



SIMULATED PATIENT HANDBOOK

**UNCW School of
Nursing**

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SIMULATED PATIENT HANDBOOK

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SIMULATED PATIENT HANDBOOK

Welcome!!

We are delighted that you have chosen to volunteer or accept temporary employment as a simulated patient in the UNCW Simulation Program.

You will be participating in simulations that build clinical and communication skills in our students. Simulation is “an educational strategy in which a particular set of conditions are created or replicated to resemble authentic situations that are possible in real life” (INACSL Standards Committee, 2021, p. 62). Simulation is used extensively in health care.

Simulation based experience allows “participants to develop or enhance knowledge, skills, and/or attitudes and provide an opportunity to analyze and respond to realistic situations in a simulated environment”

(INACSL Standards Committee, 2021, p. 62).

The **Vision** of our center is to improve healthcare outcomes through applied simulation learning.

The **Mission** of our center is to prepare healthcare professionals through excellence in applied simulation learning to develop critical thinking and clinical reasoning for safe healthcare.

The overall goal of ***each*** simulated activity is to meet the designated student learning objectives.

Your contribution to the education and training of students is vital and we appreciate your commitment to our students and to the vision and mission of our simulation center.

Simulation

The purpose of simulation is to create a safe learning environment where students can learn to communicate, solve common clinical problems, increase their awareness of safety issues, and develop beginning clinical judgment.

Simulated patients (SPs) offer valuable contributions to health care simulation.

A simulated patient (SP) or standardized patient educator is “A person trained to consistently portray a patient or other individual in a scripted scenario for the purposes of instruction, practice, or evaluation” (INACSL Standards Committee, 2021, p. 62).

A simulation day typically involves:

1. A pre-brief
 - Students are oriented to the environment of the room
 - They will be oriented to the process and rules for interacting with and assessing the SP.
2. Implementation of the simulation scenario
 - Scenarios are designed to mimic common patient cases and situations that students face within the real clinical setting.
 - Students typically work in teams to communicate with, assess and provide care to the “patient” within the scenario.
3. A debriefing session
 - Provides time for reviewing the simulation and reflecting on the student learning
 - SPs may be asked to provide feedback during the debrief

The Association of Standardized Patient Educators (ASPE)

This international association has created standards for simulated patients, to ensure safe and appropriate practice. ASPE has identified the importance of “safety, quality, professionalism, accountability, and collaboration” as the key values needed to work with simulated patients. There are also five domains of best practice that guide the training and utilization of simulated patients (Lewis, et.al., 2017).

- Website: www.aspeducators.org

DOMAINS

1. Safe Work Environment:

- We will treat you with respect.
- We will strive to ensure that you are safe from physical or emotional injury during a simulated experience.
- We will ensure confidentiality of the simulated experience.

2. Case Development:

- We will provide clear objectives, case descriptions, and a detailed script to enable you to realistically portray the role.
- We will pre-brief you appropriately before you begin portraying your role.

3. SP Training for Role Portrayal and Feedback (including completion of assessment forms):

- We will train you to portray your role with accuracy and consistency.
- We will train you how to give appropriate feedback to the learners, both verbal and written.
- We will provide written assessment forms for selected simulation experiences.

4. Program Management:

- We will provide written policies to guide you in your role as an SP.
- We will maintain and protect contact information for you.
- We will recruit and maintain a variety of individuals for simulation roles.
- We will identify the type of individual needed for each SP role..

5. Professional Development:

- We will strive to maintain the professional standards of ASPE.
- We will continue to develop our knowledge of SP based simulation.
- We will mentor and educate you as the standards evolve and change.



Standardized/simulated patients enrich our students' learning by:

- Providing practice for communication skills such as patient education and counseling
- Providing nonverbal cues and specific types of body language
- Providing a “patient” for physical examination
- Providing scripted case history information
- Providing the challenges of dealing with a difficult patient
- Providing feedback about the effects of the student behavior on the SP

