Incorporating Experiential Learning in the Classroom with Simulation

Sandra Mayol-Kreiser, PhD, RDN, CNSC

Moderator: Carrie King, PhD, RDN, LD, CDE

Clinical Professor- Medical Nutrition Therapy
Dietetic Internship Assistant Director
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Learning Objectives:

- **Distinguish**
  - Distinguish Didactic from Experiential Learning (e.g. didactic case studies from simulation case studies)

- **Evaluate**
  - Evaluate simulation resources for use in curriculum

- **Plan**
  - Plan how to effectively incorporate simulations into curriculum
Defining and assessing the students’ competence through work completed and experiences gained in the program, against the ACEND Future Education Model Competencies.

Requiring a fully integrated program with didactic education, supervised experiential learning and competency assessment throughout the program.

Incorporating the expectation that students will be prepared for and receive both formative and summative feedback.

Integrating experiential learning with didactic education.

**Definitions:**

- **Experiential Learning** - An approach to learning that relies on students obtaining knowledge and skills through firsthand observation, experimentation and actual demonstration of skill.

- **Simulations** - An instructional technique or methodology that can be used to demonstrate competence in a particular area by imitating real-life or lifelike experiences through guided, participative experiences that evoke or replace substantial aspects of the real world in a fully interactive manner.

- **Supervised Experiential Learning** - Planned experiential learning activities in which students perform tasks under supervision to demonstrate mastery of ACEND competencies. Experiential learning activities can include case studies, role-playing, simulation and practice in professional work settings.
How we can incorporate experiential learning in the classroom setting?
Experiential Learning

- case studies
- role playing
- simulation
- practice in professional work settings.

Didactic Learning

Didactic method provides students with the required theoretical knowledge. It is an effective method used to teach students who are unable to organize their work and depend on the teachers for instructions.

https://en.wikipedia.org/wiki/Didactic_method
Case Studies: Didactic

- Identify the UL for the following nutrients for this person
- Identify the factors that may influence the need for the following essential nutrients
- What is the recommended RDA for a 22-year-old pregnant woman

Experiential Learning

Experiential Learning - An approach to learning that relies on students obtaining knowledge and skills through first-hand observation, experimentation and actual demonstration of skill.
Case Studies: Simulation

Use nutrition assessment data from case study activities to determine the most important nutrition diagnosis and write a PES statement

Use nutrition assessment and nutrition diagnoses to write a nutrition prescription and aims for a client

Determine which nutrition interventions to use and in what sequence

Case Study — Identifying Appropriate Nutrition Interventions

Ms. Hoffman is an outpatient who has been referred to the dietitian for advice on improving her diet. She is 65 years old and lives with her husband and three children. She has been diagnosed with type 2 diabetes and is being treated with medication. Ms. Hoffman’s height is 160 cm and her weight is 70 kg. She has a BMI of 26. She enjoys cooking at home and prefers to eat meals with a mix of vegetables, fruits, and lean meat. She currently consumes 2-3 cups of vegetables per day, including carrots, broccoli, and spinach.

Nutrition Diagnosis:
- Micronutrient imbalance (deficiency in vitamin D, vitamin B12, folic acid, and iron)
- Insufficient protein intake
- Excessive saturated fat intake
- Poor dietary fiber intake
- Excessive sodium intake
- Insufficient calcium intake
- Insufficient omega-3 fatty acid intake

Nutrition Prescription:
- Increase daily vegetable intake to 5-6 cups
- Increase daily fruit intake to 2-3 cups
- Increase daily lean meat intake to 2 servings per week
- Incorporate more whole grains into the diet
- Reduce daily sodium intake to 1,500 mg
- Increase daily calcium intake
- Increase daily omega-3 fatty acid intake

Test Yourself:
1. What could be the best intervention for Ms. Hoffman based on the information provided?
   a. Education and counseling
   b. Pharmacological therapy
   c. Nutritional therapy

2. What factors should be considered when providing nutritional therapy for type 2 diabetes?
   a. Glycemic index
   b. Type of diabetes
   c. Age of the patient

3. How can a nutrition intervention be tailored to Ms. Hoffman’s specific needs?
   a. Personalized meal plans
   b. Group counseling sessions
   c. Self-monitoring and tracking

4. What are the potential outcomes of a successful nutrition intervention for type 2 diabetes?
   a. Improved glycemic control
   b. Weight loss
   c. Reduced risk of complications

5. What is the role of education in managing type 2 diabetes?
   a. Providing knowledge about the disease and its management
   b. Helping patients make informed decisions about their dietary choices
   c. Encouraging patients to adopt healthy lifestyle habits
You have been diagnosed with Type 2 DM. Type 2 Diabetes Mellitus Case. Available at: Nutritioncarepro.com. Accessed, March 10, 2020.
Role playing

Dimensions of available case study resources on a continuum

- NFPA
- Counseling

Simulation Lab

- Safe place to make mistakes
- Increases confidence
- Active learning experience
Debriefing Room

• Where learning take place
• Go over what students did well
• Go over what will students change
• “What if” situation
Olivia Buffington: An Interprofessional Simulation Event was developed by an expert team of health professions educators and instructional media specialists to align with the Interprofessional Education Collaborative (IPEC®) Core Competencies for Interprofessional Collaborative Practice. Interprofessional simulation events often leverage the expertise of clinicians and trained standardized ...
Virtual Rotations

Performance Integrated to Practice

- Student Health Outreach for Wellness (Show Clinic)
- Counseling/Telehealth
- Kitchen Cafe
- ASU Collaborative Clinic which is part of the Center for Applied Behavioral Health
Competency-Based Education

- A system where core competency level must be achieved and demonstrated by the student before they move on to next task. (1)
- In a competency-based education (CBE) framework, the focus is on defining and measuring progress toward reaching the required competencies (the described knowledge, skill, judgment and attributes) needed to perform professionally-related functions. (2)
- Competency-based education programs communicate students’ demonstrated knowledge, skill and judgment (competencies) more accurately than traditional degree programs. (2,3,4)
Summary

Employers are seeking better alignment between academic knowledge and the practical skills they seek in graduate applicants.

We want to produce confident students/interns

Experiential learning in the classroom

Meet Competencies and use competence-based learning

References


Questions?