



UNIVERSITY OF SASKATCHEWAN  
**Clinical Learning  
Resource Centre**  
HEALTHSCIENCES.USASK.CA/CLRC

## **Simulated Patient (SP) Program Employee Handbook**

Last revised on June 17, 2021

**BE WHAT THE WORLD NEEDS**

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# Welcome

Thank you for becoming a simulated patient (SP) at the University of Saskatchewan's Clinical Learning Resource Centre (USask CLRC). For over 10 years, the CLRC has been dedicated to providing health science students and community partners with an innovative, educationally rich environment through simulation education, technology, research, and evaluation.

As one of the largest simulation centres in Canada, the CLRC aims to improve patient safety, quality of patient care, and the work of organizations seeking to further enhance their knowledge, skills, attitudes, and practices.

A large portion of this valuable work relies upon our simulated patients—those diverse members of our educational team who support CLRC simulation-based education and experiential learning.

Without the contributions of our SPs, the CLRC would not be able to deliver a number of the interprofessional education training opportunities relied upon to support our undergraduate and postgraduate health science learners.

On behalf of everyone at the CLRC, thank you for joining the Simulated Patient Program and for helping the University of Saskatchewan Health Sciences provide healthcare students with the opportunity to learn and practice clinical and communication skills in a safe, simulated environment.

Sincerely,

**Debbie Briere**

Manager

Clinical Learning Resource Centre

University of Saskatchewan

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*The University of Saskatchewan Clinical Learning Resource Centre (CLRC) acknowledges that it is situated on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.*

# Contact information

**As a Simulated Patient (SP), your primary point of contact for each CLRC simulation will be the SP Educator who recruited you.**

- To reach members of the CLRC, a full team directory is available at [healthsciences.usask.ca/clrc](https://healthsciences.usask.ca/clrc).
- Front reception can be reached by calling (306) 966-2042 or faxing (306) 966-5881.
- The general email for the SP Program is [sp.program@usask.ca](mailto:sp.program@usask.ca).

## About the Simulated Patient Program

The CLRC Simulated Patient (SP) Program supports student education in undergraduate and postgraduate health science programs at the University of Saskatchewan (USask) through the recruitment, casting, and training of SPs to portray diverse scenarios in learning and assessment sessions as well as high-stakes licensing exams.

The program also supports the aspirations of the people of Saskatchewan through innovative, multidisciplinary, and collaborative approaches to the discovery, dissemination, integration, preservation, and application of knowledge.

By fostering a safe and supportive environment for people to work, teach, and learn, the SP Program helps USask prepare learners for enriching careers and fulfilling lives as engaged global citizens.

### Goals

The SP Program at the University of Saskatchewan was created to achieve the following objectives:

1. To provide a safe, inclusive, and fair learning and working environment for all participants.
2. To develop and implement active, reflective, experiential programming for all levels of learners.
3. To promote interprofessional collaboration and uphold evolving standards of best practice in simulation.
4. To provide mentorship and professional development opportunities that enable SPs to grow their professional skillsets.

### Core values

The CLRC and the Simulated Patient Program use the following values to inform the direction we take when achieving our goals:

- Respect
- Integrity, Honesty, and Ethics
- Professionalism
- Inclusivity and Teamwork
- Accountability
- Excellence
- Partnership



## Commitment to diversity



Simulated patients are diverse and come from all walks of life. The CLRC's Simulated Patient Program at the University of Saskatchewan includes over 200 individuals, ranging in age from three to 88 years old. While current and retired healthcare professionals, teachers, and performers are well-represented in the SP pool, anyone has the potential to be a simulated patient.

As members of the University of Saskatchewan, we lead the way in role modelling and creating a welcoming and inclusive workplace. We are proud of the diversity of our faculty and staff, and we recognize that our university only grows stronger as we better reflect the province and society as a whole. We are committed to diversity and having a workforce that is representative of our community.

The Simulated Patient Program is committed to reflecting our diverse local community in the SP pool and allowing learners to meet individuals representative of those they will encounter during clinical rotations and future practice or other work environments.

