

The Centre for Collaborative Clinical Learning and Research Dalhousie University

Simulated Patient Handbook

The most recent version of this document can be found here:

<https://www.dal.ca/faculty/interprofessional-education/facilities/centre/simulated-patient.html>

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Introduction to the Centre for Collaborative Clinical Learning and Research

The Collaborative Health Education Building (CHEB)

The only purpose-built facility of its kind in Atlantic Canada, the Collaborative Health Education Building (CHEB) was designed to facilitate collaborative health education for students at Dalhousie and foster a cultural shift in health care toward greater interprofessional collaborative care.

The first floor of the CHEB contains classrooms and common studying space. The Kellogg Health Sciences Library Learning Commons is on the second floor. The Centre for Collaborative Clinical Learning and Research is on the third floor.

The Centre for Collaborative Clinical Learning and Research (C3LR)

Purpose-built for interprofessional learning, the Centre for Collaborative Clinical Learning and Research (C3LR) is a simulation centre for clinical skills training in the health science professions. The C3LR houses our simulated patient program and supports the development of critical diagnostic and patient care skills through simulation-based education. Health care learners, residents, and practicing health professionals use the C3LR to as a safe place to practice the following:

- Conducting interviews and physical assessments
- Developing procedural skills
- Enhancing patient-centred communication skills
- Developing skills to enhance collaborative practice amongst their future health care colleagues

The C3LR includes homecare, rehabilitation, and hospital settings specifically designed to enable realistic, simulation-based education:

- 3 patient care labs (each with 8 beds to simulate a hospital ward)
- 24 clinic rooms, complete with equipment you would see in a family practice setting
- 4 seminar rooms for training and debriefing

A video orientation to the C3LR can be found here:

<https://www.dal.ca/faculty/interprofessional-education/facilities/centre/welcome.html>

The C3LR is as close to a clinical environment that a learner will experience anywhere within Dalhousie University. At the C3LR, we expect the same professional behaviour that we would expect to see in an external clinical setting like the hospital or clinic, as the learners prepare for clinical practice. We know that hospital and clinic noise have a negative impact on patients and families and impacts their ability to retain and regain health. Therefore, when at the C3LR, learners, staff, and simulated patients are asked not to linger in common areas, to maintain quiet conversations, and to keep electronic devices on silent/vibrate.

What is a simulated patient?

Simulated patient (SP) work is about education

“The term *actor* is sometimes used to refer to an SP. While both SPs and actors are performing roles, and acting practices and theories can inform SP work, the scope of what an SP and an actor does is very different. In general, actors are fulfilling the objectives of a playwright and/or a director and perform for an audience. In healthcare simulation, actors may be hired to perform in an educational activity; however, as SPs, they are doing something different from actors. They are part of an educational team, focused on fulfilling the learning objectives of a simulation activity in service to learners.”

The Association of Standardized Patient Educators (ASPE), Standards of Best Practice (SOBP)

<https://advancesinsimulation.biomedcentral.com/articles/10.1186/s41077-017-0043-4>

April 2017

A simulated patient (SP) is a person who is trained to simulate the historical, physical, and emotional features of a real patient's clinical problem in a consistent and believable manner. SPs help learners and practicing healthcare professionals gain competency in taking medical histories, performing physical examinations, and making diagnoses.

SPs provide learners and practicing healthcare professionals the opportunity to obtain more practice, observation, and feedback that may otherwise not be available throughout their training. Instead of just learning in a clinical environment with real patients, SPs provide learning in a safe and controlled environment where scenarios can directly align with curricular content.

The events in which SPs participate can generally be classified as either formative or summative.

- *Formative* events allow learners to practice their skills and receive feedback from faculty and/or SPs. It is generally not graded, but it is a valuable experience within the learning process.
- *Summative* events are those in which learners are assessed by faculty based on learning goals and objectives. Sometimes SPs use checklists and global scales to assist in the assessment of learners.

SP cases are presented as scripts that contain an outline of the issues, concerns, and complaints of the patient to be portrayed. The patient an SP portrays may have very different answers or reactions than the SP might personally. Each case is often a part of a larger event that provides our learners the opportunity to practice their clinical and communication skills.

