

Dean Scholar Simulation Orientation

UC Irvine Medical Education Simulation Center



UC Irvine Health

Introductions

Introduce yourself

- Name and field,
- Prior participant experience with simulation, and
- any previous simulation instructor experience

Learning Objectives

1. Observe an MS 1 simulation session
2. Familiarize with the simulation environment
3. Describe the format and flow of a medical student simulation session
4. Identify resources for medical simulation

Agenda

- 1. Introductions**
- 2. Tour/operation**
- 3. Video review and discussion**
- 4. Learner Surveys and evaluation**
- 5. Final Q&A**

Tour/Operation



UC Irvine Health

Video Review and Discussion



UC Irvine Health

Simulation in Medical Education

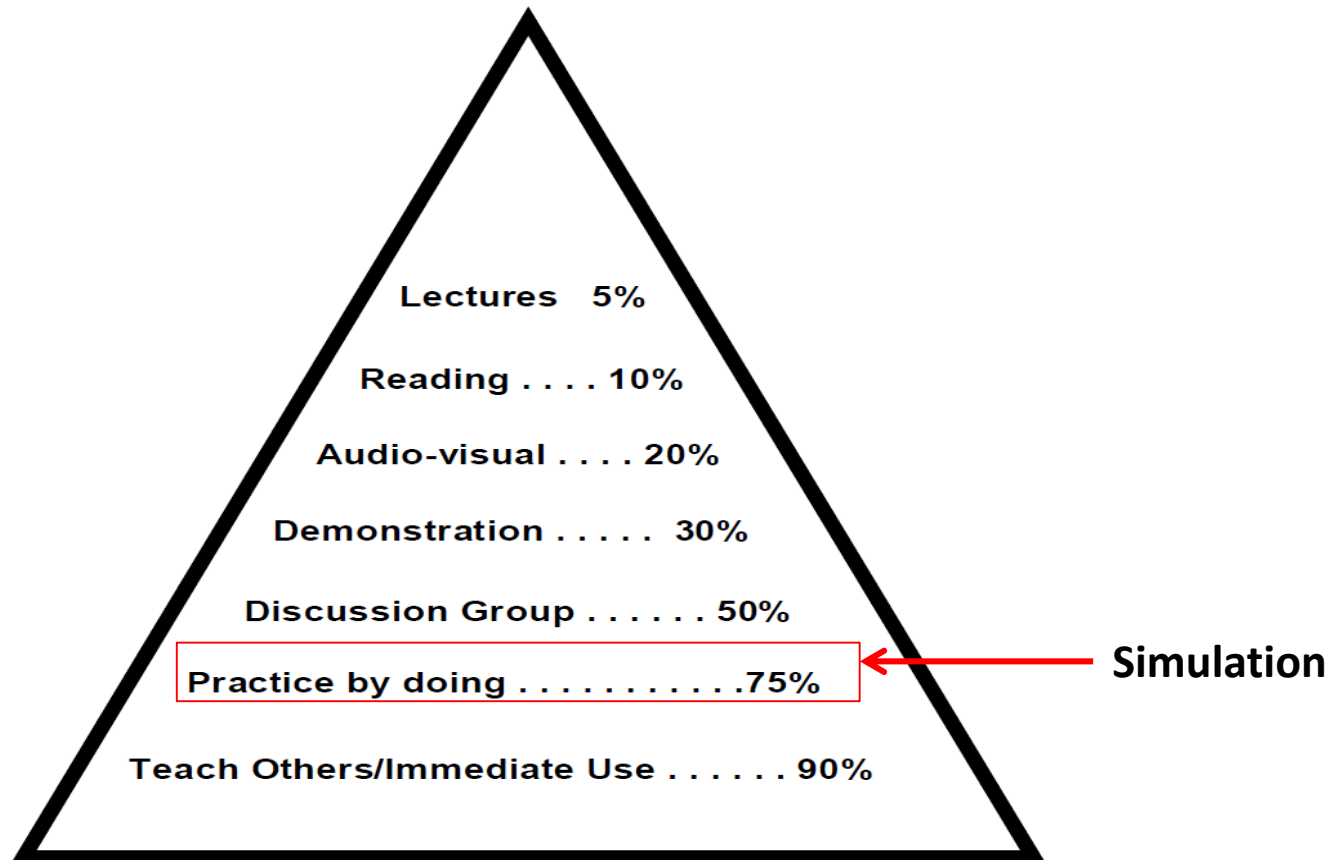


- Simulation is a teaching methodology or a technique
- Simulation is not a technology (the simulator is the technology)
- Should be used in support of course and program outcomes
- Simulation can be an evaluative tool

“The true value of simulation lies in its ability to offer experiences throughout the educational process that provide students with opportunities for repetition, pattern recognition, and faster decision making”

-Doyle & Leighton, 2010

How we Learn



The Learning Pyramid. The learning pyramid originates from the National Training Laboratories (NTL) for Applied Behavioral Science. The percentages represent the average "retention rate" of information following teaching or activities by the method indicated.

