OT SIMPRAC
TEACHING MANUAL

Embedding Simulation in Clinical Training in Occupational Therapy

SCP Manual: Part 1

Teaching Manual

Resources for Site Coordinators, Simulation Facilitators, and Clinical Supervisors
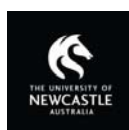
Briefing Notes for Site Coordinator

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INTRODUCTION

The Simulated Clinical Placement (SCP) has been devised as an alternative to Traditional Clinical Placement (TCP) to support clinical education programs for Occupational Therapy Students. Australian Catholic University has run a SCP every year since 2013 and this model was the basis for SCPs run at six Australian universities as part of a randomised, controlled trial (RCT). The trial compared the outcomes of SCPs with TCPs. This manual provides details of how to implement the Simulated Clinical Placement.

Universities participating in the RCT were:
- Curtin University
- University of Sydney
- University of South Australia
- Australian Catholic University
- Deakin University
- University of Newcastle

The SCP takes place over five days. Students participate in a range of simulation activities and complete tasks reflective of what they would encounter during a TCP including:
- Orientation to the workplace, including expectations around behaviour and recording hours of work and time spent on tasks
- Time management
- Documentation
- Information gathering
- Observation of a clinical interview by an experienced clinician
- Interviewing a simulated client
- Interviewing other people relevant to the simulated client (for example, a GP, another member of the treating team such as an allied health practitioner, an employer or family member)
- Reviewing paper-based client files and deciding what action to take
- Participating in a case conference
- Site visits/assessments (for example home, workplace or community visits)
- Presenting a rehabilitation plan for a client

As with a TCP, students are assessed using the Student Practice Evaluation Form – Revised (SPEF-R) during the SCP. The four domains assessed are:
- Professional behaviour
- Self-management skills
- Co-worker communication
- Communication skills

The types of clients seen on the SCP reflect the types of clients seen by students on TCPs in the following practice areas:
- Mental health rehabilitation.
- Physical rehabilitation
- Vocational rehabilitation

As with a TCP, students on SCP will be allocated to a clinical supervisor who "works" at the simulated workplace. Students will also be supported by a simulation facilitator who is from the university. Other roles include a campus site coordinator, Technical Assistant, simulated clients, and associated other simulated extras such as family members, employers, general practitioner, allied health professionals, and so on.

The simulated workplace has an online site equivalent to an internet/intranet site – Health Enhance.

How to use this Manual

This manual provides instructions on how to implement the SCP. Included are descriptions of the various roles and tasks involved, various overviews of the week, and daily session plans. Details of the simulated clients are contained in the SCP manual part a (mental health), part b (physical rehabilitation) and part c (vocational rehabilitation), as are instructions for assessing students using the SPEF-R and other resources.

What is Simulation?

Simulation is "an attempt to replicate some or nearly all of the essential aspects of a clinical situation so that the situation may be more readily understood and managed when it occurs for real in clinical practice" (Morton, 1995 p. 3[1]).

Higher educational curricula mainly utilise lectures, tutorials and skills training sessions as the predominant mode of delivery. These teaching methods may be highly effective in facilitating learners in acquiring declarative knowledge and procedural knowledge. However, clinical practices tend to involve neither performance of a single skill nor recall of factual information alone. Clinical or health professional practice involves integrating declarative knowledge, procedural knowledge, decision making, and often team work in performing activities related to client care. Traditionally, students are guided by their clinical educators in their clinical placement to develop professional identity, professional behaviour and competencies.

The Simulated Clinical Placement (SCP) designed for entry level occupational therapy students employs multiple simulation educational methods to replicate practice in the real world. It is a form of immersive simulation that requires students to act as a clinical practitioner or professional to undertake a range of activities selected to replicate practice over an extended period of time. This "simulated practice" aims to challenge students to apply knowledge, skills and demonstrated professional behaviour in a practice scenario such as physical rehabilitation, mental health practice, or vocational rehabilitation.

Working with Simulated Clients

During the SCP students will interview a Primary Client. This simulated client will be played by an actor. The actor does not have a script. Their responses will be improvised consistent with the role they are playing. The actor prepares to play the role based on the "Simulated Client Briefing" and "Health History Data" documents relevant to the role they will play. These resources and other materials related to the primary client for each OT stream can be found in each of the second volumes.

Simulated clients will:
- Be briefed and rehearsed prior to performance
- Play their role according to the brief
- Provide written feedback to subgroups of students who interview them
- Participate in debriefing discussion with the actor coordinator at the end of Day 2 of the SCP.

Each Simulated Client Briefing document contains information describing the client's physical appearance and any props that are relevant to the case. Before approaching actors to play the roles make a note of relevant physical characteristics. The more you can match the requirements, the more believable the simulation will be. For example, if the simulated client is a 74 year old male who is not eating properly and is thin to the point his trousers are falling down (fit them with loose fitting trousers), you need to cast an actor who looks old enough and thin enough. Makeup and white for the hair can be used to make the actor look older, but it's not possible to make someone who isn't thin, look thin! The goal is to make sure the simulation is populated with people, things and information that help the students buy into the fiction contract.

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[1] Reference: Morton P.G. (1995) Creating a laboratory that simulates the critical care environment. *Critical Care Nurse*, 16(6), pp. 77-81

Some of the simulated clients require items such as wheelchairs, sticks etc. Remember that the simulated client will need to practise using these props before they perform the role. Actors use emotions, behaviour and physicality to create and communicate a character. If they are playing a woman with MS or a man with an amputated leg they will need to understand how to move their body in the way that the person they are playing would move.

If the simulated client and simulated key stakeholders need to play the role more than once, you'll need to talk to them about standardising their performance. In this context, standardising means that the actor will play the role the same way each time. This does not mean that everything that happens will be exactly the same; it means that the character looks, sounds, and behaves the same from simulation to simulation. Variations will come through the interaction with different students.

In the physical rehabilitation and mental health versions of the SCP, students will observe the simulated client performing sets of specified activities after the interview. In the vocational rehabilitation setting students will visit an actual workplace and observe actual workers performing the duties that their simulated client would perform as part of their work. The activity template for each primary client in physical rehabilitation and mental health lists the activities (see the appropriate Part 2 Manuals) as well as all the props and facilities needed for the actor to complete the activities. It is strongly recommended that part of the actor preparation include the opportunity to practise these activities. For example, one of the cases requires a young mother with MS to make a baby's bottle using formula. Don't assume that the actor will just know how to do that without practising.

Actors will need to complete a written assessment about each of the student sub-groups (a subgroup consists of 3 or for students – see the glossary), using the "Interview skills observation checklist" (see the SPEF-R Procedure (Appendix 1). Actors will need to be briefed about what they need to do. They will need one form for each sub-group. It is a good idea to identify each sheet with the student names prior to the simulation and supply the actor with a photographic classlist. The actor completes the checklist in the ten minutes between each subgroup's segment of the interview. The focus of the actor's feedback is the simulated client's perspective of the interaction rather than clinical aspects of the interaction.

Once the interview of the primary client activity within the SCP is concluded, it's useful for the Actor Coordinator or Site Coordinator to debrief with the actors. This provides an opportunity to discover what went well and what areas can be improved for future practice.

Students will be filmed during the simulated client interview. The focus of the film should be the students, NOT the simulated client. Footage of actors must not be distributed or uploaded without express consent and compensation. Footage of students should be used only for the purposes of review within the student sub-group and by the Clinical Supervisor for completing the SPEF-R, and then deleted.

Glossary

Listed below are the definitions of some terms used repeatedly in the SCP manuals. The list is not exhaustive but rather focuses on terms that are specific to the SCP. For example, other more common terms like Research Assistant are not listed.

TERM	DEFINITION
Actor coordinator	Responsible for booking, briefing, debriefing and supporting actors playing the PRIMARY CLIENT.
Case conference	Students present their SECONDARY CLIENT to the GROUP. A member of the GROUP runs the CASE CONFERENCE. Observed by the PLACEMENT ADVISOR.
Clinical supervisor	Practicing occupational therapist employed to provide clinical guidance to students. Supervises 1 GROUP
Example interview	A filmed interview with a simulated client conducted by an experienced interviewer. Each GROUP observes this interview in preparation to conduct their own interview with their PRIMARY CLIENT (also simulated).
Group	9 – 10 students, supervised by a CLINICAL SUPERVISOR. Each GROUP is divided into 3 SUB-GROUPS.
Placement cohort	All students participating in the SCP.
Simulation facilitator	Academic. Supports two GROUPS of students in general, professional (non-clinical) skills. Supports CLINICAL SUPERVISORS.
Placement stream	Students undertake their SCP in one of three streams: vocational, physical or mental health.
Primary client	A simulated client (played by an actor). SUB-GROUPS interview the PRIMARY CLIENT and gather information about them from various sources.
Secondary client	A client who exists on paper. Students are required to perform analysis and research tasks in relation to a secondary client and report to the CASE CONFERENCE.
Simulated Clinical Placement (SCP)	Students undertake their clinical placement in a simulated organisation.
Simulated key stakeholders	Enlisted to play the roles of GP, allied health practitioners, family members etc. relating to primary client
Site coordinator	Coordinates all aspects of the simulated clinical placement. Is available during the SCP to troubleshoot and support staff involved in the SCP.
Sub-group	Each GROUP is divided into 3 SUB-GROUPS, comprising 3 -4 students.
Traditional clinical placement (TCP)	Clinical placement in traditional settings such as a hospital or community health

Format of the SCP

The SCP consists of 40-hours of simulated clinical placement during one week:
- Students will work with clinical supervisors and tutors in small groups with one SCP supervisor to student ratio of 1:9 or 10.
- Tutorial rooms and small offices on the university campus are allocated for the placement as working spaces for each of the simulated placement days.
- An induction program is provided by teaching staff and/or clinical supervisors on the first day to introduce students to the "workplace", supervisor, placement content, work process and expected professional behaviours.
- Within a group, each student will work with one case scenario as their Primary Client.
- On an individual basis each student will work with a written case scenario as a Secondary Client task.
- Each student will be exposed to other cases via student case conferences and presentations and by observing video footage of client interviews.

Students will work in sub groups of 3 students to complete a series of simulation-based learning activities pertaining to the Primary Client involving interaction with a standardised patient (client), health professional and an authentic community environment such as a workplace, shopping centre or home. The professional practice processes will include initial assessment, interviewing relevant stakeholders, intervention planning, a case conferences, and realistic documentation. The simulation is designed to replicate real-time, complex and sequential activities as they are found in actual professional practice. Students work in larger groups for some learning activities.

Students receive feedback from simulated clients, health-professionals, Clinical Supervisors and Simulation Facilitators as the SCP progresses. They will also reflect on their own performances and experiences across the week of activities.

Expectations of Students

Students must participate in the SCP as if they were on a traditional clinical placement. They are expected to:
- Demonstrate professional behaviours in the workplace
- Attend the SCP for ordinary work hours: 9am – 5 pm
- Be properly attired: uniform, name badge, non-slip flat shoes, no jewellery, hair tied back
- Develop and practice clinical skills in assessments, intervention and case management
- Actively participate in learning activities, including observation, interviews, assessments, group work, intervention planning, report writing, documentation and presentations
- Work independently and in collaboration with other students
- Provide professional reports and presentations as per the guidelines

Facilities and Resources

The SCP takes place in a simulated workplace. Students will work in sub-groups of 3-4 and groups of 9-10 throughout the week. Each group will be allocated a Clinical Supervisor and a Simulation Facilitator who will support the students' learning at different times throughout the week. The rooms required to deliver the SCP will depend on the number of students undertaking the SCP at any given time. At a minimum, each group will require a 'home room' in which they can complete the SCP tasks and activities, and come and go during the week. Ideally the students should be able to use this room for all group activities including 'brain storming' and they should be able to leave work on whiteboards or posters if they wish.

Other rooms are required for:
- Students to conduct interviews with the simulated clients
- Actors to get changed and prepare for the interviews

A larger room that can accommodate the whole cohort of students will be required for the Orientation session at the beginning of the week, and for the Case Presentations on the last afternoon of the SCP.

Visits external to the university will be conducted in workplaces for the Vocational Rehabilitation SCP, and home or community sites for the Physical Rehabilitation and Mental Health SCPs.

Computers. Students will normally bring their own device but provision should be made for each student to have access to a computer and the internet to download documents from the Health Enhance Learning Management System site. The Health Enhance website provides access for all the relevant materials for Site Coordinators.

Audio-visual equipment. Students need to be filmed while they interview their primary client, and audio-recorded while they conduct their telephone interviews. This video and audio footage will need to be passed to the relevant Clinical Supervisor for use in completing the SPEF-R. The institution may provide some or all

of the necessary equipment or students may be asked to use their own devices (a smartphone or laptop or tablet will be sufficient). Regardless, students will need to be briefed and urged to practise with the equipment they will use. Students might also use devices to take video or audio or stills footage during the off-site visits. Students should be made aware of their responsibilities and etiquette in regards to making recordings of others without permission.

Workplace Log/Statistics

The SCP week counts towards the student's total clinical placement hours. Accordingly, students should record this time appropriately. It is expected that each institution will employ whatever system they use for other OT placement activities. By way of example, ACU students use the University Learning Management System (LMS) to log "work statistics" in 15 minute units (resulting in 32 blocks representing 480 minutes for each day). The LMS is set to "open" for this recording between 4.30pm and 6.00pm each day. At the end of the week students print a log or journal for the week and present it to the lecturer in charge for signing.

