

MONASH University



Department of Rural and Indigenous Health

School of Rural Health



Simulation Patient Training For Interprofessional Education Workbook For Simulated Clients / Patients

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Contents

- 1. OBJECTIVES.....3
- 2. ICEBREAKER4
- 3. SIMULATION AS AN ‘EDUCATIONAL METHOD’5
- 4. ROLE OF SIMULATION FOR INTERPROFESSIONAL EDUCATION7
- 5. SIMULATED CLIENTS IN HEALTH PROFESSIONAL EDUCATION.....7
- 6. REVIEW BASIC EDUCATIONAL PRINCIPALS9
- 7. TRAINING SIMULATED PATIENTS/CLIENTS.....10
- 8. REVIEW AND PRACTICE PRINCIPLES OF FEEDBACK.....12
- 9. RESPONSIBILITIES OF SIMULATED PATIENTS/CLIENTS.....14
- 10. SUMMING UP.....15
- APPENDICES.....16

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1. OBJECTIVES

1. Introduce Simulation (SBE) as an educational method
2. Simulated patient roles for interprofessional education
3. Simulated patients (SP's) in health professional education
4. Review basic educational principals
5. SP training-read review rehearse
6. Review and practice basic principles of feed back
7. Review responsibilities of simulated patients



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2. ICEBREAKER

- Walk around the class and find someone who fits the description in the boxes
- Write their name in the box
- You must have a different name in each box
- Shout 'bingo' when you have a complete row or column



Find someone who...

Has had a holiday this year	Has acted a part in a play	travelled more than 20km to get here this morning	lives in the La Trobe valley
Has been to Melbourne in the last month	Belongs to a community club.	Can explain what a simulated patient is	knows what all the other health professions in a community setting do
Has experience of working or learning as a volunteer	Is a chocoholic	plays a team sport	speaks more than one language

Discuss:- What did you learn from this activity?

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3. SIMULATION AS AN 'EDUCATIONAL METHOD'

Definition

“Simulation is a technique to replace or amplify real experiences with guided experiences often immersive in nature, that evoke or replicate aspects of the real world in an interactive fashion ” (Gaba. 2007)

- Simulation based education involves activities that require students to imagine they are in a real scenario
- Formats can be paper, verbal, computer based web-based.
- Participants can be students, (learners) teachers, actors avatars etc
- There are different degrees of immersion
- SBE addresses knowledge, attitudes and skills

Discuss:- Advantages or disadvantages you might see in using Simulation Based Education?

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Why Have Simulation Based Education?

<ul style="list-style-type: none">• Ethical imperative• Learning from other industries• Quality and safety movement• Working time directives• Reducing training opportunities	<ul style="list-style-type: none">• Increased cohort sizes• Shorter hospital stays• Community Based care• Advances in technology• Competency based assessments
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Advantages of Simulation

- Design Simulations
 - Adjust the level of challenge
 - Identify boundaries of competence
 - Access to all facets of performance
- Growing evidence base
 - Novices
 - Professional skills



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4. ROLE OF SIMULATION FOR INTERPROFESSIONAL EDUCATION

Defining interprofessional education

1. Write down what you think 'interprofessional' means
2. Compare your definition with the other members of your group
3. Was your definition different from others?
4. Compare your definition with the CAIPE definition
5. Was the group's definition very different from the CAIPE definition?
6. What can we learn from an activity like this? (apart from the definition of interprofessional)

Definition

Interprofessional education occurs when two or more professions learn with, from, and about each other to improve collaboration and the quality of care' in professional practice. CAIPE, 2007. (UK, Centre for the Advancement of Interprofessional Education)

Why have interprofessional education?

- Patient centered
- Holistic, Looks at the whole person
- Professional collaborate for a common goal
- Prevents clients falling through gaps
- Prevents unnecessary repetition for clients
- Improves service delivery
- Improves patient/client outcomes

Discuss:- What advantages you see from students and health professionals working together.

5. SIMULATED CLIENTS IN HEALTH PROFESSIONAL EDUCATION

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What do simulated clients do?

- Role play as a patient/client
- Scripts derived from “Real” clients whose details have been de-identified
- Performance can be standardised
- Respond to feed back from students
- Provide feedback to students
- Understand and apply educational principals

Why use Simulated Clients?

- Ethical imperative
- Safety for trainee and clinician
- Safety for patients/clients
- Individualised for learners
- Can control level of challenge
- Can provide feedback to the learner
- Can elevate the client’s perspective



Qualities of Simulated Clients

Discuss:- What do you think are the qualities or skills required to be an effective simulated client

Compare your notes with the qualities found in the literature

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Qualities of effective simulated patients found in the literature

- Interested
- Enthusiastic
- Enjoys working with others
- Enjoys learning and teaching
- Communicates clearly
- Has a reasonable memory

S6. REVIEW BASIC EDUCATIONAL PRINCIPALS

Can you recall a situation where you learnt something which really “stuck”?

