.g., reading journal articles, completing a problem set or worksheet, data analysis, manuscript writing and preparation). At the end of each asynchronous module (e.g., intro to HSR, Quantitative Sim Research, Qualitative Sim Research), participants will complete a worksheet and knowledge assessments. At the end of the course, participants will complete a research study and manuscript. Participants who have 100% synchronous session attendance and contributed to the manuscript preparation will receive a certificate.

Grading

Grading for this two-semester course will be offered as a pass/fail option (those who have completed the asynchronous module worksheets and knowledge assessments, have 100% synchronous session attendance, and contributed to the manuscript preparation will pass). Grading rubrics for all Assignments are on D2L. **Late assignments *without prior arrangements* will be subject to reduced marks (See course academic policies).**

Assignment	Percent of Final Grade	Due
<i>Intro to HSR Worksheet</i>	5%	<i>per cohort schedule below</i>
<i>Knowledge Assessments</i>	5% (2 at 2.5% each)	<i>per cohort schedule below</i>
<i>Attendance In-person Seminar</i>	40%	<i>participation in in-person session per cohort schedule below</i>
<i>Attendance in Virtual Sessions</i>	30%	<i>participation in synchronous sessions per cohort schedule below</i>

<i>Manuscript Preparation</i>	20%	<i>participation in manuscript preparation - individual peer group member evaluations</i>
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Institute Grading Policy – refer to the Institute Catalog: <https://mghihp.smartcatalogiq.com/en/current/catalog/section-vi-policies-procedures-and-guidelines/institute-academic-policies/grading-policy/>

Course Cohort Dates:

Cohort Date	Asynchronous Modules	4-Day Intensive (Boston, MA)	Data Analysis (Virtual)	2-Day Writing Workshop (Virtual)
March 2025 – June 2025 (Cohort 1)	March 1 - 31	April 3-6, 2025	May 2, 2025	May 29-30, 2025

Ways to Get Help

Participants will be able to find and receive assistance in this course by attending office hours, contacting a faculty member or instructor, and reaching out to course administrators by email.

Course Academic Policies

In the Course Welcome letter and prior to the in-person intensive, instructors will establish ground rules for hybrid course participation. The course director will meet individually with each participant prior to the in-person intensive.

An introduction to the course module will describe:

- **Attendance:** We hope that participants will attend the in-person intensive and be engaged and attentive during the virtual sessions (e.g., keeping the camera on, minimizing disruptions). The virtual sessions work best when everyone is involved in discussing the material. However, we understand that there will be times that participants cannot attend a session, when participants will need to be off camera, or when participants will need to respond to an urgent request (e.g., a page). We will ask participants to reach out to the designated faculty member to let them know when they need to miss a session or to use the chat function to let the group know if something comes up during a virtual session.

- **Deadlines:** We understand that participants will have many competing priorities during the course. The instructors will set reasonable deadlines for completion of course knowledge assessments and assignments. If participants require an extension for any reason, we will ask that they reach out to the instructor. Asynchronous modules will be completely open so that participants may manage their time. Lateness for assignments will not be accepted.
- **Participation:** To optimize the success of each session, we expect participants to view the learning sessions, complete the assigned pre-work for the intensive session, contribute to discussions, and to participate and contribute to the research project. This participation will be graded on a pass/fail basis.
- **Learning environment:** Participants will contribute to the creation of a safe, inclusive, and respectful learning environment in the following ways: arriving on time, actively listening, being attentive and engaged, maintaining a learning mindset ('we all have something to learn'), respecting small group confidentiality, asking questions, and completing pre-work.

Generative AI Use Policy

Individual and team assignments are expected to adhere to the [IHP's academic integrity policy](#). Faculty encourage the responsible use of AI (screened by student for bias and inaccuracy and disclosure of use) for this course and some activities will be using AI. Students may choose to utilize generative AI such as Chat GPT for assignments if it is consistent with assignment expectations and sources of content are cited appropriately. Methods of citation should utilize current best practices for attribution and citations such as this guidance from American Psychological Association. Students suspected of inappropriately using unauthorized aids such as AI language models / content creators will be referred to IHP Academic Integrity Committee.

