



# SIMBA



## Simulation-based learning in occupational therapy education

**A comprehensive toolkit for high quality simulation design in occupational therapy education: Quality assessment of resources developed in the SIMBA project**

Claire Sangster Jokić, Laurence Magerat, Andreja Bartolac, Ivana Klepo, Ahmet Emir, Anu Kuikkaniemi, Katrin Peschstadt, Kuni Vergauwen



Co-funded by  
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# SIMBA partnership



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# Goals of the SIMBA project

To design and apply **evidence-based and practice-informed simulation-based learning (SBL) methodologies** into different stages of 5 partner OT programmes

To provide SBL in an **authentic and inclusive learning environment** reflecting the **complexity and diversity** of society and context in which students live, study and work.

To develop an **open-access web platform** that facilitates **resource sharing**, fosters **community building** and promotes international and inter-university **collaboration** in education.

OT competencies

Essential elements of SBL

OT specific focus

Uniformity vs. variety

Cultural and context specific

Hands-on vs. digital or mixed

**Framework & Guidelines**  
Support development and implementation of SBL

**Scenarios**  
Guiding student competency development

# Simulation-based learning in OT



**Scenario template**  
Creation of meaningful learning scenarios

**Evaluation tool**  
Monitoring and evaluation of growth and progress

Development and implementation oriented

Occupation focused

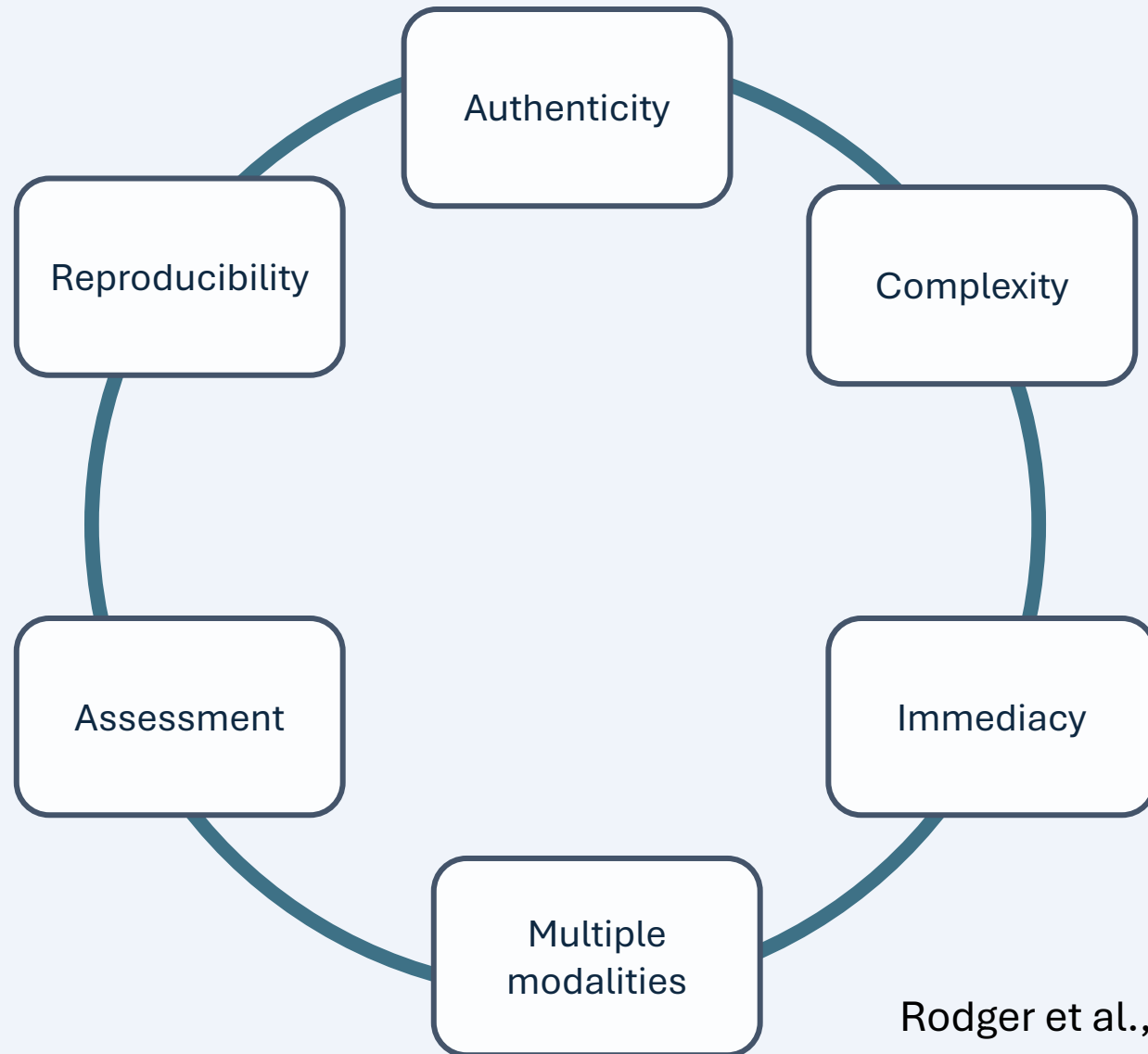
Comprehensive and flexible

Formative and summative

Link to SimOT Framework and Domains

Flexible but transferable

# How do we ensure **high quality** simulation?



Rodger et al., 2010

OT competencies

Essential elements  
of SBL

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# Simulation-based learning in OT



# Setting a baseline: SIMBA Competency Framework and Implementation Guidelines for Simulation-based learning in OT education

## COMPETENCY FRAMEWORK

- Domain A • Knowledge and attitudes supporting occupational therapy competence
- Domain B • Managing and conducting the occupational therapy process
- Domain C • Developing and maintaining professional relationships and partnerships
- Domain D • Professional autonomy and continuous professional development
- Domain E • Promoting and advocating for the advancement of the profession and social change
- Domain F • General professional skills and competencies

## IMPLEMENTATION GUIDELINES

### Specificities of SBL in OT education

- Occupation-based
- Person-centred
- Context-oriented

### Prerequisites to successful SBL

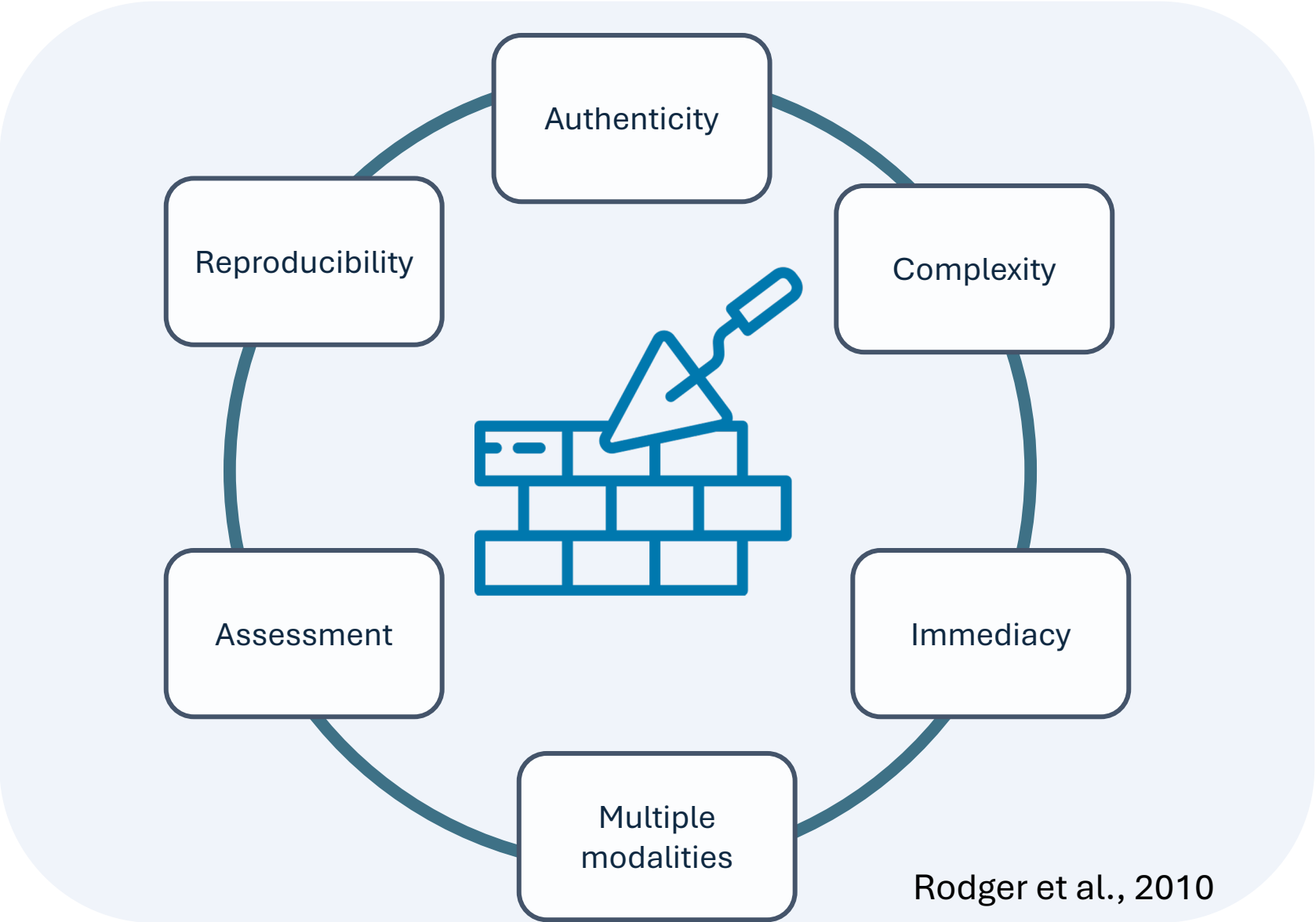
- Resource allocation
- Personnel engagement and training
- Programme and practice integration

