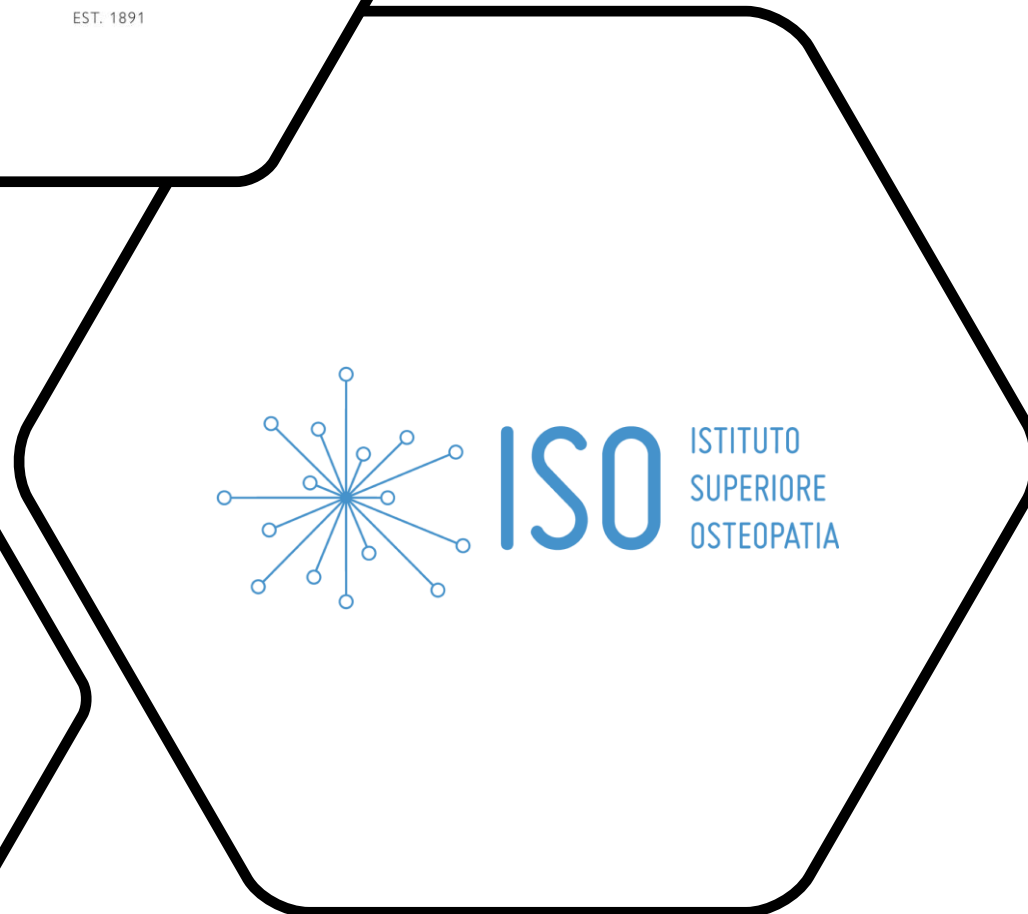
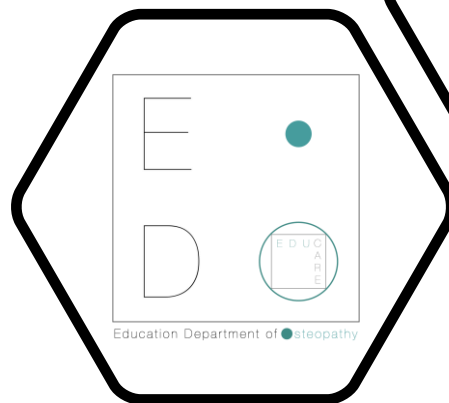


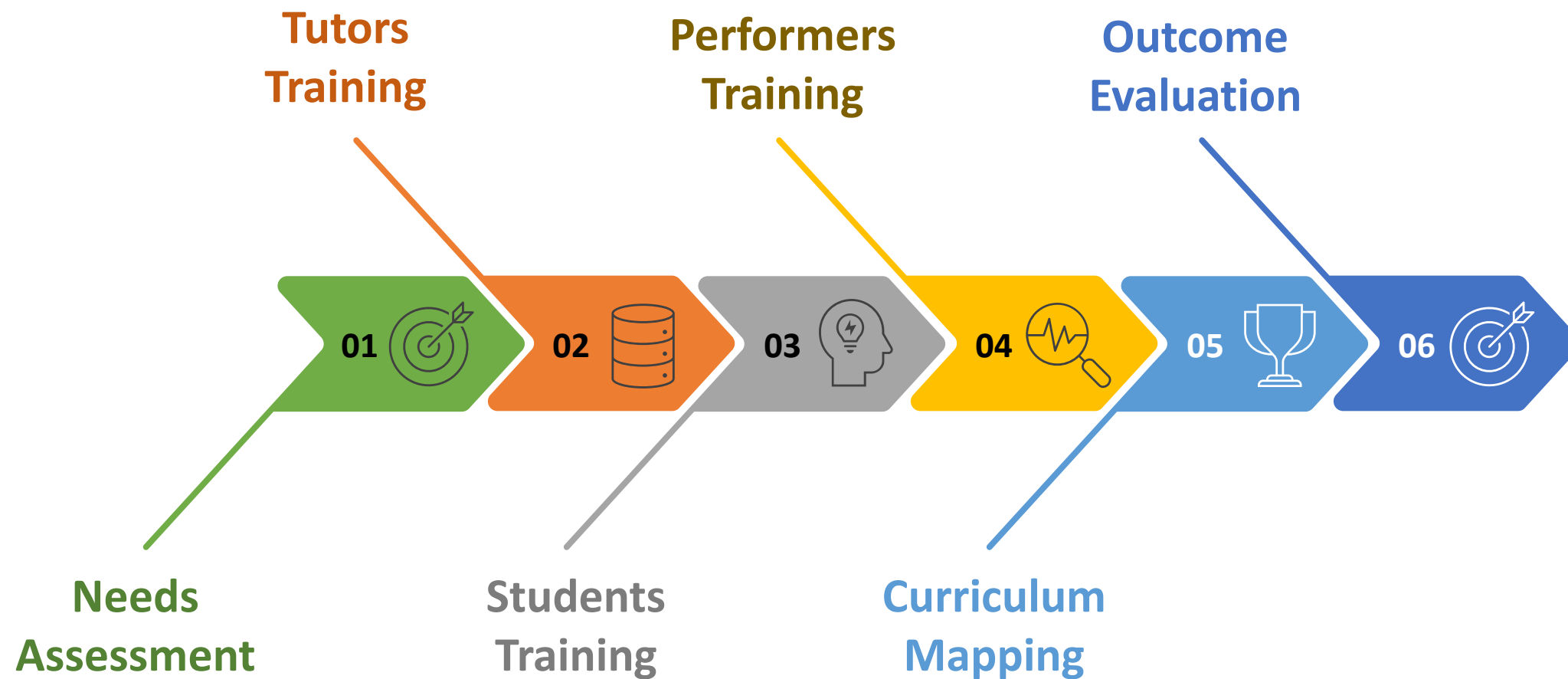


Relational Simulation Laboratory Implementation in Clinical Training: The SimuLab Project.