Common subject areas for teaching and learning with SPs include taking a basic health history and performing a physical examination. Many of the scenarios also include patient management, counseling, communication, professionalism, and ethics. We also work with learners on challenging patient interactions; for example:

- Breaking bad news and bereavement

- Palliative care, end of life decisions
- Family violence and abuse (adult and pediatric)
- Anger
- Sexual assault
- Addiction

SPs portray cases for learners of all skill levels (students, graduates, and practicing professionals) and varying health professions:

- Faculty of Medicine
- Faculty of Health
 - College of Pharmacy
 - School of Communication Sciences & Disorders
 - School of Nursing
 - School of Occupational Therapy
 - School of Physiotherapy
 - School of Social Work

SPs work directly with simulated patient educators (SPEs) at the C3LR. SPEs are responsible for developing simulation scenarios, recruiting and training SPs, and running educational events.

Depending on the specific event, as a simulated patient you may be expected to:

- Enact carefully scripted case scenarios and maintain standardization
- Provide opportunities for learners' safe practice of communication and physical exam skills
- Role-play during workshops, examinations, remediation, lectures, and research studies
- Improvise and respond to learners' needs
- Provide feedback from the patient's perspective (SPs are trained to provide patient-centered feedback)

Occasionally, the C3LR offers SPs workshops to further develop skills, which may be helpful in your role (for example, providing patient-centred feedback to learners). Some SPs are also trained to become Clinical Teaching Associates (CTAs). CTAs can instruct physical examinations on themselves, for example, abdominal (stomach) or musculoskeletal (muscles, bones, and joints) examinations.

If you are interested in becoming a simulated patient, please complete an application form:

<http://www.dal.ca/faculty/interprofessional-education/facilities/centre/simulated-patient.html>

Advantages of simulation-based education

Simulation-based education is used to replace or amplify real experiences with guided experiences. Simulation-based education integrates cognitive, technical, and behavioural skills into a learning environment where learners can imagine the setting is real and can act as they would in a clinical environment. Further, simulation allows learners the safety to make mistakes with the purpose of learning from them. SPs are one component of simulation-based education.

SPs have become increasingly important in recent years as an adjunct to learners' clinical placements, since patients in hospitals tend to be sicker than those in the past. Furthermore, in-hospital patients do not necessarily represent the types of cases that are appropriate for the health professional learners' level of learning. SPs offer the opportunity to fill these gaps.

| SPs are: | What does this mean? | What does this require from each SP? |
|-----------------------|--|--|
| Credible | SPs are comparable to a real patient in a real-life situation. | To portray the role realistically. |
| Available | SPs can be available at any time and any place. It is not necessary to rely on real patient cases that are available only at a given time. | To be as flexible and accommodating as possible when called for a job. |
| Consistent | Symptoms, signs, and psycho-social aspects remain stable. The same simulation is repeatable. | To portray the role consistently with repetition and remain standardized with other SPs playing the same role. |
| Controllable | Situation, setting, level of difficulty, and amount of information given to the learner can be controlled. | To be flexible in adapting the role to meet specific needs of the learner as directed by the simulated patient educator. |
| Adaptable | In some simulations, the examination and/or interview can be interrupted (using a "time out") and learners can discuss with the tutor or amongst themselves. A resource can be consulted and then the examination continued. Discussion of the problem can be openly discussed in front of the SP (during "time out"). SPs must be able to adapt to these changes. | To maintain the realism and intensity of a role even when interrupted with "time outs". SPs will be directed to either remain in role, "freeze", and avoid interaction with the trainees and tutor or they may be directed to offer their feedback (if solicited). SPs must be able to take new direction while maintaining the integrity of the role. |
| Able to give feedback | SPs are trained to give immediate and constructive feedback to the learners regarding their communication skills. | To give specific, constructive feedback to learners about their communication skills when required. SPs are trained to give feedback before being asked to do such a simulation. |
| Able to teach | If SPs have been trained as a Clinical Teaching Associate, they are able to instruct and provide feedback for physical examinations. | Clinical Teaching Associates are trained to give instruction on physical exam and advanced history taking techniques. |
| Safe | Learners need not be concerned that they will impose any inconvenience, discomfort, or harm on real patients. | Remember that the SP's purpose is to focus on the learner's needs and to relay information, not personal opinions. |

Adapted with permission from *The Standardized Patient Program: An Orientation Manual*, University of Toronto, 2010.

