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Redesigning SDM education using a flipped classroom and simulation

Insights from an action research study

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30th GIMBE 1996-2026 EVIDENCE FOR HEALTH

Background

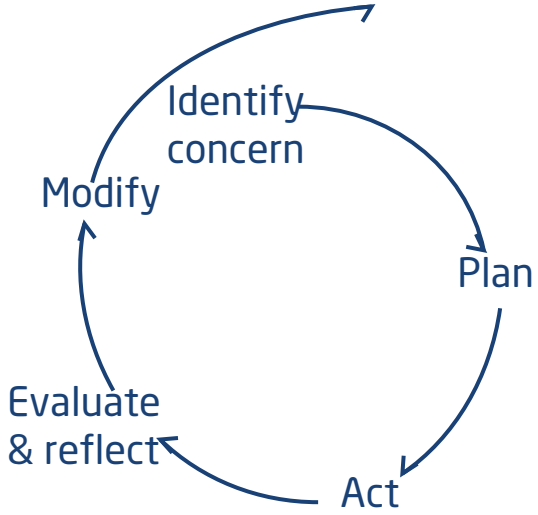
- Shared decision-making (SDM): a key competence in EBP education.[1]
- SDM training shows promise, but evidence and educational guidance remain limited.[2,3,4]
- Flipped classrooms may improve learning outcomes.[5,6]

[1]Innocenti et al. (2026). BMJ Evid Based Med. [2]Legare et al. (2018). Cochrane Database Syst. Rev. [3]Ospina et al. (2020). Patient Educ Couns. [4]Pillen et al. (2025). Disabil Rehabil. [5]van Alten et al. (2019). Educ Res Rev. [6]Låg & Sæle (2019). AERA Open.

Aim

To evaluate and improve a flipped classroom SDM module in an inter-disciplinary Master's programme in Evidence-Based Practice.

Methods



Design Practical action research approach.[1]

Setting 15-credit course on user involvement in a four-year part-time Master's Programme in EBP (Norway).

Partici-pants
- Two cohorts (2023 and 2025) of 2nd-year master's students (n=40).
- Nursing, physiotherapy, occupational therapy, radiography, social education, and others.

Data collection
- Student evaluations, assignments, and reflective notes on teaching and assessment.
- Cohort 2: Focus group interviews (n=10, Dec 2025 – Jan 2026).

Analysis
- Qualitative content analysis.[2]
- Data synthesis: SWOT framework.