Students record their time spent according to the following categories of activity:
- Face to face interaction:
  - With colleagues
  - With clients
  - With other internal and external stakeholders
- Phone calls
- Completing documentation
- Travelling time
- Other administration tasks
- Meetings
- Breaks

A system for students to record their placement should be instituted at each site. The precise mechanisms and instruments to be used will be at the discretion of each site.

Feedback, Debriefing and Guided Reflection

Feedback / Debriefing
A key contributor to reflective learning is feedback and debriefing. The distinction between feedback and debriefing is sometimes difficult to understand. For the purposes of this project:
- Feedback relates to one-way communication from "teacher" to student. The purpose of feedback usually follows a format of: identifying what was done well, what could be improved, and what could be done next time. NOTE: This is not the same as the "feedback sandwich".
- Debriefing is a two-way conversation between facilitator and student. In contrast to feedback, facilitating debriefing is all about enabling students to construct knowledge through the sharing of perspectives, knowledge and experiences. For facilitators, debriefing is not about teaching, but facilitating collaboration, usually through Socratic dialogue.

To assist Clinical Supervisors and Simulation Facilitators in facilitating feedback and debriefing during the SCP, two models are advocated.

Pendleton's Rules of Feedback: A simple and very common model of feedback. For the SCP, a modified version of Pendleton's method is suggested.
1. Facilitator clarifies focus of the feedback by stating the Learning Objective
2. Facilitator asks student(s) what they did well
3. Facilitator asks student(s) what did not go so well
4. Facilitator provides observations and recommendations
5. Group contributes to, clarifies and refines recommendations in the form of an action plan.

Pause and Discuss: Useful for extended and complex situations when the simulation activity is stalling due to students' lack of knowledge, misunderstanding of key concepts, or are simply losing focus. Pause and Discuss occurs during the activity and takes the following form:

- Facilitator calls for "Time-Out" or "Pause" the activity. Make sure you have everyone's attention.
- Facilitator asks group, using Socratic dialogue, to explain and describe where they are up to in the activity, and why they believe they are "stuck".
- Facilitator facilitates discussion in an attempt to resolve the cause of the sticking point.
- Preferably the group manages to negotiate the response. However it is also sometimes necessary for the facilitator to provide the guidance required.
- Facilitator calls "Time-In".

NOTE: Each "Pause" should be <u>no longer</u> than 5 minutes. If longer, participants will lose their line of thinking. Further, longer pauses have a tendency to become a teaching session.

Guided Reflection: A form of reflection that is usually directed by the facilitator, but is an individual process rather than a group activity. In addition to feedback and debriefing, guided reflection is employed within the SCP as an individual student activity at the end of each day.

Sample guided reflection prompts are provided throughout the simulation session plans. Alternatively a sample Daily Reflective Log is provided Appendix 6.

T̲o assist your use of feedback, debriefing or guided reflection, a guide is provided at the end of each session plan.
The guide will provide you with:
- A recommendation for the use of feedback, debriefing or guided reflection;
- Example cues or questions where appropriate.

ROLES, TASKS & RESPONSIBILITIES

Site Coordinator

The Site Coordinator is responsible for the logistics of the placement program, including recruiting Simulation Facilitators, Clinical Supervisors and volunteers (simulated GP, manager, allied health professionals). The Site Coordinator also organises all venues, equipment and timetables required for running the SCP. Furthermore, they need to recruit and coordinate worksite, community and home visits as necessary, and provide all materials and briefings for Simulation Facilitators, Clinical Supervisors and other staff involved in the SCP. The Site Coordinator acts as an organisational director. (Refer to Appendix 2 for Site Coordinator Pre-SCP Checklist.)

Beyond the orientation session on day 1 of the SCP program, only limited contact with students is required.

Simulation Facilitator

The Simulation Facilitator supports the students throughout the week at different times according the weekly schedule and the session plans contained in this manual. Their role is to facilitate the students' self-directed learning and build their capacity to problem-solve, rather than provide answers to clinical questions. This is not a teaching role per se.

The Simulation Facilitators provide Clinical Supervisors with feedback on students prior to completion of the Student Performance Evaluation Form – Revised (SPEF-R). Simulation Facilitators will work with the Site Coordinator to ensure they are familiar with all procedures and materials prior to the beginning of the SCP.

Clinical Supervisors

The Clinical Supervisors support student learning as would be expected during a traditional practice placement. They are responsible for orientating students to their simulated clinical placement, briefing the students on the clinical procedures and providing an example of a relevant assessment or intervention for the particular area of clinical practice. Each clinician will present his/her Student Group with a referral for the Primary Client (see the Part 2 manuals and Health Enhance website). The Clinical Supervisors guide the students in their task for the week, which is to work as a group to act on the referral by:
- Gathering information;
- Preparing for an initial assessment;
- Interviewing the client, health care professional and key stakeholders; and
- Visiting a home, community or work site with a view to developing an assessment report and intervention plan for the primary client.

Clinical supervisors will use the SPEF-R (modified version, as supplied) to assess each student's competency in communication, professional behaviour and self-management skills. Additional detail about completing the SPEF-R is provided in the SPEF-R Procedure for SCP in Appendix 1 of this manual.

Clinical Supervisors must attend a pre-SCP orientation, which will be scheduled by the Site Coordinator about two weeks before the simulated clinical placement (estimated time – 2 hours). Prior to the SCP they must be familiar with all materials, including the Example Interview video, the site LMS, the Health Enhance site, client documentation, technologies to be used at the site, and so on.

Actor Coordinator

The Actor Coordinator assists the Site Coordinator in recruiting actors and key stakeholders for student interviews, and sends Case Scenario details to actors and stakeholders prior to the SCP. The Actor Coordinator liaises with the actors and stakeholders to ensure they are ready to be 'in role' during the SCP. The Actor

Coordinator liaises with the Site Coordinator to formulate the interview appointment schedule. They greet and support the actors on Day 2 of the SCP and facilitate the smooth running of the student interviews with the client actors. They will collect feedback forms from actors and distribute them to staff and students.

Roles involved in the program
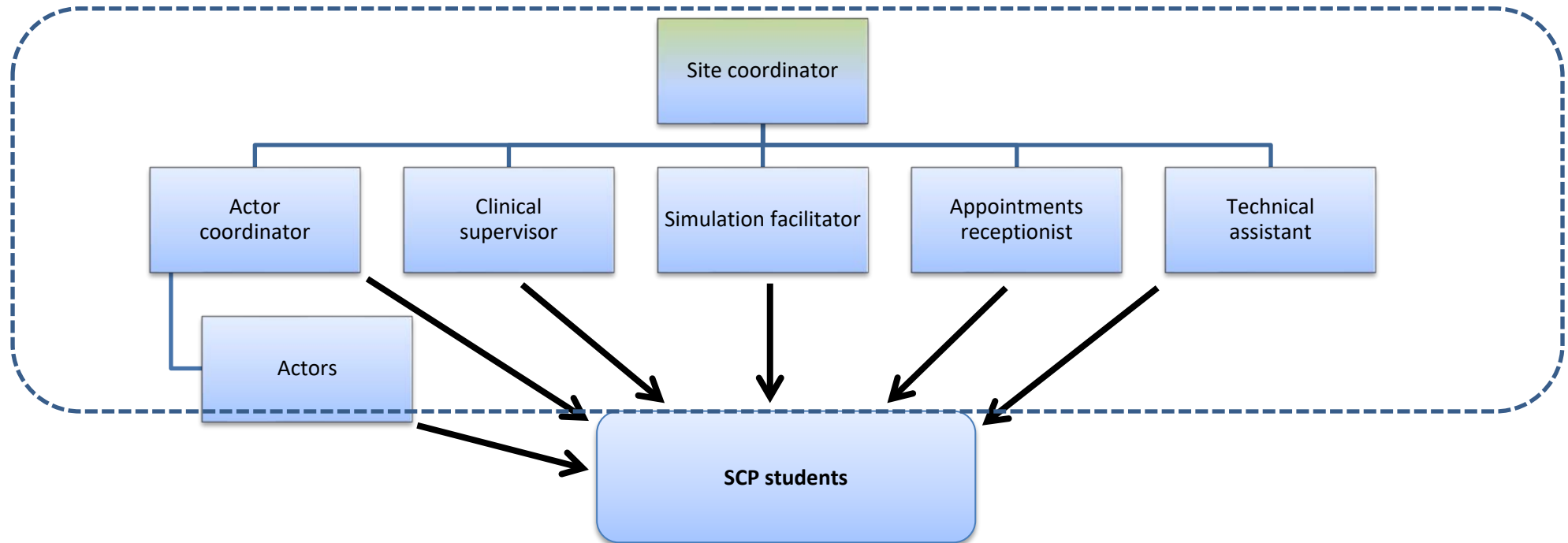
Tasks and responsibilities allocated to various roles

Role	Responsibilities/Tasks		
	Pre-placement	**Placement**	**Post-placement**
Site Coordinator (SC)	*Logistics*: • Coordinate space bookings, IT support, etc. • Secure props & spaces for actors • Secure off-site field trip spaces & resources, with inspections as necessary *Staffing*: • Staff recruitment & contracts (sessionals, actors, etc.) • "Secondment" arrangements with academics (simulation facilitators) for SCP • Conduct pre-SCP briefing(s) for staff *Teaching*: • Set up LMS site for unit • Ensure students upload photos to LMS • Institution risk analysis process for site visit • Ensuring exam/test programmed as part of unit of study • Distribution & collection of SPEF instruments • Overall responsibility for ensuring that pre-placement data is collected	• Final pre-start briefing session for CS team • Opening orientation session for students • Management, supervision, administration etc. of SCP week, dealing with staff, spaces, technology, etc. • Overall responsibility for completion of economic evaluation forms for placement week • Manage LMS site • Chair final session on day 5 • On-call as needed for troubleshooting	• Responsibility for ensuring sessionals, actors etc. are paid & any other financials (e.g. hire of external facilities) dealt with • Send out email reminders: o All students: submit assessment and self-reflection SPEFs • Finalise student grades

SCP Clinical Supervisor (CS)	• Attend pre-SCP briefing session
	• Prepare
	  o Read manual (including case scenarios)
	  o Read SPEF-R manual
	• Be familiar with LMS
		• Attend pre-start briefing
		• Lead & facilitate sessions at group level
		  o Orientation
		  o Example interview session
		  o Off-site visit
		  o Daily group check-in (phone, skype etc.)
		• Complete SPEF-R, hand to student	

Role	Responsibilities/Tasks		
	Pre-placement	Placement	Post-placement

Simulation Facilitator (SF)	• Prepare
	  o Read manual
	  o Attend pre-SCP briefing session
	  o Be familiar with LMS
		• Facilitate sessions at "double group" level
		• Collect & collate actor feedback
		• Collect & collate SPEF-R related information for handover to CS
		• Provide "drop-in" support to students during self-paced time
		• Remind students to complete daily work log & online session evaluation	

Actor Coordinator	• Casting, booking, briefing actors (clients and stakeholders) • Attend pre-SCP briefing	• Meet actors upon arrival • Manage "green room" • Additional briefings • Provide reporting forms (e.g. feedback for students) for actors (clients and stakeholders) to use • Ensure props in place • Debrief actors • Collect and distribute feedback for students • NB; Voc Rehab – release "Certificate of capacity" and " job description" as per session guide	
Technical Assistant (TA)	• Attend pre-SCP briefing • Prepare & distribute SCP handbooks for staff • Prepare & package SPEF instruments (full forms for students & CSs) • Prepare photo-based class list	• Roving trouble-shooter, assist with smooth delivery • Collate SPEF-R checklists, actor assessments & interview videos for CS. Follow local process for passing resources to CS.	

ASSESSMENT

SCP Student Learning Objectives

During the SCP students will refine and demonstrate behaviours appropriate to the occupational therapy profession including:
1. Professional self-conduct
2. Self-management skills (i.e. effective time management, assuming responsibility for own learning, demonstrating initiative and taking responsibility for own actions and responses to supervision and constructive feedback)
3. Effective communication with co-workers and service users and ability to work as part of a team
4. Skills in effective client information gathering from a range of sources
5. Ability to identify a client's occupational performance issues and assess the impact of environmental and social factors on the client's ongoing participation and engagement

There is one summative assessment for the SCP:
- SPEF-R Student Practice Evaluation completed by a Clinical Supervisor

SPEF-R Student Practice Evaluation

The SPEF-R addresses learning objectives 1-4. It involves the observation of a range of skills, practices and other behaviours appropriate for a practising occupational therapist. It is a pass/fail hurdle assessment rather than a graded assessment.

The responsibility for completing the instrument rests with the Clinical Supervisor (as it would for a traditional placement). Additional details are provided elsewhere (see SPEF-R Procedure for SCP in Appendix 1), but in brief, the clinical supervisor may base their evaluation on any combination of the following:
- Their own observations of students as collected using the provided SCP Performance Checklist (see Appendix 1 SPEF-R Procedure)
- The observations and notes of student performance and interaction assessed by the Simulation Facilitators using the SCP Performance Checklist
- Notes from the simulated primary client regarding the interview using the template found in Appendix 1 SPEF-R Procedure
- Video footage of the primary client interview recorded and submitted by students
- Audio recordings of phone interviews with stakeholders involved with the primary client, recorded and submitted by students
- The SPEF-R Self-Assessment completed by each student across the SCP week

SCP SESSION PLANS

The following pages provide two overviews of the SCP week, followed by summary session plans for each of the programmed SCP sessions. The first overview provides a brief outline of the tasks of the main roles across the sessions, while the second one provides a summary of the focus for each session.

