

INNOVATIVE APPROACHES TO SIMULATION-BASED EDUCATION AS AN ADJUNCT TO PRACTICE-BASED LEARNING AND ONGOING PROFESSIONAL DEVELOPMENT

Alison Kelly, Courtenay Harris, Nigel Gribble, Sharon Keesing, Michelle Lamers, Ben Milbourn, Annalise O'Callaghan, Rebecca

Waters

Curtin University, Perth, WA, Australia

Introduction: Simulation-based education continues to grow- in breadth of use, scope of practice and adoption of technology. The Faculty of Health Sciences at Curtin University has supported the development and uptake of simulation based education opportunities for students across 17 professional entry courses, including occupational therapy. Many of these simulation based initiatives are also in partnership with health practitioners and community partners.

Aim: The aim of this presentation is to showcase innovative simulation-based activities utilised by the School of Occupational Therapy. References will be made as to how these activities may ultimately benefit consumers, whilst demonstrating applicability as a professional development tool for practitioners.

Methods or approach used: This presentation will demonstrate a diverse range of simulation-based activities via mediums such as videos, photographs, simulation-based equipment and technology. Links will be made between theory, practice and pedagogy.

Practice implications: Results to date indicate that simulation-based activities provide students with positive opportunities to develop core competencies, nurture graduate attributes, hone skills and prepare for fieldwork. As this is grounded within an interprofessional framework, person-centred practice, safety and collaborative practice are also endorsed. Advancement in these domains can be seen as ultimately having a positive impact on the individual, community and society.

Conclusion: The perceptions of students, educators and practitioners indicate that simulation-based education has a significant contribution to make in terms of enhancing patient outcomes. Opportunities exist to undertake robust research to understand the impact on areas such as transfer of learning into practice and maintenance of skills over time.

Citation

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