

Assuming another identity: Educators as simulated patients

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Abstract:

Evidence of physiological harm and personal mental health risks can occur for students and voluntary/paid people during simulation encounters when participating in, or assuming simulated or standardised patient roles. However, what is not often considered is what influences healthcare educators who assume simulated patient roles for the purpose of learning and teaching.

This study questioned 'What influences healthcare educators' experiences of assuming simulated patient roles' by aiming to construct a substantive theory guided by constructivist grounded theory methodology to answer this.

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The results provided evidence that educators' experiences are influenced by a professional and personal responsibility to students' learning, the simulation modalities used, and an internal conflict (student learning needs verse personal need). These influences suggest coexisting altruistically (self-sacrifice) and egoistically (satisfaction).

The availability of the results from this study potentially will guide the development of simulation policies, guidelines, and health professional curricula. These actions hypothetically will contribute to safety for educators, and their students alongside the continued longevity of simulation in health professional education.

This presentation offers thought provoking consideration of educator safety when assuming simulated patient roles. Above all, it is the person who assumed the role who experienced the suffering, not the patient they personated.

Biography

Johanna Rhodes is the Head of School of Nursing at the Southern Institute of Technology, and a PhD candidate at Central Queensland University. She believes that in this tempestuous period of change, embracing teaching pedagogy reflective of the 'real world' is critical to progressing graduates who are equipped to work in the electrifying, intricate, and fluctuating area of healthcare. The use of simulation modalities in education offers a willingness to advance the aesthetic narrative of healthcare, while embracing realism. Simulation in education is Johanna's research focus alongside being inventive with her management and teaching, offering continued innovation in nursing education.