

Warm welcome to

Simulation patient education in ethics 1 ECTS

Updated by EthCo-team 26.8.2025



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TURKU AMK
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APPLIED SCIENCES



Contents in this Course

▷ Welcome words and get to know each participant

▷ Introduction of the Course

NOTE! You should have been as a participant in simulation before this course

▷ **Ethical situation in multiprofessional team, Moral Distress, Ethical safety**

Lesson 1 Simulation as a learning/teaching pedagogy

Simulated Patient as a concept

Lesson 2 Case based acting, Patient experience and some practical task

Case Based acting -Communication (verbal/nonverbal)

Emotions, voices

Lesson 3 Giving relevant feedback to students after simulation

Task Video simulation and reflection (1 hours)

To get to know each other

- ▶ Please, 5 minutes time, draw your own picture
- ▶ Be ready to present it to other participants



Lesson 1. Simulation as a teaching method

Imitation of reality in order to achieve a particular goal



The objective can be

- A better understanding of the content
- Employee training
- Ability to work testing

Why simulation?



- Patient safety and development and maintenance of the starting point
- “Not the first time” - real patients
- The requirement is that no healthcare professional may perform invasive procedures on patients before demonstrating mastery of their execution

Simulated patient

- ▶ Simulated patients are individuals who **are specifically trained to act as patients** for the instruction, practice and assessment of medical examination skills of medical students, fellows, residents and other health care providers.
- ▶ **Professional trainers, staff, and faculty members prepare simulated patients for their roles** in all assigned medical cases.
- ▶ Simulated patients are able to assist **in both teaching and evaluation of students.**

Simulated patients (SPs) should:

- ▶ Feel at ease discussing health matters and interacting with healthcare professionals
 - ▶ Be attentive and actively listen to others
 - ▶ Demonstrate dependability and follow through on commitments
 - ▶ Approach all individuals with openness and without bias regarding gender, race, religion, nationality, physical traits, etc.
 - ▶ Maintain a professional demeanor and treat students, faculty, and staff with respect
 - ▶ Accurately and consistently perform assigned roles or scenarios as instructed
 - ▶ Communicate clearly and effectively in spoken interactions
 - ▶ Uphold confidentiality regarding cases, students, and fellow standardized patients
 - ▶ Be motivated to support the education and development of future healthcare providers
 - ▶ Be open to being recorded on video for educational use
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- <https://www.med.wisc.edu/ctac/becoming-a-standardized-patient/>

▷ Responsibilities

- Acknowledge and mitigate biases when interacting with and rating diverse learners.
- Prepare case materials prior to training.
- Portray a patient outside of own experience effectively and consistently in a standardized way.
- Provide meaningful feedback to learners.
- Maintain confidentiality of case materials and learner performances
- <https://ccpcsom.ucr.edu/becoming-standardized-patient>

Additional material

- ▶ Fulham, N. M., Krueger, K. L., & Cohen, T. R. (2022). Honest feedback: Barriers to receptivity and discerning the truth in feedback. *Current opinion in psychology*, 46, 101405.
<https://doi.org/10.1016/j.copsyc.2022.101405>
- ▶ Sittner, B. J., Aebbersold, M. L., Paige, J. B., Graham, L. L. M., Schram, A. P., Decker, S. I., & Lioce, L. (2015). INACSL standards of best practice for simulation: Past, present, and future. *Nursing Education Perspectives*, 36(5), 294–298. <https://doi.org/10.5480/14-1502>
- ▶ Smith, S. J., & Roehrs, C. J. (2009). High-fidelity simulation: Factors correlated with nursing student satisfaction and self-confidence. *Nursing Education Perspectives*, 30(2), 74–78.
<https://doi.org/10.1043/1536-5026-30.2.74108>
- ▶ EthCo handbook
- ▶ EthCoTool