# The role of the simulated patient (SP)

## What is a simulated patient?

A simulated patient (SP) is a person who has been carefully coached to simulate an actual patient so accurately that the simulation cannot be detected by a skilled clinician. In performing the simulation, the SP presents the complete picture of the patient being simulated—not just the history, but the body language, the physical findings, and the emotional and personality characteristics as well.

As part of the educational team, SPs support simulation-based education and experiential learning for health science learners and CLRC community partners. Learning objectives may include developing communication skills, demonstrating non-invasive physical procedures, or a combination of both.

SPs portray patients in learning sessions, assessments, and examinations while under the supervision of a licensed instructor. These events vary in terms of the level of simulation required—ranging from SPs sharing simulated personal histories to memorizing the story of a complex character.

No specific training or experience is necessary before joining the SP Program—the Clinical Learning Resource Centre regularly provides SPs with all necessary training and support resources prior to their involvement in each simulated exercise.

*For more information about what to expect as a simulated patient at the CLRC, please review the document SP Professional Accountabilities and Rights.*

## **Foundational skills**

Although simulated patients bring unique perspectives and sets of skills to the SP Program—and to their roles as members of the CLRC educational team—it is essential for SPs to have the following foundational skills:

- Ability to memorize information, which may include memorizing lines verbatim;
- Ability to adhere to confidentiality agreements; and
- Ability to demonstrate sensitivity and respect for others' beliefs, opinions, gender, race, culture, religion, sexual preference, and status.
  - This includes colleagues, staff, students, tutors, examiners, and healthcare professionals in the CLRC.

## **Pediatrics Assessment Module**

Every January and February, the CLRC recruits Saskatoon community members and their children to participate in the Pediatrics Assessment Module. During this module, first-year medical students learn how to interact with a child patient and their parent/caregiver. This involves asking them about the child's current health and medical history and completing a non-invasive head-to-toe physical assessment. If you are interested in participating and have a child between the ages of 3 and 8 years old, please contact an SP Educator to learn more.

# Employee essentials

USask hiring paperwork will be sent to you by email to be completed at home and submitted in full before your first shift. This includes completed *TDI* and *TDISK* forms, the *USask Employee Personal Information Form*, a *USask Direct Deposit Form*, and a void cheque or direct deposit form from your banking institution.

It is also essential for SPs to understand their accountabilities and rights during their time with the CLRC. *Please be sure to review and sign a copy of the SP Professional Accountabilities and Rights document prior to beginning any SP work. A copy of this document is available on the CLRC website.*

## Creating an NSID

As a simulated patient in the SP Program, you are considered a casual employee at the University of Saskatchewan. You will be assigned an employee number and Network Services ID (NSID).

*To receive your NSID and learn how to set up a password, please contact the CLRC clerical and payroll team.*

## Accessing PAWS



[Forgot password?](#) [Help](#)

Your personalized access to web services at the University of Saskatchewan is called PAWS. This is the customizable web environment used by all students, faculty, staff, alumni, and other members of the university community.

PAWS is where you'll access pay stubs, tax forms, and additional employee information.

To access PAWS, visit [paws.usask.ca](https://paws.usask.ca) and sign-in with your NSID and password.

## Setting up Multi-Factor Authorization (MFA)

Multi-factor authorization (MFA) helps establish an extra layer of security to the way SPs and other USask employees access university resources and important information such as PAWS, email, and essential employment documentation including T4 statements.

