



SME (Subject Matter Expert) Review Rubric for ARISE Scenarios

SME (Subject Matter Experts) Information		
	Design SME (CVTC)	Content SME (FVTC)
SME Name	Kelly Childs	Barbara Timmons
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<p>Expected Qualifications</p> <p><u>Nursing Scenarios:</u> Simulation and teaching experience in Nursing courses required within the past 3 years.</p> <p><u>Respiratory Therapy Scenarios:</u> Simulation and teaching experience in Respiratory Therapy courses required within the past 3 years.</p> <p><u>Medical Assistant Scenarios:</u> Teaching experience in Medical Assistant courses required within the past 3 years. Additional experience in simulation is preferred.</p> <p><u>EMT/ Paramedic Scenarios:</u> Teaching experience in EMT/Paramedic courses required within the past 3 years. Additional experience in simulation is preferred.</p> <p><u>Scenario Levels:</u> When assigning a SME reviewer to an ARISE simulation, take into consideration the following regarding scenario levels:</p> <ul style="list-style-type: none"> • Level 1 scenarios: beginner or first semester program courses • Level 2 scenarios: advanced-beginner or second semester program courses • Level 3 scenarios: advanced or third semester program courses • Level 4 scenarios: pre-graduation or fourth semester program courses 		
<p>Credentials related to program area Designations, Certifications Degrees (Include the name of the granting institution), Bachelor's Degree, other post-secondary degrees, (include majors & minors) publications or other achievements</p>		<p>Department Chair of Nursing for 6 years. Faculty prior for 3 years. Taught at a university school for 6 years prior to coming to FVTC. Worked as a Staff Development specialist in a hospital setting for 12 years prior. Spent 12 years as a Pediatric nurse. Worked as Staff Development Educator for Children's Hospital of WI-Fox Valley for 3 years-including the opening of the hospital.</p>



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<p>Related Experience & Qualifications What is your demonstrated experience in developing and/or implementing similar deliverables? Examples to include, but are not limited to: number of years of teaching and/or simulation experience noting the two most recent years, years of industry experience, experience in developing curriculum, experience in reviewing curriculum</p>	<p>Teach nursing courses and clinical. Work with all aspect of assessing, developing, designing, implementing and evaluating courses content. Conducted research in 2014-2015 on HPS operator use in nursing simulation.</p>
<p>Affiliations Current position and organization</p>	<p>Dept. Chair of Nursing at FVTC</p>
<p>Scenario Information</p>	
<p>Storyline</p>	<p>Pediatric Pain Management</p>
<p>Discipline</p>	<p>Nursing</p>
<p>Level</p>	<p>2-B</p>

Rating Scale	
Value	Description
Met	Fully or adequately meets expectations
Not Met	Partially met or failed to meet expectations
N/A	Not Applicable
Scoring Standard	
<p>The course must receive a rating of "Met" or "N/A" on each criterion in order to successfully meet the requirements of the grant.</p>	

Directions for SME: Please place your initials in the column and row that applies.				
A. Learning Objectives		Met	Not Met	N/A
1	Learning objectives are provided to outline learning experiences and are applicable and relevant to the subject matter and the audience.	BT		
2	The simulation is aligned to the curriculum and/or program outcomes.	BT		
Comments: Covers topics taught in first semester (Communication, assessment, med admin, documentation) and incorporate new topics learned in 2nd semester (Pediatric patient and family dynamics). WTCS Program outcomes are incorporated.				

B. Simulation Learning Environment		Met	Not Met	N/A
1	Set up instructions for simulation environment are provided.	BT		
Comments: Very concise!				

C. Teaching Plan (written documentation)		Met	Not Met	N/A
1	Prebrief: The pre-briefing materials prepare the facilitator and the learner for the simulation.	BT		
2	The simulation experience reflects current evidence-based practices.	BT		
3	The augmented reality (pictures, videos, sounds, documents, etc.) is engaging, interactive and relevant to the simulation experience.	BT		
4	Debrief: The debriefing materials follow Standards of Best Practice for Simulation and encourage formative assessment and discussion.	BT		
Comments: The Pre-Brief has more information for the faculty on what to do than what type of questions to ask the students or how to prepare the students. It does explain how the QR codes work. Liked that the DeBrief questions focused back onto the learning objectives.				

D. TAACCCT IV Grant Requirements		Met	Not Met	N/A
E1	The videos included in the ARIS software are closed captioned.	KC		
E2	The course meets Intellectual Property Rights according to the TAACCCT IV Grant ACT for Healthcare Curriculum Project Requirements (Creative Commons).	KC		
E3	Credits and References provided.	KC		
Comments:				