Our expectations of simulated patients

The C3LR is committed to the highest standard of learning to develop highly competent, caring, and socially responsible health professionals. To ensure curricular program and learner needs are of the highest priority and that all our simulations are safe for everyone involved, we must ensure our SPs meet specific requirements. SPs must adhere to the following responsibilities and expectations:

Professional conduct

- Demonstrate professional, responsible, and ethical behavior.
- Demonstrate sensitivity to and respect of others' beliefs, opinions, gender, race, culture, religion, sexual orientation, ability, and status.
- Demonstrate personal and professional integrity and honesty.
- Demonstrate accountability and admission of errors.
- Demonstrate compassion and empathy.
- Commit to self-improvement.
- Have a positive and professional attitude toward simulation-based education.

Training and simulation

- Respond to all recruitment emails in a timely manner whether you choose to accept or decline; you are free to accept or decline any recruitment opportunity without penalty.
- Be reliable: commit only to dates you know you can work.
- Arrive promptly and attend all required training sessions and simulations. If unable to attend required training sessions and simulations, contact your simulated patient educator as soon as possible.
- Display good interpersonal skills when working with colleagues, simulated patient educators, learners, staff, other SPs, health professionals, and all those involved in the program.
- Receive and integrate feedback willingly and consistently.
- Be accommodating to needs of the learner and the curriculum.
- Portray the role the way you were trained and participate only within the boundaries of your role (as outlined by your simulated patient educator).
- When the specific role requires it, provide feedback to learners in a constructive, formative, and learner-focused manner.
- Do not provide your own health history to learners or faculty. Do not seek or expect personal medical or health advice from the learner or faculty. The learners and faculty will not provide any medical advice for SPs.
- Keep all SP scripts, case materials, and learner identity and performance confidential.
- Return all case, scripts, and feedback materials.
- Report any personal or professional conflicts of interest as soon as possible.
- Drug and alcohol use are not permitted at the C3LR.

SP cancellations

As an SP, once you have committed yourself to a specific event, we expect you will honour that commitment barring extreme circumstances. The C3LR asks that you report any difficulties making an SP commitment as soon as possible. SPs should provide at least 24 hours' notice; last minute cancellations or 'no shows' for a training or simulation (without a valid reason) could impact future involvement with the C3LR. Reliability is an essential component of our SP programming.

Confidentiality

All SP scripts, case material, and information related to events at the C3LR are confidential. This includes learner identity and performance. The content of SP roles should only be discussed with C3LR staff or Dalhousie faculty, and not with friends, family, or other SPs. SPs must keep secure any SP scripts and case material, and these must be returned to the C3LR at the completion of each event. Electronic copies must be deleted from personal computers or devices. All training and case material is the property of Dalhousie University, and must not be duplicated or distributed by SPs. If you think you might have lost a script or breached confidentiality, you must let your simulated patient educator know as soon as possible. You will be asked to sign a confidentiality agreement upon being hired.

Conflict of interest

The C3LR is concerned about maintaining the integrity of examination content. Please let the C3LR know immediately if you or a person close to you (family, partner, spouse, best friend, etc.) is intending to participate in any upcoming health care learning event or exam (for example, medicine, nursing, pharmacy, physiotherapy). This way we can work together to avoid any potential conflict of interest.

Personal electronics

SPs should not use electronics such as cell phones during training or events, as they are distracting to learners, SPs, and staff. If electronics are used during simulation, there is a risk that the learner may be disrupted and lose the opportunity to gain valuable educational practice and feedback. Some programs will explicitly ask that no cell phones or electronics be brought to the C3LR. Phone call conversations should be taken in the stairwell, not in the C3LR, to not disrupt programming.

Smoke-free, scent-free, and hygiene

To protect people from involuntary exposure to tobacco smoke, in 2003 Dalhousie declared the university entirely smoke-free. The 'No Smoking Policy' prohibits smoking in all university buildings, including university residences, on university property, and in university vehicles. Under this policy, those wishing to smoke are asked to leave University property (http://safety.dal.ca/programs_services/smokefree/property.php). While smoking on public property, smokers are asked to avoid littering, to be respectful of others, and of course to abide by municipal by-laws.