SCP At-A-Glance Timetable

	SC	SF	CS	TA	Students	Other
Day One: Monday						
Session 1. Orientation & welcome	Presents orientation session	In audience	In audience	Distribute student SPEFs • Placement evaluation • Self-assessment	Complete **Pre-placement questionnaire** at end of session	
Session 2. Group orientation		Troubleshooting	Facilitates	Troubleshooting		
Session 3. Example interview		Troubleshooting	Facilitates			
Session 4. Preparation for Primary Client interview		Floating			Self-directed session	
Day Two: Tuesday						
Session 5. Primary client data collection		Facilitates		Provides logistical & practical assistance	Mostly student-led Record & submit primary client interview	Actor coordinator: • Assists actors • Distributes Interview Skills Checklists for assessing students • Collects & deals with Interview Skills forms • Debriefs actors
Day Three: Wednesday						
Session 6. Site visit		Facilitates Secondary Client tasks	Facilitates & accompanies for off-site visits		Mostly student-led	

	SC	SF	CS	TA	Students	Other
Day Four: Thursday						
Session 7. Check in with CS			Brief discussion with students (can be from off-site)		Student-led	
Session 8. Case conference		Assists			Student-led	
Session 9. Prep for primary client presentation		"Floating" assistance as needed			Student-led	
Day Five: Friday						
Session 10. Primary client presentation			Facilitates & provides primary feedback to students			
Session 11. SPEF-R assessment with CS		Facilitates other students in final preparations	Meeting with students on individual basis		Self-directed session	
Session 12. Primary client final presentation	Facilitates	In audience				Remind students to: • Submit **SPEF-R Student Practice Evaluation (Self-Assessment)** • Submit **SPEF-R Student Practice Evaluation (Clinical Supervisor Assessment)** • Submit **SPEF-R Student Review of Professional Practice Placement**

SCP Summary Timetable for Staff

SC=site coordinator   SF=simulation facilitator   AC=actor coordinator
CS=clinical supervisor   RA=research assistant   TA=Teaching assistant
Note: Site coordinator on-call for troubleshooting throughout week

	DAY ONE	DAY TWO	DAY THREE	DAY FOUR	DAY FIVE
Theme	Preparation	Gathering client/case information	Gathering information from environment	Decision making	Presenting information & planning for next steps
Morning session	**(CS Orientation** For CS team, 30 mins before start) **Session 1 Orientation & Welcome** To task, place & simulation Campus-based <u>Time:</u> 30mins **SC**: runs orientation **SF**: present **CS**: present **Session 2 Student Group Orientation & Introductions** – Introductions, group-building, etc. - Discussion about primary client, expectations, preparation work within sub-groups, etc. <u>Time:</u> 1 hour **SF**: initial troubleshooting then not required **CS**: leads session **Session 3 Example interview** Students may need to watch the example video interview twice. <u>First</u> – observe interview skills, followed by discussion <u>Second</u> – practice case note taking followed by discussion. **Time: 2-3** <u>hours (may be extended to Day 2)</u> **CS**: runs session **SF**: not required	**Session 5 Primary Client Interview, data gathering and activity observations** 20mins per subgroup, up to 10mins handover, sequential & collaborative information gathering. Each subgroup responsible for recording interview. **Primary client observation** Task performance. Collaborative but not necessarily sequential. **Phone interviews** Interviewees as per client files (eg GP, allied health professional, employer, family member, etc.) Interspersed across the day. Student-led. **AC**: Meets & briefs actors; responsibility for rooms & spaces & props; debriefs actors **SF**: supervises (but student-led); gathers feedback from actors re student performance **CS**: not required	**Session 6 Site Visit to worksite/home/community and Secondary Client Tasks** Student-led but supervised by CS. **SF**: troubleshooting **CS**: facilitates session	**Session 7 Check in with** <u>Clinical Supervisor</u> Students undertake research on individual basis for secondary client. **Session 8 Case conference –** present regarding secondary client; question other students about their secondary clients. **Session 9 Preparation for Primary Client Presentation -** reports and referrals about primary client plan **SF**: facilitates session **CS**: morning check in by phone	**Session 10 Primary Client Presentation to Clinical Supervisor - final plan** about primary client. **Session 11 SPEF-R Assessment with Clinical Supervisor -** Students receive completed SPEF-R from CS. **SF**: facilitates session; ensure all student evaluation material (actor notes, video of interview, daily work log, etc.) available to CS for SPEF-R completion, consults with CS as necessary **CS**: complete SPEF-R in consultation with SFs; discuss with students.
Lunch					

	DAY ONE	DAY TWO	DAY THREE	DAY FOUR	DAY FIVE
Afternoon session	**Session 4 Interview Preparation for Primary Client** Focus on preparation for primary client interaction on Day 2: making appointments, preparing questions (within subgroup & in collaboration with group). **SF**: 30 mins showing students online environment, how to access forms, reminder of expectations around preparation for primary client. Then available but not directly facilitating. Student subgroups self-manage. **CS**: not required	Actor interviews & observations likely continue into afternoon depending on scheduling **Preparation** for Site Visit (day 3). **Check in** with Clinical Supervisor – review of day, support (clinical) preparation for visits/ observations/ assessments (day 3). May be done from off site by phone. **Optional activity: Example interview plan.** Return to video of example interview from session 3. Have students identify occupational performance issues and develop an intervention plan for the client. **SF**: SF starts session then available	**Orientation** to secondary client & case conference to be held on day 4. **Preparation** - Primary client outcomes - Secondary client outcomes - Case conference **SF**: Student-led, SF starts session then available **CS**: not required	**Case conference continued** **Prepare presentation, reports and referrals** – associated with primary client plan **SF**: facilitates session **CS**: not required	**Session 12 Primary Client Final Presentation** – Each Student group nominates one person from each subgroup to present the final version of the Primary Client assessment and intervention plan. Students watch – gaining exposure to other Primary Client cases. **SC**: MC & facilitate & wrap-up session, debrief out of study & out of placement **SF**: audience, facilitate debriefing **CS**: not required
Deliverables & outcomes					
Student:	• Appointments made • Interview questions prepared • Work log	• Interview recording • Case notes • Work log	• Initial assessment report of primary client • Work log	• Individual tasks prior to case conference • Assessment reports related to site visit • Referral & other forms as applicable • SPEF Student practice evaluation – Self assessment • Work log	• Presentation slides • Placement time sheets

SC=site coordinator   SF=simulation facilitator   AC=actor coordinator
CS=clinical supervisor   RA=research assistant   TA=Teaching assistant
Note: Site coordinator on-call for troubleshooting throughout week

Day 1, Session 1: Orientation & Welcome

Session Leader: Site Coordinator
Other Staff: All
Group Size: All students
Venue: To accommodate all students and SCP staff
Start Time: 9am   (NB: 8.30 start for Clinical Supervisors with Site Coordinator for final briefing)
Duration: 30 minutes

Session Overview:

The purpose of the "Orientation & Welcome" is to introduce students to the SCP. The students are required to listen to the audio-file about simulation prior to arriving at the SCP on the first morning. The Orientation & Welcome session welcomes the students to 'Health Enhance' and walks them through the week's activities. This session covers: - The aims and Learning Objectives of SCP   - The schedule of activities for the week   - Expectations, roles and responsibilities of staff   - Expectations of students   - How the students will be assessed

There is a pre-recorded podcast available from the Health Enhance website to watch prior to the beginning of the SCP. Appendix 3 has a copy of the slides used for the podcast.

SCP Learning Objectives for the week:
During the SCP students will refine and demonstrate behaviours appropriate to the occupational therapy profession including:
1. Professional self-conduct
2. Self-management skills (such as effective time management, assuming responsibility for own learning, demonstrating initiative and taking responsibility for own actions, responses to supervision and constructive feedback)
3. Effective communication with co-workers and service users, ability to work as part of a team
4. Skills in effective client information gathering from a range of sources
5. Ability to identify a client's occupational performance issues and assess the impact of environmental and social factors on the client's ongoing participation and engagement

Additional Resources provided:
- Welcome & Orientation power-point (see Appendix 4; slides available on Health Enhance website)
- SCP Summary Timetable for Students (Appendix 5A) (site coordinator should provide site specific time schedule) (Appendix 5B)

Staff Tasks:
Site Coordinator
- Sets up environment for Welcome & Orientation
- Delivers "Welcome & Orientation"
- Refers to the simulation pedagogy provided in the audio-file and contextualises the SCP to assist students assume the role of being on placement at Health Enhance
- Introduces Simulation Facilitators, Clinical Supervisors and Research Assistant to students
- Answers questions

Simulation Facilitator
- Provides overview of the week and details of activities for Day 1
- Directs students and Clinical Supervisors to their group room venues for the next session: "Group Orientation"

Clinical Supervisors

- The Clinical Supervisors must meet with the Site Coordinator 30 mins prior to the commencement of the Orientation & Welcome to answer any last minute questions and ensure they are ready for the week. It is assumed that the Clinical Supervisors have met with the Site Coordinator and Simulation Facilitators sometime in the previous fortnight to ensure they understand the concept of the simulated clinical placement, and are clear about their roles and responsibilities (please refer to the SCP Manual for further information).

Guided Reflection

Ask students to spend 10 minutes thinking about the SCP Learning Objectives for the week. Ask students to write down:
- What strengths do I bring to the SCP in relation to the Learning Outcomes?
- What areas do I need to work on and improve?
- What am I going to do about this?

Day 1, Session 2: Student Group Orientation & Introductions

| Session Leader: Clinical Supervisor, supported by 'floating' Simulation Facilitator |
| Other Staff: Research Assistant |
| Group Size: Students in groups of 9-10 in 'home rooms' |
| Venue: Student Group 'Home Room' |
| Start Time: 9.30am |
| Duration: 60 minutes |

Session Overview:

The purpose of the "Group Orientation" is for students to meet their clinical supervisor and each other, establish their working sub-groups for the week, and become familiar with the week's activities. Students should begin to take on the sense of being on placement and start to have 'buy-in' to the simulation experience. This session should:

- Facilitate introductions to CS and other students
- Orientate students to the physical location of the SCP
- Orientate students to the Health Enhance website and LMS
- Guide students through the "Example completed client case file"
- Review the Primary Case materials
- Form sub-groups of 3-4 students each and explain the purpose of the sub-groups (this requires the CS to be familiar with the structure of the week, and the purpose of each of the activities; the SF should be on hand to support the CS with student queries)
- Discuss the expectations for the SCP
- Draw student's attention to reflective practice they will be required to engage in each day. Refer to Feedback, Debriefing and Guided Reflection on pages 10 and 11.
- Discuss preparation work required for Day Two

Focussed SCP Learning Objectives for this session are:

1.   Professional self-conduct
3.   Effective communication with co-workers and service users, ability to work as part of a team

Additional Resources provided:

- Primary Client details as a package for staff use (see relevant SCP Part 2 Manual and on Health Enhance website) and as a set of referrals for students (see Health Enhance website)
- Sample case file: physical rehab/mental health/vocational rehab (all available in relevant SCP Part 2 Manual and on Health Enhance website)
- Reflective Log (Appendix 6: Daily Reflective Log for the Simulated Practice Placement)
- Work statistics / work activity log. Please refer to explanation on page 10 of this manual.

Staff Tasks:

Clinical Supervisors

- Facilitate the session
- Introduce self to students as their clinical supervisor for the week, including their professional work experience and background (provide a case example to illustrate the clinical or rehabilitation process)
- Facilitate student introductions of themselves to each other and the CS
- Guide students to set individual learning objectives
- Brief students to use reflective log
- Facilitate formation of student subgroups and setting up their workspace
- Introduce the Primary Client using the information provided in the SCP Manual (the Primary Client for each subgroup will have been previously allocated to each Student Group and their CS by the Site Coordinator, see Table 1, Roles/Responsibilities/Tasks)
- Brief the students on the clinical procedure from referral to assessment and intervention plan

- Orientate students to Health Enhance website, case notes, blank forms, referral forms and other documentation
- Brief students to provide CS with interview recordings on Day 3
- Brief students on documents and presentations to be submitted for the primary client, including daily entries in their progress notes
- Brief students on placement assessment process and SPEF-R procedure

Simulation Facilitator

- 'Floats' between Student Groups to answers student and CS questions
- Assist with orientating students to the Primary Case and help them prepare for the data gathering activities (interviews) on Day 2
- Students may need assistance with orientation to the LMS and Health Enhance website, location of case notes, timesheets, and other documentation so SF needs to be very familiar with these materials

Guided Reflection

Ask students to spend 5 minutes reflecting on their responses to the Session One guided reflection activity. Ask students to revisit and build upon their responses:
- What strengths do I bring to the SCP in relation to the Learning Outcomes?
- What areas do I need to work on and improve?
- What am I going to do about this?

Day 1, Session 3: Example Interview

Session Leader: Clinical Supervisor
Other Staff: Nil
Group Size: Students in groups of 9-10 in 'home rooms'
Venue: Student Group 'Home Room'
Start Time: 11am
Duration: 180 minutes

Session Overview:

The "Example Interview" session provides students with an opportunity to observe a pre-recorded interview for three purposes: (i) to identify and discuss interview techniques in preparation for Day Two, (ii) to practice making notes from an interview, and (iii) to practice identifying occupational performance issues and developing possible intervention plans to enhance occupational performance. Students are required to take notes and complete an initial interview form to practice the process of listening and taking notes at the same time. Students are not expected to focus on the clinical aspects of the interview per se, more the interview questions and style, and the information sought and obtained by the interviewer. After completing activity with a focus on interview style and technique, students are required to review information gathered from the interview and identify occupational performance issues. Students are required to research the client's health condition, and possible treatments and occupational therapy interventions. Students will develop intervention strategies to enhance the client's occupational performance based on information gathered and their research findings.