Institute Academic Policies

Disability, Accessibility, and Accommodations

MGH Institute of Health Professions views disability as an important aspect of diversity and is committed to providing equitable access to learning opportunities for all students. Accessibility Resources (AR) is the campus office that collaborates with students and faculty to provide and/or arrange reasonable accommodations for students who have documented disabilities.

To learn more about the accommodations process, visit the Accessibility Resources website: <https://www.mghihp.edu/overview/accessibility-resources>, or e-mail ihpar@mghihp.edu

Academic Integrity

As an institution preparing future healthcare professionals, the highest standards of ethical behavior are expected of all members of the Institute's community. As a critical component of this commitment, the Institute expects all faculty and students to adhere strictly to standards of academic and professional integrity. These are expressed through practices of intellectual honesty. Students have the obligation and

responsibility to understand what acceptable and not acceptable conduct is relative to academic integrity. If there are questions about these standards, students should refer to the full policy on Academic Integrity in the IHP Catalog ([MGH Institute of Health Professions - Academic Integrity Policy](#)) or discuss the matter with the appropriate faculty member or advisor.

The [IHP Writing Center](#) can be consulted for help with avoiding unintentional plagiarism in academic writing.

Commitment to Equity and Anti-Oppression

In our mission to educate future health professionals, we aspire to integrate anti-oppressive practice in our policies, practices, and all aspects of our work: curriculum development, pedagogy, clinical environment, community engagement, research endeavors, administrative practices, and everyday interactions with one another.

To see the full statement, go to: <https://www.mghihp.edu/about/justice-equity-diversity-and-inclusion>

For more information and resources relevant to this topic, contact the Justice, Equity, Diversity, and Inclusion Office at JEDI@mghihp.edu

Course Materials Use Policy

Instructors' course and curriculum materials including presentation slides, syllabi, exams, and videos are protected by copyright. Students may take notes and make copies for their personal use and study sessions with fellow students. It is a copyright violation to redistribute or post to third-party websites. Students may not record in-person or online class sessions without prior permission from the instructor.

Course Evaluations

Through the CourseEval system, learners are given the opportunity to provide meaningful input that is essential for improving the educational experience in this course. Instructors will arrange for course participants to complete an anonymous course evaluation. Participants are encouraged to reflect on their own learning experience and express insightful feedback for faculty and staff to learn and improve. For this course we will be completing the Course and Instructor Evaluations at the completion of the asynchronous modules, in-person seminar, virtual sessions, and completion of the course.

Students are expected to refer to the Official Institute Catalog for all other policies:

<https://mghihp.smartcatalogiq.com/en/current/catalog/>

Course Schedule

Introductory Asynchronous Online Modules (self-paced)

Designed to equip learners with a foundation in research methodologies and simulation. These asynchronous modules are a prerequisite for the 4-Day HSR Support Course.

Week	Dates	Topic & Objectives	Activities and Assignments
1-4	3/1-31	Introduction to Healthcare Simulation-based Education Objectives: <ul style="list-style-type: none"> ● Identify 5 types of simulation modalities ● Assess 3 debriefing methodologies ● Discuss the best practices of healthcare simulation ● Assess the quality of a simulation 	<p>Review: Syllabus (approx. time: 1 hour)</p> <p>COMPLETE: Healthcare Simulation Experience Survey - This survey provides course faculty with insights into your prior experience with healthcare simulation. (approx. time: 20min)</p> <p>Watch: Introduction to Simulation (video). Access will be granted upon completing the Healthcare Simulation Experience Survey. (approx. time: 10min)</p> <p>Read: Mount Sinai Journal of Medicine, Pages 330-343 (PDF) (approx. time: 1 hour)</p> <p>SUBMIT Reflection: Reflect on your survey responses and insights from the video and reading, discussing how these will shape your approach to simulation practice.</p> <p>All Asynchronous Modules DUE 3/31 12:00 PM Eastern Time.</p>
		Introduction to Healthcare Simulation Research: Developing Research Topics in Healthcare Simulation Objectives: <ul style="list-style-type: none"> ● Identify emerging topics in healthcare simulation. ● Evaluate literature to uncover research gaps. ● Focus on potential research topics. 	<p>Search: Literary databases to identify gaps in existing research (approx. time: 4 hour).</p> <p>Interview: Experts in the field to refine research focus (approx. time: 2 hour).</p> <p>COMPLETE: Scaffolding quizzes to reinforce knowledge of research methods (approx. time: 30min).</p>