Giacomo Consorti
D.O., MSc (Ost.), PgCert.Edu.

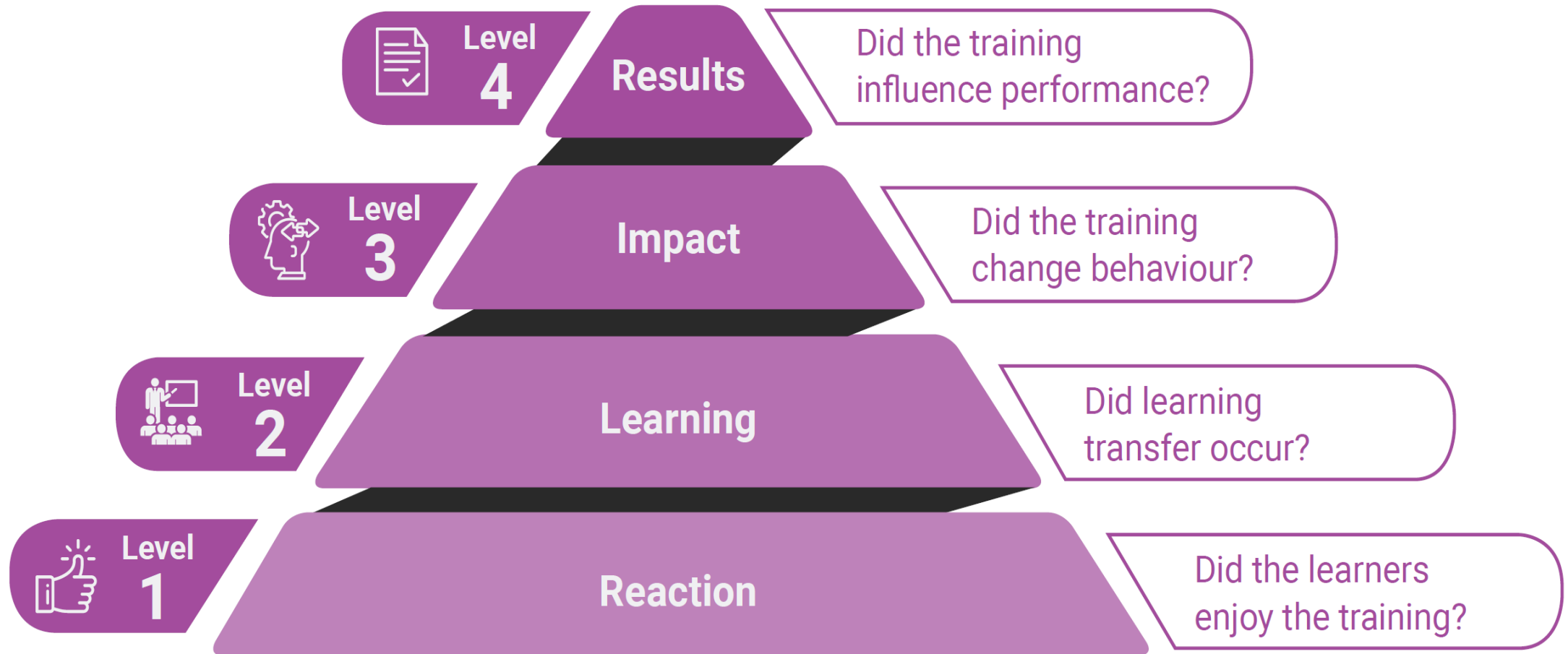








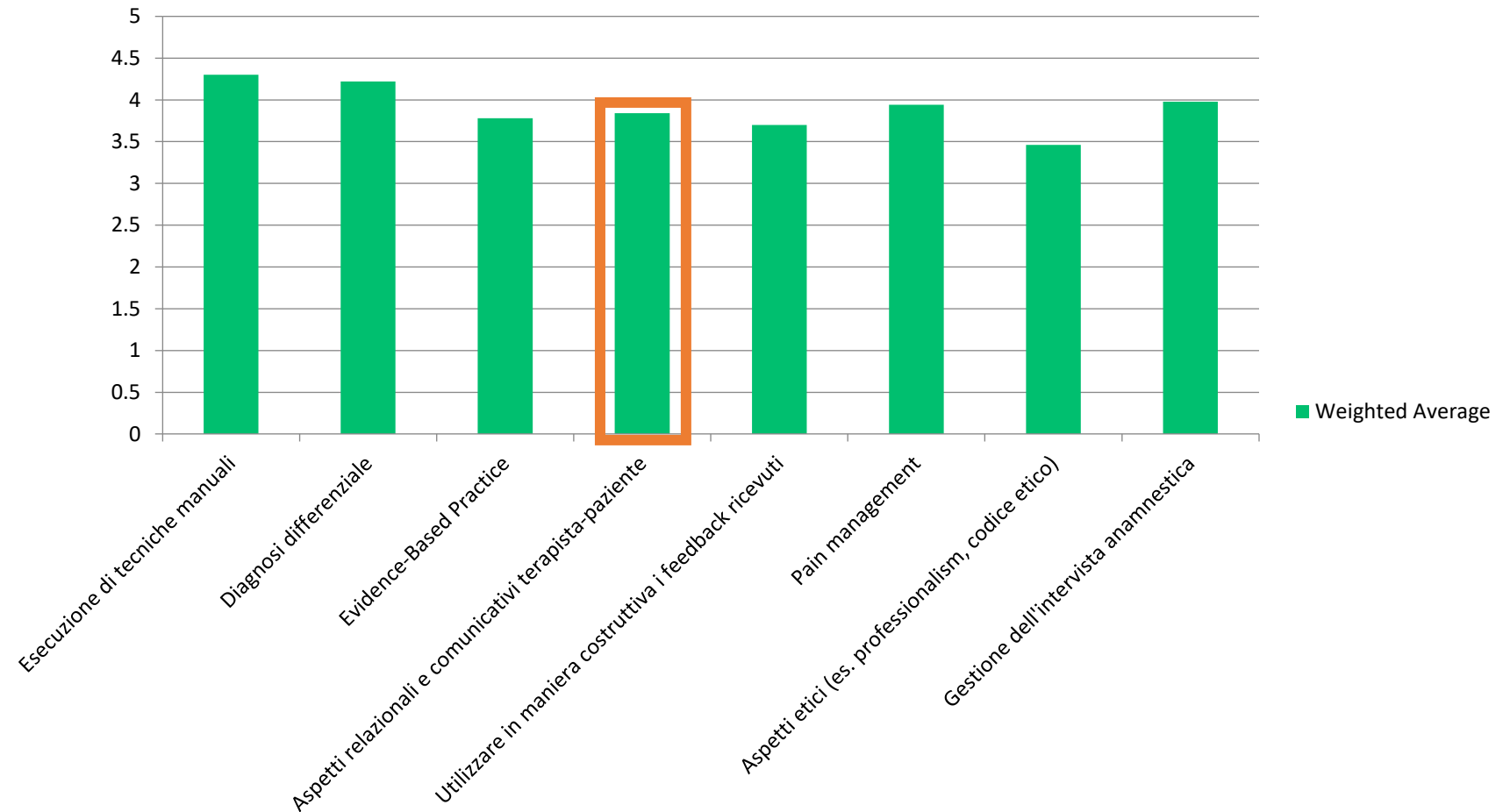
Needs Assessment





Needs Assessment (students)

