Index

accountability 55–56
administrative staffing 93, 100–101
advanced nursing practice 130–133
activity logistics 131
briefing faculty and learners 131
case example 130–132
debriefing 131–132
information provided to learners 132
key learning elements 132–133
preparation 130–131
project overview 131
rationale 130
agreement 42
Alzheimer’s disease 130–133
ante-partum haemorrhage (APH) 120–124
application forms and notes 95–97
Arizona Clinical Interview Rating Scale (ACIR) 55
assessment 85–92
assessment-related terms 86
case and scoring tools 87–88
concepts and definitions 85
continuous quality assurance 89
development of simulated patient methodology 86–87
health professional education 56–58
performance 86–87
physical examination 82
preparation stage 87–88
programme management 98–100
recruitment of simulated patients 88
role of simulated patients in 86
scenarios 65
session monitoring 89
simulated patients as assessors 89–90
simulation design 17
standardization of simulated patient portrayal 86–87, 89–90
training resources 88
training stage 88–89
training process 87–89
authenticity 47–52, 57
bad news 8, 131
behavioural change 21
best practices 3
Boal, Augusto 43
brain death 141–143
brainstorming 77
Brech, Berthold 43
briefing 2–3
advanced nursing practice 132–133
feedback 76
interprofessional community care 113
scenarios 65
Calgary–Cambridge Observation Guide 75
case and scoring tools 87–88
case and scoring tools 87–88
character creation 40–42
circles of attention 43
clinical practice examination (CPEX) 86
clinical teaching associates 1
conceptual load theory 34–35
communication skills
advanced nursing practice 130–133
contemporary simulated patient practice 8
feedback 74
health professional education 55–56
organ donation 143
programme management 98–100
real patients 107
communities of practice 23–30
concepts and definitions 23–24
dimensions of 24–25
healthcare communication communities 30
healthcare simulation communities 26–29
medical and health professions education communities 29
practitioner roles 23–25
professions and specialty specific simulation communities 29–30
simulated patient practitioner communities 26–27
theoretical concept of 25–26
competence 54–55
complexity 147
concentration 41
confederates 2
constructivism 34, 35–36
contemporary simulated patient practice 7–15
adding realism 9–10
concepts and definitions 7–8
expanded settings 11
hybrid simulation 8–10
incognito patients 11
integrated approaches to skills development 8–11
intimate examinations 11
key learning elements 8
moulage 9–10
physical assessment and examination 10–11
procedural and operative skills 8–9
research projects 12
sequential simulations 11
simulated and real patients 11–12
conversation analysis 46–52
authentic interaction and simulated interaction 47–52
bridging the authenticity gap 51
capturing authenticity 48–50
concepts and definitions 46–47
conversational dominance 48, 50
deviant case analysis 49
insufficient dominant role 48
patients’ responses to diagnostic announcements 49–50
proof procedure 49
scripts and mental maps 47
database management 93, 95
debriefing 2–3
advanced nursing practice 132–133
feedback 71, 76–78
interprofessional community care 113
scenarios 65
simulation design 18
skills development in person-centred physiotherapy 136–137
Index

deliberate practice 88
devious case analysis 49
documentation 65–66, 100
dramatic arts theory/practice 39–45
  actor performance 2, 40
  audience involvement 43
  character creation 40–42
  circles of attention 43
  concepts and definitions 39
  elements of simulated patient performance 40–43
  embodied performance 41
  fourth wall concept 43
  given circumstances, sub-text and magic if 41
  improvisation and rehearsal 42
  mirror mechanisms 41–42
  narrative enactment 42
  non-verbal communication 41–42
  physical actions 41
  programme management 94
  relaxation and concentration 41
  simulated patients and performance 39–40
  units, objectives and actions 41
elderly care 130–133
embodied performance 41
ethics 7
evaluation 2–3
  feedback 75
  scenarios 65–66
  simulation design 21
experiential learning 17–18, 33
feedback 2–3, 71–78
  application feedback principles 72
  challenges and strategies 77
  communication skills 73
  concepts and definitions 71
  debriefing 71
  debriefing framework 71, 76–78
  interprofessional community care 113
  monologues 75
  physical examination 81, 82–83
  programme management 98–100
  real patients 106, 107
  role portrayal 69, 71, 72
  simulated patients 71–72
  training simulated patients 72–75
  video-assisted debriefing 77
fish bowl setting 43
focus groups 118
formative assessment 17, 86
four-stage model 67–69
fourth wall concept 43
funding 94, 95, 100
geriatric care 130–133
Gynaecological Teaching Associates (GTAs) 126–129
healthcare communication communities 30
healthcare professional education 110–114
healthcare simulation communities 26–29
health professional education 53–59
  assessment 56–58
  communication skills 55–56
  competence, performance and observation 54–55
  concepts and definitions 53–54
  patient-centred discourse 55–56
  psychometrics 56–58
  high-stakes assessments 86, 88
  history taking 8, 83, 142
  hybrid patients 2
  hybrid simulation
  adding realism 9–10
  assessment 86
  case example 121–124
  challenges and limitations 123, 125
  feedback 75
  future directions 148
  health professional education 56
  key learning elements 125
  maternal deterioration 120–125
  outcomes 123
  procedural and operative skills 8–9
  programme overview 122
  rationale 120–121
  hypoglycaemia co-morbidity 108
immersive simulation 77, 148
improvisational techniques 42
improved scenarios 64
incognito patients 1, 11
interprofessional community care 110–114
  case example 111–113
  debriefing and feedback 113
  faculty and learners 112
  key learning elements 113
  preparation and briefing 113
  programme overview 111
  rationale 110–111
  recruitment of simulated patients 111
referral tool development 111
scenario development 111, 112
simulation 113
training simulated patients 111–112
interprofessional education 7–8
intimate examinations 11, 126–129
  case example 126–128
  evaluation 128
  key learning elements 128–129
  programme overview 127
  rationale 126
  recruitment of simulated patients 126
  teaching sessions 127–128
  training GTAs 127
joint enterprise 25
Kolb’s experiential learning cycle 17–18, 33
learning activities 18–19, 67–68
learning theories 33–38
  cognitive load theory 34–35
  concepts and definitions 33–34
  constructivism 34, 35–36
  Kolb’s experiential learning cycle 17–18, 33
narrative learning 34, 35–36
  reflective practice 34, 35–36
  scaffolding 34–35
  threshold concepts 34, 36–37
  legitimate peripheral participation 25
logistics 65
manikins 80–81
maternal deterioration 120–125
medical and health professions education communities 29
mental maps 47
midwifery 120–125
mirror mechanisms 41–42
moulage 9–10
mutual engagement 25
narrative enactment 42
narrative learning 34, 35–36
non-verbal communication 41–42
nursing 12, 130–133
Objective Structured Clinical Examination (OSCE) 56–57, 86, 122
observation 54–55
open wounds/fractures 9–10
operative skills 8–9
organ transplantation 139–144
Index 153

