

Realistic Simulation Methodology in Brazil's New Medical Education Curriculum: Potentialities

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Abstract : Introduction: Brazil's new national curriculum guidelines (NCG) for medical education were published in 2014, presenting active learning methodologies as a cornerstone. Simulation was initially applied for aviation pilots' training and is currently applied in health sciences. The high-fidelity simulator replicates human body anatomy in detail, also reproducing physiological functions and its use is increasing in medical schools. Realistic Simulation (RS) has pedagogical aspects that are aligned with Brazil's NCG teaching concepts. The main objective of this study is to carry on a narrative review on RS's aspects that are aligned with Brazil's new NCG teaching concepts. Methodology: A narrative review was conducted, with search in three databases (PubMed, Embase and BVS) of studies published between 2010 and 2020. Results: After systematized search, 49 studies were selected and divided into four thematic groups. RS is aligned with new Brazilian medical curriculum as it is an active learning methodology, providing greater patient safety, uniform teaching, and student's emotional skills enhancement. RS is based on reflective learning, a teaching concept developed for adult's education. Conclusion: RS is a methodology aligned with NCG teaching concepts and has potential to assist in the implementation of new Brazilian medical school's curriculum. It is an immersive and interactive methodology, which provides reflective learning in a safe environment for students and patients.

Keywords : curriculum, high-fidelity simulator, medical education, realistic simulation

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