- When you access USask services online (such as PAWS or MyProfile), you will enter **something you know** (i.e., your USask NSID and password) and **something you have** (i.e., a time-based code sent to a second device, like a mobile phone).
- Step-by-step instructions for activating MFA are available at: <https://jira.usask.ca/servicedesk/customer/kb/view/1846608325?pageNumber=1&q=mfa>
- Answers to frequently asked questions involving MFA are located here: <https://wiki.usask.ca/display/public/ISDKB/Multi-Factor+Authentication+%28MFA%29+FAQs>

**To set up MFA and protect yourself against cyberattacks, visit <https://myprofile.usask.ca/> and log in with your NSID and password.**



## Compensation and time reporting

### ***Pay rate, minimum hours, and direct deposit***

Simulated patient participation at the Clinical Learning Resource Centre is paid at an hourly rate for SP sessions and pre-session training. Invitations to participate in a session will always include the rate of pay, which ranges from \$12.54 to \$20.00 depending on the level of session complexity.

If you attend the CLRC in-person for any session or SP training, you will always be paid for a minimum of three hours as per Saskatchewan Employment Standards. If you are hired to be at-home on-call, you will be paid for one hour unless you are called in.

Paycheques are received only by direct deposit on the 6th and 20th day of each month. As an SP, it is your responsibility to ensure that your banking information is kept up to date in your employee profile on PAWS.

### ***Time reporting***

Most USask employees are required to use a tracking calendar in PAWS to log vacation time, sick days, and hours worked; however, as a casual employee with the CLRC, our payroll staff keep track of all hours that you work. *Please do not use the time tracking calendar in PAWS.*

## Parking at USask

Paid parking is available throughout the University of Saskatchewan campus. The nearest locations for SP work include Lot 18 (the Health Sciences Building Parkade)—which is accessible from Clinic Place—and Lot 1, accessible from Wiggins Road.

Parking rates are listed at <https://parking.usask.ca/options/daily.php>. Free on-street parking is located south of campus; however, posted time limits apply and vary by location. *Please note that no stipend is provided to cover parking or transportation costs.*

A USask parking map can be viewed online by visiting: [https://www.usask.ca/maps/map-nav/campus\\_maps/uofsmmap4c.pdf](https://www.usask.ca/maps/map-nav/campus_maps/uofsmmap4c.pdf).

# Session invitations and shift scheduling

## What is a session invitation?



A session invitation is a call for simulated patients. It provides details involving a learning or assessment scenario where SP participation is required as well as information on what to expect during any required SP training for the session.

Typically, SPs are invited between two and four weeks in advance of a session; however, the CLRC is a fast-paced centre and last-minute invitations are sometimes required to accommodate frequently changing schedules.

Session invitations will typically communicate the following:

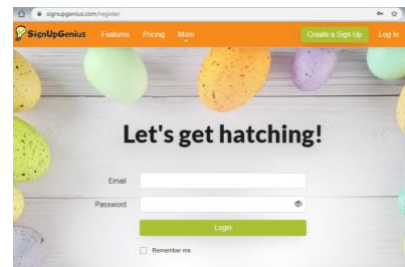
- Session information
  - date, time, and location
  - topic or subject matter
  - physical exam manoeuvres
  - level of undress (*if applicable*)
  - feedback requirements (*if applicable*)
- Session training information
  - level of training required for the scenario
  - date, time, and location
- Rate of pay

## Receiving and accepting an invitation

### ***Receiving an invitation via SignUpGenius and/or email***

Depending on the type of session, simulated patients are sent invitations to participate via email and through the CLRC's online scheduling tool, SignUpGenius.

***Please create an account at [signupgenius.com](https://signupgenius.com) and check both it and your inbox regularly.*** SPs are also encouraged to use the SignUpGenius mobile app.



### **Accepting an invitation**

All invitations are filled on a first-come, first-served basis. To accept an invitation through SignUpGenius, simply select “sign up,” and your name will be added to the event roster. If a SignUpGenius event is full, you will not be able to sign up. You should receive a confirmation email from SignUpGenius, but you can also check “my events” to confirm your participation. To accept invitations sent by email, please reply with your interest.

*All SP shifts are granted on a first-come, first-served basis; however, before accepting an invitation, please consider your level of comfort with all aspects of the session and feel free to contact an SP Educator to ask any questions.*

## **Shift duration and scheduling**

The length of each shift for a session varies greatly; however, a typical shift ranges from three hours (e.g., a learning session) to eight hours (e.g., an exam). Most shifts are offered on weekdays between 7:30 am and 5:30 pm, or occasionally on weekends.

