GRADUATE COUNCIL: NEW COURSE PROPOSAL

Originating Unit: School of Nurse Anesthesia

Type of action: New course ✓   Full online course** ✓

Semester and year course will take effect: Spring 2025

New course title: Advanced Simulation

Appropriate computer abbreviation (30 spaces or less): NRAN XXXXX

Course instructional methodology: Laboratory

course component types: ugradcouncil.tcu.edu/forms/Course Component Types.pdf

New course number: ?

Prerequisites for new course: *include an attachment if additional space is needed*
Successful progression to clinical phase of program.

Click here to attach a file   attached files can be seen and managed in Acrobat Pro by clicking on
View > Show/Hide > Navigations Panes > Attachments

Description of new course (catalog copy): *include an attachment if additional space is needed*

NRAN xxxxx examines methods and applications of simulation specifically related to anesthesia and healthcare practice, building on current student critical care practice. The course provides a broad foundation from which to approach resolution of complex clinical situations and improve practice environments.

Each simulated experience incorporates anesthesia crisis resource management and Team STEPPS concepts embedded within a dynamic framework of experiential clinical pathology.

Advanced Simulation provides a foundation for the DNP-oriented nurse anesthetist related to navigating high-risk, low-exposure clinical experiences as well as providing a foundation for decision making in anesthesia-specific situations.

This course does not have one text but supports exploration of quality Internet and TCU library resources. Recommended readings within each unit can foster the exploration process. Students may also be required to search for pertinent resources.

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Fully Online Courses**

All online courses, and /or distance learning offerings must meet State Compliance regulations as defined by specific state legislation. TCU Distance Learning is any for-credit instruction provided to a TCU student outside the State of Texas. This includes internships, clinical, video conferencing, online, or any other delivery format that crosses state lines. Contact the Koehler Center for Teaching Excellence for guidelines. Include a letter of support from the Koehler Center with this proposal.

Supporting evidence or justification: (For a new course, attach proposed syllabus, including course objectives, course outline, and representative bibliography.)

Describe the intended outcomes of the course and how they will be assessed: *include an attachment if additional space is needed*

1. Discuss definitions/concepts related to ANTS, ACRM, Team STEPPS (evaluated online by a pre-simulation evidenced-based discussion and pre-simulation quiz)
2. Participate in high-risk, low-exposure scenarios related to anesthesia practice (evaluated by faculty observation using a hybrid evaluation of both technical and non-technical skills, in-person, on-campus)
3. Compare and contrast various interprofessional healthcare roles and responsibilities in a group format (eg, debrief) (evaluated by active participation during debrief sessions post-scenario)
4. Critically appraise specific anesthesia-related scenarios utilizing a reflection paper format

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Additional resources required:

Faculty: Margaret Diehl & Jennifer Oakes

Space: Bass Bldg School of Nurse Anesthesia Simulation Laboratory Suite

Equipment: High-fidelity Simulation (full-body mannequin) technology, video, conference room space

Library: N/A

Financial Aid: N/A

Other:

Change in teaching load: 1 credit hour

Does this change affect any other units of the University? ☐ Yes ☑ No

If yes, submit supporting statement signed by chair of affected unit.

If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and the cross-listed units.

Chair of Originating Unit:

Name: Robyn Ward, PhD, CRNA

Unit: Nurse Anesthesia

Signature: Robyn C. Ward, PhD, CRNA   Digitally signed by Robyn C. Ward, PhD, CRNA
Date: 2024.01.23 14:33:53 -06'00'

Syllabus: Advanced Simulation

NRAN 87891

Instructor Name: M. Roseann Diehl, Jennifer Oakes
Semester and Year: 2024
Number of Credits: 1
Class Location: Bass building Nurse Anesthesia Simulation Lab & Online
Class Meeting Day(s) & Time(s) See Advanced Simulation Schedule for specific time and location

Office Location: xxxx
Office Hours: Please feel free to call, text, or email any time during the hours of 0800 – 2200 daily. We can also set up a Zoom meeting as needed.
Telephone: 713.806.9224 (cell)
Email: roseann.cannon@tcu.edu; j.oakes@tcu.edu

Response Time: (prefer texting): < 24 hours M-F. Weekends/holidays may have variable response times*. It is also helpful to text me along with email, so my attention is readily called to the email.*

Zoom ID: 397 055 3628 (Use this number for all zoom meetings with Dr. Diehl).