RESPONSIBILITIES AND EXPECTATIONS

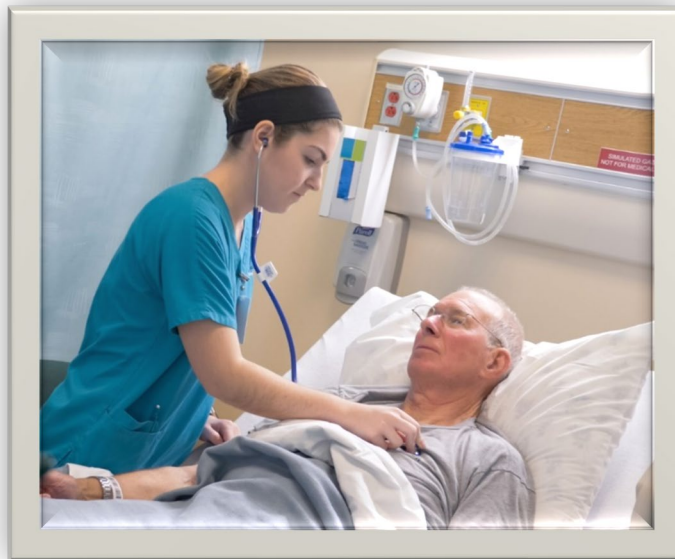
Responsibilities of the Simulation Program Team

- We will provide training to all SPs upon initial entrance into the program and through periodic developmental workshops for updated information or policies.
- We will ask for volunteers for simulated cases at the beginning of the academic term (typically in January and August of each year) or at least 3-6 weeks prior to the simulation.
 - An online signup link and e-mail is used to recruit SPs for specific experiences.
- We will match SPs with the appropriate case scenarios. Some cases will require a certain age group or gender.
- We will provide the following information approximately 2 weeks prior to the simulation:
 - The student learning objectives for the simulated experience
 - A script outlining the case, required comments and non-verbal behaviors for the scenario, and required clothing
 - Information about parking and parking pass
- We will also meet with SPs immediately prior to the simulation experience and review expectations.
- The safety of our SPs is paramount; therefore, we will stop any simulation if you are uncomfortable for any reason.



Expectations of Our Simulated Patients

- You may participate as a volunteer or elect to receive compensation for your services as an SP.
- An initial training session is required to participate as a Simulated Patient (SP).
 - You will complete an application which includes your background and information on your comfort level with certain scenario topics.
- SP training and simulation encounters are non-invasive, meaning there are no needles, tubes, or other invasive equipment involved. SPs may be asked to wear a hospital gown and are permitted to wear clothes underneath to cover modest areas. Equipment that touches body secretions (such as oxygen tubing) will be dedicated to each SP and labeled with the SPs name.
- If at any point you are uncomfortable in the simulation, physically or emotionally, please say “**Pickle**” loudly and we will immediately stop the simulation.



- Certain case scenarios may require additional practice sessions (a pilot run) to determine specific issues prior to implementing the scenario with students.
- Video cameras and microphones may be used during simulations and reviewed by students and faculty during debriefing. Please be cognizant of verbal comments or facial expressions after the student leaves the room, as they may be captured by the video.

- Please arrive a few minutes before your designated time.
- Please notify the Simulation Program Coordinator two weeks before a scheduled session if you are unable to attend. In an emergency situation, please notify the Simulation Program Coordinator as soon as possible.
- You will be asked to sign Confidentiality, Audiovisual & Medical Release forms (see appendices)
 - All SP encounters with students are **confidential**. Volunteers must agree to respect the learner's privacy and not discuss student performance with anyone other than the simulation program faculty and staff.
 - Comments, updates, or tweets concerning your role should not be placed on social media (such as Facebook or Twitter).
 - Audiovisual permission allows us to use images of you in connection with Simulation Program activities.



SPECIFIC TIPS FOR PORTRAYING A ROLE IN A SIMULATION

- Be sure to use key statements that are included in the script. ***The script is the key to meeting student learning objectives.***
 - If you are portraying the same role several times within a day, please be **consistent** with your comments and behaviors so that students receive a standardized experience.
 - Be sure to ask any questions about the case and the script before the simulation begins
 - Remain in character at all times
- Please do *not* immediately give all of the information from the script to the student. Do not fill in awkward pauses with information. Students must learn how to ask the right questions to obtain the information from patients.
- You may improvise answers that are not covered by the script (as long as you remain in character)
- You may change clothes in the restroom or in one of the control rooms. Do not change in the simulation rooms due to the video equipment.
- Simulation faculty, staff, or student workers may apply moulage (make-up or a simulated wound) for some scenarios. Please notify the staff of any potential allergies with moulage.



•For physical assessment, students may check your pulse, blood pressure, listen to breath sounds under your gown (female SP's should wear a sports bra), listen to heart sounds under your gown (you may be asked to move breast tissue to allow listening), listen to abdominal sounds under your gown, may ask you to remove socks and shoes to assess your feet and ankles, and may ask to check pulses and lymph nodes in the groin area.