### Ensuring quality in simulation design

- Authenticity
- Complexity
- Reproducibility
- Evaluation

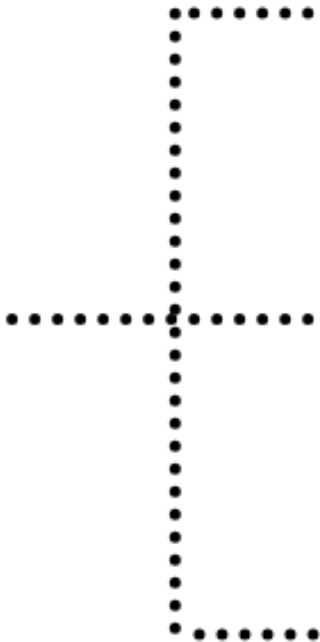
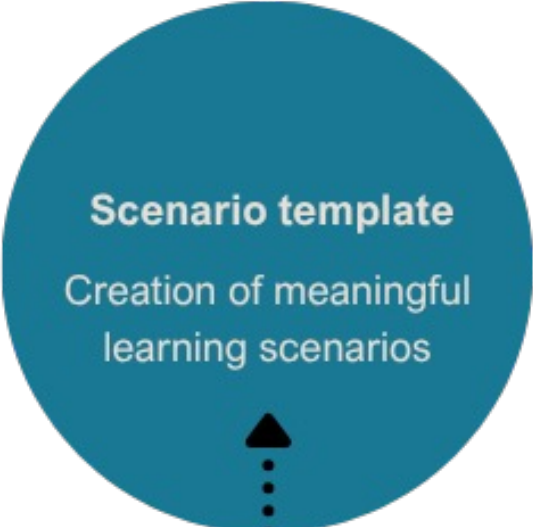
### Essential elements in simulation