Final Exam Date & Other Important Dates

A final reflection paper is required for this course. Due in the last week of the course.

Rescheduling of Finals Policy: Arrangements for rescheduling submission of final paper must be made one week prior to the final paper due date. Please contact me regarding any issues in meeting the final paper deadline.

Course Description

NRAN 87891examines methods and applications of simulation specifically related to anesthesia and healthcare practice, building on current student critical care practice. The course provides a broad foundation from which to approach resolution of complex clinical situations and improve practice environments.

Each simulated experience incorporates anesthesia crisis resource management and Team STEPPS concepts embedded within a dynamic framework of experiential clinical pathology.

Advanced Simulation provides a foundation for the DNP-oriented nurse anesthetist related to navigating high-risk, low-exposure clinical experiences as well as providing a foundation for decision making in anesthesia-specific situations.

This course does not have one text but supports exploration of quality Internet and TCU library resources. Recommended readings within each unit can foster the exploration process. Students may also be required to search for pertinent resources.

Learning Outcomes

The course curricula will:

1. Complete pre-simulation curricula prior to attending in-person advanced simulation experience
2. Participate/interact in anesthesia-related simulated scenarios
3. Apply anesthesia clinical experiences connecting these experiences to various types of crisis resource management and Team STEPPS
2. Evaluate specific anesthesia-related simulated scenarios related to non-technical skills (eg, ANTS tool, Team STEPPS, anesthesia crisis resource management)
4. Construct a reflection paper post-simulation

Learning Outcomes Upon completion of this course the DNAP student will be able to:	COA Graduate Outcomes
1. Discuss definitions/concepts related to ANTS, ACRM, Team STEPPS	23, 33, 35, 37, 44, 49, 50
2. Evaluate ANTS, ACRM, Team STEPPS knowledge with successful completion of pre-simulation course quiz	23, 35, 44, 49, 50
3. Participate in high-risk, low-exposure scenarios related to anesthesia practice	13, 26, 34, 35, 44-47, 49, 50
4. Compare and contrast various interprofessional healthcare roles and responsibilities in a group format (eg, debrief)	13, 26, 30, 31, 34, 44-47, 49, 50
5. Critically appraise specific anesthesia-related scenarios utilizing a reflection paper format	13, 26, 30, 31, 34,44-47
6. Promote improvement in written communication and dissemination of scholarly evidence	13, 26, 30, 31, 34, 44 - 47

TCU School of Nurse Anesthesia Program Outcomes:

1. Demonstrate the ability to administer individualized safe anesthesia based on pathophysiologic principles and recognize changing conditions of the patient and creatively alter the anesthesia management.
2. Obtain and document pre-anesthesia interviews (include history and physical, assessment) and informed consent (include risks, complications, and anesthesia

alternatives). Develop an appropriate anesthetic care plan based on patient history and proposed surgical procedure.

3. Select, assemble, and maintain proper equipment, anesthetic agents, and accessories while preparing for an anesthetic - general, regional, MAC.
4. Conduct a physiologically sound anesthetic during induction, including positioning of the patient to assure optimal physiologic function and safety, and appropriate management of the patient's airway.
5. Administer physiologically sound anesthesia maintenance within the confines of the operative, diagnostic, and therapeutic situation and the pathological condition of the patient.
6. Manage a physiologically sound anesthetic emergence within the confines of the operative, diagnostic, and therapeutic situation and the pathological condition of the patient.
7. Evaluate post-anesthetic recovery of the patient in terms of recognizing complications arising from the anesthetic management and recommending a course of action for correcting such complications within medically established guidelines. Provide safe transport for the patient and effectively communicate the condition of the patient to the recovery personnel.
8. Demonstrate responsibility for own actions and for continued personal and professional growth. Participate in activities that improve patient care.
9. Exhibit expected role responsibilities, maintaining integrity and legal/ethical standards.
10. Function within the appropriate legal requirements as licensed professional, accepting responsibility and accountability for own practice. Perform clinically in ways that reflect specialized knowledge, attitudes, skills, motivations, and self-perceptions.
11. Utilize scientific knowledge to evaluate existing and emerging approaches to nurse anesthesia practice and health care delivery to promote optimal outcomes.
12. Provide leadership in organizations and systems to assure quality care delivery models.
13. Design, deliver, direct, and disseminate evidence-based practices.
14. Use information systems to design, select, use, and evaluate programs of care, outcomes of care, and care systems. Advocate for anesthesia care and health care practice change through active involvement in policy development and political process.
15. Assume leadership roles for effective transdisciplinary collaboration to achieve optimal outcomes.
16. Apply ethical principles to decision making in healthcare practices and systems.
17. Demonstrate advanced clinical reasoning and judgment on the management of complex clinical situations and systems.
18. Participate in activities that improve patient care utilizing evidence-based research.

