

Training the Facilitator: Developing an eLearning module to enhance clinical teaching for a high-fidelity role-playing simulation

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Washington State University College of Veterinary Medicine (WSU CVM) Diagnostic Challenge (DC) was established in 1991 and continues to be an innovative educational approach to veterinary education. In this intensive program, students engage in multidisciplinary case-based learning in the context of high-fidelity role-playing simulations over the course of one week. During this time, the clinical facilitator plays a key role in creating an environment which supports students' initiative to learn and take control of the situation. In order to develop these lifelong learning skills, the facilitators encourage students to go beyond didactic learning and apply their learning to real-world applications as early in the program as possible. Facilitators serve as guides, rather than providing answers to students as they navigate the educational process. A variety of backgrounds are represented among our clinical facilitators, including academic and private practice experiences. The facilitators of DCs volunteer their time but are often not completely prepared for the role of educators. Despite the fact that they possess the experience and expertise of their specific field or service, they are frequently not well prepared to communicate that information effectively to the students. In order to support inexperienced facilitators and to provide current resources for even the most experienced educators, professional development opportunities are essential. Taking this into consideration, we developed our first DC facilitator training module, based on Neher, et al. (1992), "A Five-Step "Microskills" Model of Clinical Teaching." This asynchronous training module utilizes Articulate 360, a responsive eLearning platform. It is designed to guide facilitators through the article by emphasizing the key aspects, providing relevant scenarios, and opportunities for reflection.