# Establishing a foundation for high quality simulation



Rodger et al., 2010

# Simulation-based learning in OT



Development and implementation oriented

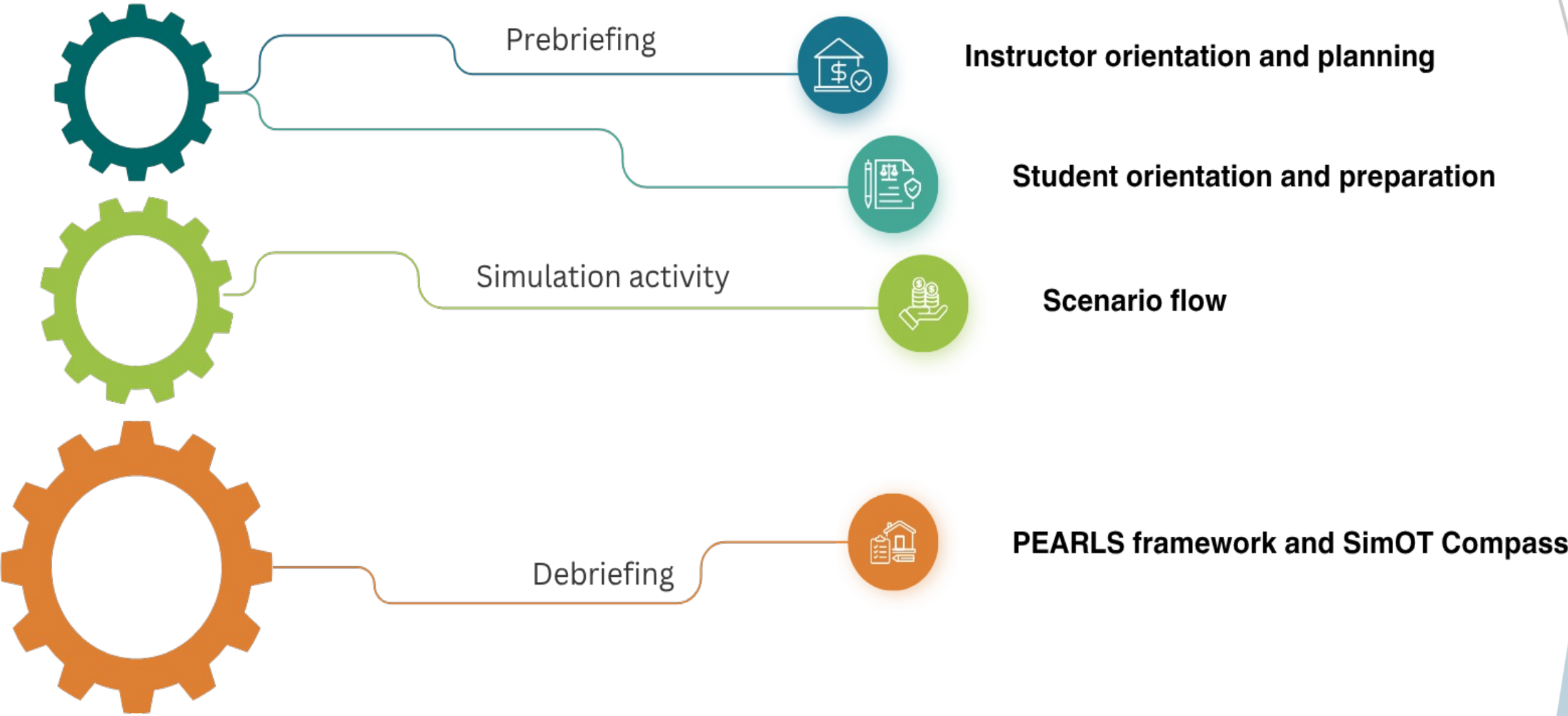
Occupation focused

Comprehensive and flexible

Formative and summative



# SIMBA Scenario Template and Teachers' manual



# Scenario template

1. Introduction
2. Instructor orientation and preparation
  - 2.a. Instructor preparation
  - 2.b. Student preparation
  - 2.c. Scenario flow
3. Student orientation and preparation
4. Case information
5. Additional information for the occupational therapist
6. Additional information for the participant
7. Additional information for the observers
8. Materials list

Scenario for SBL in occupational therapy	
5. Additional information for the occupational therapist	
5.1 Additional background information of <u>person</u> receiving OT services	
5.1.1 International Classification of Functioning, Disability and Health (ICF)	
<b>Body functions</b>	
Mental functions	
Sensory functions and pain	
Neuromusculoskeletal and movement-related functions	
Voice and speech functions	
Other	
<b>Activities and participation</b>	
Self-care and domestic life	
Productivity (including (paid) work and education)	
Leisure and play	
<b>Environmental factors</b>	
Physical environment	
Social environment	
Services, systems and policies	
5.2 Other relevant details	

# Teachers' manual

- Step-by-step guide for using the template
- Facilitation techniques and scaffolding template
- Starters' guide to debriefing (with template)

Annex 1: Debriefing template (based on PEARLS framework)