patient-centred discourse feedback 72, 73–75
future directions 148
health professional education 55–56
learning theories 36–37
patient-driven simulation 106–108
pause and discuss 77

performance assessment 86–87, 88
feedback 72
health professional education 54–55
hybrid simulation 122
programme management 98–100
simulation design 21

see also dramatic arts
theory/practice

person-centred physiotherapy 134–138
pharmacy 12
physical examination (PE) 79–84
assessment 82
concepts and definitions 79–80
contemporary simulated patient practice 10–11
current teaching methods 80–81
feedback 81, 82–83
future directions 149
history taking 83
intimate examinations 11, 126–129
manikins and test trainers 80–81
peers in clinical laboratory setting 80
real patients in clinical settings 80
recruitment of simulated patients 81–83
teaching and learning with simulated patients 81
physiotherapy 12, 134–138
planned scenarios 64
Plus Delta 77
post-partum haemorrhage (PPH) 120–124
procedural skills 8–9, 75
professional communities see communities of practice
professionalism 7
professional judgement 57
professional patient 81
profession-specific simulation communities 29–30
programme management 93–101
administrative staffing 93, 100–101
application forms and notes 95–97
assessment and feedback 98–100
communication with simulated patients 98–100

concepts and definitions 93–94
database management 93, 95
funding 94, 95, 100
payments and funding models 100
recruitment and selection of simulated patients 93, 94–95
starting a new programme 94
training and quality assurance 95–98
psychometrics 56–58, 86

quality assurance 89, 93, 95–98
rating forms 74
real patients 105–109
contemporary simulated patient practice 11–12
creating patient-driven simulation 106–108
feedback 106, 107
key learning elements 107, 109
physical examination 80
scenarios 64–65
setting 106
simulation design 20
reflection 2–3
feedback 75
learning theories 34, 35–36
simulation design 18
rehearsal 42, 67–69
review framework 65–66
role-players 1
role portrayal
aims, topics and questions 68
benefits and challenges of four-stage model 69
concepts and definitions 63–64
feedback 69, 71, 72
phases for SP training 67–69
role portrayal on the run 69
simulation design 20
telephone incognito simulated patients 118
training for 63–64, 67–69
round-robin exercise 43

scaffolding 34–35
scenarios
additional elements for SP role 66
concepts and definitions 63–64
crafting SP roles on the run 66–67
development 63–67
documentation 65–66
hybrid simulation 122–123
interprofessional community care 111, 112
organ donation 142
real patient perspectives 64–65
real patients 107–108
review framework 65–66
simulation design 20
telephone incognito simulated patients 116–117
templates 65
writing the scenario/role 64
scripted interaction 47, 50
sentence completion activities 74
sequential simulations 11
session monitoring 89
shared repertoire 25
simulated interaction 47–52
Simulated Patient Organizers and Trainers (SPOT) 26–27
simulated patient practitioner communities 26–27
simulation activity phase 2–3
simulation design 16–22
assessment 17
concepts and definitions 16
content 16–17
evaluation 21
experiential learning 17–18
learners 19
learning activities 18–19
learning outcomes 16–17, 21
practical considerations 19–20
process 16, 17–18
scenarios and roles 20
simulated patients 19–20
timing and pacing the session 20–21
venue/learning space 20

skills development
case example 135–137
future directions 147
key learning elements 137
person-centred physiotherapy 134–138
programme overview 135
rationale 134–135
specialty-specific simulation communities 29–30
Spodin, Viola 42
standardized assessment 82, 86–87, 89–90
standardized patients assessment 86
concepts and definitions 1
future directions 148
health professional education 57
Stanislavski, Constantine 41–42, 43
summative assessment 17, 86
Index

telephone incognito simulated patients (TISPs) 115–119
accuracy of role play 118
case example 116–118
direct and indirect research methods 115–116
focus group 118
key learning elements 118–119
rationale 115–116
results 118
scenarios 116–117
selection and training of simulated patients 117
self-recording at home 118
test trainers 80–81
threshold concepts 34, 36–37
timing sessions 20–21
Toronto Consensus Conference on Doctor–Patient Communication 55–56
trained patients 1
training 88–89
future directions 147–148
interprofessional community care 111–112
intimate examinations 127
programme management 95–98
resources 88
telephone incognito simulated patients 117
unannounced patients 1
venue/learning space
physical examination 80
real patients 106
simulation design 20
telephone incognito simulated patients 115–118
video-assisted debriefing (VAD) 77
volunteer patients 1–2, 57