	<ul style="list-style-type: none"> ● Align research questions with personal interests and organizational priorities. ● Create strategies for leadership buy-in. ● Communicate complex research concepts clearly. ● Integrate stakeholder feedback. ● Assess research feasibility based on time, resources, and data access. ● Differentiate between qualitative, quantitative, and mixed methods. ● Formulate focused research questions. ● Align research questions with chosen methodologies. ● Identify and use available resources and personnel. 	<p>SUBMIT Upload: Video recording of your proposed research focus for peer feedback (approx. time: 30min).</p> <p>SUBMIT: Worksheet detailing research concentration and available resources. (approx. time: 6 hours)</p> <p>All Asynchronous Modules DUE 3/31 12:00 PM Eastern Time.</p>
	<p>Introduction to Quantitative Research in Healthcare Simulation</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Analyze reasons for selecting quantitative research. ● Identify various types of quantitative research. ● Explain different philosophical approaches to quantitative research in healthcare simulation. ● Describe common quantitative methods used in healthcare simulation. 	<p>Watch: Video lectures on quantitative research concepts and methods. (approx. time: 45min)</p> <p>COMPLETE: Quizzes and matching exercises to reinforce understanding of quantitative research methods. (approx. time: 30min)</p> <p>All Asynchronous Modules DUE 3/31 12:00 PM Eastern Time.</p>
	<p>Introduction to Qualitative Research in Healthcare Simulation</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Evaluate reasons for selecting qualitative research. ● Classify different types of qualitative research. ● Explain various philosophical approaches to qualitative research in healthcare simulation. 	<p>Read: 1 article and 1 chapter on qualitative research methods. (approx. time: 1 hour)</p> <p>Watch: 5-minute video on qualitative research concepts, followed by a quiz. (approx. time: 10min)</p> <p>COMPLETE: Three 10-minute videos with associated quizzes to enhance understanding. (approx. time: 45min)</p> <p>Engage: Video and matching exercise on qualitative methods in simulation. (approx. time: 20min)</p>

	<ul style="list-style-type: none"> Describe common qualitative methods used in healthcare simulation. 	<p>Watch: Five 8-minute videos, each with a matching exercise to deepen knowledge. (approx. time: 50min)</p> <p>Read: Four research articles, each followed by a quiz. (approx. time: 1 hour)</p> <p>All Asynchronous Modules DUE 3/31 12:00 PM Eastern Time.</p>
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4-Day HSR Intensive (in-person)

The 4-Day Intensive in Boston offers an immersive experience led by experts in healthcare simulation research. This hands-on program aims to deepen participants' skills and enhance their research capabilities in simulation-based education.

Week	Dates	Topic & Objectives	Activities and Assignments
5	4/3	<p>Introduction to Healthcare Simulation Research (Day 1)</p> <p>Objectives:</p> <ul style="list-style-type: none"> Analyze the challenges of assessment in healthcare simulation. Identify emerging research topics in healthcare simulation. Verbalize participatory action research in simulation. Apply rater training skills to assess simulation actions and debriefing 	<p>Participate: Introductions and discussion icebreakers to foster group connections.</p> <p>Engage: Simulation experience to understand the consent process.</p> <p>Complete: Hands-on debriefing sessions to analyze and reflect on simulation outcomes.</p> <p>Attend: Research orientation lecture on participatory action research, followed by discussion.</p> <p>Practice: Rater training exercises focusing on assessing simulation actions and debriefing quality.</p> <p>Join: Informal networking event to build professional connections.</p>