Council on Accreditation of Nurse Anesthesia Education Programs: Graduate Standards

Graduate Outcomes

The graduate must demonstrate the ability to:

Patient Safety:

1. Be vigilant in the delivery of patient care.
2. Refrain from engaging in extraneous activities that abandon or minimize vigilance while providing direct patient care (eg., texting, reading, e-mailing, etc.).
3. Conduct a comprehensive equipment check
4. Protect patients from iatrogenic complications.

Perianesthesia:

5. Provide individualized care throughout the perianesthesia continuum.

6. Deliver culturally competent perianesthesia care

7. Provide anesthesia services to all patients across the lifespan

8. Perform a comprehensive history and physical assessment

9. Administer general anesthesia to patients with a variety of physical conditions.

10. Administer general anesthesia for a variety of surgical and medically related procedures.

11. Administer and manage a variety of regional anesthetics.

12. Maintain current certification in ACLS and PALS.

Critical Thinking:

13. Apply knowledge to practice in decision-making and problem solving.

14. Provide nurse anesthesia services based on evidence-based principles.

15. Perform a preanesthetic assessment prior to providing anesthesia services.

16. Assume responsibility and accountability for diagnosis.

17. Formulate an anesthesia plan of care prior to providing anesthesia services.

18. Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.

19. Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.

20. Calculate, initiate, and manage fluid and blood component therapy.

21. Recognize, evaluate, and manage the physiological responses coincident to the provision of anesthesia services.

22. Recognize and appropriately manage complications that occur during the provision of anesthesia services.

23. Use science-based theories and concepts to analyze new practice approaches.

24. Pass the national certification examination (NCE) administered by NBCRNA.

Communication:

25. Utilize interpersonal and communication skills that result in the effective exchange of information and collaboration with patients and their families.

26. Utilize interpersonal and communication skills that result in the effective interprofessional exchange of information and collaboration with other healthcare professionals.

27. Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of interprofessional care.

28. Maintain comprehensive, timely, accurate, and legible healthcare records.

29. Transfer the responsibility for care of the patient to other qualified providers in a manner that assures continuity of care and patient safety.

30. Teach others.

Leadership:

31. Integrate critical and reflective thinking in his or her leadership approach.

32. Provide leadership that facilitates intraprofessional and interprofessional collaboration.

Professional Role:

33. Adhere to the Code of Ethics for the Certified Registered Nurse Anesthetist

34. Interact on a professional level with integrity.

35. Apply ethically sound decision-making processes.

36. Function within legal and regulatory requirements.
37. Accept responsibility and accountability for his or her practice.
38. Provide anesthesia services to patients in a cost-effective manner.
39. Demonstrate knowledge of wellness and chemical dependency in the
anesthesia profession through completion of content in wellness and chemical dependency
40. Inform the public of the role and practice of the CRNA.
41. Evaluate how public policy making strategies impact the financing and delivery of health care.
42. Advocate for health policy change to improve patient care.
43. Advocate for health policy change to advance the specialty of nurse anesthesia.
44. Analyze strategies to improve patient outcomes and quality of care.
45. Analyze health outcomes in a variety of populations.
46. Analyze health outcomes in a variety of clinical settings.
47. Analyze health outcomes in a variety of systems.
48. Disseminate research evidence.
49. Use information systems/technology to support and improve patient care.
50. Use information systems/technology to support and improve healthcare systems.
51. Analyze business practices encountered in nurse anesthesia delivery settings.