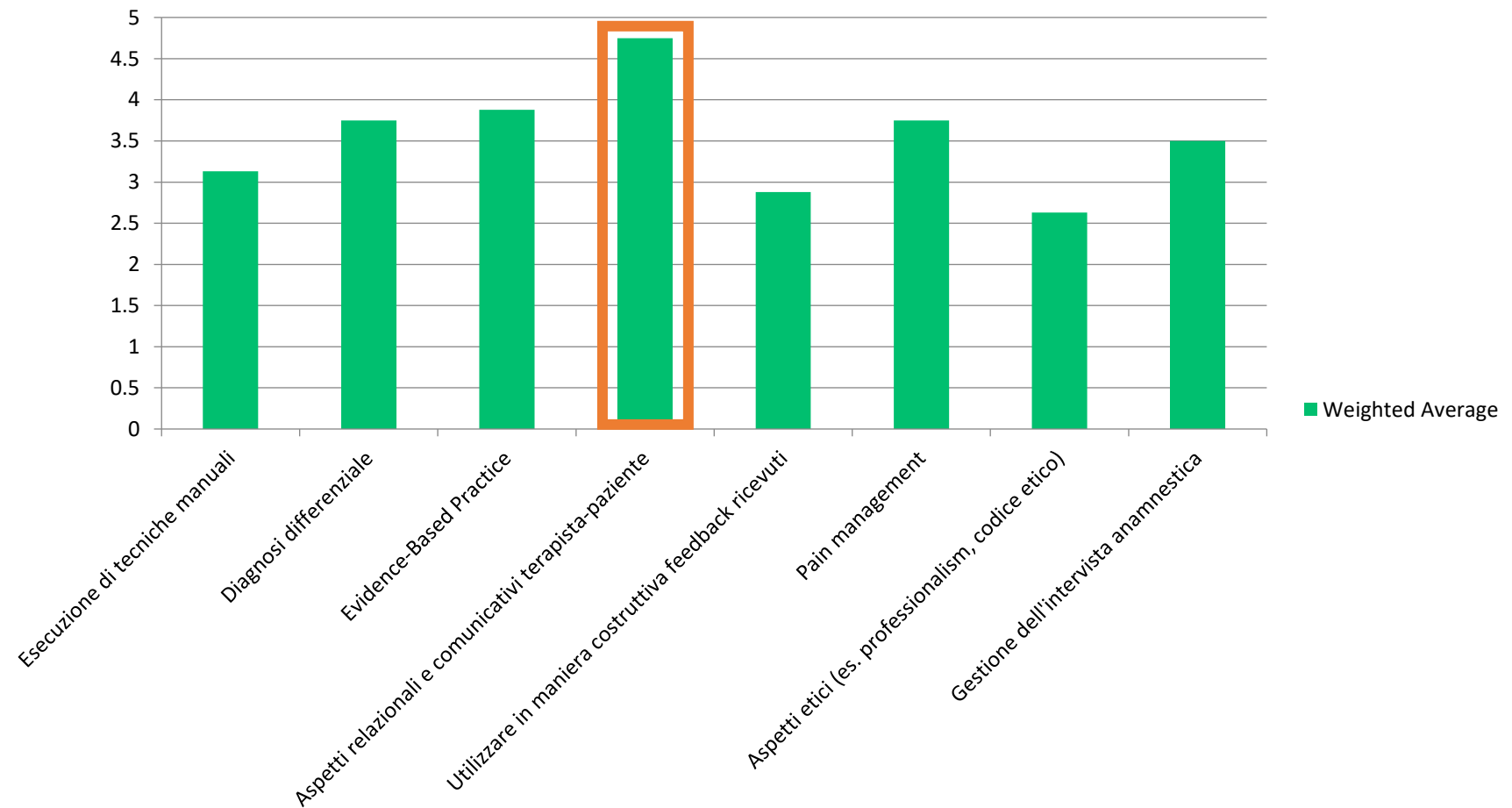
How much do you feel the need to train in each of the following areas listed below?





Needs Assessment (clinical tutors)

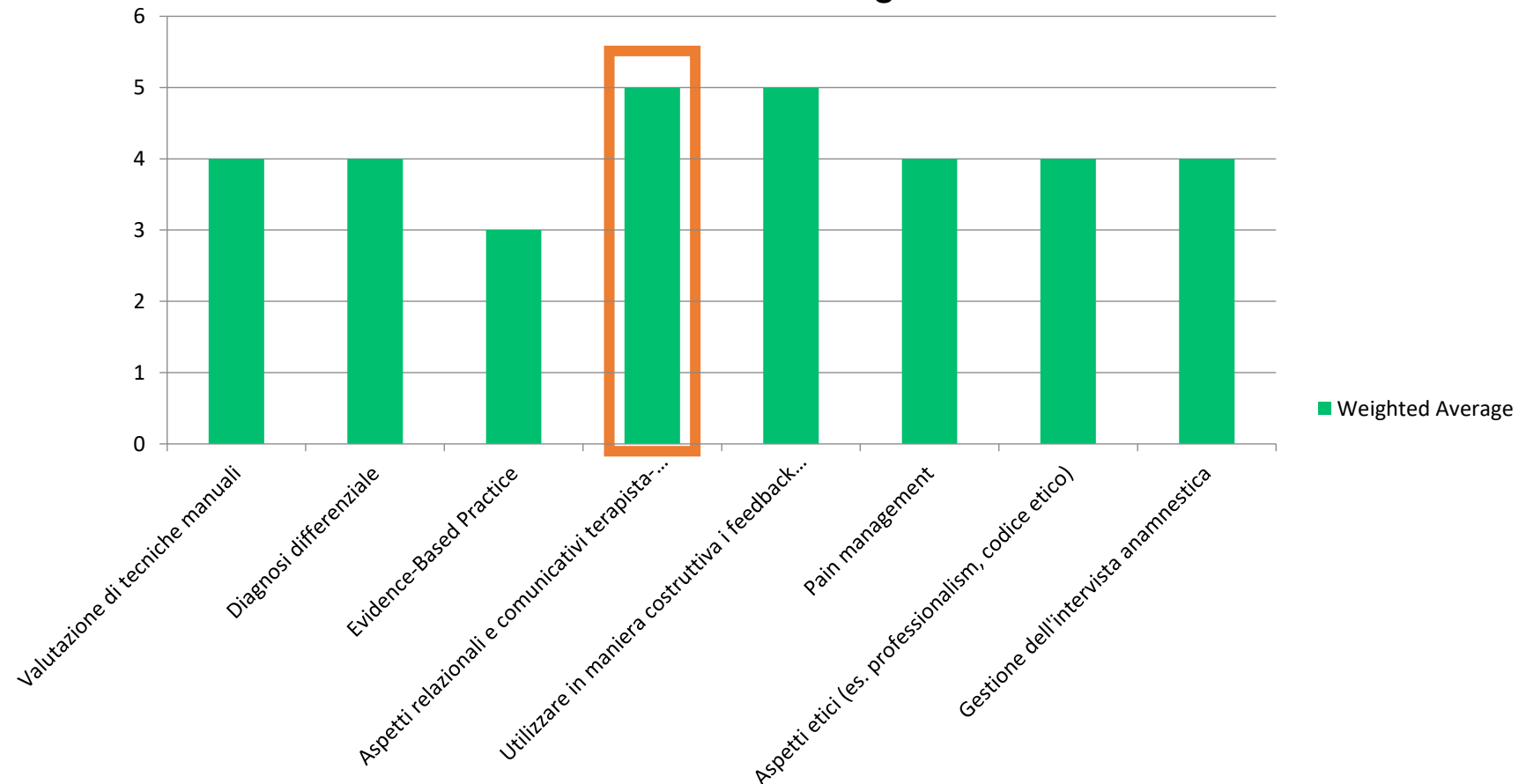
As a clinical tutor, to what extent do you believe that students can improve the most in each of the areas listed below related to clinical training?