The university has also acted to support its many learners and employees who report that they are harmed when they are exposed to scents, which are present in many personal care products. Scents

in perfume, cologne, hairspray, after-shave, and even some soap and fabric softeners, cause serious illness in people who are sensitive to these chemicals. To provide an environment which supports teaching and learning, Dalhousie asks learners, staff, faculty and visitors, to refrain from using scented products while at the university. The scent reduction program is part of a broader effort to limit, to the fullest extent practical, exposure to all chemicals in our buildings.

Our programming often takes place in small examination rooms for long periods of time. For the comfort of our learners, faculty, and staff, please arrive freshly showered and refrain from using scented products.

Quality assurance & performance management

The quality of SP performance is a priority at the C3LR. We need to ensure SPs are fulfilling our expectations and requirements noted above: they are professional and ethical, they align their role portrayal to their training and the learning objectives, and they interact with learners safely. Quality assurance is maintained by “live” observation during training and simulation. Our goal is to provide each SP with the specific feedback and support that they need to improve and succeed as an SP.

Despite this, sometimes our program is not the best match for individual SPs and we have to discontinue their participation. SPs’ ongoing participation in the program will be adversely impacted by consistently being unable to meet program expectations; for example: lateness, habitually missing or cancelling projects that have been accepted, lack of preparedness, unprofessional behaviour, lack of engagement, breach of confidentiality, and/or lack of commitment to the work. The C3LR reserves the right to remove an SP from our program if they do not meet the responsibilities and expectations of their position.

What can I expect as a simulated patient?

The C3LR is committed to creating an environment that is fair, equal, and safe for all its employees, learners, and health professionals. SPs working for Dalhousie University’s C3LR will be treated with the highest level of respect and consideration by learners, staff, faculty, and health professionals.

Casual employment:

SPs are considered casual employees of Dalhousie University. This means the C3LR cannot guarantee a fixed minimum or maximum number of hours of work. As a casual employee, you will be assigned a banner number; this is an employee number that will allow you to access your payment information, your T4 (statement of remuneration paid), and Wi-Fi at the university. To access these features, you need to set up your NetID and password: <https://password.dal.ca/>. If you do not know your banner/employee number, please contact the C3LR.

SP selection for roles:

The amount of work offered to individuals depends on the demographics of the patients we need portrayed, the type of event, and the SP’s experience and availability. Faculty submit requests for events utilizing SPs including case details such as the age range, gender, ethnicity, and physical

characteristics of the patient. Based on this information, the staff identifies potential SPs to portray the patient.

The following secondary selection criteria are considered to narrow down possible SPs:

- Case requirements (for example, affect to be portrayed, case difficulty, or experience)
- Physical and psychological safety of SPs
- Ability to master the role
- Level of experience in providing learner feedback

The C3LR reserves the right to select SPs in a manner that best suits the event. Once SPs for the specific roles are identified, they are contacted by email to determine availability and interest. SPs are free to accept or decline any recruitment opportunity. SPs must be able to attend all scheduled training(s) and event day(s).

We hire a ‘spare’ SP for most roles. Spare SPs train alongside the other SPs assigned to the case, are expected to attend the event, and sometimes remain “on-call” until a designated time. Spare SPs would only be expected to go into role if another SP is unable to participate; however, spare SPs are expected to be available for the entire duration of the event. Spare SPs are remunerated for their time.

SPs are often also hired in a casual capacity to assist with event administration in a support role. As event support staff, you would be helping with the logistics of an event; for example, registering learners, collecting assessments, and administering the timing of the event. Please let us know if you are interested in also participating in this support capacity.

Hours of work:

SP work hours are irregular and sporadic in nature, and are dependent on student/course scheduling. To accommodate the curriculum, you may be asked to work an event that is two hours or twelve hours; you may be asked to work days, evenings, or weekends. Therefore, we cannot guarantee a fixed minimum or maximum number of hours of work. This is casual employment only. Our programming primarily follows the academic school year, which means that the program is quieter in the summer months.

Physical & psychological comfort with a role:

Please be assured that you can decline, without explanation, any role you are not comfortable with (for example, portraying a cancer patient when one of your family members have recently been struggling with cancer). This will not preclude recruitment for future roles.

Physical examinations:

The physical examinations SPs may encounter are most commonly simple, non-invasive examinations that the public receives from their family physician. For example, learners may listen to your heartbeat, take your blood pressure, and examine your eyes, ears, mouth, and abdomen. Occasionally, we have a specific need for SPs who are willing to complete more invasive examinations,

such as breast, pelvic, or digital rectal examinations. SPs that are uncomfortable with these examinations are not expected to take part in these programs.

