

## Assuming, playing, and de-roling as the patient! The commencement of a grounded theory study.

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### **Ki te kahore he whakakitenga ka ngaro te iwi**

*Without foresight or vision, the people will be lost*

Evidence of physiological harm and personal mental health risks can occur for non-educators as simulated or standardised patients and students during simulation encounters. However, the experiences of educators who for the purpose of learning and teaching assume, play and de-role as simulated patients is not often considered. Without an understanding of educators' experiences, it is not possible to appreciate the training, support and safety required.

The aim of this study is to develop a substantive theory that explains the process by which educators experience assuming, playing, and de-roling as simulated patients for the purpose of learning and teaching. This qualitative study, guided by constructivist grounded theory methodology will gather data using intensive semi-structured interviews from educators internationally who assume, play, and de-role as simulated patients. An insight into educators' experiences of assuming, playing, and de-roling as simulated patients will shed light on the broader impact for educators who use simulation modalities in their teaching. The availability of the results of this study to healthcare education providers potentially will guide development of simulation policies, simulation guidelines, and health professional curricula resulting in safety for educators and their students.