Students should always ask permission and tell you what they are planning to do. Please do not hesitate to tell a student “no” if any action is making you uncomfortable.

PROVIDING STUDENT FEEDBACK AFTER A SIMULATION

- You may be asked to participate at the start of the debriefing period following the simulation.
- Please limit your feedback to 2-3 key points
- *Please do not comment on nursing skills or medical content*
- Please do not compare student's performance

Feedback is information that you provide to the learner about your response to what the student said and/or did during the encounter

- Give your thoughts and feelings from your perspective as a *patient*
 - How did you perceive the student body language, eye contact, etc.?
 - What did you see or hear?
- Focus on specific strengths and areas for future growth
 - What did the “nurses” do that you found helpful?
 - Was the teaching clear and understandable?
 - What would you recommend that they do differently to help you as a patient?
- If a written form for feedback is provided, please complete it before you leave the premises. We request your honest answers in order to help students grow.
- If you have serious concerns about a student's performance, please schedule a time to share this information with the Simulation Program Coordinator.



References

INACSL Standards Committee, Molloy, M.A., Holt, J., Charnetski, M. & Rossler, K. (2021, September). Healthcare Simulation Standards of Best Practice™ Simulation Glossary. *Clinical Simulation in Nursing*, 58, 57-65.
<https://doi.org/10.1016/j.ecns.2021.08.017> .

Lewis, K.L., Bohnert, A.A., Gammon, W.L., Hölzer, H., Lyman, L., Smith, C.,.....& Gliva-McConvey, G. (2017). The Association of Standardized Patient Educators (ASPE) Standards of Best Practice (SOBP). *Advances in Simulation*, 2 (10), 1-8.
Doi: 10.1186/s41077-017-0043-4

APPENDIX A: APPLICATION



UNIVERSITY OF NORTH
CAROLINA WILMINGTON
SCHOOL OF NURSING

Simulated Patient Application

Applicant Information

Full Name: _____ Date: _____
Last First M.I.

Address: _____
Street Address Apartment/Unit #

City State ZIP Code

Phone: _____ Email _____

Demographic Information

Gender: Male ☐ Female ☐

Birth date: _____

Marital Status: Single ☐ Married ☐ Widowed ☐ With Partner ☐
Divorced ☐ Separated ☐

Race/Ethnicity: Black/African American ☐ Hispanic/Latino ☐ White/Caucasian ☐
Asian ☐ Other or mixed race ☐

Occupation and Employment history:

Any prior experience in the health care industry? YES ☐ NO ☐

If yes, in what capacity?

Describe the type of work you are doing now or have done in the past:

Education:

Highest degree or level of school completed:

Did Not finish High school ☐ High school graduate ☐ Associate Degree ☐
Bachelor's Degree ☐ Master's Degree ☐ Doctorate Degree ☐

Language Skills:

Do you speak another language other than English? YES ☐ NO ☐

If yes, please list other languages:

Physical Description (to assist with matching to cases)

Height: **Short** ☐ **Average height** ☐ **Tall** ☐

Weight: **Thin** ☐ **Average weight** ☐ **Overweight** ☐

Body Piercing: **None** ☐ **Ears only** ☐ **Other** ☐
If other, location?

Tattoos: **None** ☐ **Neck** ☐ **Arms** ☐ **Torso** ☐ **Legs** ☐

Physical features: **Glasses**☐ **Hearing aid** ☐ **Cane**☐ **Prosthesis** ☐ **Other** ☐

If other, please explain:

Medical History

Please indicate medical history/illnesses that you have personal experience with and would be willing to portray in a simulation:

Allergies: (*Please list any allergies **especially if latex***)

Hospitalizations, Accidents and/or Past Surgeries:

Medical Illnesses or Long Term Problems

Examples: Diabetes, High Blood Pressure, Arthritis

Sensitive Topics

Mark **YES** to topics that you would be willing to portray during a simulated interview or simulation scenario. Mark **NO** to topics that you are not comfortable portraying as an SP.