Focussed SCP Learning Objectives for this session are:

4.   Skills in effective client information gathering from a range of sources

In preparing students for this activity point out to them that this is not necessarily a perfect client interview, if indeed such a thing exists. It is however a realistic one, with a current experienced and practising Occupational Therapist. Ask students to note specific examples of what they consider to be good interview and information gathering technique as well as what they think could have been better. Lead a discussion about interview technique. This might be a broad group-level discussion at the conclusion of the video or you might pause it from time to time for discussion. You might call for input generally or use a think-pair-share technique, or think-triple-share, where students make their own notes during the video, then discuss the points within their subgroups, then contribute to a whole group discussion.

The second component to this session is a practice at recording information from a client. Provide students with a blank Health Enhance Initial Assessment Form and ask them to complete as much of it as they can from the details they glean from watching the video.

The third component to this session is a student, self-directed activity. Ask students to research the client's health condition, and possible treatments and occupational therapy interventions. Ask students to identify occupational performance issues the client in the video may face and to develop intervention plans. Ask student to complete the "issues identified" section on the initial assessment form. Provide students with a blank Health Enhance progress notes form for students to report their intervention plans.

Additional Resources provided:
- The example interview video can be accessed from the Health Enhance website Staff Only area and selecting the appropriate OT stream video (Mental Health, Physical, or Vocational). The password is simrct.
- Relevant client forms from SCP Part 2 Manual or Health Enhance website

Staff Tasks:

Clinical Supervisors

- Facilitate the session
- Orientate the students to the purpose of the session and their expectations of the students
- Locate the link to the video and play it for the students as a group
- Allow students to observe the video, make notes, complete the initial interview form and identify useful techniques and strategies for interviewing
- Support students to practice information collection and recording
  Facilitate a discussion about interview styles, techniques and questions; include students' personal strengths or concerns and their comments on how they would conduct a similar interview
- Review sections of the video again as required; this may require the entire video being watched a second time
- Support students to explore client condition, possible treatment and occupational therapy intervention
- Link this activity to the interview activities the students will be conducting on Day 2 and Day 3

Simulation Facilitator

- Direct students to research on client condition, possible treatment and occupational therapy intervention
- Orientate students to the tasks; sub group discuss on occupational performance issues the client in the video may have and to develop intervention plans
- May need to move between groups to support

Student activities

- Research on client condition, possible treatment and occupational therapy intervention
- Sub group discuss on occupational performance issues the client in the video may have
- Develop intervention plans
- Review intervention plans after Day 2

Feedback: Pendleton's (modified)

1. Facilitator focuses the feedback session by stating the Session Learning Objective.
2. Ask student(s) what they feel they know about the topic
3. Ask student(s) what they do not feel they know about the topic
4. Facilitator provides observations and recommendations
5. Group contributes to, clarifies and refines recommendations in the form of an action plan.

Day 1, Session 4: Interview Preparation

Session Leader: Student-led with Simulation Facilitator support
Other Staff: Technical Assistant
Group Size: Students in groups of 9-10 in 'home rooms'
Venue: Student Group 'Home Room'
Start Time: 1.30pm
Duration: 150 minutes (plus an afternoon tea break)

Session Overview:

The "Interview Preparation" session provides students with the time to prepare; practice, and refine interview questions and techniques to be implemented when interviewing the Primary Client (client-actor interviews) and key stakeholders via phone interviews on Day 2. This is a student-led session with the Simulation Facilitator moving between Student Groups to facilitate the students taking charge of their learning for this session in preparation for Day 2. Please note: • Students may be required to complete OHS orientation for some site visits and/or comply with university requirements for off site visits

Focussed SCP Learning Objectives for this session are:

2. Self-management skills (effective time management, assuming responsibility for own learning, demonstrating initiative and taking responsibility)
3. Effective communication with co-workers and ability to work as part of a team

Additional Resources provided:
- Interview Checklist for students (see Appendix 7 and Health Enhance website)
- Client referral forms and information related to Primary Client (see relevant SCP Part 2 manual); these will have been provided by the CS in the morning session

Preparation Required:
- It is assumed that the Site Coordinator and Technical Assistant have prepared the interview schedule for Day 2, created an appointment booking schedule that will work for your site, recruited, briefed and prepared actor-clients and actor-key-stakeholders for Day 2, located appropriate rooms for the interviews and telephone interviews to take place on Day 2, and provided any other infrastructure needed for the client and key stakeholder interviews

Student Activities:
- Students need to organise themselves into their subgroups, plan the client interview for the Primary Client and ensure they know which subgroup is asking which questions from the Initial Interview document, work out the timing and problem-solve for any logistical problems that might arise during the interview segments or hand-over
- Students need to check their interview times and schedule for the client and key stakeholders
- Students must be fully prepared to conduct the interviews and gather data from other stakeholders on Day 2 by the end of this session

Each student group consists of 3 sub-groups, in turn made up of 3 or 4 students each. While they interview their simulated client as a sub-group, each sub-groups contribution is to be complementary so that the interview components add to a whole rather than duplicate. The interview process allows each sub-group 20 minutes with the simulated client, with 10 minutes for the just-finished sub-group to hand over to the next one. The main priority of session 4 is for the students to self-manage their preparation for the interview on Day 2. They should determine things like:

- How they will interact with the client (including beginning and ending their sub-interviews, how they will interact with each other and the client, how they will ensure that the client is "safe" and so on)
- Questions to be asked and the order in which to ask them
- Which sub-groups will ask which questions
- Which individuals within each sub-group will ask which questions
- How they will manage the documentation process
- How they will manage the filming process
- How they will conduct the hand-over in order to minimise repetition and ensure that if additional information is required or a new line of questions presents itself they can be covered by the next sub-group if necessary
- How they will combine and understand the totality of material they collect across the whole interview session

Students are expected to devote sufficient time during session 4 to practice at questioning and filming – emphasise that they will only get one shot and there are no practice runs with the client.

Staff Tasks:
Simulation Facilitator
- Move between Student Groups as needed
- Help orientate the students to the purpose of the session
- Facilitate students to take charge of the learning in this session and ensure they are prepared for their interviews on Day 2
- Refer students to the LMS for time sheets and documents as needed
- Support students to practice information collection and recording
- Facilitate students to build on their understanding or their own interview styles and techniques include students' personal strengths or concerns and their comments on how they would conduct a similar interview

Technical Assistant
- Usually required to assist with student appointments and enquiries about the interview schedule

Clinical Supervisor
- Not required

Guided Reflection

Ask students to consider the Session Learning Objectives. Ask students to think about before the next day:
- What is it about session Learning Objectives that I want to know about?
- How do I find out about these things?
- Who will I ask about these things?

Day 2, Session 5: Interviews, Data Gathering & Activity Observations

Session Leader: Simulation Facilitator
Other Staff: Actor Coordinator, Technical Assistant
Group Size: Student groups
Venue: Students in group 'home rooms' or interview rooms when interviewing
Start Time: 9am
Duration: All day, as scheduled around interview times, and as per the 4 main activities described below

Session Overview:

Day 2 is dedicated to collecting information from and about the Primary Client (pre-determined for each group by the Site Coordinator prior to commencing the SCP). Each student group will have received a referral form for their Primary Client and will have developed interview questions and an interview schedule for their sub-groups to follow.

There are 4 main activities in this day:
- Interviewing the client (and later reviewing the video footage to reflect on interview skills)
- Observing the client perform an activity
- Gathering information from the key stakeholders
- Working in groups to assimilate the information gathered and prepare for the site visit on Day 3 (Home Visit, Community Visit or Worksite Visit depending on the SCP type and the case scenario allocated to the student group)

Students will conduct a 20-minute segment of an initial interview in their sub-groups as per their plan from Day 1; there is a 10-minute hand-over segment allowed between each of the sub-groups so the total time allowed for the interview with the (Actor) Primary Client is 1hr 20mins. Each sub-group must video record themselves interviewing the client for the purpose of reviewing this in their sub-groups later.

Each sub-group of students also observes the (actor) Primary Client performing an activity of daily living as per the information provided in the Primary Client case information. Client activity observations take place following the interview as arranged by each Student Group on Day 1.

In all SCP's, students follow an appointment schedule to make telephone calls to key stakeholders, as per the information provided in the Primary Client case information; to gather further information to guide the site visit on Day 3; and to begin the client occupational performance assessment and intervention plan report. The details of this schedule are confirmed on Day 1, in the Interview Preparation session (Session 4).

Focussed SCP Learning Objectives for this session are:
1. Professional self-conduct
2. Self-management skills
3. Effective communication with co-workers and service users and ability to work as part of a team;
4. Skills in effective client information gathering from a range of sources

Additional Resources provided:
- Interview Skills Observation Checklist used by simulated clients (see Appendix 8)
- Client forms and information related to Primary Client (available in relevant SCP Part 2 manual)

Preparation Required:
- It is assumed that the Site Coordinator and Technical Assistant have prepared the interview schedule for Day 2, created an appointment booking schedule that will work for your site, recruited, briefed and prepared actor-clients and actor-key-stakeholders for Day 2, located appropriate rooms for the interviews and telephone interviews to take place on Day 2, and provided any other infrastructure needed for the client and key stakeholder interviews

- Video and audio recording equipment (provided by each site)
- USB sticks (provided by each site)

Staff Tasks:

Simulation Facilitator

- Move between Student Groups as needed
- Facilitate students to take charge of their learning in this session and ensure they are well prepared for their interviews
- Facilitate students to debrief and reflect on the interview experiences
- Facilitate students to work together to make sense of the information they have gathered and draw it into a coherent document
- Facilitate discussion and debate in student groups if needed
- Refer students to the LMS for time sheets and documents as needed
- Students need to ensure they are well organised ahead of the interview in their subgroups; the client interview for the Primary Client must be well planned to ensure the students know who is asking which questions from the Initial Interview document; they need to follow the timing schedule and problem-solve for any logistical problems that arise during the interview segments or hand-over
- Students need to double-check their interview times and schedule for the client and key stakeholders
- Facilitate students to build on their understanding or their own interview styles and techniques include students' personal strengths or concerns following the interview to ensure they get the most out of the learning situation

Technical Assistant

- Usually required to assist with student appointments and enquiries about the interview schedule
- Support students in recording interviews

Actor Coordinator

- Meets, greets and prepares actors for the student interviews, reinforcing the student interview schedule
- Debriefs the actors and facilitates them to complete the student Interview Skills Observation Checklist as per the checklist provided in the SCP Manual
- Collect Interview Skills Observation Checklists from the actors and actor –key-stakeholders
- Provide one copy of the completed Interview Skills Observation Checklists (one per subgroup) to the Clinical supervisor and one copy to the students (one per subgroup)
- NB: Voc Rehab – 1) provide a copy of the "Certificate of Capacity' of the primary client to each subgroup if the students had requested the document form the actor - GP in their telephone interview; and 2) a copy of the job description of the primary client if students requested it from the actor-Manager

Clinical Supervisor

- Not required

Students

- Submit USB with recordings of interviews to CS on Day 3

A good way to wrap up the day is to spend 60 minutes providing feedback.

Feedback: Pendleton's (modified)

1. Facilitator focuses the feedback session by stating the Session Learning Objectives
2. Ask student(s) what they feel they know about the topic
3. Ask student(s) what they do not feel they know about the topic
4. Facilitator provides observations and recommendations
5. Group contributes to, clarifies and refines recommendations in the form of an action plan.

At the end of the feedback session, invite students to consider the guided reflection cues.

Guided Reflection

Ask students to think about what part of the SCP experience was most meaningful for them today.
NOTE: The focus should relate to the SCP Learning Objectives.
The following cues can then be provided to students to explore their experience:

-   What was I trying to achieve?
-   Why did I intervene (or not intervene) the way I did?
-   How did I feel about this experience whilst it was happening?
-   How did the other person / people involved feel?
-   How do I know how others' felt?

-   What influenced my choice to do what I did?
-   What should have influenced my choices?

-   What other choices did I have?
-   What might have been the implications of these alternative choices?

-   How do I now feel about this experience?