Discuss:- What contributed

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Compare your list with Knowles (below)

What drives learners to learn?

1. The need to know
2. Self Concept
3. Experience
4. Readiness to learn
5. Orientation and motivation to learn

(Knowles 1984)

7. TRAINING SIMULATED PATIENTS/CLIENTS

As a potential simulated client you will be given a script based on a real client of Latrobe Community Health Service. (Identifying details have been removed.)

Workshop stages

- Read your script, review it and, discuss the role you will play
- Fill out the responses your character will give to the student question template (See Appendix 1)
- Components
 - Character
 - Context
 - Rehearsal
- Feedback to Simulated client on performance
- Evaluation of the simulated client performance





Work in pairs to develop your characters, using the following guidelines

Character

To help you develop your character as a client, consider the following questions:

1. How would you describe the client's personality?
2. What is the clients' current emotion? Why?
3. How will the emotion be presented? Intensity?
4. What are the likely opening lines?
5. What clinician behavior will influence the client's emotion? How?
6. What are the client's main concerns?
7. What is the most likely client behavior throughout the scenario?

Context

To understand the context for the client, consider the following questions:

1. What aspects of the client's character need to be highlighted in this scenario?
2. Why is the client attending LCHS?
3. What is this client most concerned about?
4. What is this client expecting will happen?
5. What is the most likely outcome for this client?
6. What challenges do clinicians experience in this scenario?

Rehearsal

**You need to rehearse your "Character" with your partner asking questions
Use the questions in appendix 1 , "Student questions for simulated client"
and write dot points to prompt you on how you will answer those questions.**

1. Integrate all components
2. Simulated Client role play character with each other
3. Simulated clients calibrate clients' expression of emotion
4. Familiarisation of setting
5. 'Run through' whole scenario
Rehearse scenario with trainees
6. Focus on opening minute
7. Multiple rehearsals with simulated client observers.
8. Give feedback to simulated client
 - a. During rehearsals form Trainers and other simulated clients
 - b. On emotions, engagement, responsiveness.

(See appendix 2 for the Simulated Patient role template.)

8. REVIEW AND PRACTICE PRINCIPLES OF FEEDBACK

One important role for the simulated client is to give feedback to the trainee. The feedback is not about technical skill or knowledge, but rather about the client's perspective. Feedback can be verbal, face to face, to individuals or small groups. Written, feedback may be in the form of rating scales, or free text

Think about a time when you received feedback.

Discuss:- What do you think was helpful and unhelpful

WHO GIVES FEEDBACK?

Feedback to Simulated Clients on performance

- During rehearsals from other simulated clients , trainer and trainees
- On emotions engagement, and responsiveness.

Feedback to students

- From Supervisor
- From Simulated Patient

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Purpose of Feedback

- Provide judgments of safe & competent performance
- Offer multiple independent judgments
- Provide different perspectives
- Increase self awareness
- Assessors-written text makes sense of ratings
- Simulated Client's- verbal feedback is focused balanced and honest
- Identify unhelpful behaviours
- 1
- Recommend ways to improve performance
- Inspire participants

Where possible:

- Focus on student's identified needs
- Relate to student's knowledge and experience
- Reflect student's real life problems
- Pitch at student's stage of development
- Focus on the problems the student identifies.

Simulated Client feedback

1. Actor's experience as that patient

(Note: when you are out of role you refer to the simulated client in the third person (He/She)

"Mrs Logan was very satisfied. She responded positively to your warmth and sincerity"

2. Actor's broader experience of communication and other professional skills

"Mrs Logan was aware of you asking several closed questions. The interaction seemed to be on your terms"

3. Actor's experience of technical knowledge NOT as a technical expert but as a client.

"Mrs Logan felt uncomfortable when you"

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Simulated Client Feedback

6 items reflecting client centeredness

- Allowed me to express my concerns
- Sought my ideas about my medical problem
- Identified and acknowledged my feelings
- Provided me with adequate information throughout the interaction
- Treated me as an individual and with respect
- Communicated sensitively throughout the interaction

9. RESPONSIBILITIES OF SIMULATED PATIENTS/CLIENTS

What do you think are the responsibilities of simulated clients?

- Confidentiality
- Respect for students / staff
- Remembering client information
- Code of conduct of organisation

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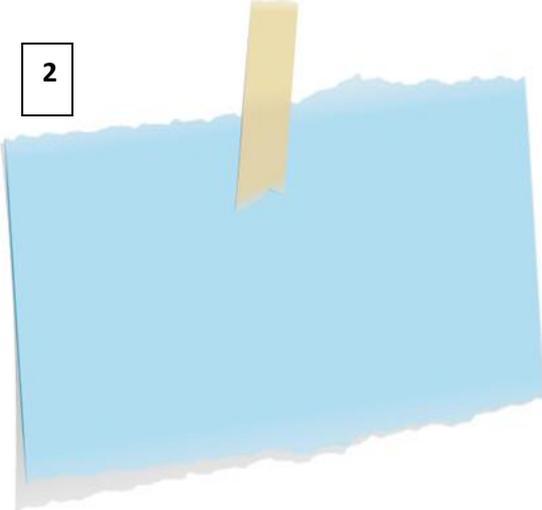
10. SUMMING UP

What are the key messages you take from this workshop?

