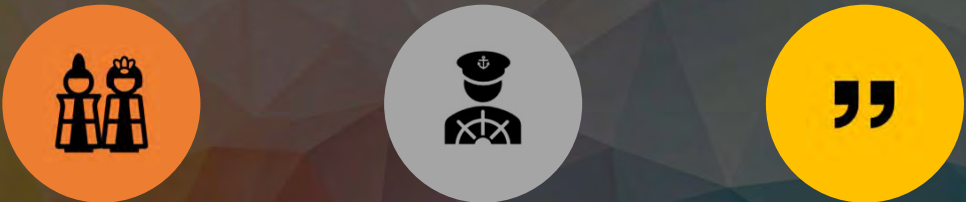


Developing Simulation Courses for Both Interprofessional and Intraprofessional Learners

1

The Team Approach



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2

Background

- Healthcare expertise may not translate into education expertise
- "On the job training" and simulation are different skills sets



3

expert. no
very know
eat deal

Sometimes the experts want to be perfect

Sometimes experts have incorrect assumptions about learner needs and simulation tools

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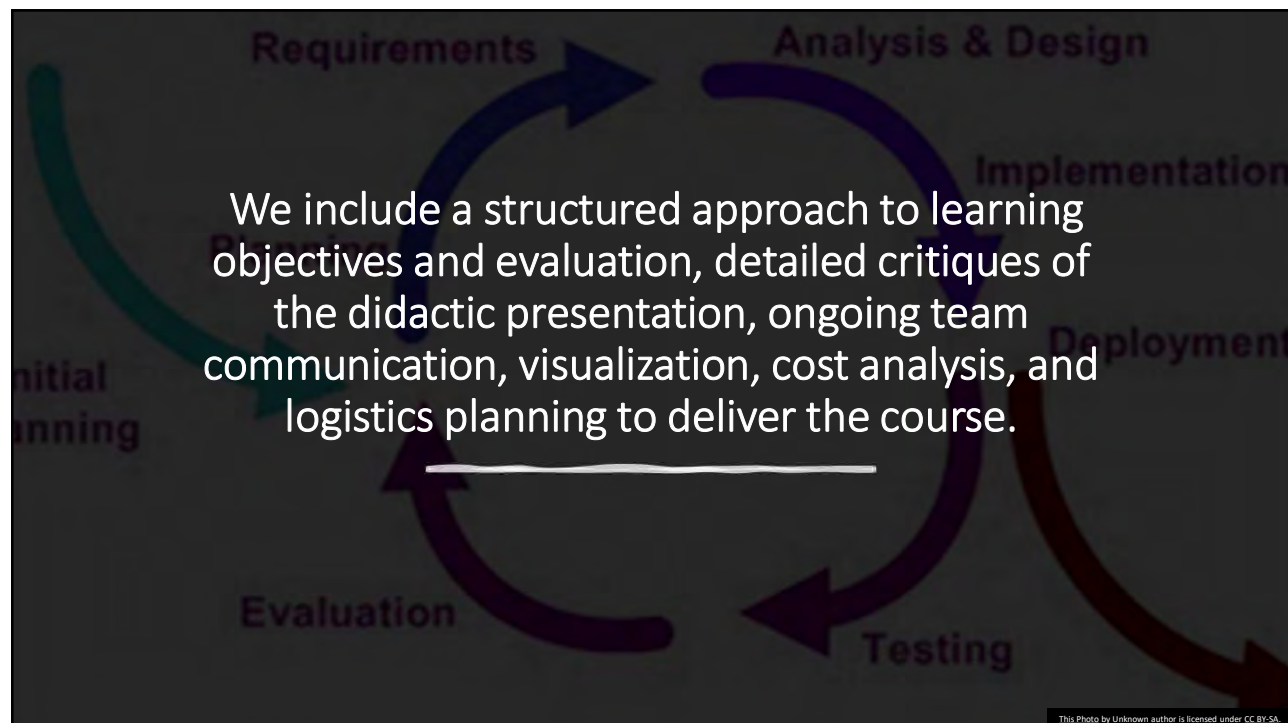
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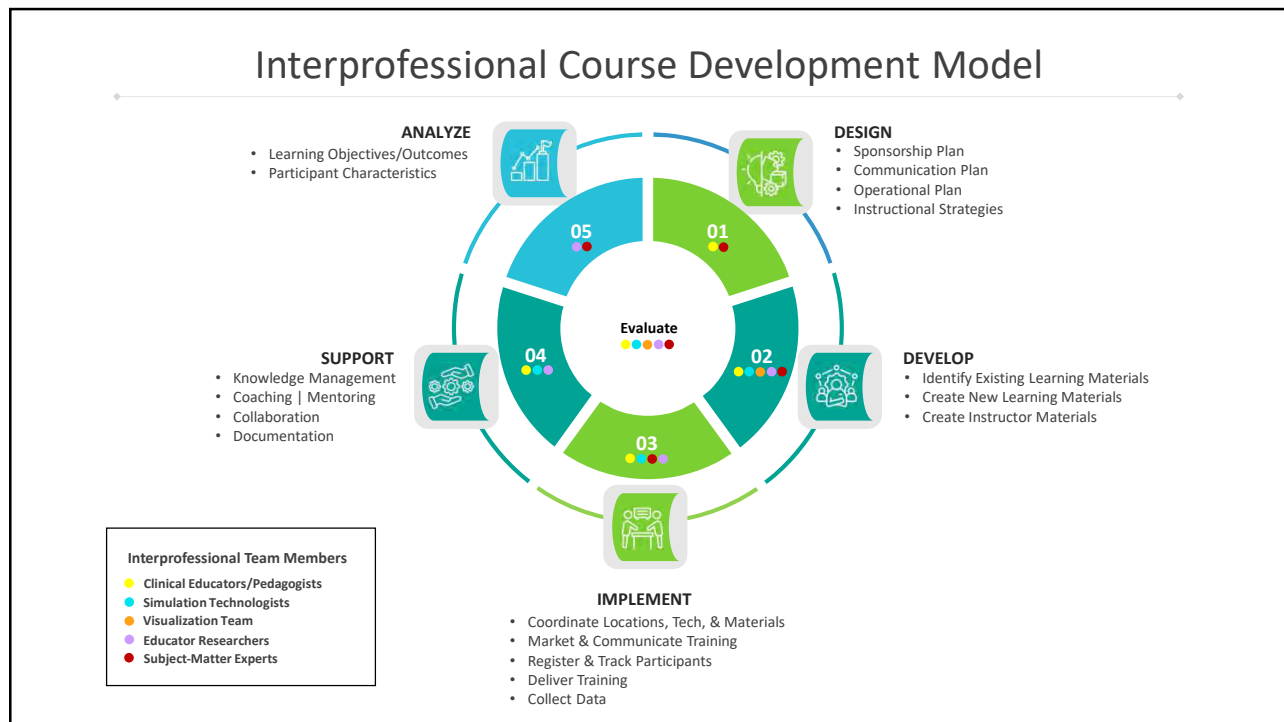
Methods

Subject-matter experts, clinical educators, pedagogists, education researchers, simulation technologists, and a visualization team used an iterative process iterative process to create course design

5



6



7

Comments/Results

- Critique up front felt vulnerable
- Skins for simulation
- Technique and clinical scenario – two objectives
- Continue to streamline technique
- Process for integrating feedback the next course
- Cost
- Ease of set up

8

Conclusion

A "living course", one in which interprofessional expertise is emphasized at all phases or design and iteration leads to better outcomes for learners.

It is also a scalable for future courses.