Jasper, M. (2003). Beginning reflective practice: Foundations in nursing and health care. Cheltenham, United Kingdom: Nelson Thornes

Day 3, Session 6: Site Visit and Secondary Client Tasks

Session Leader: Clinical Supervisor
Other Staff: Site Coordinator, Simulation Facilitator
Group Size: Student groups
Venue: Students in group 'home rooms' or on site visits as scheduled
Start Time: 9am
Duration: All day, as scheduled, and as per the activities described below

Session Overview:

Most of Day 3 is again dedicated to collecting and integrating information from and about the Primary Client (pre-determined for each group by the Site Coordinator prior to commencing the SCP, and as per the site visit schedule created by the Site Coordinator). Each student group will have developed a site observation guide to ensure they observe the activities and/or environments relevant to the Primary Client occupational performance issues. The Secondary Client tasks are also introduced to the students on Day 3; the schedule for each Student Group will be determined by the Site Visit times so the activities are designed to allow flexibility in whether students do the Secondary Client Tasks before or after the Site Visit
 	
There are 2 main activities in this day:
(i) Site Visit and Occupational Performance Analysis, which includes:
    - Travel to the Site Visit with the Clinical Supervisor (for the Physical Rehabilitation and Mental Health SCP this will be to a local shopping centre, or a mock-client home pre-arranged for the purpose of this SCP experience; for the Vocational Rehabilitation SCP this will be a pre-arranged worksite visit)
    - Observe and assess the environment (Home, Community or Workplace) in which the Primary Client will need to perform the identified activities that present occupational performance issues for the client
    - Return to Health Enhance and work in the Student Group Home Rooms to assimilate the information gathered (with Simulation Facilitator)
(ii) Secondary Client Task (Home Room)
  - Students are introduced to the Secondary Client tasks. These present client profiles and occupational performance issues related to the focus of the SCP (Physical Rehabilitation, Mental Health or Vocational Rehabilitation) and require the students to work individually to gather information to address the occupational performance issues and prepare a summary of the client needs and solutions to present at a Student Group Case Conference on Day 4. This activity will require 2-3 hours of the students' time and they should be prepared to talk for 5-10 minutes at the Case Conference

Focussed SCP Learning Objectives for this session are:

1.   Professional self-conduct
2.   Self-management skills
4.   Skills in effective client information gathering from a range of sources
5.   Ability to identify a client's occupational performance issues and assess the impact of environmental and social factors on the client's ongoing participation and engagement

Additional Resources Provided:

- Client referral forms and information related to Primary Client (see relevant SCP part 2 manual)
- Secondary Case Scenarios and Tasks (see relevant SCP part 2 manual and Health Enhance site)
- Information related to conducting the Case Conference on Day 4 (Appendix 9 and Health Enhance site)

Preparation Required:
- It is assumed that the Site Coordinator has identified suitable sites to visit that match the occupational performance issues of the Primary Client and ensured the materials for the Secondary Case tasks are available on the Health Enhance website.
- Site visit details such as the address and time of visit will be provided once arranged by the Site Coordinator prior to the SCP
- Equipment such as measuring tapes and cameras (or phone cameras) will be required by the students so these need to be provided,

Staff Tasks:
Clinical Supervisor (with regard to (i) Site Visit)
- Attends the Site Visit with their student groups and/or supports the students to locate suitable environments in which to conduct their occupational performance assessments (for example if the students are required to travel on public transport to understand their Primary Client's occupational performance issues as identified on their referral form)
- Provides guidance to students related to the Primary Client case referral and Site Visit
- Collects interview recordings from students

Site Coordinator (pre-arranges (i) Site Visit)
- Supports Clinical Supervisor and Student Groups in accessing their Site Visits; some visits might require scheduling smaller sub-groups of students to visit as 9-10 may be too many at one time. It is assumed that the Site Coordinator has pre-empted any logistical challenges related to the Site Visits and scheduled the groups and Clinical Supervisors accordingly.
- Facilitate students to ensure they are well organised ahead of the visit
- Facilitate students to make sense of their observations following the visit; students are expected to take charge of their learning in this session and ensure they work together to compile a thorough assessment of their observations and client occupational performance issues

Simulation Facilitator (with regard to (ii) Secondary Client Tasks)
- Directs students to the Secondary Client cases and associated tasks and orientates the Student Groups to the Case Conference activity on Day 4
- Facilitate students to work together to make sense of the information they have gathered and draw it into a coherent document
- Facilitate discussion and debate in student groups if needed
- Refer students to the Health Enhance website for time sheets and documents as needed
- Facilitate students to work on their skills in task, activity and occupational performance analysis

Technical Assistant
- Not usually required

A good way to wrap up the day is to spend 60 minutes providing feedback.

Feedback: Pendleton's (modified)
1. Facilitator focuses the feedback session by stating the Session Learning Objectives
2. Ask student(s) what they feel they know about the topic
3. Ask student(s) what they do not feel they know about the topic
4. Facilitator provides observations and recommendations
5. Group contributes to, clarifies and refines recommendations in the form of an action plan.

Day 4, Session 7: Check in with Clinical Supervisor

Session Leader: Clinical Supervisor via teleconference, skype, adobe connect or the like
Other Staff: Nil
Group Size: Student groups
Venue: Students in group 'home rooms'
Start Time: 9am
Duration: 60 minutes plus follow-up time to integrate feedback

Session Overview:

The 'Check-in' session with the Clinical Supervisor provides the opportunity for students to review their observations from the Site Visit and seek guidance, clarification or feedback. This allows the students to make sense of the information they have gathered so far to guide their Primary Client occupational performance assessment and intervention plan.

Focussed SCP Learning Objectives for this session are:

1.   Professional self-conduct
3.   Effective communication with co-workers and service users and ability to work as part of a team;

Additional Resources provided:

- N/A

Preparation required:

- It is assumed that the Site Coordinator will have made prior arrangements with the Clinical Supervisor with regard to the means of contact (telephone, skype, adobe connect or other)

Staff Tasks:

Clinical Supervisor

- Makes contact with student group and facilitates discussion about Primary Client occupational performance assessment and observations

Simulation Facilitator

- Not required

Day 4, Session 8: Case Conference

Session Leader: Student-led with Simulation Facilitator support
Other Staff: Nil
Group Size: Student groups
Venue: Students in group 'home rooms'
Start Time: 11 am (following morning tea break)
Duration: 90-120 minutes

Session Overview:

The Case Conference is a student-led activity where all students in each Student Group convene in a Case Conference and present the information they gathered in relation to their Secondary Client tasks which were introduced to them on Day 3. The Simulation Facilitator will move between groups ensuring they are conducting the Case Conference as per the guidelines in the SCP Manual. Each student will present their information for 5 minutes and be prepared to answer questions for a further 5 minutes. The length of the Case Conference may vary depending on the number of students in the group and the level of detail and discussion presented for each Secondary Client task. Students are encouraged to provide a good level of detail and engage with this activity fully.

A case conference is a team discussion that provides an opportunity for clinicians to discuss client cases. The case conference normally involves an allied health team undertaking some of the following activities:
- Discussion of the client's history
- Identification of the client's needs
- Identification of outcomes that need to be achieved
- Goal setting
- Reporting on outcomes that have been achieved
- Allocation of tasks to team members

As this session is student-led, students should choose from within their number a chair (or chairs to take turns) to preside over the conference and keep the session focused and running on schedule.

Focussed SCP Learning Objectives for this session are:
1. Demonstrate professional self-conduct
2. Demonstrate self-management skills and (responds to constructive feedback)
3. Demonstrate effective communication with co-workers about service users

Additional Resources provided:
- Case conference instructions (see Appendix 9 and Health Enhance site)
- Secondary Case Scenarios and Tasks (relevant SCP Part 2 Manual and Health Enhance site)

Staff Tasks:

Simulation Facilitator
- Facilitate students to conduct the Case Conference as per the SCP manual procedures
- Facilitate students to find resources and answer questions related to the Secondary Client Tasks if required
- Facilitate discussion and debate in student groups if needed
- Move between groups to ensure that students take leadership of this activity

Clinical Supervisor
- Not required

Feedback: Pendleton's (modified)
1. Facilitator focuses the feedback session by stating the Session Learning Objectives
2. Ask student(s) what they feel they know about the topic
3. Ask student(s) what they do not feel they know about the topic
4. Facilitator provides observations and recommendations
5. Group contributes to, clarifies and refines recommendations in the form of an action plan.

Day 4, Session 9: Preparation for Primary Client Presentation

Session Leader: Student-led with Simulation Facilitator support
Other Staff: Nil
Group Size: Student groups
Venue: Students in group 'home rooms'
Start Time: 2pm after case conference and lunch
Duration: 150 – 180 minutes

Session Overview:

The Preparation for Primary Client Presentation session is again student-led, with support from the Simulation Facilitator as needed. Students should be quite independent by this stage of the SCP and are expected to drive their own learning and presentation development. Students work in their Student Groups in the Home Room to integrate the information they have gathered about their Primary Client and prepare an occupational performance assessment report and intervention plan ready to present to their Clinical Supervisor on Day 5. This is a detailed task and should take the students several hours to complete to a good standard.   Each subgroup of students will collaborate with other subgroups to gather information to obtain holistic and comprehensive assessment results of their client. Each subgroup will complete the assessment reports, goals, intervention plans and recommendations for their client. A discharge plan may be included for the Physical Rehabilitation SCP cases. The students must work together as a group to determine which of them will present each section of the assessment report and/or intervention plan with a view to receiving feedback from their supervisor. Ultimately they will be required to nominate three group members to present their overall Primary Client Presentation to the whole student group in the afternoon of Day 5. Students will be required to integrate the feedback from their supervisor prior to finalising their group's presentation.

Focussed SCP Learning Objectives for this session are:
2.	Self-management skills (such as effective time management, assuming responsibility for own learning, demonstrating initiative and taking responsibility for own actions, responses to supervision and constructive feedback)
3.	Effective communication with co-workers and service users and ability to work as part of a team
5.	Ability to identify a client's occupational performance issues and assess the impact of environmental and social factors on the client's ongoing participation and engagement;

Additional Resources provided:
- See relevant client forms in SCP Part 2 manual and Health Enhance site

Staff Tasks:
Simulation Facilitator
- Facilitate student groups as required

Students are most likely to experience "sticking points" in Day Four Session Nine when bringing everything together. Sticking points tend to come from:
- Interpreting all of the information they have collected (and reconciling that there is some they did not source!)
- Making sense of what is required by industry for reporting
- Negotiating within a group.

Pause and Discuss proves useful to assist students' negotiation of solutions to these sticking points.

Pause and Discuss is intended to be used throughout the day. It can involve a small sub-group, or the entire group.

Pause and Discuss
1. Facilitator calls for "Time-Out" or "Pause" the activity. Make sure you have everyone's attention.
2. Facilitator asks group, using Socratic dialogue, to explain describe where they are up to in the activity, and why they believe they are "stuck".
3. Facilitator facilitates discussion in an attempt to resolve the cause of the sticking point.
4. It is preferable that the group manage to negotiate the response. However it is also sometimes necessary for the facilitator to provide guidance required.
5. Facilitator calls "Time-In".

NOTE: Each "Pause" should be no longer than 5 minutes. If longer, participants will lose their line of thinking. Further, longer pauses have a tendency to become a teaching session.

A good way to wrap up the day is to spend 60 minutes providing feedback.

Feedback: Pendleton's (modified)
1. Facilitator focuses the feedback session by stating the Session Learning Objectives
2. Ask student(s) what they feel they know about the topic
3. Ask student(s) what they do not feel they know about the topic
4. Facilitator provides observations and recommendations
5. Group contributes to, clarifies and refines recommendations in the form of an action plan.

At the end of the feedback session, invite students to consider the guided reflection cues.

Guided Reflection

Ask students to think about what part of the SCP experience was most meaningful for them today.
NOTE: The focus should relate to the SCP Learning Objectives.
The following cues can then be provided to students to explore their experience:
- What was I trying to achieve?
- Why did I intervene (or not intervene) the way I did?
- What were the consequences of my actions for:
    - Myself?
    - The people I work with?
    - The client?
- How did I feel about this experience whilst it was happening?
- How did others feel?
- How do I know how others' felt?

- What influenced my choice to do what I did?
- What should have influenced my choices?

- What other choices did I have?
- What might have been the implications of these alternative choices?

- How do I now feel about this experience?
- How have I made sense of this experience in light of past experiences and my future practice?

Jasper, M. (2003). Beginning reflective practice: Foundations in
nursing and health care. Cheltenham, United Kingdom: Nelson Thornes

Day 5, Session 10: Primary Client Presentation to Clinical Supervisor

Session Leader: Clinical Supervisor
Other Staff: Nil
Group Size: Student groups
Venue: Students in group 'home rooms'
Start Time: 9am
Duration: 60 minutes

Session Overview:

The Primary Client Presentation session is facilitated by the Clinical Supervisor who returns in person to Health Enhance to hear their Student Group present their occupational performance assessment and intervention plan. The Clinical Supervisor provides feedback to the students who afterwards use this information to adapt their Primary Client Presentation for the whole group session on the afternoon of Day 5.

Focussed SCP Learning Objectives for this session are:
1.   Professional self-conduct
2.   Self-management skills (effective time management, responses to supervision and constructive feedback)
3.   Effective communication with co-workers and ability to work as part of a team;
5.   Ability to identify a client's occupational performance issues and assess the impact of environmental and social factors on the client's ongoing participation and engagement;

Additional Resources provided:
- N/A

Staff Tasks:
Clinical Supervisor
- Facilitate student group
- Provide feedback to students about Primary Client presentation
- Gather data and notes about student performance to include in the SPEF-R assessment of each student

Simulation Facilitator
- Not required

Day 5, Session 11: SPEF-R Assessment with Clinical Supervisor

Session Leader: Clinical Supervisor
Other Staff: Nil
Group Size: Student groups
Venue: Students in group 'home rooms'
Start Time: 10am
Duration: 120 - 180 minutes

Session Overview:

The SPEF-R assessment session is conducted by the Clinical Supervisor with each student individually for a short feedback discussion. The modified SPEF-R's will be completed prior to this session by the Clinical Supervisor using information from the SCP Student Performance Checklist completed by the Simulation Facilitator and/or the actor client for the group. They may also consult the video footage of the student interviews. Clinical Supervisors may choose to provide SPEF-R feedback to students in their sub-groups or individually, whichever fits most easily into the time available.

Concurrent to the SPEF-R feedback, other students in the group will work to finalise their Primary Client Presentation for the whole group presentation session scheduled in the afternoon of Day 5.

