Envisioning a successful simulation interprofessional education model partnering microbiology residents and microbiology medical laboratory technologist trainees

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The goal is for postgraduate Medical Microbiology residents (MM) to learn the Collaborator, Manager, Professional and Communicator competencies, in a framework based on shared principles of simulation and interprofessional education (IPE) with medical laboratory technologist (MLT) trainees.

A literature review through PubMed and ERIC using key terms that included IPE and simulation along with interviews with experts at the Network of Excellence in Simulation for Clinical Teaching and Learning and the Office of Interprofessional Education at the University of Toronto, as well as program directors at the Michener Institute and the UT Department of Laboratory Medicine and Pathobiology was undertaken.

A program model was created that addressed 4 of the 7 CanMEDS competencies that was applicable to both MM and MLT trainees by using a simulated diagnostic laboratory as the venue for IPE. The strengths of this model include the practice of skills, problem-solving and judgment in a non-threatening, low-risk and low-stress learning environment and the protected time for reflection. The model’s weaknesses include issues that could not be addressed by simulation and IPE simultaneously, for example, standardization of the outcome of the event.

By identifying common contexts between the MM and MLT laboratory training programs and shared principles of IPE and simulation, a successful curriculum to address 4 of the 7 CanMEDS Roles can be designed.