*If you are aware of a prolonged period of time when you will be unavailable, please let an SP Educator know. (e.g., winter vacation)*

## **Casting and frequency of participation**

SP Educators work to match SPs with specific character roles required for learning or assessment sessions. Following this principle, and because of the size and diversity of our SP pool, not every SP receives an invitation for every event.

Essential casting considerations include demographic features (e.g., age, gender, ethnicity), experience and ability, level of comfort portraying emotion, and level of comfort with various physical exams.

*The CLRC requests that, whenever possible, simulated patients work a minimum of one shift per month to ensure that their knowledge of our standards and principles remains current.*

## **Opting out of a session**

The CLRC is dedicated to ensuring that SPs are never surprised by what is expected of them in a Simulated Patient Program session. As such, SP Educators strive to offer all of the information necessary to help SPs provide full, informed participation consent.

*With that stated, it is important to note that if simulated patients find themselves uncomfortable with a role, they are always free to opt-out of any session at any time—beforehand or during—without explanation or penalty.*

## **Cancellations, absences, and late arrivals**

Simulated patients are expected to arrive no later than the start time listed in their invitation. This provides a 30-minute buffer before students arrive for the session.

If a college/department or community partner cancels an SP Program session with less than 24 hours' notice, you will be contacted as soon as possible. A stipend of one hours' pay will be provided if the cancellation is made with less than four hours' notice.

Future participation in the SP Program may be impacted in cases where an SP does not arrive for a shift or is consistently late without justification.

*If you know you are running late, please call CLRC front reception at 306-966-2042. To cancel an upcoming session, please directly contact the SP Educator who recruited you.*

## Conflicts of interest

SPs work closely with learners during assessment and examination; however, unforeseen conflicts of interest may arise in some instances (*e.g., an SP discovers that a session learner is someone with whom a close, personal, or employment relationship exists*). In these cases, once an SP Educator is made aware of the situation, the CLRC will take steps to mitigate any conflicts and minimize impacts on learners.

The Clinical Learning Resource Centre and the SP Program are committed to providing a safe learning environment and maintaining the academic integrity of all learning and assessment sessions. If you are unsure whether you have a conflict of interest, please err on the side of openness and transparency.

*In cases where a real or perceived conflict of interest may exist (with a learner, faculty or staff member, etc.) please inform an SP Educator.*



# Training, feedback, and debrief

## SP training

SP Educators are responsible for coaching simulated patients to portray scenarios. In addition to ensuring that SPs are consistent with each other (i.e., standardized) during current and future sessions, SP Educators also provide guidance that considers the requirements of the client, standards of best practice, and internal policies.



When you receive a new scenario (sent by email one week in advance of the session), please study it at home and memorize all case information.

The level of preparation required can range from a brief review shortly before a session begins to a dedicated pre-event training session. This corresponds to the level of complexity of the scenario. Detailed information outlining what to expect during SP training is provided with each session invitation.

If your training session is a brief review with the SP Educators, you can expect to have any questions answered and receive special instructions.

Dedicated pre-training sessions may take place one-on-one or with a group of SPs. SP Educators are flexible and work within different learning styles to coach SPs toward the ideal portrayal. Various training methods may be employed, including:

- scenario readthroughs;
- group discussion;
- role-play;
- round-robin interviews;
- physical signs and symptoms drills;
- body language drills;
- emotional portrayal; and
- practice with props (e.g., canes, crutches).

## Feedback to learners

Some sessions within the SP Program require simulated patients to provide learners with written and/or verbal feedback from the patient's perspective. If you are recruited for a session where feedback is necessary, your invitation will highlight this and SP Educators will coach you on how to provide feedback.

Feedback coaching considers the learning objectives of the event, requirements of the client, and principles to protect the safe learning environment in the CLRC. Feedback from an SP perspective is intended to be neutral and nonjudgmental while providing *specific, observable* and *clear* information regarding what the SP experienced during the session.



