

**Teaching and Learning Strategies**  
**Simulation and interprofessional education;**  
**Susan.prestedge@mohawkcollege.ca**

**What is a Simulation?**

A classroom simulation is a method of teaching/learning or evaluating learning of curricular content that is based on an actual situation. The simulation, designed to replicate a real-life situation as closely as desired, has students assume roles as they analyze data, make decisions and solve the problems inherent in the situation. As the simulation proceeds, students respond to the changes within the situation by studying the consequences of their decisions and subsequent actions and predicting future problems/solutions. During the simulation students perform tasks that enable them to learn or have their learning evaluated.

**What should a simulation be?**

. A well-designed simulation simplifies a real world system while heightening awareness of the complexity of that system.

What should every simulation have?

The debriefing, which should be as well-planned as any lesson, provides closure for the activity and should focus on the learning outcomes for the simulation.

Every simulation takes time to plan...

1. Tying simulation to Learning Outcomes
2. Organization of simulation
3. Debrief

**What is multidisciplinary or interprofessional teaching?**

Taking learning outcomes from several different courses and exploring ways to reach those outcomes by including them in an all encompassing project or perhaps a capstone project.

This can be done by an individual professor, several professors in the same faculty or professors from different faculties.

Like Simulation, the first attempt at multidisciplinary teaching and construction of this type of evaluation will take careful planning on the part of all participants but results can be very satisfying for both the professor and the student.