Participation in events at the C3LR is for learning purposes only. Should something abnormal be found on physical exam, the SP will be informed of a finding and advised to seek medical evaluation and treatment by the SP's personal health care provider.

Learners are expected to drape patients appropriately to avoid exposing them unnecessarily; however, this is a learned skill and does require a certain amount of practice. Unfortunately, there may be some misses along the way. The C3LR provides a safe environment for learners to practice and make mistakes. If you feel uncomfortable with this, please let your simulated patient educator know as soon as possible.

Training:

Prior to each simulation, you will be brought in for face-to-face training. Training typically lasts two hours and all training sessions are paid. The purpose of a training session is to review the context and logistics of the event, the learning objectives, the SP script, to roleplay the scenario, and ensure confidence and comfort with the role. If at the end of training you do not feel prepared, please speak with your simulated patient educator. Our goal is to ensure you are prepared and confident when interacting with learners.

Payment:

Training and simulations are paid at different rates depending on the program, required complexity of the simulation, and feedback requirements. The minimum rate is \$16/hour for basic roles. The rate of pay is often the same for both training and portrayal of the role. Your simulated patient educator will indicate what your pay rate will be for a project when you are initially recruited.

Method of payment:

Unless informed otherwise, all pay will be directly deposited into your bank account by Dalhousie University via direct deposit. All payments are subject to standard government deductions. An "Application for Direct Deposit of Pay", a federal tax form, and a provincial tax form must be completed before any payments can be processed. In most instances, SP pay will be deposited into your bank account within a two to four week period, depending on the day of SP participation.

Parking fees and travel expenses:

It is the SP's responsibility to cover the cost of travel expenses and parking fees for each training session or simulation. If you choose to drive to the C3LR, whenever possible, please try to use a parking garage as it may not be possible to "feed the meter". The C3LR will not reimburse SPs for any travel expenses, parking fees, or tickets, or travel expenses.

Event cancellations:

In the event of a cancelled program, C3LR staff will give SPs as much notice as possible. If a booking is cancelled less than 48 hours before a scheduled event, SPs will be paid in full as if the event had

occurred. They will also be compensated for training that has occurred. **IMPORTANT:** SPs will not be compensated if Dalhousie University is closed and a program is cancelled due to inclement weather. Please refer to the Dalhousie University website (www.dal.ca) for university closure during inclement weather.

Personal belongings:

The C3LR has lockers available on site. SPs are welcome to keep their personal belongings stored in the lockers during training and/or events. The C3LR does not provide locks to the lockers; it is the responsibility of the SP to bring their own lock. Some programs will explicitly ask that SPs keep their belongings in the lockers during the simulation. Locks must be removed at the end of the event, to free up the locker space for others to use. Locks left on longer than 24 hours, will be cut off and removed. The C3LR does not accept liability for any lost or damaged personal items.

What can I expect from the C3LR?

- To be treated with respect and consideration by staff, faculty, and learners.
- The right to refuse a role that is uncomfortable for you.
- To receive feedback from your simulated patient educator and to be instructed as to how you can improve.
- To be paid for the time that you are scheduled to work.
- The understanding that true emergencies do occur and you will not be penalized when they happen.

Video recording, observation, and research

On some occasions, simulations may be video recorded or observed for educational or quality assurance purposes. Video recording serves several purposes: it provides an opportunity for students to reflect on their skill level, and it provides faculty and staff with the opportunity to re-watch interactions with learners who might need additional support. Direct observation of simulated patients also helps to ensure the educational programming is running as expected.

SPs will be reminded prior to programming that recording will be occurring. However, SPs may be subject to random “live” observation at any time. Please note that there are cameras mounted in each clinic room, in the training rooms, and in the simulated apartment (including the bathroom in the simulated apartment). Please keep these cameras in mind if you need to change clothing for a role; you might feel most comfortable changing your clothing in the bathrooms located by the elevator, or in the clinic hallway bathrooms.

Educational research studies held at the C3LR often include simulation, and by extension, working with SPs. Research involving human participation requires that the researcher has received approval from the Dalhousie Research Ethics Board. Through this procedure, you can be assured that all research at the C3LR is completed with the highest regard for human participants. If a research study requires your involvement, participation, recording, and/or feedback, you will be asked to consent on a case-by-case basis. You may refuse to participate in any research for which you do not consent.