*SPs are not permitted to provide feedback to learners if they have not been informed in advance or received coaching on expectations. If this is the case and a tutor asks for feedback, SPs are asked to reply, “I am not allowed to give feedback to the learners for this session.”*

## **Debrief**

The CLRC encourages simulated patients to debrief with SP Educators to transition back from the role they portrayed. A debrief provides time to reflect on the simulation and discuss the experience, which is particularly important after portraying a highly emotional role. SP Educators are always available during or after a session and provide debriefing tips during training sessions.

# Emergency response and evacuation

The University of Saskatchewan recognizes the need to be prepared for emergencies and disasters in order to minimize the impact on staff, students, faculty, contractors and visitors. All USask employees and personnel should become familiar with the Emergency Response Plan for the building(s) in which they work.

The following information is available in greater detail by accessing the Health Sciences Emergency Response Plans located at <https://usaskca1.sharepoint.com/sites/srdl/SitePages/Emergency-Response-Plans.aspx>.

**In the event of an emergency, always follow the directions of building personnel and university or municipal emergency response personnel.**

**All workplace injuries must be reported to Safety Resources.**

**If you have any questions, please call USask Safety Resources at 306-966-4675 or email [safetyresources@usask.ca](mailto:safetyresources@usask.ca).**

## Key contact numbers

### Municipal Emergency Response Services

911 (*mobile phone*)  
9-911 (*campus phone*)

### University Protective Services

306-966-5555 (*mobile phone*)  
5555 (*campus phone*)

## First aid kit locations

- CLRC Room 2200
- Health Sciences Library Room 1400
- CCHSA (The Canadian Centre for Health and Safety in Agriculture) Room 1200
- Pharmacy Skills Lab Room 2130
- College of Pharmacy & Nutrition Room 3134
- Community Health & Epidemiology Room 3250
- College of Nursing Room 4138

## Evacuation

All university personnel should know the primary and secondary evacuation routes from every workplace they occupy on campus.

Evacuation procedures may be initiated in a variety of emergency situations including, but not limited to:

- Fire
- Uncontrolled release of hazardous material(s)
- Significant disruption of building utilities (e.g. no water)