[1]McNiff (2017). Action research: All you need to know

[2]Graneheim & Lundman (2004). Nurse Educ Today

Methods: The action

How to conduct shared decision-making

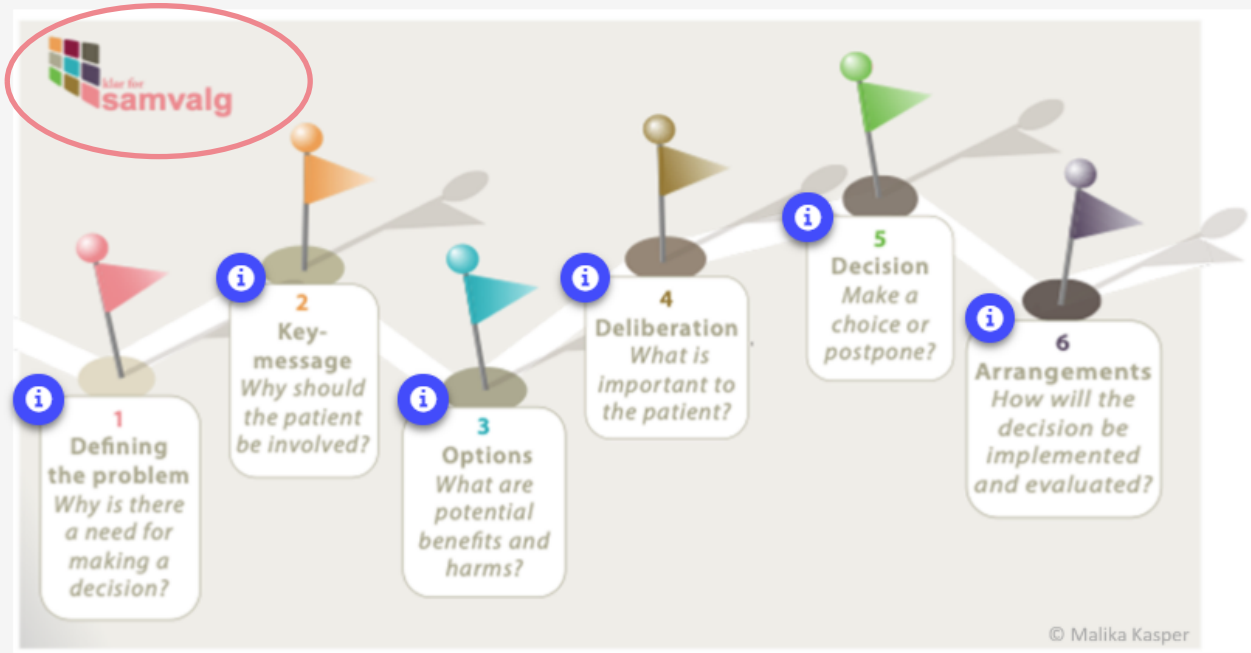
This unit introduces the practical application of shared decision-making (SDM), with a particular focus on the Six Steps to SDM.

Six steps to SDM

The Six Steps to SDM provide a practical structure for conducting shared decision-making. The framework helps guide the conversation, supports effective communication, and enables patients and service users to participate and make informed decisions.

The figure shows the Six Steps to SDM. Click the information icons to learn more about

On page 2 of 6, Simone Kienlin introduces the Six Steps to SDM and explains each step in more detail.



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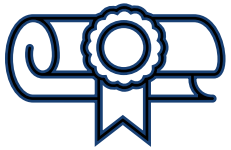
Assessment

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Results: Cohort 1 (2023, n=13

Strengths

- Positive learning environment.
- Digital resources well received.
- On-campus session well received.

Weaknesses

- Timing of module.
- Linking theory to practice.
- Theoretical orientation of assignment.

SWOT

Opportunities

- Develop practice-based cases.
- More structured skills training in SDM steps.
- Better alignment of learning and assessment.

Threats

- Low participation in online activities.
- Focus on assessment.

Further action – Cohort 2 (202

Teaching and learning strategy : Flipped classroom

Digital learning resources

Units:

1. What is SDM?
2. When is SDM relevant?
3. How to conduct SDM

On-campus session (NEW 3 days)

NEW Simulation training:[1,2]

- Small groups with facilitator.
- Phases:

1. Prebriefing
2. Simulation
3. Debriefing

Health professional
Patient / user
Observer



NEW **10 weeks**

Assessment

NEW Formative: individual exercise

Case preparation for simulation using the «Six steps to SDM».

NEW Summative: individual written assignment

Further develop and reflect on the SDM steps in their chosen case.

[1]Alhari et al. (2024). BMC Med Educ.
[2]Sezgin & Bektas. (2022). Nurse Educ Today

Results: Cohort 2 (2025, n=27

SWOT

Strengths

- Simulation training vas valued.
- Practice-based cases enhanced learning.
- Feedback clarified the Six steps to SDM.

Weaknesses

- Identifying relevant cases.
- Identifying clear alternative options.
- Presenting risks and benefits of options.

Opportunities

- More cases from diverse professional contexts.
- Improve teaching on risk communication.
- Moving the simulation online.

Threats

- Moving the simulation online.
- Translating evidence into user-friendly formats.

Limitations

- Researchers' dual role as teachers and researchers.
- Small student sample.
- Reliance on self-reported data.
- Single educational context.

Conclusions

Structured simulation within a flipped classroom approach strengthened students' understanding of SDM.

Clearer guidance on applying SDM across professions and practice settings is still needed and will be adopted in the third delivery (cycle) of the module.