

FTLC Advisory Committee Meeting

January 11, 2016

CHS Room 540

Attendees: Mostafa El-Said, Matther Reidsma, David Zwart, Andrew Korich, Cathy Meyer-Looze, Robert Talbert (Chair), Matthew Roberts, Barb Hooper, Dana Monk (FTLC), Danielle Lake, Julia VanderMolen, & Janet Vigna

Guest: Doris French, Director of Simulation, Office of the Vice Provost for Health

Discussion of teaching with simulation with Doris French

Doris described the role of the simulation lab employees and the services that they provide, such as supplies for the labs, consultation on simulations, assessing the level of fidelity needed, cataloging recordings and submitting them to students. Primary components of a simulation are 1-briefing on the “patent”, 2-the event, 3-debriefing (immediately following).

Currently the sim center is working with Nursing, Physical Therapy, & Social Work. They have been approached by Education, Informatics, Radiology, Dietetics, and Athletic Training. The sim center employees sit down with a new department/class to determine the best way to meet their needs and gives them a tour. The new client would then complete an orientation that covers pedagogy, forms and objectives. It takes one hour.

Doris described several accrediting bodies that she is familiar with and working to align the program’s standards with Society for Simulation in Health Care for the eventuality of getting accredited.

Nursing currently does 8-12% of their clinical hours in simulation. Barb mentioned that community partners feel that nursing students are coming with great competencies (possibly because of simulation) but need more interpersonal skills.

Jamie said that Social Work is using the sim center and that they find benefit in the streaming, recording, and self-critique opportunities for their students. Doris stated that it is important that students feel comfortable making mistakes in this environment. She pointed out that the primary learning happens in the debriefing and it is important not to be overly critical.

Doris stated that faculty develop their own simulations or cases. These events are archived. Help is available by sim staff to develop them. Standard patients (SP) are actors play the role of the client/patient.

Doris thought that use of the sim center was connected to a faculty’s teaching load for tenure and promotion. Julia pointed out that it counts as scholarship in her department.

Robert had concern on whether there is capacity for more simulation for other departments, which was shared by Doris and Barb. Barb added that sim is very expensive, particularly the use of SPs.

Robert generated a couple ideas for **transferable practices**: Orientation, appropriate fidelity, clarity about instructional goals (intentionality). Robert said he would review the minutes and come up with some ideas to share at the next meeting.

Approval of the November 30th Minutes

First by Barb Hooper, seconded by Andrew Korich, unanimously approved

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Old Business-Open Education Resource Website

Robert reported his excitement about this “journal”. He reported that the ad hoc committee is going to meet between this meeting and the next on February 8th.

Old Business-Status of Charges 1, 2, & 3

Charge 1 (a)-Continue to assist the FTLC staff to execute goals for the 2015-2016 academic year, with special emphasis on promoting the scholarship of teaching, in particular investigating possible disconnects between the Faculty Handbook and unit expectations

The committee members acknowledged wide variance in the how the scholarship of teaching was seen by different departments. Julia gave a detailed explanation of how it was counted in her unit. Many committee members stated that it is seen differently in their unit.

It was determined that clarity is needed regarding the scholarship of teaching by different units, specifically 1) What it is; 2) Why it is valuable; 3) How it might apply to them (Examples)

Robert offered to develop some talking points.

Charge 2-Support the implementation of USETI recommendations

We are still waiting on these recommendations

Charge 3-Continue to assist the FTLC staff with considering ways to improve the process for FTLC grants

Danielle stated that new grant guidelines have been implemented, grants have been reviewed and rubrics were suggested. The sub-committee feels the changes to the grant guidelines have been successful.

New Business-Discussion of charge 5: Advise FTLC on ways to support the unique professional development needs of unit heads and emerging leaders.

Robert led a discussion regarding the meaning of this charge. Dana stated that unit heads have come to FTLC in the past seeking assistance with; how to mentor teachers, how to observe teaching effectively, requesting help to address bias incidents in the classroom, etc.

Dana stated that FTLC has helped develop guidelines for unit heads on how to evaluate part-time faculty but has not assisted with full-time faculty.

Open Q & A-Discussion for any leftover or unscheduled questions

Janet described the difficulty of getting education students in front of classrooms of young children, specifically science students. Janet described some of the difficulties with different ideas that were given. She explained the strain on the Universities current partnerships in the community. She expressed these needs in relation to the simulation center to spark ideas of how to connect hands-on “simulated” experiences with education students.

Adjourn

1st by Matt Reidsma, 2nd by Andrew Korich-Motion passed