4/4	<p>Research Tools and Development (Day 2)</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Examine challenges in creating assessment tools for simulation research. ● Create strong, focused research questions. ● Evaluate organizational and network resources for research support. ● Prepare and review IRB submissions, focusing on ethical considerations 	<p>Participate: Tool Development Workshop – Hands-on exercises to address challenges in developing simulation assessment tools.</p> <p>Analyze: Data Analysis in Simulation – Analyze data from assessment tools to understand measurement outcomes.</p> <p>Engage: Hypothesis Generation – Pair-and-share activities to collaboratively create research hypotheses.</p> <p>Attend: IRB Review Sessions – Group analysis of individual IRB applications, comparing them with model IRB submissions.</p> <p>SUBMIT: Writing Research Introductions – Collaborative writing exercises supported by a librarian-led literature search.</p>
4/5	<p>Research Methods and Analysis (Day 3)</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Analyze methods and strategies to effectively study specific research questions. ● Conduct both quantitative and qualitative data analysis for simulation research. ● Apply qualitative, quantitative, or mixed-methods approaches based on the study focus. ● Critically evaluate the reliability and validity of simulation research findings 	<p>Participate: Method Determination – Simulated journal review sessions to evaluate suitable research methods.</p> <p>Complete: Quantitative Analysis – Practical exercises for analyzing quantitative data, including a working lunch to enhance learning.</p> <p>Engage: Qualitative Analysis – Hands-on coding and analysis of qualitative data.</p> <p>Attend: Keynote Dinner Reception – Evening dinner with a keynote speaker, followed by discussions on emerging trends in simulation research.</p>

	4/6	Research Planning and Challenges (Day 4) Objectives: <ul style="list-style-type: none"> ● Establish a strategic timeline for simulation research projects. ● Identify and address challenges in healthcare simulation research. ● Collaborate with interdisciplinary teams to design and conduct research. ● Communicate research findings through presentations, publications, or reports. 	Attend: Strategic Timeline Development – Workshop focused on creating strategic action plans and assignments for research projects. COMPLETE: Discussion on Challenges – Worksheets and discussions to identify common challenges in simulation research. Participate: Guided Reflection and Closing – Reflective exercises to consolidate learning and plan future research steps.
6-9	4/7 - 5/1	Group Work As Needed –self-scheduled by each team/group	

Post-Seminar Asynchronous Online Modules (self-paced)

The closing online modules are designed to extend and refine participants' skills in healthcare simulation research following the 4-Day Intensive and workshops. These modules focus on critical aspects of independent research implementation, including navigating the IRB process, crafting effective protocols, developing recruitment strategies, and utilizing available resources. Participants will also explore strategies for applying research insights across diverse areas, managing research teams, and planning future steps to sustain their research momentum.

Week	Dates	Topic & Objectives	Activities and Assignments
9-14	4/7-6/28	Crafting an IRB protocol Objectives: <ul style="list-style-type: none"> ● Navigate the IRB submission process, addressing ethical considerations and documentation requirements. ● Identify key components for a successful IRB application. ● Develop a detailed research protocol, including design, methodology, and objectives. ● Align the protocol with healthcare simulation research requirements. 	Watch: Video lecture on the IRB process, followed by a quiz to assess understanding. (approx. time: 15min) Read: Article on IRB best practices. (approx. time: 30min) COMPLETE: Compare, Contrast, and Reflect – Compare your IRB draft with a model protocol to identify strengths and areas for improvement. (approx. time: 1 hour) Engage: Matching Exercise – Align ethical considerations with IRB requirements. (approx. time: 20min) All Post-Seminar Asynchronous Modules DUE 6/27 12:00 PM Eastern Time.
		Strategies for Participant Recruitment in Simulation Studies Objectives: <ul style="list-style-type: none"> ● Create effective recruitment strategies tailored to simulation-based studies. 	Watch: Video lecture on recruitment strategies with accompanying worksheet. (approx. time: 8min) COMPLETE: Case Study Critique – Review an article on recruitment strategies, followed by a reflection. (approx. time: 30min) SUBMIT: Brainstorming Exercise – Identify recruitment challenges and brainstorm potential solutions. (approx. time: 45min) All Post-Seminar Asynchronous Modules DUE 6/27 12:00 PM Eastern Time.

