

Simulation patient education in Ethics 1 ECTS

Lesson 3: Giving feedback to participants as a simulated patient

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Contents in this course

- ▶ Welcome words and get to know each participants
- ▶ 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)

Ethics simulation



Not so much technical issues at all



Communication is one main part in ethics simulation

Main responsibilities and best practices as a simulated patient

Use the SBI model

Situation: Describe the context

- ...”Blood pressure check...”

Behaviour: Describe what the student did

- ...” You explained the theory clearly!”

Impact: Explain how it made as a patient feel

- ... “which made me feel safety”

Focus on the patient experience

As a simulated patient, your focus should center on how the student made you feel

Communication: Did they speak respectfully?

Empathy: Did they show understanding and compassion?

Comfort: Did they make you feel physically safe?

Professionalism: Did they maintain appropriate boundaries?

Highlight strengths first

Start what did they well

Offer constructive suggestions

Encourage reflection

Be honest, but kind

Your feedback should be truthful, but always respectful. Avoid judgemental language

Best practices shortly

Stay in character

React realistically to student's action, tone and questions

Use body language and emotional responses

- Know the case thoroughly

Memorize the patient history, symptoms, emotions

- Observe carefully

Pay attention how the student communicates, touches, explains and listens

Best practices shortly (2)

Provide feedback from the patient`s perspective

Support a safe learning environment

Debrief with simulation facilitator, if asked

References

- ▶ 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/10.1043/1536-5026-30.2.74108E>
- ▶ EthCo Contents of the Ethics Coaching Course