

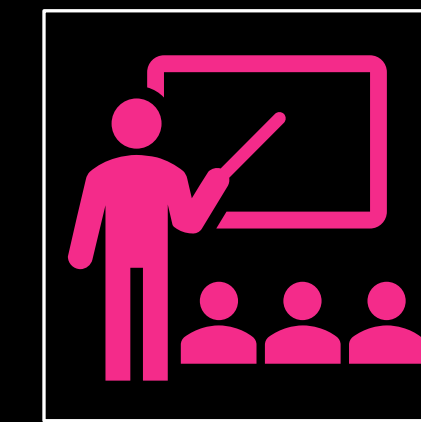
Simulation: informing and enhancing curriculum in HWSC

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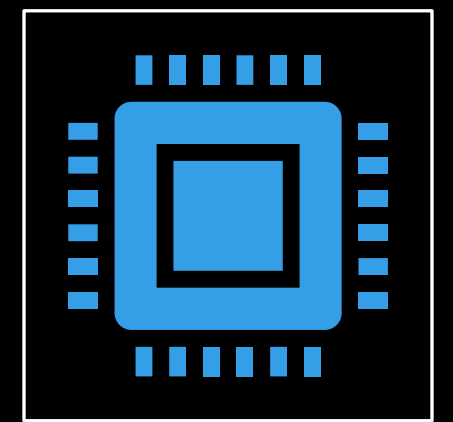


Aim

To identify what the different types of simulation are, for and to identify how simulation might be used to enhance the HWSC curriculum



Simulated learning should be designed **into** the learning rather than **added on**.



Simulation was used to prepare students for real-life practice.

Web-based simulation scenarios

Computer based simulation.

Human/patient simulators.

Virtual reality and hybrid simulation.

Commonly used simulations



Use of simulated learning that is based **online**, unlikely to be scalable should additional costs / equipment be required (outside of expected equipment i.e. laptop, headphones, microphone).

Student (and tutor) control of the activity important for repetition, practice, revision to promote active learning.

Skilled and knowledgeable **facilitation and debriefing** is a key aspect of simulated education.

Recommendations

Accessibility: student needs to be enabled to make adjustments (to the simulation) i.e. speed of speech / visual

Need to **design in** simulation as part of content – planned journey / planner