



SME (Subject Matter Expert) Review Rubric for ARISE Scenarios

SME (Subject Matter Experts) Information		
	Design SME (CVTC)	Content SME (FVTC)
SME Name	Kelly Childs	Kari Austin
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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>BSN- University of WI-Eau Claire MSN- Bellin College of Nursing</p> <p>Advanced Cardiac Life Support (ACLS) certified Pediatric Advanced Life Support (PALS) certified</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>	<ul style="list-style-type: none"> • Currently work as a staff RN in the Emergency Department (ED) at an accredited chest pain hospital (12 years). • Teach clinical on an acute cardiovascular unit at an accredited chest pain center hospital (7 years). • Have been teaching simulation for Intermediate Clinical Practice for 7 + years. Simulation scenarios include typical, atypical chest pain, CHF, arrhythmias, etc.
<p>Affiliations: Current position and organization</p>	<p>Registered Nurse- Thedacare Regional Medical Center Appleton (ED) Nursing Instructor- Fox Valley Technical College</p>
<p>Scenario Information</p>	
<p>Storyline</p>	<p>Heart Failure</p>
<p>Discipline</p>	<p>Nursing</p>
<p>Level</p>	<p>4-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 type 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.	ka		
2	The simulation is aligned to the curriculum and/or program outcomes.	ka		
Comments: Objectives very in line with subject matter (acute end of life patient). Integration of therapeutic communication and interdisciplinary/multidisciplinary very reflective of real life scenario and in line with level of scenario.				

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

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.	ka		
2	The simulation experience reflects current evidence-based practices.	ka		
3	The augmented reality (pictures, videos, sounds, documents, etc.) is engaging, interactive and relevant to the simulation experience.	ka		
4	Debrief: The debriefing materials follow Standards of Best Practice for Simulation and encourage formative assessment and discussion.	ka		
Comments: Videos (particularly of family member) very realistic and paint a good picture for students. Role play of wife per facilitator challenges students to therapeutic communicate and participate in end of life discussion/care; very representative of real life scenario. Debriefing questions allow students to reflect on their feelings and their involvement in end of life care.				

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:				