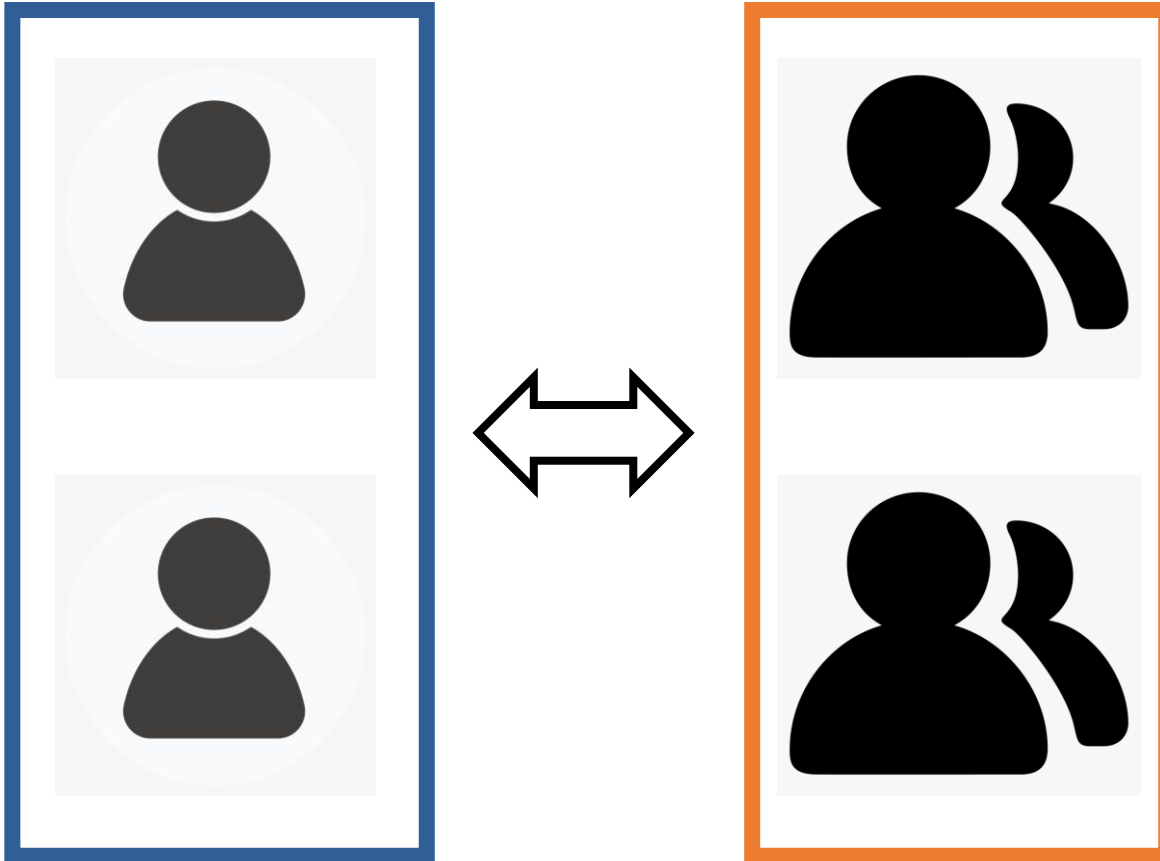




Needs Assessment (Directors)

As a director, to what extent do you believe that students should improve the most in each of the areas listed below related to clinical training?





2 Full days training

- Selection of the theoretical framework
- How to build scenarios
- How to manage the Relational Simulation



Students Training

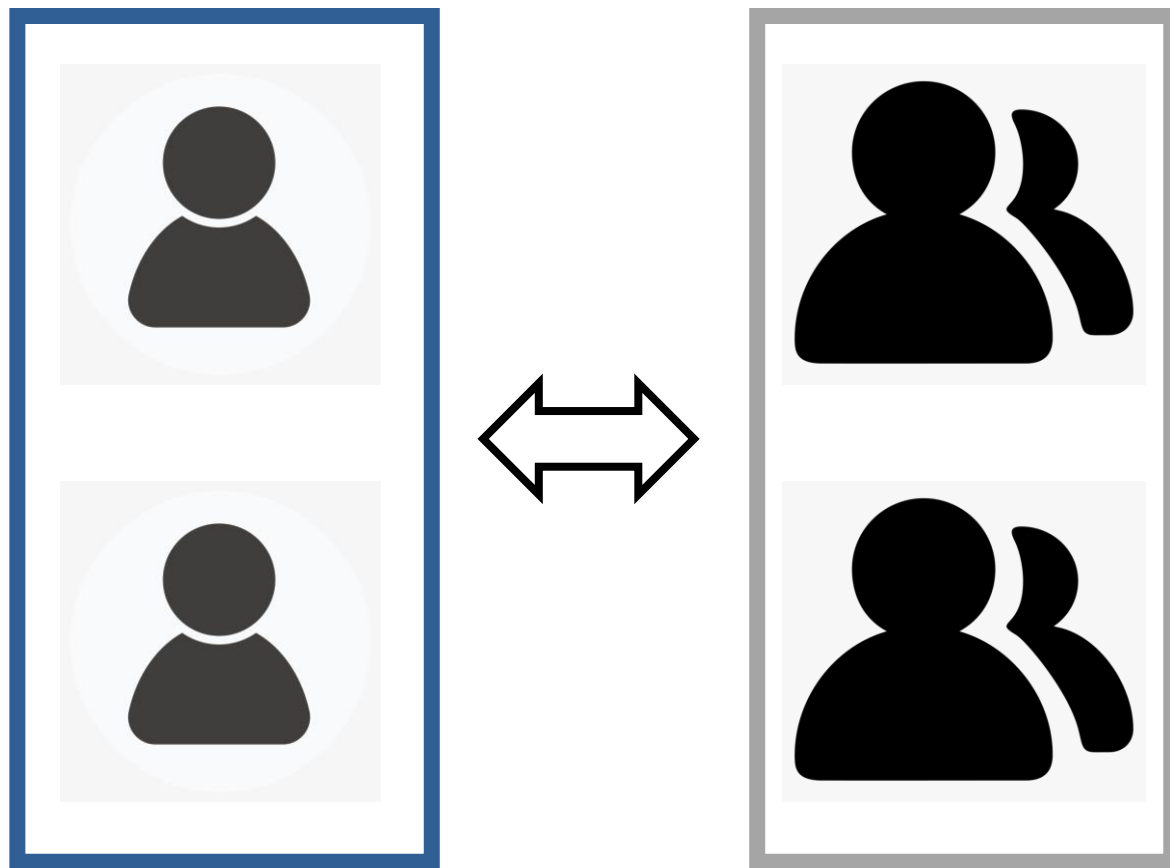
(4th and 5th year students)