	<ul style="list-style-type: none"> Evaluate recruitment challenges and propose solutions. 	
	<p>Supplemental Materials for Publication</p> <p>Objectives:</p> <ul style="list-style-type: none"> Identify essential supplemental materials needed for comprehensive simulation research. Create supporting documents, such as consent forms and data collection tools. 	<p>Review: Overview of different types of supplemental materials for research studies. (approx. time: 20min)</p> <p>Read: Article on developing research supplements, followed by a quiz to assess understanding. (approx. time: 30min)</p> <p>All Post-Seminar Asynchronous Modules DUE 6/27 12:00 PM Eastern Time.</p>
	<p>Applying Simulation Research Methods to Broader Healthcare Practice</p> <p>Objectives:</p> <ul style="list-style-type: none"> Adapt healthcare simulation research methods to other areas of healthcare practice. Propose new applications of simulation research based on learned concepts. 	<p>COMPLETE: Reflection Worksheet – Apply insights and activities from the course to your research topic, considering broader applications. (approx. time: 30min)</p> <p>All Post-Seminar Asynchronous Modules DUE 6/27 12:00 PM Eastern Time.</p>
	<p>Leadership and Team Management in Research</p> <p>Objectives:</p> <ul style="list-style-type: none"> Develop skills to lead interdisciplinary research teams effectively. Plan and conduct productive research meetings. 	<p>Watch: Video lecture on leadership strategies, followed by a reflection on key takeaways. (approx. time: 8min)</p> <p>SUBMIT Participate: Role-Play Exercise – Simulate leading a research meeting, upload video for peer feedback. (approx. time: 30min)</p> <p>Read: Chapter on research team dynamics. (approx. time: 1 hour)</p> <p>All Post-Seminar Asynchronous Modules DUE 6/27 12:00 PM Eastern Time.</p>

Data Analysis Session (Online)

This synchronous online data analysis session is designed to provide participants with hands-on experience in rigorous data analysis, guided by expert researchers and tailored to the specific methods of their projects.

Week	Dates	Topic & Objectives	Activities and Assignments
9	5/2	<p>Data Analysis and Presentation in Simulation Research</p> <p>Objectives:</p> <ul style="list-style-type: none"> Analyze data rigorously using methods tailored to your research project. Evaluate different data analysis approaches, identifying their advantages and challenges. Develop strategies to effectively present data analysis results in research outputs. Construct a clear plan for writing the discussion, strengths, and limitations sections of a research manuscript. 	<p>Participate: Interactive Data Workshop – Hands-on exercises with expert researchers and statisticians to apply rigorous analysis techniques specific to your project. (approx. time: 2 hours)</p> <p>SUBMIT: Data Presentation Strategies – Step-by-step demonstrations on effective data presentation, including visualizations and narrative integration. (approx. time: 2 hours)</p>
10-13	5/3-28	Group Work As Needed –self-scheduled by each team/group	

2-day Writing Workshop (Online)

The course culminates with a 2-Day Writing Workshop designed to elevate and refine participants' healthcare simulation research projects together. This immersive workshop aims to enhance writing skills, polish research manuscripts, and develop a clear publication strategy. By focusing on manuscript structure, advanced writing techniques, collaborative writing alongside expert researchers and authors, and peer-review feedback, participants will be equipped to produce impactful research papers ready for submission in the field of healthcare simulation.

Week	Dates	Topic & Objectives	Activities and Assignments
14	5/29-30	<p>The Art of Writing for Academic Publication</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Revise the introduction and discussion sections to align with research questions. ● Organize a research manuscript for logical flow and clarity of ideas. ● Enhance the coherence and relevance of the research narrative. ● Discuss tips and techniques to academic writing. 	<p>Participate: Hands-On Collaborative Writing – Guided activities to refine research questions and improve manuscript structure. (approx. time: 1.5 hours)</p> <p>SUBMIT: Revised introduction and discussion sections of your manuscript. DUE 6/2 12:00 PM Eastern Time.</p>
15	5/30-6/10	<p>Review: Advanced Writing Tips – Strategies for articulating findings with clarity and impact. (approx. time: 30min)</p> <p>SUBMIT: Final, publishable manuscript draft DUE 6/10 12:00 PM Eastern Time.</p>	

Appendix

Additional resources will be included here.

Syllabus last updated: 10/30/2024