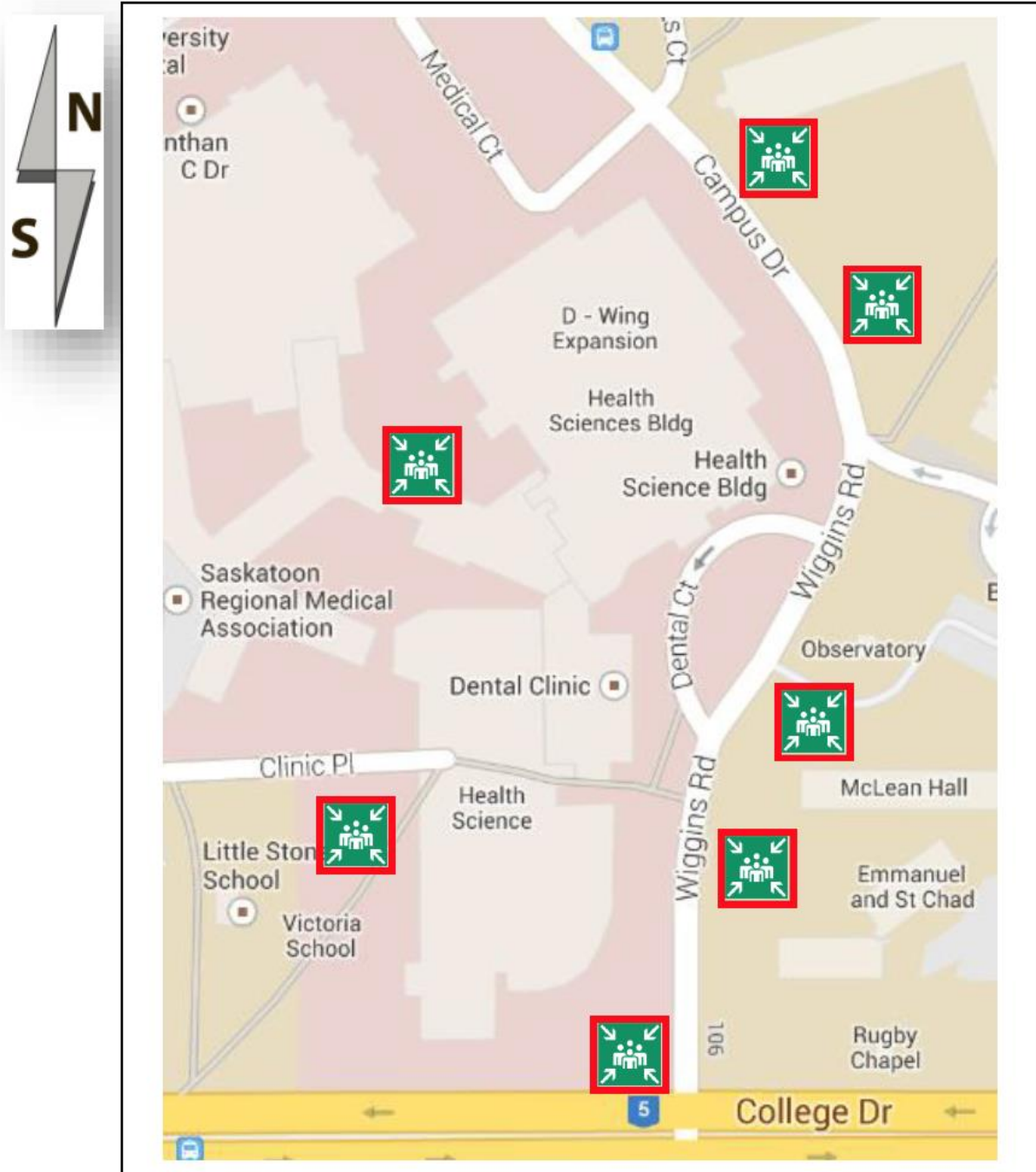
Building fire alarms are tested for less than ten seconds on the first Monday of each month. If, at any time, a fire alarm sounds for more than ten seconds, the building is to be evacuated. All faculty, staff, learners, and visitors are expected to actively participate and cooperate fully in all evacuation and lockdown drills.

**If the university's Health Sciences Building must be evacuated, follow the direction of designated personnel wearing bright yellow or orange armbands. The Building Wardens, Floor Wardens and Door Guards will direct the general evacuation as quickly as possible in a safe and controlled manner to the designated marshalling area(s).**

## Health Sciences Building emergency reference map (E-Wing, 2<sup>nd</sup> floor)



## Health Sciences Building marshalling areas





## Building re-entry

No one is to re-enter the building following a fire or fire drill until permission has been given by authorized personnel from the Saskatoon Fire Department, USask Protective Services, the chief fire warden, or a safety resources representative.

## Lockdown

Lockdown procedures may be initiated in a variety of emergency situations including, but not limited to:

- Severe weather (e.g. imminent tornado strike, but not for a blizzard);
- A serious environmental catastrophe (e.g. chemical spill due to a train derailment); or
- Severe violence involving weapons (e.g. active shooter on campus).

Individuals should use careful judgment to determine the safest decision during a lockdown. Be situationally aware and always pay attention to what is going on around you. The key to formulating safe/smart decisions is knowing, recognizing, and understanding your environment. As such, you must be familiar with your surroundings including:

- Local college or department emergency contact information;
- Location of any secure areas and Marshalling Areas (for sheltering during weather and/or violence, and for a building evacuation); and
- The nearest exits and alternative exits.

Do not leave your secure area until notified by authorities (Protective Services, Saskatoon Fire Department, Saskatoon Police Service, Safety Resources, and/or AlertUS) that it is safe to do so.