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## Clinical Simulation (Second Edition)

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### Chapter 18 - When Simulation Should and Should Not Be in the Curriculum

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#### Abstract

This chapter begins with a description of the several simulation modalities that exist from written simulation to immersive simulation. These modalities are put in parallel with Miller's pyramid of clinical competence in medical education. Besides training, the relevance of simulation in research is also exposed. Afterward, the heart of the chapter suggests some steps to implement simulation in a training curriculum. First, educators have to identify learning objectives, written in terms of knowledge, skills, and attitudes. Then the framework for instructional design of educational activities can be used to analyze the relevance of simulation. It includes four levels defining different characteristics to implement simulation: instructional medium, simulation modality, instructional method, and presentation. A concrete example of the integration of simulation into a medical curriculum is provided and linked to the concepts outlined above.



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