SIPeM
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MEDICA



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SUPERIORE
OSTEOPATIA



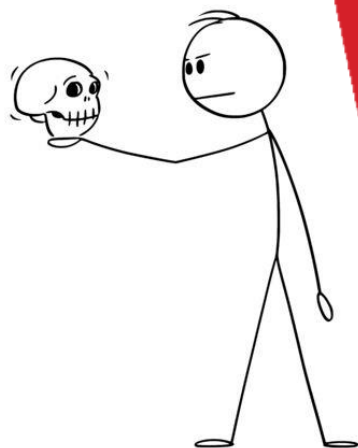
2 Full days training

- Adapt a specific theoretical framework
- How to build scenarios
- Participating to Relational Simulations



Performers Training

(2nd to 5th year students)



FAIL

- Self-determination
- General acting introduction
 - Emotions simulation
 - Interpreting specific scripts



January

February

March

April

May

June

July

4th year

Tot: 28h

5th year

Tot: 12h

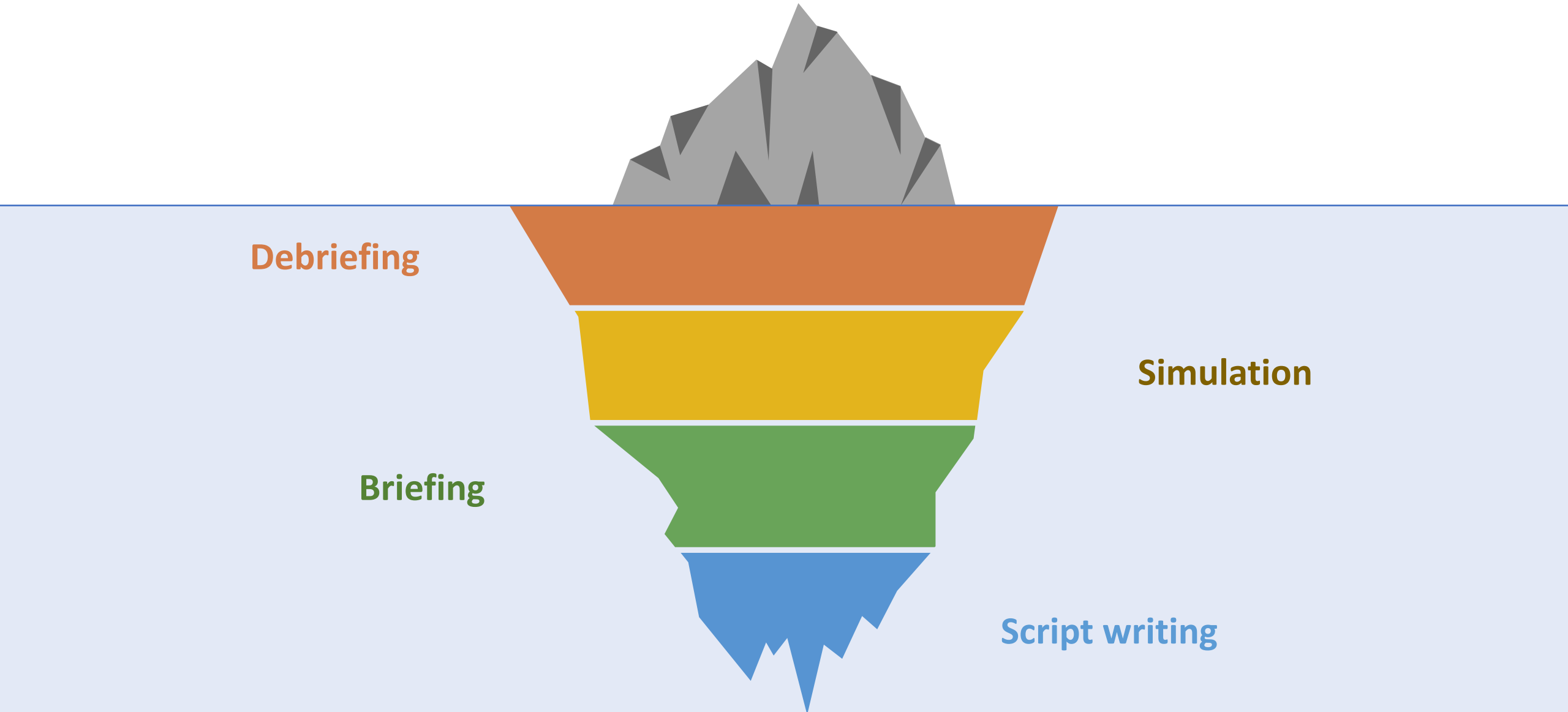


HOW DOES IT WORK?