1



2



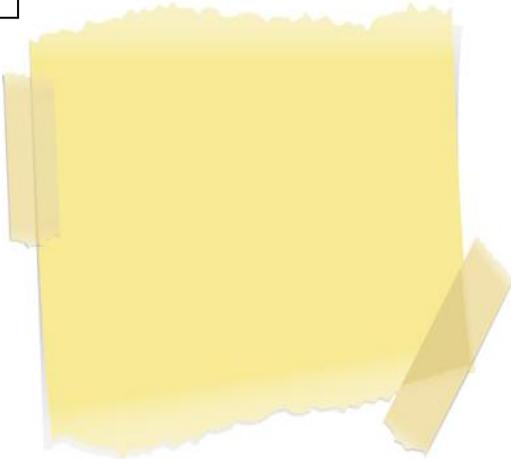
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APPENDICES

Appendix 1. Student Questions for simulated clients

<p>Interprofessional Referral Tool</p> <p>List of questions for Simulated patients</p> <p>Use the right hand column to list briefly in point form the answers you will give.</p>	
<p>Medications: Do you know what medications you are on and what they are for?</p>	
<p>How often would you see a GP or Specialist</p>	
<p>Social History</p>	
<p>Describe your employment situation.</p> <p>Describe your living arrangements.</p> <p>Describe your housing situation.</p> <p>Do you have a carer?</p> <p>What family supports do you have?</p> <p>What health services have you accessed?</p> <p>Do you have access to transport?</p> <p>Do you feel safe in your home?</p> <p>Do you or anyone in your family have an issue with gambling?</p> <p>In the past 6 months, have you had enough money to pay for medical care, medications, housing and food?</p>	
<p>Pain History</p>	
<p>Do you suffer from pain?</p> <p>How much does pain interfere with your normal activities of daily living?</p>	

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Hearing and Vision	
<p>Do you wear glasses?</p> <p>How is your eyesight for reading and long distance (with your glasses)?</p> <p>Do you wear hearing aids?</p> <p>How is your hearing (with hearing aid)?</p>	
Mobility/Transfers	
<p>Do you have difficulty or need assistance with walking/transfers?</p> <p>Do you have difficulty entering/exiting or moving around your home?</p>	
Foot Care	
Do you have any problems with you feet?	
Activities of Daily Living	
<p>Do you attend to your own hygiene?</p> <p>Do you do your own housework?</p> <p>Do you do your own shopping?</p> <p>Do you prepare your own meals?</p> <p>What community services do you have?</p>	
Falls Risk	
<p>Have you had any falls in the past 6 months?</p> <p>Have you had any near falls, trips or slips in the past 6 months?</p> <p>Do you have fear of falling?</p>	
Depression / Anxiety Risk	
<p>For the past 2 weeks or more, have you:</p> <ul style="list-style-type: none"> • Felt sad or miserable most of the time • Lost interest in your usual activities <p>For the past 6 months or more have you:</p> <ul style="list-style-type: none"> • Found it hard to stop worrying • Found it difficult to do everyday activities because of anxiety 	

Nutritional Risk	
<p>Do you have reduced appetite or food intake?</p> <p>Have you lost weight for no apparent reason?</p> <p>Do you need assistance to shop or prepare food?</p>	
Communication	
<p>Do you experience difficulty with:</p> <p>Understanding people's instructions or explanations?</p> <p>Finding the right words you want to express yourself?</p> <p>Understanding and remembering instructions?</p> <p>Pronouncing words and sounds clearly?</p> <p>Reading and/or writing?</p>	
Swallowing Risk	
<p>Do you have troubles affecting your mouth and teeth affecting your ability to bite or chew?</p> <p>Have you had trouble swallowing food?</p> <p>Have you found dry crumbly food makes you cough?</p>	
Lifestyle Risk	
<p>Are you?</p> <p>If a smoker, are you considering quitting?</p> <p>Do you eat 2x fruit and 5x veg on most days?</p> <p>Do you drink alcohol?</p> <p>How many alcoholic drinks do you have on a typical day when drinking?</p> <p>How often do you have more than 6 standard drinks on one occasion?</p> <p>Do you use recreational drugs?</p> <p>How many days of the week do you do more than 30 minutes moderate-intensity physical activity?</p> <p>Describe your weight.</p> <p>Is your weight an issue to you?</p>	

Appendix 2.

SP ROLE TEMPLATE

TITLE: _____

Summary
Learning objectives
Clinician's task
Affect behaviours
Questions and prompts

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Presenting problem
History of problem
Past Medical History
Social History
Family History
Considerations in role play

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