Focussed SCP Learning Objectives for this session are:
1.   Professional self-conduct
2.   Self-management skills (such as effective time management, assuming responsibility for own learning, demonstrating initiative and taking responsibility for own actions, responses to supervision and constructive feedback)
3.   Effective communication with co-workers and service users and ability to work as part of a team;
4.   Skills in effective client information gathering from a range of sources;
5.   Ability to identify a client's occupational performance issues and assess the impact of environmental and social factors on the client's ongoing participation and engagement;

Additional Resources provided:
- SPEF-R's (see Health Enhance site)

Staff Tasks:

Clinical Supervisor
- Finalise modified SPEF-R's for each student and provide these to students individually or in their sub-groups
- May need to speak with the Simulation Facilitator to clarify SPEF-R ratings

Simulation Facilitator
- May be required to clarify SPEF-R ratings for some students
- Will have previously completed the SCP Student Performance Checklist

Day 5, Session 12: Primary Client Final Presentation

Session Leader: Site Coordinator
Other Staff: Simulation Facilitators, other interested staff or clinicians
Group Size: Whole Student Group
Venue: Suitable for whole group; requires power-point presentation facilities
Start Time: 2pm (start time may vary according to time needed for SPEF-R session)
Duration: 120 - 180 minutes (duration may vary according to number of student presentations)

Session Overview:

The Primary Client Presentation session is a whole group session facilitated by the Site Coordination as a culmination of the week's work. The students will have worked in their groups to nominate representatives to present the integrated version of their Primary Client occupational performance assessment and intervention plan. This will be the final version created after the Clinical Supervisor feedback and drawing on all the information the student group combined to create. Student presentations should last between 15 and 20 minutes including questions, although this is flexible according to the number of students presenting. Other university or professional partners may be invited to attend and the atmosphere should be one where high standards are expected.

Focussed SCP Learning Objectives for this session are:
1. Professional self-conduct
2. Self-management skills (effective time management, responses to supervision and constructive feedback)
3. Effective communication
5. Ability to identify a client's occupational performance issues and assess the impact of environmental and social factors on the client's ongoing participation and engagement;

Additional Resources provided:
- N/A

Staff Roles:

Site Coordinator
- Facilitates session, congratulates students, summarises and wraps up the week at the end of the student presentations

Simulation Facilitator
- Attend and participate by asking questions and providing feedback

Clinical Supervisor
- Not required

At the end of the day invite students to consider the guided reflection cues – as an activity for over the weekend.

Guided Reflection

Ask students to think about what part of the overall SCP experience was most meaningful for them.

NOTE: The focus should relate to the SCP Learning Objectives.

- What was the most valuable experience of this SCP for me?
- During this experience, what was I trying to achieve?
- Why did I intervene (or not intervene) the way I did?
- What were the consequences of my actions for:
    - Myself?
    - The people I work with?
    - The client?
- How did I feel about this experience whilst it was happening?
- How did others feel?
- How do I know how others' felt?

- What influenced my choice to do what I did?
    - Factors I could control
    - Factors I could not control
- What should have influenced my choices?

- What other choices did I have?
- What might have been the implications of these alternative choices?

- How do I now feel about this experience?
- How have I made sense of this experience in light of past experiences and my future practice?
- How has this experience changed my ways of knowing
    - Science-based knowledge (physiology, pathology, psychology)
    - Moral knowledge
    - Self-awareness
    - Developing my own style of practice

Jasper, M. (2003). Beginning reflective practice: Foundations in nursing and health care. Cheltenham, United Kingdom: Nelson Thornes

APPENDIX 1. SPEF-R PROCEDURE FOR SCP

A modified and adapted version of the SPEF-R (approved for use in the project by University of Queensland) is used for the SCP.

The SPEF-R has two components, the "Student Practice Evaluation Form" and the "Student Review of Professional Placement". The Student Practice Evaluation provides a means for a clinical supervisor to assess students across their placement. Students are rated on a scale of 1-5, from "unacceptable" to "with distinction", for 18 items grouped into four categories. It is also common practice for students to complete the Student Practice Evaluation themselves as a self-reflective assessment of their own performance. The clinical supervisor can review the student's self-assessment in the process of evaluating the student and/or as part of the feedback session the clinical supervisor has with the student when discussing the final evaluation. The second component – the Student Review – allows students to score their own placement experience using a 5-point Likert scale (strongly disagree to strongly agree). Modified versions of all three instruments can be downloaded from the staff area of the Health Enhance site.

The completion of the Student Practice Evaluation is the responsibility of the Clinical Supervisor with the assistance of the Simulation Facilitator.

Resources

The SCP Clinical Supervisor will not see all of the activities and interactions undertaken by students. They will have access to the following resources to aid them in completing the Student Practice Evaluation:
- Notes from the simulated primary client regarding the interview (see attached template).
- Their own observations and notes of student performance and interaction collected using the SPEF checklist (see attached template).
- The observations and notes of student performance and interaction assessed by the Simulation Facilitators using the SPEF checklist (see attached template).
- Video footage of the primary client interview recorded by students.
- Audio recordings of phone interviews with stakeholders involved with the primary client.

These resources need to be made available to the Clinical Supervisor. Due to differences in platforms and systems between institutions, a local process will need to be determined for how the resources are made available to the Clinical Supervisors. Two potential options include:
1. The Technical Assistant (see Roles and Tasks starting page 13) could be tasked with collecting USB sticks from student subgroups containing the Primary Client interview video and audio recordings of telephone calls, along with the checklists from the Simulation Facilitators, and passing it to the Clinical Supervisor, either in hard copy or uploaded digital.
2. Students can be assigned the responsibility to upload their own video and audio recordings and the Simulation Facilitators upload their checklists, or students and SFs hand their materials to the CS.

If resources are uploaded this could be done via the LMS.

The Simulation Facilitator's checklists and other resources need to be provided to the Clinical Supervisors before the Thursday afternoon session to allow time for the CS to have completed the SPEF evaluation in time for the evaluation session with the student starting Friday morning.

Completing the SPEF-R

The resources as listed are to be made available for the Clinical Supervisor to access. The Clinical Supervisor may use the resources in any way they choose. For example, the Clinical Supervisor may only watch a segment of the interview video or skip through it looking for promising snippets of interaction. Clinical Supervisors should also be provided with the original complete SPEF-R document for the instructions and

examples, as well as for the philosophy and purpose of assessment. All materials are available via the staff only area of the Health Enhance website.

The Clinical Supervisor should consult with the Simulation Facilitators if there are sizeable differences between ratings provided by Clinical Supervisor and Simulation Facilitators, either overall or for any particular criterion. This process should take place before the CS meets with the student for final evaluation.

The SCP Clinical Supervisors are expected to have completed their 9-10 Student Practice Evaluations before the end of the student presentations session on the Friday morning of SCP. The SCP Clinical Supervisors then meet each of "their" students during Friday morning to provide feedback and discuss the evaluation. The SCP timetable allows up to 15 minutes per "consultation" for each student. Students are to be asked to bring their self-assessment SPEF-R to the meeting. Both the Clinical Supervisor and the student sign the evaluation document.

Students are responsible for submitting the assessment SPEF-R signed by their Clinical Supervisor as well as the self-assessment version to their Site Coordinator (timing and means of submission determined locally, but should be within two weeks).

As part of the pre-placement enrolment process all students are to be asked by the Site Coordinator to ensure a suitable head-shot photo is on file. Most LMS platforms allow photographs to be added to student profiles and a photograph class list to be exported. The SCP Clinical Supervisors, Simulation Facilitators, and simulated clients should be provided with a "class list" of names and photos of students in their groups.

NOTE: Each item on the SPEF-R includes provision to provide a halfway assessment as well as a final assessment. The halfway assessment should be ignored, by both students and Clinical Supervisors. It was not possible to make this change to the original instrument.

Attached: A checklist to be used by both Clinical Supervisors and Simulation Facilitators. They would use one checklist per student, making notes and assessments as the opportunity for observation arises.

All forms can be downloaded from the staff area of the Health Enhance website.

SCP Student Performance Checklist
Used by Clinical Supervisors & Simulation Facilitators for preliminary student assessment

Assessor name: _____   **Assessor type:**   **CS** ☐

                                                          SF ☐

Student Name: _____   **Student No:** _____

Professional Behaviours:

	N/A	Unacceptable	Marginal	Adequate	Proficient	With distinction	Insufficient observation
Respects rights, values, beliefs and need of service users and staff							
Adheres to privacy & confidentiality requirements							
Ensures personal, co-worker and service user safety							
Adheres to workplace procedures and expectations							
Represents Occupational Therapy (OT) in an appropriate manner							

Comments:

Self-management Skills:

	N/A	Unacceptable	Marginal	Adequate	Proficient	With distinction	Insufficient observation
Demonstrates effective time management skills							
Assumes responsibility for own learning							
Demonstrates initiative and takes responsibility							
Demonstrates appropriate stress management skills							
Responds to supervision and constructive feedback appropriately							

Comments:

Student Name: _____   **Student No: _____**

Co-Worker Communication:

	N/A	Unacceptable	Marginal	Adequate	Proficient	With distinction	Insufficient observation
Negotiates, collaborates & co-operates with co-workers as appropriate to workplace							
Actively participates in workplace communications							
Effectively explains information to others							

Comments:

Communication Skills:

	N/A	Unacceptable	Marginal	Adequate	Proficient	With distinction	Insufficient observation
Develops, maintains & closes collaborative relationships							
Communicates effectively and appropriately							
Demonstrates responsiveness to others							
Expresses reasoning/recommendations clearly							
Shows awareness of & manages group dynamics							

Comments:

Overall comments:

APPENDIX 2. SITE COORDINATOR PRE-SCP CHECKLIST

Embedding Simulation in Clinical Training in Occupational Therapy
Site Coordinator Pre-SCP Checklist

Period
<Insert SCP period>
Target Students number: < insert number> **e.g. 40 students**
Number of groups: < insert number of groups> **(9-10 per group)**
Campus: <insert campus>

Staff required during SCP week

Site coordinator: **one per site**
Clinical supervisor: **10 hours per group of 9-10 @ Original tutorial rate (equivalent to 15 hours, preparation plus delivery)**
Simulation facilitator: **20 hours face to face per two groups (equivalent to 25 hours, preparation plus delivery)**
Admin support: **Day 1, 2 and 5 as per session plans**
Actor-clients: **Physical Rehab and Mental Health** (1 hours preparation + 4 hours @) x 2 = Total: 10 hours) per 2 groups of 9-10
                    Voc Rehab (2 hours preparation + 2 hours @) x 2 = Total: 8 hours) per 2 groups of 9-10
Actor-stakeholders: **(per 2 groups of 9-10)**
                    Manager / family member x 2
                    GP/ treating doctor x 2
                    PT/OT/SW/Psy X 2

Preparation tasks

	Task	Progress	Completed date	Action by	Hours spent
1.	Rooms booking	Tutorial rooms – act as office space with phones and computer x 4 (Day 1 – Day 5); student will need to bring their own computer note book Tutorial room – for tutor's supported tasks, case conference x 2 Office / clinic reception x 1 (Day 2) Clinics / interview rooms with video recording facilities 2 (Day 2) Rooms with phone facilities x 2 (Day 2) Room with sufficient capacity the whole class x 1 (Day 1 am and Day 2 pm)	As per university time tabling and room booking requirements		
2.	Confirmation of worksites / simulation environments	**Worksites / simulation environments/ community sites** **1.** **2.**	Target date: Latest 1 month prior to SCP start date		
3.	Administrative support / Actors and confederates time table	**Confirm staff to support preparation tasks** **Confirm staff to support during SCP (Day 1 and 2)**	As per workload allocation requirement		
4.	Confirmation of Academic Facilitators	**Names** 1. TBA 2. TBA	As per workload allocation requirement		
5.	Confirmation of Clinical Supervisors	**Names** 1. TBA 2. TBA 3. TBA 4. TBA	Target date: 2-3 months prior to SCP start date		
6.	Confirmation of Simulated managers/ simulated family members	**Names** 1. TBA 2. TBA	Target date: Latest 1 month prior to SCP start date		

7.	Confirmation of Simulated Health Professionals	**Names** GP 1 – GP 2 – PT/OT/SW/Psy 1 - PT/OT/SW/Psy 2 -	As per case scenario Target date: Latest 1 month prior to SCP start date		
8.	Confirmation of Actors	**Names** 1. TBA 2. TBA	Target date: Latest 1 month prior to SCP start date		
9.	Case Scenarios (update and distribution)	**All documents updated and contextualised (if required)** **Send to Actors and Simulated Health professionals and other stake holders**	Target date: Latest 1 month prior to SCP start date		
10.	Mini case load and distraction tasks materials	**Update Learning environment online** **Confirm availability of materials required**	Target date: Latest 3 weeks prior to SCP start date		
11.	Phone lines	Checking before SCP	Target date: Latest 2 weeks prior to SCP start date		
12.	Videos and audial recording equipment	Arrange staff training if required Checking before SCP	Target date: Latest 2 weeks prior to SCP start date		
13.	Simulation Facilitators' and Clinical Supervisors' Orientation and Training	• Date orientation/training date • Send out Academic Facilitators and Clinical Supervisors guides; case scenarios, clinical forms, student allocation lists, SCP time schedule, SPEF-R • Arrange pre SCP site visit	Target date: Latest 2 weeks prior to SCP start date		
14.	Students' orientation	Send out Students' guides Distribute SCP time schedule	Target date: Latest 2 weeks prior to SCP start date The week prior to SCP start date		

APPENDIX 3: PRE-SCP PODCAST SLIDES

Simulated Clinical Placement

Eli Chu, Jan 2016

Hi, my name is Eli Chu. I am an occupational therapist and a lecturer in occupational therapy.