**THINK
OUTSIDE
THE BOX**



Relational Simulation

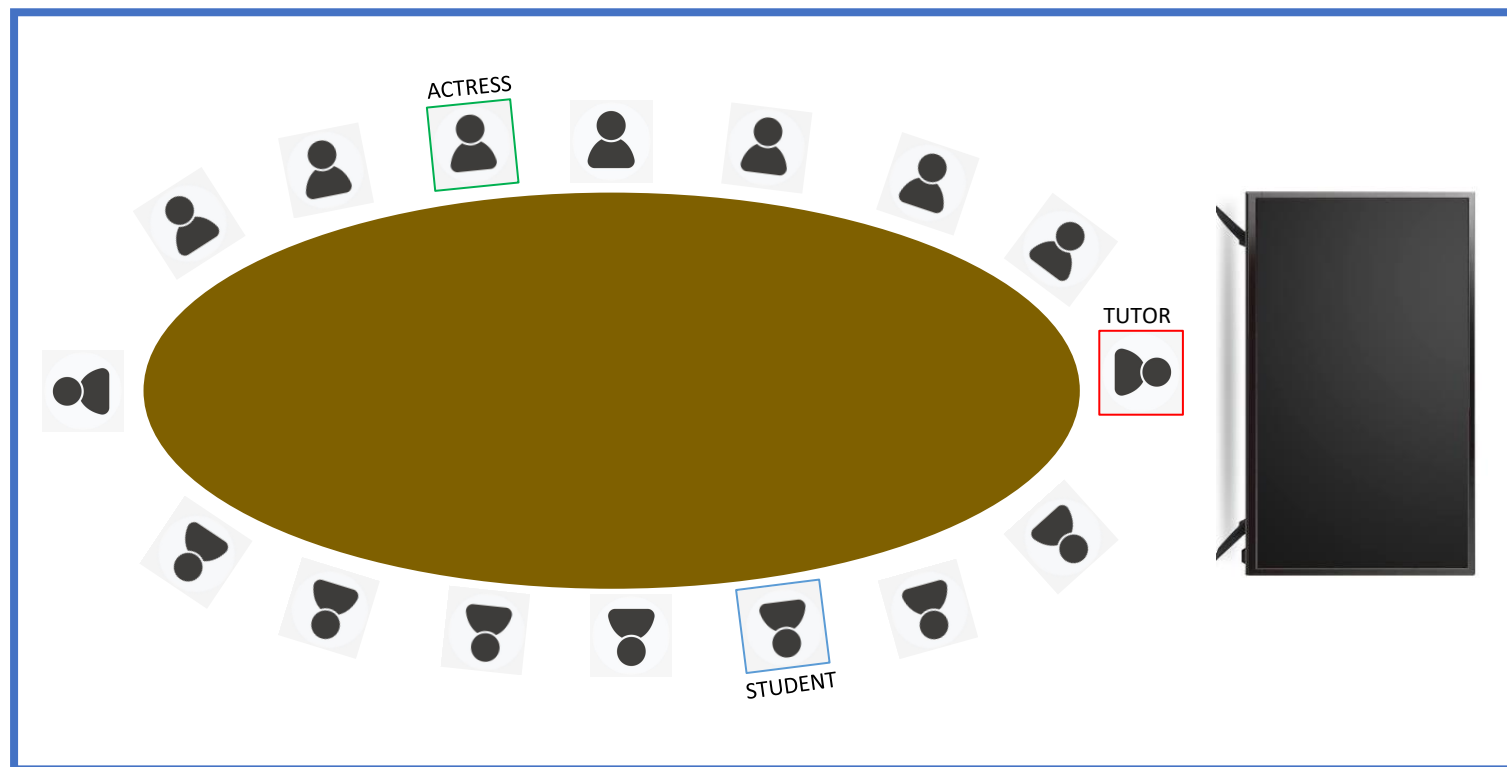


Script Writing

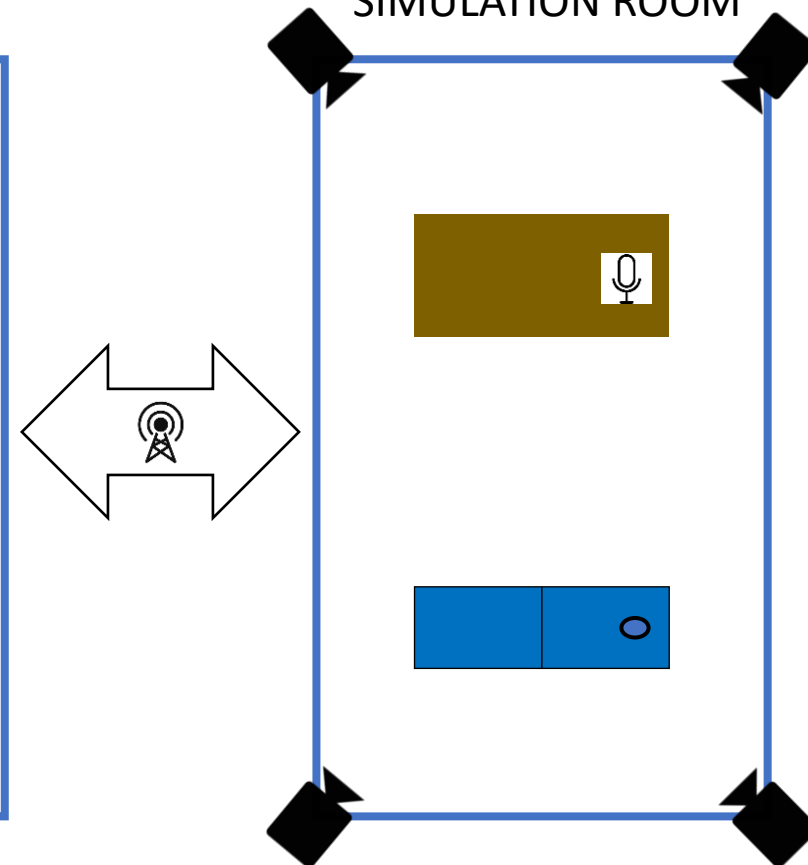
Script	
Title	
Learning Outcome	
Initial information	
Description of the situation	
Room setting	
Available Resources	
Plot	
Finales	
Patient	
Generality	
Manifest problem (What does they say) Organize through SOCRATES and ICE	
Emotional state and behavior	
Trigger Actions:	Consequences:

Briefing

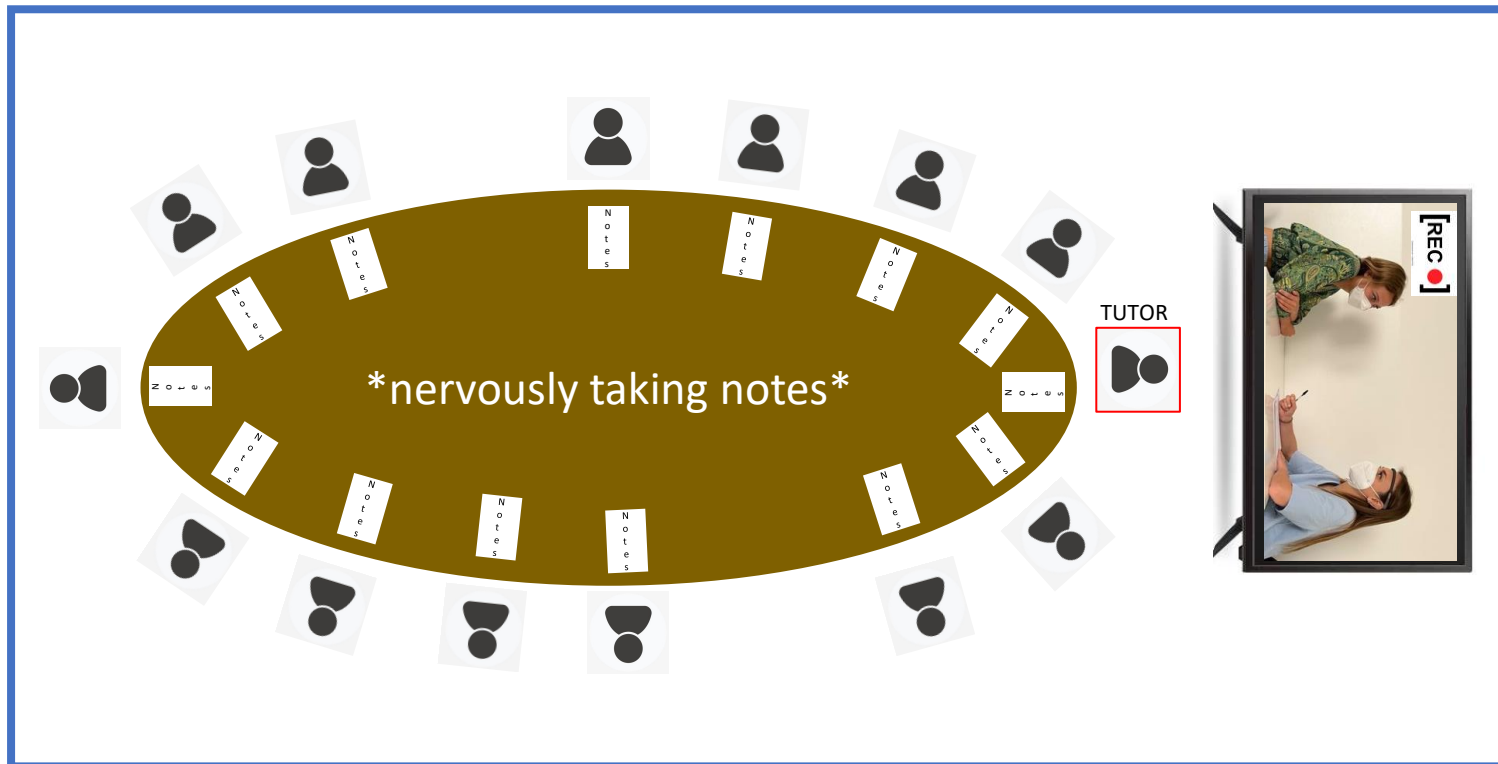
PLENARY ROOM



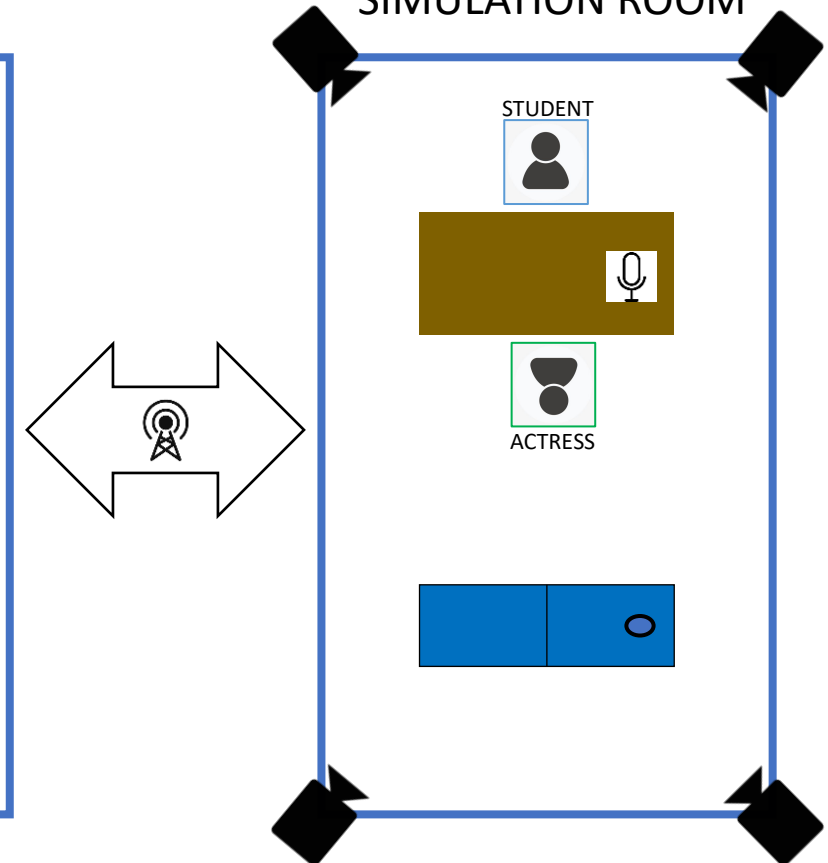
SIMULATION ROOM



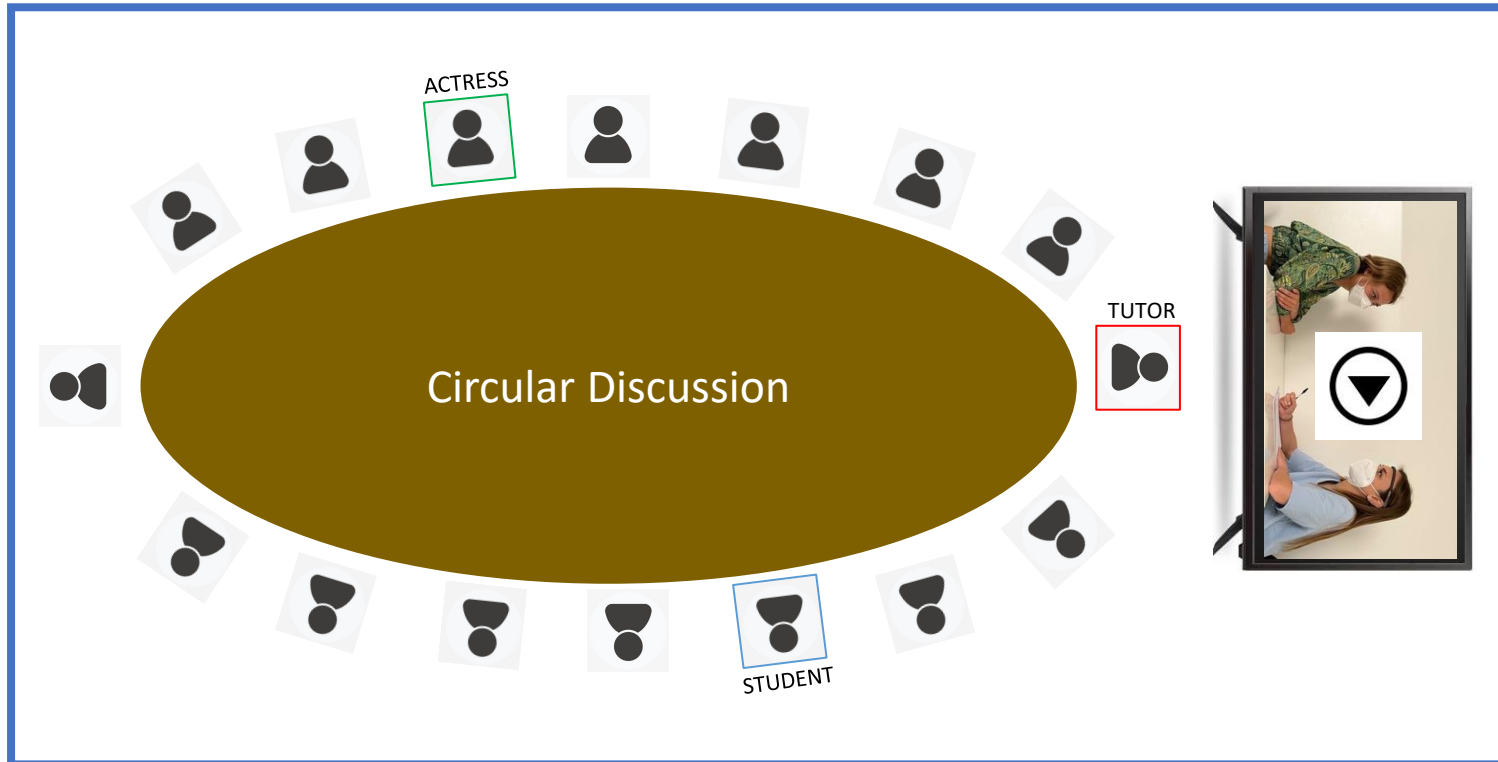
PLENARY ROOM



SIMULATION ROOM



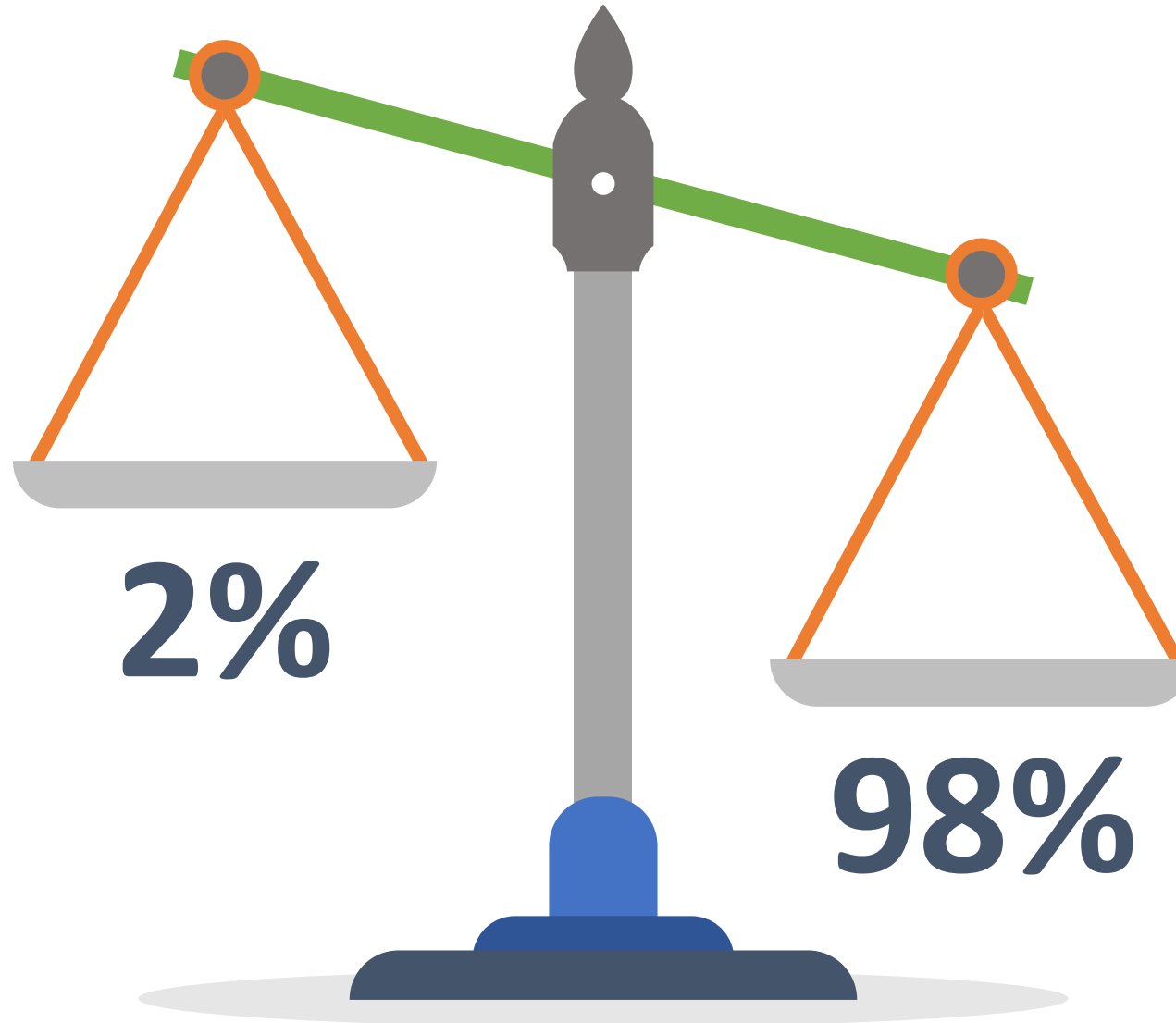
PLENARY ROOM



- **Defusing:** phase in which the “hot emotions” of the student are managed by the tutor
- **Analysis:** moment in which the aspects of meta-reflection are funded in the search for the meaning of what happened during the simulation
- **Closing:** the moment in which the most significant areas are highlighted and a continuous training plan is set up on specific aspects that emerged from the analysis phase.

CONSIDERATIONS ON FEASIBILITY

- Screen
- Microphones
- Cameras
- Dedicated Room



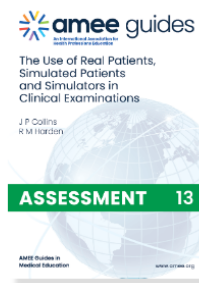
- Tutors' Education
- Actors
- Tutors
- Students' Education

€ \approx 8.000

Advised Readings

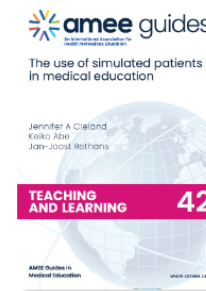
AMEE Guide 013e The Use of Real Patients, Simulated Patients and Simulators in Clinical Examinations