Refusing to consent to a research program may interfere with that particular program, but it will not negatively impact you participating in other programs.

No personal information will be shared or referenced during a video recording or observation that is used for educational or research purposes; SPs will only be identified by the case name and information that was provided during training.

Personal information and photographs

In order to recruit appropriate SPs for specific simulations, it is necessary for the C3LR to receive and maintain specific personal information about SPs (e.g. contact information, height, weight, gender identity, diversity self-identification, surgical scars, relevant physical characteristics, health issues, etc.). This personal information will be kept electronically in the SP database at the C3LR, and we encourage SPs to keep us apprised of any changes. Photographs (head shots) will be taken of every SP and will be kept on file with other SP contact and personal information. SP information and photographs will not be divulged or shared with anyone other than C3LR staff.

Frequently asked questions

Do I have to be an actor to be an SP?

No - some SPs are experienced actors, but most are not. You can be a very good SP without ever having been on stage or screen.

Do I need to know a lot about medicine?

No - we will train you in advance to ensure you have all the information to feel comfortable and confident going into the simulation. Most SPs find they learn quite a lot about health and medicine from their involvement in the program and enjoy it very much.

Do the learners know we aren't real patients?

Yes - we are not trying to deceive anyone. Learners are aware that they're going to be practicing with SPs. However, learners are asked to behave just as they would with real patients in doing their interviews and physical examinations.

How do I know what to say when a learner interviews me, or what kind of feedback to give?

You are trained how to answer learners' questions and how to provide feedback in a supportive way, if required in the role. You are provided a script at your training session; these materials provide the information you will need to learn and know in role. For example, scripts often provide the presenting complaint, past medical history, social history, physical findings, and appropriate affect and behaviour.

Will I need to take my clothes off?

If the case you are portraying involves a physical examination, you may be required to wear a hospital gown on top of varying amounts of clothing, which is dependent on the type of physical examination.

In cases that require no physical examination, you would most likely wear your normal clothing. If a role requires you to remove certain clothing items or requires a 'uniform', your simulated patient educator will discuss this with you at your training session. If you are not comfortable with a role due to the clothing required or the type of physical examination, please let your simulated patient educator know as soon as possible.

Is it safe?

Yes – SP safety is our priority. Our aim is to ensure SPs and learners feel safe and comfortable when in a simulation. Most physical examinations are quite basic and do not cause any harm to the SP. However, we have processes in place if something unexpected were to happen. For example, if you were worried about being harmed or felt the learner was being too rough with you, you could simply stop the simulation.

If you are injured while at the C3LR, please let a staff member know immediately. If you require immediate medical attention, you will be sent to Emergency, a walk-in clinic, or your own health care provider within an appropriate duration of time. You will also be asked to complete an incident report, detailing what happened.

Contact us

Director

Tanya Dutton

Tanya.dutton@dal.ca

902-494-2697

Exam Site Administrator

Rouba Corban

Rouba.corban@dal.ca

902-494-3474

Administrative Manager

Carlina Gillis

Carlina.Gillis@dal.ca

902-717-6745

Clinical Skills Educators

Laura Thomas

laura.thomas@dal.ca

902-499-0711

Administrative Assistant

Nancy McDonough

Nancy.McDonough@dal.ca

902-494-3474

Sheldon Payne

sh872150@dal.ca

Operations Assistants

Tom Smith & Tabitha Taylor

simassist@dal.ca

902-494-3783

Simulated Patient Educators

Emily Armstrong
emily.armstrong@dal.ca
902-717-8649

Karen Bassett
Karen.Bassett@dal.ca
902-494-4537

Sarah Campbell Bligh
scampbellbligh@dal.ca
902-483-4039

Christine Daniels
christine.daniels@dal.ca
902-222-0821

Doug Ferkol
d.ferkol@dal.ca
902-233-0139

Melanie MacLeod
melanie.macleod@dal.ca
902-483-4039

Leanne Picketts
leanne@dal.ca
902-717-5742

Cate Ratcliffe
cate@dal.ca
902-497-4411

Jacquie Thillaye
jacquie.thillaye@dal.ca
902-717-6934

Simulated Patient Agreement (SP copy)

I hereby consent to act as a simulated patient (SP) in role(s) for which I am specifically trained. I understand that the objective of my involvement is to support the learning of health professionals. In this capacity, I understand that I may be interviewed and physically examined by learners in the same manner that would occur if I were an actual patient. Examinations will never include invasive procedures or treatments, or pelvic/rectal examination unless I have consented specifically to these procedures.