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**Scenarios**  
Guiding student competency development



# 30 (digital & in-person) ready-to-use scenarios

SIMULATION-BASED LEARNING IN OCCUPATIONAL THERAPY EDUCATION (SIMBA)

Co-funded by the European Union

Scenario 1: Pre-intervention

Scenario 2: Activity

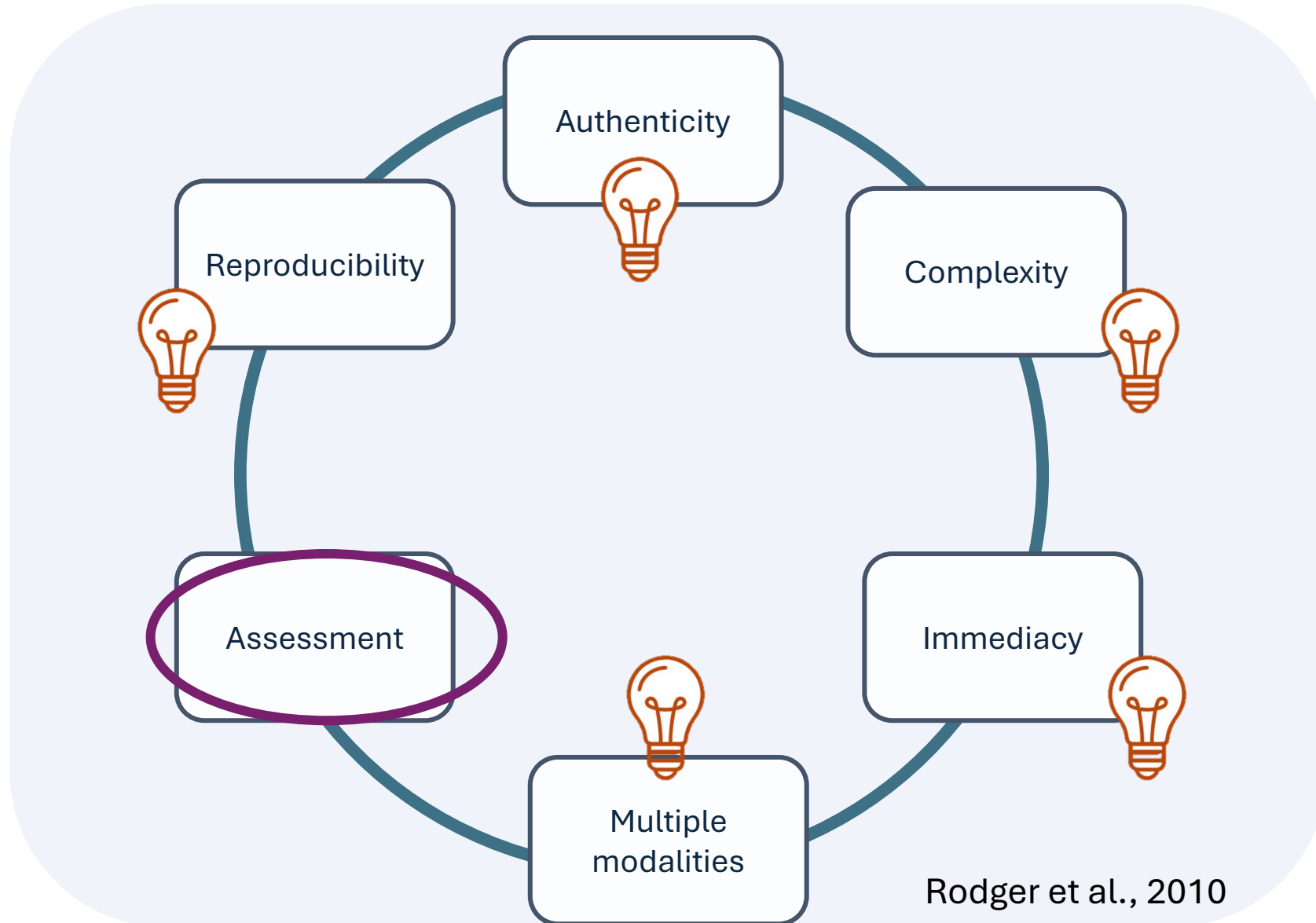
Scenario 3: Patient

Scenario 4: Dressing sub-acute

Scenario 5: Modification

Scenario 22: Ethical decision-making in occupational therapy: responding to client refusal during a home visit