Author(s): J P Collins and R M Harden
ISBN: 978-1-908438-47-8
Topic: Generic



AMEE Guide 042e The use of simulated patients in medical education

Author(s): Jennifer A Cleland, Keiko Abe and Jan-Joost Rethans
ISBN: 978-1-903934-76-0
Topic: Teaching and Learning



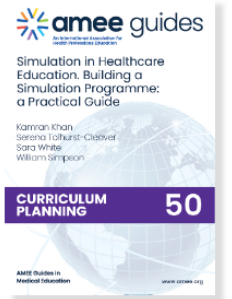
AMEE Guide 082e Simulation in healthcare education: a best evidence practical guide

Author(s): Ivette Motola, Luke A Devinie, Syun Soo Chung, John E Sullivan, S. Barry Issenberg
ISBN: 978-1-908438-71-3
Topic: Teaching and Learning



AMEE Guide 050e Simulation in Healthcare Education. Building a Simulation Programme: a Practical Guide

Author(s): Kamran Khan, Serena Tolhurst-Cleaver, Sara White, William Simpson
ISBN: 978-1-903934-84-5
Topic: Curriculum Planning



AMEE Guide 051e Communication Skills: An essential component of medical curricula. Part I: Assessment of Clinical Communication

Author(s): Antia Laidlaw, Jo Hart
ISBN: 978-1-903934-86-9
Topic: Assessment