Prerequisites / Program or Major Connections

Concurrent clinical residency and active participation in NRAN 88080 is a prerequisite for attending and participation in Advanced Simulation. Knowledge of anesthesia non-technical skills concepts and the ability to function in high-risk, low-exposure scenarios in a team setting sets the foundation for Advanced Simulation. The ability to practice these skills in a safe environment is the hallmark of simulation and participant success. Each student gains valuable insight into their clinical practice at the conclusion of this course. They will have the resources to apply ANTS, ACRM, or Team STEPPS into their clinical practice.

Required Texts / Materials

No need to purchase any materials. Everything needed is located in the course.

Access to the Mary Couts Library electronic databases via computer and internet connection are required.

Students are required to travel to TCU campus for this course curricula. If that requires reimbursement, then please coordinate this with the TCU Nurse Anesthesia Director and Administration. Students are also required to wear clinical attire for this course (eg, scrubs, hat, stethoscope). All other supplies such as masks, gloves and other PPEs will be provided by TCU.

Additional / Supplementary Resources

Gaba DM, Fish, K. Howard, SK. Crisis Management in Anesthesiology 2nd Ed. 2015; Elsevier, Philadelphia, PA. ISBN: 978-0-443-06537-8

Anaesthetists Non-technical Skills Handbook. https://www.jeehp.org/upload/media/jeehp-13-44-supple1.pdf. Accessed January 1, 2024. Updated December 20, 2023.

Teaching Philosophy

Online courses are active, semi-structured cyber classrooms allowing the student to be flexible and responsible for learning. Therefore, it is important and expected that the learner interact actively, thoughtfully, and professionally to optimize learning. The faculty believe also that learning occurs best in a safe environment. Students are encouraged to ask questions, debate one another, agree, and disagree, but in a professional manner.

This course provides a foundation for managing complex clinical experiences for nurse anesthesia doctoral students. The course may be challenging at times. Communicate readily and regularly with the faculty. If you feel overwhelmed or do not understand a concept or assignment, please ask your faculty.

Do not compare or rely on what other students are experiencing in other course sessions, as there are different simulated scenarios in each session. Every student will accomplish the same learning outcomes for this course.

Instructional Methods

This course uses a variety of instructional methods providing the learner a chance to demonstrate mastery of the content including direct faculty interaction and feedback, self-evaluation journals, and written papers. The written word is a large component of this coursework, and of most doctoral-level courses. Cogent and effective written expression is an important skill to learn, and crucial to any individual seeking their doctorate. Students interact directly with faculty and each other to understand concepts and to develop structured inquiry and demonstration of content mastery.

Specific information regarding instructional methods and expectations are found within this syllabus. There is a variety of instructional methods so that each student can excel in a variety of ways within this course. Written assignments and the ability for doctoral students to possess cogent expression of thoughts and ideas are extremely important. Doctoral students are expected to provide rationale for evidence presented in course assignments and discussion boards. This fosters the underlying objectives for exploring the realm of experiential learning as it relates to anesthesia.

Course Policies and Requirements

Assignments

Grades for each assignment will be posted in the grades tool within the course. Most grades will be posted within a week after the due date of the assignment. Scholarly papers may take up to 10-14 days to be returned to students and grade posted in the course.