I understand that I may be observed and/or video recorded for education and/or research purposes.

As an SP, I will conduct myself in a professional manner at all times and will maintain standards including reliability, promptness, objectivity, flexibility, and commitment to the SP Program, as outlined in the SP Handbook. I understand that the Centre for Collaborative Clinical Learning and Research (C3LR) at Dalhousie University reserves the right to discontinue the services of an SP if they do not meet the responsibilities and expectations of their position. SPs that are late, do not show up, do not know their role for a simulation, or are disrespectful to learners, staff, and others may be terminated.

Participation in events at the C3LR is for learner learning purposes only. Should something abnormal be found on physical exam, the SP will be informed of the finding and advised to seek medical evaluation and treatment by the SPs personal health care provider. The learners and faculty will not provide any medical advice for SPs and none should be sought or expected.

I hereby consent to inform the C3LR **immediately** if I am, or a person close to me, is planning to participate as a learner or candidate in any simulation event.

Confidentiality:

1. I understand that all scripts, case material, and information related to the event I am participating in is to always remain CONFIDENTIAL. This also includes learner identity and performance.
2. I agree to discuss the content of SP roles only with the C3LR staff.
3. I agree to keep secure any copies of the cases given to me and to return them to the C3LR at the completion of an event, and to delete any copies from my computer.
4. I acknowledge all training and case material is the property of Dalhousie University. I will not duplicate or distribute any materials provided to me by the C3LR.

I have carefully reviewed the Dalhousie University SP Handbook and have had all my questions thoroughly answered by the C3LR staff. I understand these policies and procedures ensure that my participation contributes to the successful implementation of events at the C3LR.

| | |
|--|--|
| Name (please print): | |
| Signature: | |
| Witness: | |
| Date: | |
| Guardian name and signature (if under 16 years of age): | |

Simulated Patient Agreement (C3LR copy)

I hereby consent to act as a simulated patient (SP) in role(s) for which I am specifically trained. I understand that the objective of my involvement is to support the learning of health professionals. In this capacity, I understand that I may be interviewed and physically examined by learners in the same manner that would occur if I were an actual patient. Examinations will never include invasive procedures or treatments, or pelvic/rectal examination unless I have consented specifically to these procedures.

I understand that I may be observed and/or video recorded for education and/or research purposes.

As an SP, I will conduct myself in a professional manner at all times and will maintain standards including reliability, promptness, objectivity, flexibility, and commitment to the SP Program, as outlined in the SP Handbook. I understand that the Centre for Collaborative Clinical Learning and Research (C3LR) at Dalhousie University reserves the right to discontinue the services of an SP if they do not meet the responsibilities and expectations of their position. SPs that are late, do not show up, do not know their role for a simulation, or are disrespectful to learners, staff, and others may be terminated.

Participation in events at the C3LR is for learner learning purposes only. Should something abnormal be found on physical exam, the SP will be informed of the finding and advised to seek medical evaluation and treatment by the SPs personal health care provider. The learners and faculty will not provide any medical advice for SPs and none should be sought or expected.

I hereby consent to inform the C3LR **immediately** if I am, or a person close to me, is planning to participate as a learner or candidate in any simulation event.

Confidentiality:

1. I understand that all scripts, case material, and information related to the event I am participating in is to always remain CONFIDENTIAL. This also includes learner identity and performance.
2. I agree to discuss the content of SP roles only with the C3LR staff.
3. I agree to keep secure any copies of the cases given to me and to return them to the C3LR at the completion of an event, and to delete any copies from my computer.
4. I acknowledge all training and case material is the property of Dalhousie University. I will not duplicate or distribute any materials provided to me by the C3LR.

I have carefully reviewed the Dalhousie University SP Handbook and have had all my questions thoroughly answered by the C3LR staff. I understand these policies and procedures ensure that my participation contributes to the successful implementation of events at the C3LR.

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| Name (please print): | |
| Signature: | |
| Witness: | |
| Date: | |
| Guardian name and signature (if under 16 years of age): | |