Today, I am going to talk to you about what is simulation and how you can make use of this learning and teaching method in your upcoming Simulated Clinical Placement.

Becoming a competent occupational therapist

To become a competent occupational therapist, you will need to learn about human occupation, health conditions and other contextual factors that may have an impact on occupational performance. You will learn how OTs assess and evaluate their client's and interventions OTs do to enhance occupational performance.

Obviously there are lots to learn and it takes lots of practice.

Your Occupational Therapy course consist of two main components:
Acquiring knowledge and skills in the university
Applying your knowledge and practice your skills in professional practice placements

Imagine the first time you interact with a real client, try to act like a professional and apply your clinical reasoning to provide occupational therapy. It can be quite challenging.

An alternative: Simulated Clinical Placement

What is simulation?

An attempt to replicate some or nearly all of the essential aspects of a clinical situation so that the situation may be more readily understood and managed when it occurs for real in clinical practice (Morton, 1995 p. 79).

Reference: Morton P.G. (1995) Creating a laboratory that simulates the critical care environment. *Critical Care Nurse*, 16(6), pp. 77-81

How about we try to introduce a different way for you to practice your clinical skills? For example, a person learning to drive can practice with a driving simulator before hitting the road. Similarly, students can develop professional competencies and clinical skills in a simulated learning environment.

You will be attending a simulated clinical placement to develop your professional competencies and clinical skills in the coming weeks. So, what is simulation in your educational context?
What can you expect in a simulated clinical placement?

Simulated clinical placement

▸ Attempts to replicate "practice", usually complex
▸ Key activities of practice selected
▸ Students act as student practitioners on placements
▸ Guided by clinical supervisors
▸ Students will behave and act like a professional applying clinical reasoning and skills to solve clinical problems

Learning focus

▸ Professional self conduct;
▸ Self–management skills;
▸ Effective communication with coworkers and service users and ability to work as part of a team;
▸ Skills in effective client information gathering from a range of sources;
▸ Ability to identify a client's occupational performance issues and assess the impact of environmental and social factors on the client's ongoing participation and engagement.

In a simulated clinical placement, you will be immersed in a simulated clinical scenario that requires you to act as a clinical practitioner or professional to undertake a range of activities that replicate practice. Although it is not a "real" clinical situation, it will be almost like real when you engage yourself into the task at hand. The scenarios are very similar to real life situations and you are required to perform tasks just like a real OT will perform in a more structured and manageable way.

It is a safe practice opportunity. You will not hurt a patient if you do something wrong. That's means that you can try your new skills in a safe environment. You will make most of this learning opportunity if you keep an open mind, buy in to the situation, be aware of your clinical reasoning and decision making, reflect on your practice and think about how you can improve your future practice drawing on this experience and feed back you receive.

Professional self conduct;
Self-management skills, (i.e. effective time management, assuming responsibility for own learning, demonstrating initiative and taking responsibility for own actions and responses to supervision and constructive feedback);
Effective communication with coworkers and service users and ability to work as part of a team;
Skills in effective client information gathering from a range of sources;
Ability to identify a client's occupational performance issues and assess the impact of environmental and social factors on the client's ongoing participation and engagement;

Assessment

Authentic assessment – Student Performance Evaluation Form –Revised
▸ Self evaluation
▸ Clinical supervisors and simulation facilitators
Feedback from clients and other related people

Written Assessment

You will receive feedback from you clinical supervisors, your peers and your clients
You will be assessed by your clinical supervisors and simulation facilitators using SPEF-R

You will sit a written exam to assess your skills

Happy learning!

Be prepared for your
Simulated Clinical Placement

I hope you will take advantage of this learning opportunity by keeping an open mind, learn to work independently and collaborate with others to develop your professional competencies. Your clinical supervisors and facilitators will support you during this placement.

Be prepared and get ready for your Simulated Clinical Placement. Best wishes and good luck.

APPENDIX 4. WELCOME & ORIENTATION SLIDES
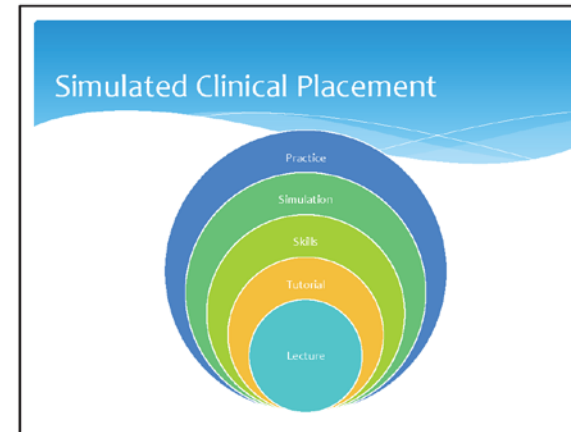
How about we try to introduce a different way for students to practice their clinical skills? A person learning to drive can practice with a driving simulator before hitting the road. Similarly, students can develop professional competencies and clinical skills in a simulated learning environment.

You will be attending a simulated clinical placement to develop your professional competencies and clinical skills in the coming weeks. So, what is simulation in your educational context?
What can you expect in a simulated clinical placement?

Welcome

Health Enhance Occupational Therapy

A national organisation providing a wide range of services in five states in Australia
- New South Wales
- Queensland
- South Australia
- Victoria
- Western Australia

Service area:
Acute Hospital, Physical rehabilitation, Mental Health, Vocational Rehabilitation

Click the links to the right to find detail on how you will be assessed, resources for your placement organised by the "type" of placement you are completing (physical, vocational, or mental health), and forms we ask you to complete so that we can continually improve our programs.

Welcome to Health Enhance! I am your simulated clinical placement site coordinator here and am very leased to meet you all on your first day of placement.

You will be having a one week placement here at our physical rehabilitation unit/ mental health unit/ employment services. I will tell you more about Health Enhance, what do we expect from students on placement and what will happen during this week. Then, I will introduce you to your clinical supervisors and simulation facilitators who will support your learning this week.

We service the occupational therapy needs of clients of the Health Enhance network in the areas of physical occupational therapy, vocational occupation therapy, and mental heal occupational therapy. That makes us one of the largest and most diverse occupational therapy placement providers nationally, with branches in five states across Australia. You will be completing your placement experience in one of our three placement "streams" at one of our seven branch offices.

We work closely with occupational therapy departments in a number of Australian universities. Our current placement program has been designed in partnership with Australian Catholic University, Curtin University, Deakin University, University of Newcastle, University of South Australia, and University of Sydney.

Learning focus

* Professional self conduct;
* Self-management skills;
* Effective communication with coworkers and service users and ability to work as part of a team;
* Skills in effective client information gathering from a range of sources;
* Ability to identify a client's occupational performance issues and assess the impact of environmental and social factors on the client's ongoing participation and engagement.

Professional self conduct;
Self-management skills, (i.e. effective time management, assuming responsibility for own learning, demonstrating initiative and taking responsibility for own actions and responses to supervision and constructive feedback);
Effective communication with coworkers and service users and ability to work as part of a team;
Skills in effective client information gathering from a range of sources;
Ability to identify a client's occupational performance issues and assess the impact of environmental and social factors on the client's ongoing participation and engagement;

Expectation of students

Demonstrate professional behaviours

Work hours:
9 am to 5 pm, 15 minutes morning tea and 30 minutes lunch break
Be on-time
Work attire:
Uniform, name badge, non-slip flat closed in shoes, no jewellery, hair tied back, no nail polish

Actively participate in learning activities including observation, interviews, assessments, group work, intervention plan, documentation and presentations.

Work independently and in collaboration with other students.

Work with your clinical supervisors and simulation facilitators.

Provide professional documentation and presentations according to guidelines provided by your clinical supervisors.

Mange your time and your work.

Actively participate in learning activities
Be prepared, ask questions, contribute, communicate your clinical reasoning with your clinical supervisors and simulation facilitators.
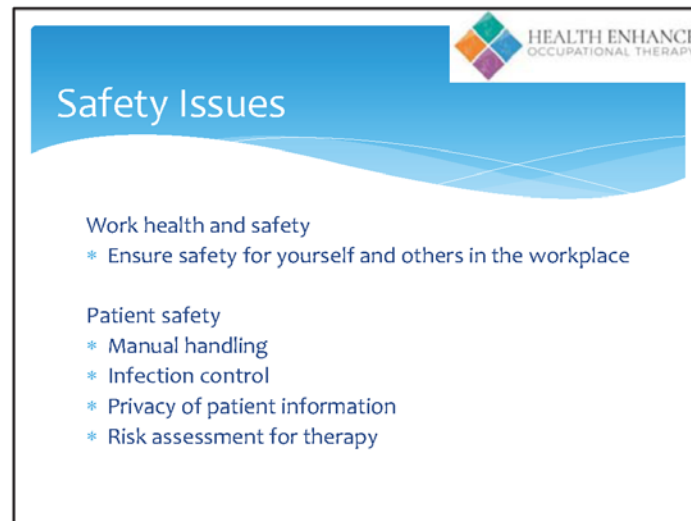
Work independently and in collaboration with other students
You will be mostly working in groups but you will be given tasks that you need to do on your own.
It is a great opportunity for you to learning to work as a team as that you can learn how to allocate work, communicate with each other effectively and learn from each other.

Time Management
You will be challenged to manage time effectively. You will find out when you have appointment with your clients. You may need to arrange therapy for communication time with your client and file you clinical notes on time. You may be asked to do research on your cases and other tasks allocated to you.

Safety Issues

Work health and safety
* Ensure safety for yourself and others in the workplace

Patient safety
* Manual handling
* Infection control
* Privacy of patient information
* Risk assessment for therapy

WHS – brief students on emergency procedure of the facility, Code system if applicable
Incident reporting - you should inform you clinical supervisor or simulation facilitator as soon as possible if incident occurs.

Make you that your client is safe
Your clinical supervisor or simulation facilitator will review manual handling, hand hygiene and privacy issues you need to aware of

Make sure to check the equipment you used and consider possible risk before conducting assessment and therapy.
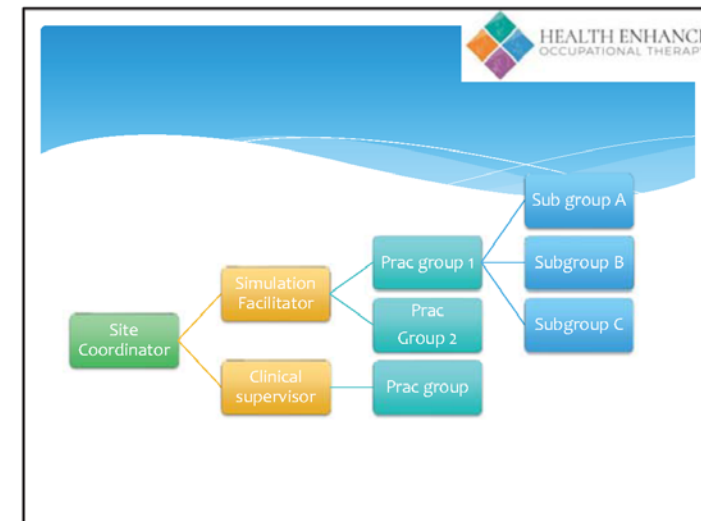
Site Coordinator
Role: Coordinates all aspects of the simulated clinical placement. Is available during the SCP to troubleshoot and support staff involved in the SCP

Clinical Supervisors
Role: Practicing occupational therapist employed to provide clinical guidance to students. Supervises 1 GROUP of students, Complete SPEF-R, hand to student

Simulation Facilitators
Role: Supports CLINICAL SUPERVISORS. Supports two GROUPS of students in general, professional (non-clinical) skills..

Simulated Clinical Placement: Monday

Welcome

Group orientation

Set up for your place

Observe initial assessment interview

Prepare for your first case

After the orientation, you will go to your "office" with your clinical supervisor. Your clinical supervisor will introduce the occupational therapy service Health Enhance offer and clinical process involved.

You will also receive your first referral for this week.

Simulated Clinical Placement: Tuesday

Your first initial assessment

Collect further information to formulate your assessments and intervention plans

Document your assessment, complete progress notes

Prepare for further assessment or intervention

Record all your interviews and save them on a USB stick for your clinical supervisor to review

Simulated Clinical Placement: Wednesday

Worksite visit

Second referral

Simulated Clinical Placement: Thursday

Formulating intervention or discharge plan

Case conference

Simulated Clinical Placement: Friday

Each sub group will present to their clinical supervisor:
- A summary of their case
- Assessment findings
- Intervention plan
- Discharge plan
- Recommendations

3 subgroups work together to produce a group presentation for the class

Student evaluation and assessment

Reflection & Debriefing

- Focus on three SCP Learning Outcomes
  - effective self-management skills;
  - Written and oral communication with clients and stakeholders;
  - Effective information gathering skills;

Things you need to complete

Daily
* Daily Work Statistics (due by 5pm)
* Reflective Log

For your primary case (per subgroup)
* Daily progress notes
* Video and audio recordings of interviews (submit to CS on Wednesday)
* Initial assessment report, further assessment reports, intervention plan, discharge plan and recommendations (submit to CS on Thursday)
* Case presentation (submit to CS on Thursday)

Things you need to complete

* For your Observation of initial assessment
* Interview observation checklist
* Initial Assessment Form
* Progress Report

* For your secondary case (individual)
* Upload to Case conference forum before mini case conference

Things you need to complete

HEALTH ENHANCE
OCCUPATIONAL THERAPY

* Final Day to Placement
* Complete SPEF-R Self-evaluation and bring it to your clinical supervisor
* Submit time sheet signed by clinical supervisor to site coordinator
* Complete and sign SPEF-R

Q & A

HEALTH ENHANCE
OCCUPATIONAL THERAPY

APPENDIX 5A. SCP SUMMARY TIMETABLE FOR STUDENTS

Session			Summary	Resources & Instructions
Monday	am	Session 1 Orientation & Welcome	Welcome to placement. Introduction to organisation, staff & week. Expectations, broad instructions, assessment requirements.	• Complete & hand in pre-placement questionnaire.
		Session 2 Group Orientation	Split into Groups and subgroups. Introduction to Clinical Supervisor & each other. Discussion about planned activities & processes.	•
		Session 3 Example interview	Watch a pre-recorded interview conducted by an OT with a simulated client. Followed by a discussion of good interview practice & information collection & recording.	• Access notes for interviewing technique. • Access notes for documentation process. • Participate in discussion & reflection.
	pm	Session 4 Interview Preparation	In consultation with group, sub-group prepares questions for the *primary client* interview on Tuesday. Session is student-led but Simulation Facilitator pops in from time to time to answer questions. Note: the 3 sub-group interviews are sequential and must complement each other, ie together they make up a whole interview when the 3 components are assembled. Students need to plan telephone interviews with people associated with the primary clients. These are conducted on Tuesday.	• Complete work log for day 1, which should include planned interview questions, appointments made, other notes as necessary. • Complete relevant self-reflective SPEF-R components.