Avoiding Simulation Pitfalls

Lecturing Larry

- Stops the simulation to lecture to students
- Students don't achieve buy in
- Generally takes more time to run simulation

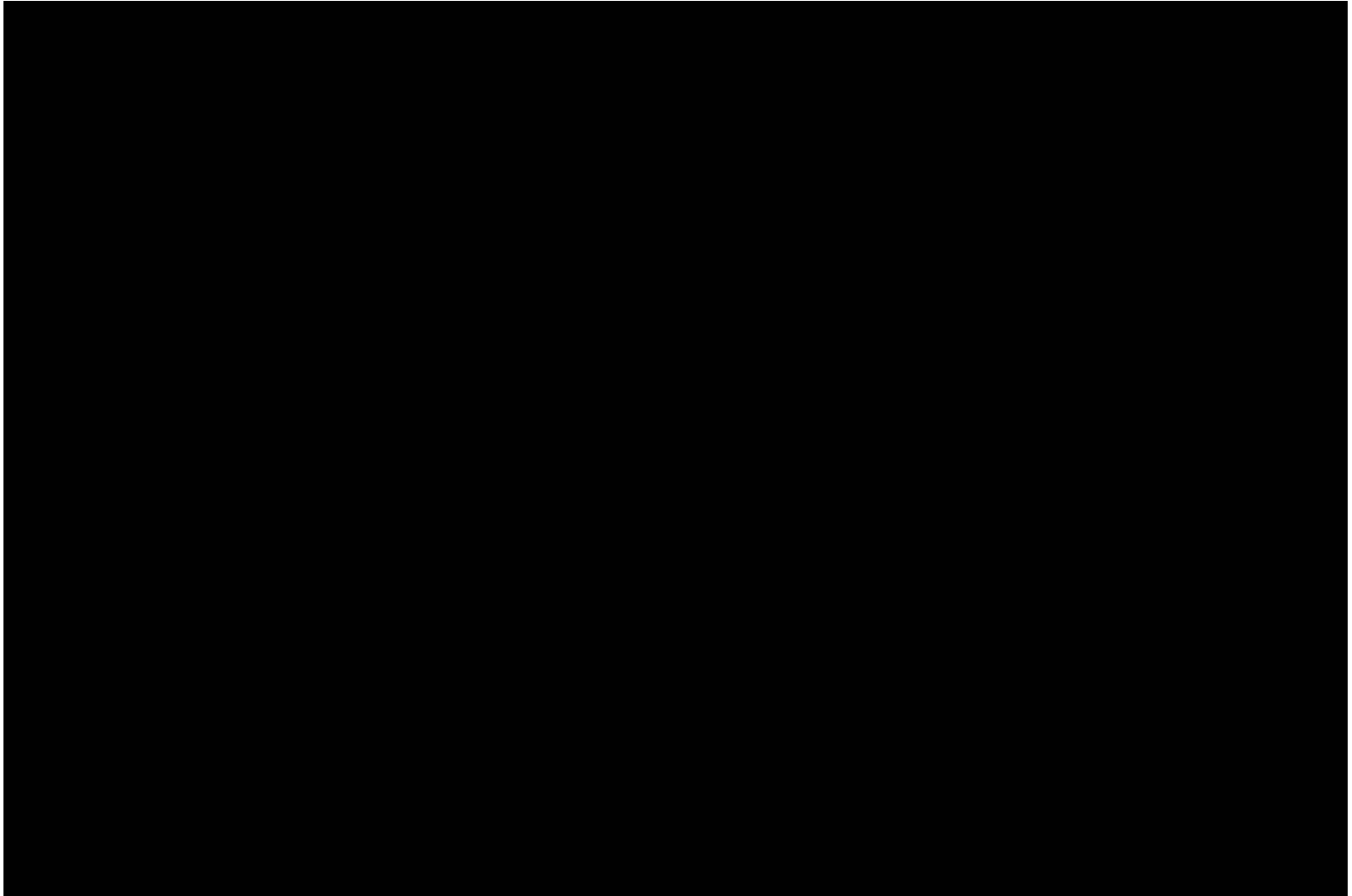


Helpful Hank

- Guides the students through the simulation
- Interactive
- Corrects errors on the spot
- Prompts the students often
- Cannot adequately assess student knowledge or application



Helpful Hank Example



Avoiding Simulation Pitfalls

Pretending Paul

- Has the students do some things but others he has pretend
- Students don't achieve buy in
- Cannot adequately assess student knowledge or application
- Creates confusion for the student

Intimidating Tim

- Intimidates students by personality or by errant comments
- Often seen hovering
- Questions students every decision. Constantly asking why?

Avoiding Simulation Pitfalls

Overhead Ozzy

- This is when an instructor will run simulations inside the control room and speak to the participants overhead. “The voice of God” method
- This is unrealistic and confusing to the participants
- Although instructor can assess student knowledge and application it lacks the traditional student/instructor relationship
- Generally disliked by students
- Students often come away with more questions than having felt that they learned something
- Creates a fearful climate

Funny Frank

- The “cool guy”
- The instructor incorporates comedy into simulations
- Students don’t achieve buy in
- Students will remember the funny things the instructor did and not what was meant to be learned

Surveys and Evaluation



UC Irvine Health

Questions?



UC Irvine Health

Resources are available in your packets or contact us



UC Irvine Health