

Warm welcome to

Simulation patient education in ethics 1 ECTS

Updated by EthCo-team 26.8.2025













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)

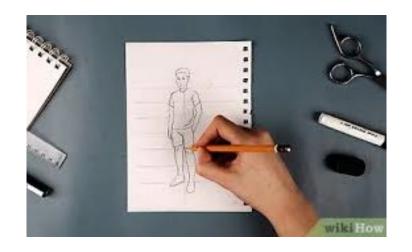
 Emotions, voices
- **Lesson 3** Giving relevant feedback to students after simulation
- Task Video simulation and reflection (1 hours)



To get to know each other

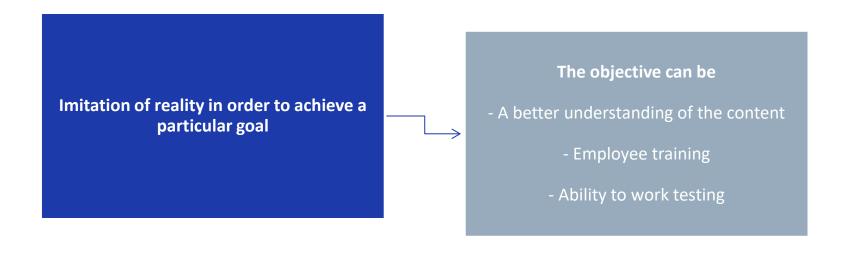
Please, 5 minutes time, draw your own picture

Be ready to present it to other participants





Lesson 1. Simulation as a teaching method





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
- 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., Aebersold, 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

