

Preconference Workshop 3

Ensuring High Quality SP Role Portrayal

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Overview

This workshop is designed for those interested in ensuring high quality standardized/simulated patient (SP) role portrayal. We draw on our experiences in two countries to share approaches to preparing SPs for role portrayal in both formative and summative contexts. Special attention will be paid to ensuring the accuracy and consistency of SP role portrayal. Participants will have the opportunity to use selected strategies in simulated interactions and to share practices. Strengths and challenges of these approaches and tools will be discussed and there will be opportunities to reflect on applications to individual practice.

Rationale

Increasingly, SP methodology is recognized as a powerful technique in simulation-based education and assessment. To ensure the effectiveness and safety of the implementation of this methodology, SPs have to demonstrate high quality in their role portrayal. As noted in the Association of Standardized Educators (ASPE) Standards of Best Practice (SOBP) for human simulation, it is incumbent on those who train SPs to make sure that these SPs are able to portray roles at an optimal level, whether it is in formative or summative contexts and with any group of learners. There are some approaches that have been developed and published that guide SP educators in assessing the role readiness of the role portrayal of an SP. We will look at some of these strategies and provide opportunities for discussion, practice and reflection.

Objectives

By the end of this workshop, participants should be able to:

1. Describe the characteristics of high quality SP role portrayal
2. Identify strategies to optimize SP role portrayal
3. Practice assessing the quality of optimal SP role portrayal
4. Reflect on applications to their context

Planned Format

This interactive workshop will include brief theory bursts, large group discussion, simulations using a 'fish bowl' approach, small group breakout sessions, and opportunities for individual reflection.