# Access to evidence-based practical tools for high quality simulation





Learning scenarios

**Evaluation tool**  
Monitoring and evaluation  
of growth and progress

Comprehensive and  
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Framework and  
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# SimOT-Compass: Competency evaluation in simulation

- ✓ Self-assessment
- ✓ Peer assessment
- ✓ Evaluator assessment

Formative & summative

1. Was the client safe during performance?
2. Evaluation of student performance

3. Performance during the Simulation			
*For each indicator, check which best represents the performance of the student: 4= excellent performance, 3= good performance, 2= sufficient performance, 1= not yet sufficient performance			
Domains of Competence ( <i>SIMBA-book-final.pdf, p. 18 ff</i> )	Specific, observable <u>behaviour</u> related to the domain according to the scenario (including learning outcomes; please prefill)	Rating*	Feedback for this domain
<b>Domain A:</b>  <u>Knowledge and attitudes supporting occupational therapy competence</u> - knowledge and attitudes possessed by the novice occupational therapy practitioner that support competent practice			
<b>Domain B:</b>  <u>Managing and conducting the occupational therapy process</u> - general and specific competencies of the novice occupational therapy practitioner for organizing and conducting the occupational therapy process	<ul style="list-style-type: none"> <li>- Conduct an Occupational Profile with a client</li> <li>- Gather information needed for an Occupational Profile in a structured interview situation</li> </ul>		
<b>Domain C:</b>  <u>Developing and maintaining professional relationships and partnerships</u> - establishing and maintaining relationships with clients, colleagues and other partners involved in the OT process	<ul style="list-style-type: none"> <li>- Establish a professional relationship with the client</li> <li>- Use of appropriate professional communication</li> <li>- Explain unfamiliar terms to client if needed</li> <li>- Responding to the client's answers accordingly</li> </ul>		

# Comprehensive toolkit for high quality simulation in OT education

## Get started

Tools for developing and implementing simulation-based learning



## Explore

Examples of simulation scenarios



## Evaluate

Assessing student competencies in simulation-based learning



## Discover more

Research and publications



## Let's connect

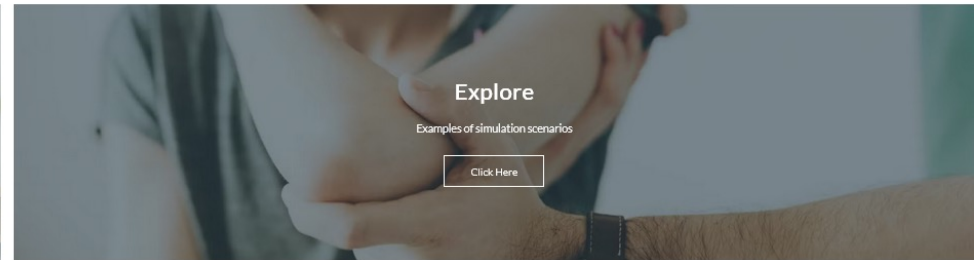
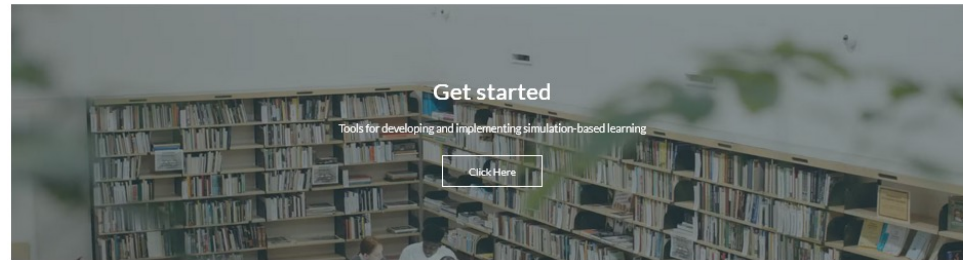
Join the  
SimOT  
community  
on  
LinkedIn!





### Explore the Hub

Click on the links below to proceed



# Thank you!

<https://simba-arkisto.turkuamk.fi/arkisto/simba-learning-hub/index.html>