Semester Week	Outcome(s)	EBD, Quiz, Assignments, Course Reflections	Points	Percentage
Week 1-5	**Pre-Simulation Evidence-based Understanding**			
Week 1	1. Discuss definitions/concepts related to ANTS, ACRM, Team STEPPS	EBD related to expectations of simulation experience, current clinical skills, and non-technical skills to practice in simulation (on-line).	20	**15% of total course grade**
Week 2	6. Promote improvement in written communication and dissemination of scholarly evidence TS, ACRM, Team STEPPS	Initial Discussion	20	
Week 3	Engage in Student interaction through active learning	Discussion Replies	20	
Week 4		Quiz 1	20	
Week 5	Meaningful Reflection	Discussion wrap up	20	
Week 6-10	**Pre-Simulation Preparation**			
Week 6	2. Evaluate ANTS, ACRM, Team STEPPS knowledge with successful completion of pre-simulation course quiz	Pre-topic Quiz	20	**15% of total course grade**
Week 7	Analyze ACRM reactions and processing	Discussion Board	20	
Week 8	Encorporate Team STEPPS into ACRM	Discussion Replies	20	
Week 9	Demonstrate understanding of expectations of ACRM	Discussion reflection	20	
Week 10		Quiz 2	20	
Week 11-16	**Course Assignments (Simulation Participation and Reflection Paper)**			
Week 11	3. Participate in high-risk, low-exposure scenarios related to anesthesia practice	Advanced simulation in-	400	

		person course (on-campus)		**60% of total course grade**
Week 12	4. Compare and contrast various interprofessional healthcare roles and responsibilities in a group format (eg, debrief)	Debriefing Activities after each scenario (on-campus)	200	
Week 13	4. Compare and contrast various interprofessional healthcare roles and responsibilities in a group format (eg, debrief)	Simulation Evaluation	100	
Week 14	4. Compare and contrast various interprofessional healthcare roles and responsibilities in a group format (eg, debrief)	Reflection Draft		
Week 15	5. Critically appraise specific anesthesia-related scenarios utilizing a reflection paper format 12. Promote improvement in written communication and dissemination of scholarly evidence	Reflection Revision		
Week 16	6. Promote improvement in written communication and dissemination of scholarly evidence NTS, ACRM, Team STEPPS	Post-simulation reflection paper	100	**10% of total course grade**

Grading Scales

TCU School of Nurse Anesthesia Grading Scale

A = 92 – 100

B = 83 – 91

C = 74 – 82

F = < 74

Assignments and final grades will not be rounded.

TCU DNP students must maintain a 3.0 (83 or above) grade point average (GPA). A DNP student who achieves less than this in any semester or term will be placed on Academic Warning. See the TCU Graduate Catalog. Students in the School of Nurse Anesthesia are required to maintain a minimum overall GPA of 3.0 to graduate from the program. A student who earns a grade of less than 'B' in any course will be dismissed from the program.

See the [TCU Graduate Catalog](#) for more detail.

Grading rubrics for graded coursework

Each written assignment/paper will have its own grading criteria/rubric. These are located within the units associated with each assignment. The grading rubric for evidence-based discussion boards is located under "Table of Contents" and "Course Home". Please review.

Late Work

Advanced Simulation requires pre-attendance course work. **Late work is not accepted unless an extension has been granted by the instructor in writing prior to the assignment due date. All assignment due dates/times are based on central daylight saving or standard time zone (CDT/CST).**

Advanced Simulation dates spanning for each student are posted in this syllabus and under "Course Schedule". Please review. **If you have a time conflict, then communicate this with Advanced Simulation Faculty as soon as possible**. Attendance on-campus is necessary to complete this course.

Advanced Simulation curricula requires participation in the **Pre-simulation EBD and completion of the pre-simulation quiz**. Late submission of assignments without faculty notification will not be accepted. If you cannot submit or participate in the EBD or timely completion of the pre-simulation quiz, then you cannot attend the Advanced Simulation (in-person) session.

Urgencies / emergencies do occur. If a deadline for a graded course item is missed without prior notice in writing by the student and acknowledged by the instructor, the graded course item will only be accepted in the event of illness with a health care practitioner's note, death of a family member with a notification, auto breakdown with a dated repair bill, or other evidence of an emergent situation.

Grading Concerns

Any questions or concerns regarding grades received within the course should be addressed directly to course faculty within 2 weeks of receiving the grade. After 2 weeks the grade may not be amended and is subject to faculty discretion.