YES

- | | | | | |
|-----|--------------------------|----|--------------------------|---|
| YES | <input type="checkbox"/> | NO | <input type="checkbox"/> | Homosexual/Bisexual/Transgender |
| YES | <input type="checkbox"/> | NO | <input type="checkbox"/> | Person with multiple sexual partners |
| YES | <input type="checkbox"/> | NO | <input type="checkbox"/> | Person with HIV or AIDS |
| YES | <input type="checkbox"/> | NO | <input type="checkbox"/> | Alcoholic |
| YES | <input type="checkbox"/> | NO | <input type="checkbox"/> | Person with Substance Abuse-Illegal or Prescription |
| YES | <input type="checkbox"/> | NO | <input type="checkbox"/> | Person with Dementia |
| YES | <input type="checkbox"/> | NO | <input type="checkbox"/> | Person with Mental Illness |
| YES | <input type="checkbox"/> | NO | <input type="checkbox"/> | Person with Post Traumatic Stress Disorder |
| YES | <input type="checkbox"/> | NO | <input type="checkbox"/> | Military Veteran |
| YES | <input type="checkbox"/> | NO | <input type="checkbox"/> | Victim of Assault or Rape |
| YES | <input type="checkbox"/> | NO | <input type="checkbox"/> | Person experiencing Domestic Violence |
| YES | <input type="checkbox"/> | NO | <input type="checkbox"/> | Person experiencing homelessness |
| YES | <input type="checkbox"/> | NO | <input type="checkbox"/> | Grieving spouse or family member |
| YES | <input type="checkbox"/> | NO | <input type="checkbox"/> | Dying Person |
| YES | <input type="checkbox"/> | NO | <input type="checkbox"/> | Person whose spouse or family member is dying |

APPENDIX B: FORMS



**UNIVERSITY OF NORTH CAROLINA
SCHOOL OF NURSING
SIMULATION CONFIDENTIALITY AGREEMENT**

As a Standardized Patient (patient actor), I will be actively participating in clinical simulations. I understand that the content of these simulations are confidential and I expressly agree to maintain the confidentiality of the information attendant to the simulations and not disclose such information except as it is necessary with faculty and students involved. I further agree that the improper disclosure of sensitive and confidential information would be a violation of university policy, unethical, and may even constitute a violation of applicable privacy laws, and could subject me to discipline.

I fully understand and acknowledge that the unauthorized release, mishandling of confidential information or inappropriate exchange of information related to the simulation environment is prohibited. Such actions are considered a violation of the UNCW Honor Code confidentiality standards and will be dealt with as such.

Name (print) _____

Signature _____

Date _____

Adopted: 11/2011



ASSUMPTION OF RISK AND HOLD HARMLESS AGREEMENT FOR UNCW STANDARDIZED PATIENT PROGRAM

In consideration of being allowed to participate in the university's educational activities as a Standardized Patient in the Simulation Learning Center (hereinafter referred to as the 'Program'), I hereby agree as follows:

I do hereby affirm and acknowledge that I have been fully informed of the inherent hazards and risks associated with the Program's activities, including falls, bumping into equipment, contact with other participants, allergic reaction to something in the environment or from the makeup used for simulated wounds on skin, an emotional reaction to stressful scenarios (for example 'dying patient', 'natural disaster', 'hoarder household'), and that personal injury and property damage can result from these activities. I voluntarily authorize my own participation in reliance upon my own judgment and knowledge of my own experience and capabilities and assume any attendant risk.

I further understand that treatment for any medical problems I may suffer is my responsibility and will be paid by me and/or covered by my insurance.

I shall indemnify, defend and save harmless the University of North Carolina at Wilmington, its trustees, officers, directors, employees, representatives, agents and volunteers from all liabilities, losses, costs, damages, claims or causes of action of any kind or nature whatsoever, and expenses, including attorney's fees, arising or claimed to have arisen out of personal injuries or death, or property damage or loss, sustained by me as a result of my participation in this Program.

I HAVE READ THIS AGREEMENT, I UNDERSTAND IT AND I AGREE TO BE BOUND BY IT.

SIGNATURE

PRINTED NAME AND DATE



UNIVERSITY OF NORTH CAROLINA WILMINGTON
SCHOOL OF NURSING
AUDIOVISUAL RELEASE FORM

I hereby grant permission to the University of North Carolina and the School of Nursing, to take and use visual/audio images of me in connection with the activities of the University and School of Nursing, including my performance in Simulation Program activities. Visual/audio images are any type of recording, including but not limited to photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions.

This release includes without limitation, the right to publish such images in University and School of Nursing newspapers, alumni magazines, and public relations/promotional materials, such as marketing and admission publications, advertisements, fund-raising materials, web site and education publications.

I understand this release is binding throughout all nursing courses while enrolled in the School of Nursing at University of North Carolina Wilmington.

Name (print) _____

Signature _____

Date _____

Adopted: 11/2010