Session		Summary	Resources & Instructions
Tuesday	Session 5 Interviews & observations of client Preparation for Site Visit	Day 2 is dedicated to collecting information from your *primary client*. As well as a 20 minute segment of an interview you may have the opportunity to observe the client performing certain tasks. Do not be late for the appointment. Your 20 minute segment of an interview must fit with those of the other 2 sub-groups. There will be a 10 minute handover session between interview segments during which one sub-group briefs the next sub-group. Each sub-group must video record themselves conducting their 20 minute interview segment. Any client activity observations will take place after all interviews are complete. There may be additional phone-based interviews for you to conduct with other relevant stakeholders. Such interviews should be audio-recorded. Prepare for the site visits tomorrow. This may include logistics (knowing when and how to get to the site) as well as what information you will collect and how you will collect and document it. Other documentation and processes (eg waivers, orientation, etc.) may also be required.	• Complete work log for day 2, which should include notes from interaction with primary client, preparations for Site Visit, any other notes as necessary. • Submit client interview video. • Check in with Clinical Supervisor • Complete relevant self-reflective SPEF-R components.

Session			Summary	Resources & Instructions
Wednesday	am	Session 6 (a) External site visit	Your sub-group will visit an off-campus location of relevance to your primary client. Be prepared to document your visit (notes, photos, etc.).	
	pm	Session 6 (b) Secondary Client Tasks	Each student will be provided with a paper based simulated secondary client case to work through on an individual basis (ie not within sub-group). Your task is to assess this *secondary client* and prepare to present about them at a case conference tomorrow.	• Access notes for case conference. • Complete work log for day 3. • Check in with Clinical Supervisor. • Complete relevant SPEF-R components.
Thursday	am	Session 7 Check in with Clinical Supervisor		
		Session 8 Case Conference	You will have five minutes to present on the *secondary client* you were assigned yesterday.	• Present your secondary client
	pm	Session 9 Preparation for Primary Client Presentation	As a sub-group you will prepare your *primary client* for presentation as a case at a case conference tomorrow.	• Complete work statistics log for day 4. • Complete relevant self-reflective SPEF-R components.

Session		Summary	Resources & Instructions
Friday	am	**Session 10** Primary Client Presentation to Clinical Supervisor	As a sub-group, present your *primary client* intervention plan to your Group. One sub group will be selected to present to all students on placement in the afternoon.	• Complete relevant self-reflective SPEF-R components. • Present your primary client. • Participate in presentations of others by asking questions.
		Session 11 SPEF-R Assessment with Clinical Supervisor	You will also meet with your Clinical Supervisor individually. Bring your self-completed reflective SPEF-R document with you. You will be provided with your assessment SPEF-R. You are to submit this document to your lecturer in charge within the timeframe specified for your site (approx. 7-10 days).	
	pm	**Session 12** Primary Client Final Presentations	One sub group from each Group presents about their primary client to the whole Group.	• Complete work log for day 5. • Complete & submit post-placement questionnaire.
		Feedback & Finish		• Complete & submit: o Self-reflective SPEF-R o Student review of placement

APPENDIX 5B. SCP WEEK SCHEDULE TEMPLATE

Monday

Time	Activity	Venue	Contact / staff responsible/
0900-0930	Orientation & Welcome to Health Enhance Health <insert staff>	<insert room>	
0930-1030	Student group orientation & introductions	Office <insert room>	Clinical Supervisors / Sim facilitator <insert staff>
1030-1045	Break		
1045-1230	Example interview	Office <insert room>	Clinical Supervisors/ Sim facilitator <insert staff>
1230-1300	Lunch		
1300-1430	Interview Preparation for primary client	Office <insert room>	Clinical Supervisors/ Sim facilitator floating (min face to face)
1430-1500	Briefing and reminding on how to access forms, expectation of preparation for primary client, documentation required Ensure that students found information on appointment scheduled.	Office <insert room>	Clinical Supervisors/ Sim facilitator <insert staff>
1500 - 1700		Office <insert room>	Independent work Work statistics report and case notes due at 5pm

Tuesday

Time	Activity	Venue	Contact / staff responsible / comments
0900-0930	Group attendance. Student independent work: Preparation for interviews for primary client.		
0930-1230	**Interviews** Client (face to face) Interviews (primary client) **or** **Activity observation**	Client interviews in room: <insert room> Preparation & independent work in: <insert room>	SIM facilitators as required. According to appointment booked Break: 15 minutes self-arrange
	Lunch		Self-arrange when available
1300 - 1430	Health Professionals, family and doctors **Phone interviews** May continue with **Example interview activities**	Telephone interview in <insert room>	Clinical Supervisors/ Sim facilitator floating (min face to face)
1500-1600	**Report back to clinical supervisor** Debrief interviews	Office <insert room>	Clinical Supervisors/ Sim facilitator <insert staff>
1600-1700	**Preparation for home or community visit**	Office <insert room>	Independent work Work statistics report and case notes due at 5pm daily

Wednesday

Time	Activity	Venue	Contact / comments
0900-0930	Preparation for home or community visit	**Office** <insert room>	
0930-1230	**Home or community visits** **As scheduled**	<insert address>	Clinical Supervisors
	Lunch		Self-arrange when available
1330-1430	**Briefing on case conference** and other simulation based activities.	**Office** <insert room>	Clinical Supervisors/ Sim facilitator <insert staff>
1430 - 1700	**Independent work** Intervention plans for primary and secondary clients	**Office** <insert room>	Work statistics report and case notes due at 5pm daily

Thursday

Time	Activity	Venue	Contact / comments
0900 - 1000	**Report back to clinical supervisor**	**Office** <insert room>	Clinical Supervisors/ Sim facilitator <insert staff>
1000 - 1230	**Independent work** Prepare reports & other clinical documents for primary and secondary cases	**Office** <insert room>	Clinical Supervisors/ Sim facilitator floating (min face to face) Self-arrange break
1230-1300	**Lunch**		
1300 -1500	**Student led case conference** with SIM Facilitators facilitation-each student present on follow tasks for individual client	<insert room>	Clinical Supervisors/ Sim facilitator <insert staff>
1500 - 1700	**Independent work** Prepare reports & other clinical documents for primary case Practice reporting back to	**Office** <insert room>	Clinical Supervisors/ Sim facilitator floating (min face to face)

Friday

Time	Activity	Venue	Contact / comments
0900 -1000	Students present reports and plans to clinical supervisors	**Office** <insert room>	Clinical supervisor to choose representatives to present in the afternoon
1015 - 1045	**Break / Academic Facilitators meeting with Clinical Supervisors** (student eval) Students work together to finalise afternoon presentation	Office <insert room>	(can include students led social event such as final day morning tea)
1045-1245	Clinical supervisors complete SPEF-R with students / students continue to work on presentations	**Office** <insert room>	Clinical Supervisors/ Sim facilitator <insert staff>
1230-1300	**Lunch**		
1300-1330	Preparation for presentation	**Office** <insert room>	
1330-1700	**Presentation** to class **Debriefing** and feed back	<insert room>	

APPENDIX 6: DAILY REFLECTIVE LOG FOR THE SIMULATED PRACTICE PLACEMENT

Please take about 15-20 minutes at the end of each day to complete a reflective log. You may wish to do this individually, or through discussion in your subgroups. However you do it, keep a copy of each log in your own placement portfolio. You will add to this portfolio over the duration of the course.

Facts

What were the events of today?	What of those things were particularly significant for you/important to you, if any? Why was this?

Feelings

What aspect of today went well?	What was not so good?
What were my feelings about the day?	What were the feelings of others, if relevant/known?

Learning

How did my learning today link to my learning outcomes?	Where does it link in or combine with my existing knowledge?

What have I learnt from the day?

Conclusions

What do I need to do next?	How can I put my learning into practice in another situation?

Additional Notes:

APPENDIX 7: INTERVIEW SKILLS CHECKLIST FOR STUDENTS

Student interviewer: _____   Observer: _____

Item	Performance criteria	Excellent	Very Good	Good	Poor	Very poor	Not observed
1.	Introduce self and others conducting the interview						
2.	Explain the purpose of the interview						
3.	Open-ended questions for information gathering without bias						
4.	Body language shows willingness to listen to & receive information						
5.	Being client-centred						
6.	Paraphrase information to clarify & ensure understanding of what the interviewee said						
7.	Keep notes without drawing much attention to them						
8.	Maintain a professional approach through interview						
9.	Acknowledge client feelings						
10.	Focus on what client believes to be important to successful outcome						

Comments:

What are your perceptions of the client?

Who is leading the interview, client or interviewer?

What are your perceptions regarding the rapport between interviewer and client?

How forthcoming and engaged did you think the client was?

Other comments?

APPENDIX 8: INTERVIEW SKILLS OBSERVATION CHECKLIST

Interview Skills Observation Checklist
Used by simulated clients to provide feedback on student interviewers

Student interviewers: Client: _____

1. _____
2. _____
3. _____
4. _____

Item	Performance criteria	Excellent	Very Good	Good	Poor	Very poor	Not observed
1.	Introduced self and others conducting the interview						
2.	Explained the purpose of the interview						
3.	Used open-ended questions for information gathering without bias						
4.	Used body language that showed willingness to listen to and receive information						
5.	Was client-centred						
6.	Paraphrased information to clarify and ensure understanding of what the interviewee said						
7.	Kept notes without drawing much attention to them						
8.	Maintained a professional approach through interview						
9.	Acknowledged client feelings						
10.	Focused on what client(s) believed to be important						

Comments:

APPENDIX 9: CASE CONFERENCE INSTRUCTIONS

What is a case conference?

A case conference is a team discussion that provides an opportunity for clinicians to discuss client cases. The case conference normally involves an allied health team undertaking some combination of the following:

- Discussion of the client's history
- Identification of the client's needs
- Identification of outcomes that need to be achieved
- Goal setting
- Reporting on outcomes that have been achieved
- Allocation of tasks to team members

At Health Enhance the case conference model is one hour and all of the individual client cases (secondary cases) are to be discussed.

Task

Each student in the working group has been allocated a different individual work task that they must individually complete and post on the LMS. Each working group must then hold a case conference to discuss and report on these individual work tasks. The time of the case conference will be indicated in your timetable.

Prior to the case conference each group must nominate one chairperson and two scribes. All students must contribute and participate in the case conference. The roles and responsibilities of the chairperson scribe and participants are listed below.

During this case conference each student (including the chair and scribe) must:

- Read out their individual case study
- Report back on their nominated case for 5 minutes using prepared notes and documents.
- Report on the process and outcomes
- Show the case conference participants any documents they have created and located
- Present using clear and professional language
- Answer any questions about their case
- Prepare and ask questions when nominated by the chairperson

Simulation facilitators will be attending the case conferences and monitoring the LMS case conference forum to ensure all students are participating and completing the task as outlined.

Roles and Responsibilities:

Chairperson:

The Chairperson will undertake the following responsibilities: (nominate one student)
- Keep the case conference focused and to time
- Ensure each professional viewpoint is considered
- Ensure each case is discussed using the agenda
- Nominate two students to ask a questions about each case
- Ensure that the case conference follows a structured format
- Ensure that that at the end of a case discussion, a clear plan of action is evident.
- Communicate clearly and professionally

Nominated scribe/note takers (nominate two students)

The scribe will undertake the following responsibilities:
- Accurately record the contributions of each team member (this can be done in writing or typed a laptop. Do not audio or video record the conference)
- Each case needs to be summarised into a minimum of 5 dot points
- Ensure that the documentation can be easily understood by individuals who were not present at the case conference.
- Scribes will take it in turns to record each case
- Hand the case conference notes to your Simulation Facilitator

Participants

All participants will:
- Be respectful
- Be prepared and have up to date information for their case
- Have the information posted in the LMS prior to the case conference
- Ensure effective professional communication throughout the case conference
- Ensure adequate support for colleagues during the case conference process.
- Ask questions when nominated

Note:
- There is an agenda posted on the LMS to guide the case conference
- Groups who complete the task quickly and without adequate detail will be required to go through the process again under tutor supervision
- Notes from the case conference must be posted on the LMS

END