For further information, visit the TCU policy for grade appeals at: *[university's policy for grade appeals](#)*: *[https://tcu.codes/policies/academic-affairs/grade-appeal/](#)*

Participation / Engagement (Attendance)

This hybrid (in-person and online) course is 1 credit hour. Attendance in this course is based on interaction and being involved with your classmates and faculty. All students are expected to interact in the evidence-based discussion forums as evidence of attendance (See threaded discussion participation rubric for more details). All students are expected to adhere to posted deadlines and due dates. *Please refer to the discussion board grading rubric for more information (located under Course Home).*

Class Norms & Netiquette

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read the basic information about netiquette (http://www.albion.com/netiquette/).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. Please review TCU's guidelines on electronic communications (email, text messages, social networks, etc.) from the Student Handbook.Please review the relevant sections of the Student Handbook (https://deanofstudents.tcu.edu/student-handbook/) for TCU's network and computing policies and communication guidelines.

 (https://tcu.codes/policies/network-and-computing-policy/e-mail-electronic-communications-social-networks/)

Technology Policies

Email

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Course Materials

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: https://security.tcu.edu/polproc/usage-policy/.

Violating this policy is considered a violation of Section 3.2.15 of the Student Code of Conduct (this policy may be found in the Student Handbook at https://tcu.codes/code/index/)**, and may also constitute Academic Misconduct or Disruptive Classroom Behavior** (these policies may be found in the undergraduate catalog at https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details). TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

Recording of Class Sessions

Our class sessions may or may not be recorded depending on the purpose of the session. Students who participate with their camera engaged or utilize a profile image are consenting to have their video or image recorded. If you do not wish to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are consenting to have their voices recorded. If you do not wish to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. Further, if you anticipate that you will not consent to your video and/or audio participation being recorded, please contact the instructor

immediately so the instructor may work with you to determine how to assess your class participation and assignments that may require collaboration during the class session.

As graduate students engaged in interactive learning, use of video and audio during class virtual sessions is preferred. [TCU Online minimum requirements]. Please contact the course professor if there are concerns regarding the use of video and/or audio during sessions.

Academic Misconduct

Academic Misconduct (Sec. 3.4 from the [TCU Code of Student Conduct]): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are also listed in detail in the [Undergraduate Catalog] and the [Graduate Catalog] Specific examples include, but are not limited to:

- **Cheating**: Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.

- **Plagiarism**: The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.

  - **TurnItIn** plagiarism detection software will be used on all written works in this course.

- **Collusion**: The unauthorized collaboration with another in preparing work offered for credit.

- **Abuse of resource materials**: Mutilating, destroying, concealing, or stealing such material.

- **Computer misuse**: Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.

- **Fabrication and falsification**: Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.

- **Multiple submission**: The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.

- **Complicity in academic misconduct**: Helping another to commit an act of academic misconduct.

- **Bearing false witness**: Knowingly and falsely accusing another student of academic misconduct.

- ***All above behaviors are extracted from the TCU Code of Student Conduct/Academic Misconduct and apply to the School of Nurse Anesthesia***

School of Nurse Anesthesia policies for NRAN 87891 Advanced Simulation

•   Use AMA format for all scholarly works and citations.

Plagiarism may be grounds for dismissal from the program. Refer to the [TCU Graduate Catalog](#) academic misconduct section for details.

TCU Syllabus Policies & Resources

Please use this **[link](#)** or scan the QR code with a mobile device camera to access policies and resources including support for TCU students, student access and accommodation, anti-discrimination and Title IX information, and other important information.

Course Schedule

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated.

	Advanced Simulation (AS) Schedule		
	AS Group 1 **(Course spans January-May)** AS on-campus dates TBD (6 participants each date—see course schedule for your name)	**AS Group 2** **(Course spans May-July/August)** AS on-campus dates TBD (6 participants each date—see course schedule for your name)	**AS Group 3** **(Course spans August-December)** AS on-campus dates TBD (6 participants each date—see course schedule for your name)
Pre-Simulation Checklist	• EBD post • Quiz	• EBD post • Quiz	• EBD post • Quiz

Advanced Simulation (in-person) session	(See Course Schedule)	(See Course Schedule)	(See Course Schedule)
Post-simulation Checklist	• Course Reflection for Portfolio	• Course Reflection for Portfolio	• Course Reflection for Portfolio