

SimPORTAL Education Proposal

General Information

Faculty Name:	School / College:
Date Submitted:	Department:
E-mail / phone / fax:	Campus Address:

Instructions

This form has been developed to help faculty develop education sessions that meet education “best practices.” Each section contains examples or questions to stimulate and guide your thinking. Not all questions may be relevant to your proposal.

Completed forms are submitted to the Curriculum and Assessment Council for review and recommendations to the SimPORTAL Clinical Directors and Board. (Please also attach Request for SimPORTAL, IERC, or METI Human Patient Simulator forms to this proposal.) This form can also be brought in draft form to a Curriculum and Assessment Council meeting for collaborative consultation and feedback.

1. Statement of the Education Problem and Need

- *Why does this topic / skill need to be taught (e.g., gap in curriculum; concern for patient care; new accreditation standards; new technology; changes in targeted learners)? How important is this problem/need?*

2. Description of Learner Audience

- *Who are the intended learners of this event?* UME GME CME
- *What evidence is there of a gap between current and desired abilities in these learners?*
- *What evidence is there of a demand for training of this type by these learners?*

4. Learner Objectives (Competencies)

What should learners **know** (cognitive), **be able to do** (psychomotor skill, task, or behavior), or **feel** (attitudes, beliefs) as result of this event?

Cognitive/Knowledge
1.
2.
3.

Action Verbs (examples):

List, select, define, describe, discuss, estimate, explain, differentiate, illustrate, evaluate

Psychomotor Skill, Task, or Behavior
1.
2.
3.
Etc.

Action Verbs (examples):

Hold, move, execute, cut, conduct, sew, splice, show, dissect, connect, assemble, implement, communicate, arrange, document, perform.

Attitudes, Beliefs, Values
1.
2.
3.
Etc.

Action Verbs (examples):

Feel, place value on, defend, promote, believe, demonstrate (e.g., confidence, awareness, sensitivity).

Performance Criteria

What constitutes mastery, or passing performance on the objectives listed above? This can be represented a number of ways, e.g.:

- *% of correct answers, or tasks completed within time limit, etc.*
- *Description of actions executed to a specified standard (qualitative or quantitative)*

5. Instructional Activities

- *What activities/methods will you do to help learners achieve these competencies?*

- *What do the learners need to do to achieve these competencies?*

Instructor Strategies / Supports	Learner Activities
<input type="checkbox"/> Didactic overview (5 minutes) <input type="checkbox"/> Mini-lecture (10-15 minutes) <input type="checkbox"/> Formal lecture <input type="checkbox"/> Live demonstration of skill or technique <input type="checkbox"/> Use videotape, CD, or live feed from OR to illustrate procedure or technique <input type="checkbox"/> Case-based discussion <input type="checkbox"/> Informal role play <input type="checkbox"/> Other:	<input type="checkbox"/> Complete pre-event assignment (reading, review of videotape) <input type="checkbox"/> Complete task during lecture or demonstration (e.g., take notes, diagram anatomy, locate instruments, submit audience responses) <input type="checkbox"/> Engage with standardized patients (case scenarios) <input type="checkbox"/> Technical procedure station exercise <input type="checkbox"/> Other:

Equipment

Station set-up

Number of faculty needed

Time requirements

Funding

7. Learner Assessment

- *How will you know your learners have achieved the objectives/competencies?*

- *Will learners take a pre-test (written or oral) or baseline performance exam?*

- *Do you wish to use / develop self-assessment tools? Make use of “built in” assessment features of simulators for self-correction / feedback?*

- *How will learners get specific and timely feedback?*

- *Are you using a summative assessment tool administered by others, such as a written test, an OSCE (Objective Structured Clinical Examination) or an OSATS (Objective Structured Assessment of Technical Skills)?*

8. Program Evaluation

- *What plans are in place to evaluate the event?*

- *What aspects of the program will be evaluated?*

- *What evaluation instruments will be used?*

- *Who will receive the evaluation reports?*

Collaborative Opportunities:

- *Please identify opportunities for collaboration among other areas, professionals, professions, divisions or departments within the University of Minnesota on this project.*