Scenario for content/ingredients

Context approach with PACT
- Setting: Out of hospital care ("Praxis")
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PACT persons, activities, context, technology

- Hans is a Med school student in his fifth semester.
- Hans is joining a ‚Klinikgruppe', a fixed organisational group of 6 students, for a medical examination simulation in the ‚Studienpraxis', the simulation infrastructure for ambulant care, scheduled via ‚Akzento', a administrative system for course scheduling, to train a physical examination with a trainer and a simulated patient.
- Hans will perform a doctor-patient interaction with a simulated patient and possibly with a simulated relative in an examination room, while his peers (Klinikgruppe) will hear and watch him through as semi-reflective mirror and via camera and audio transmission.

Feed-up phase:

- Hans and his peers are briefed in a room next to the examination room with an electronic display. In this briefing, the trainer first communicates the objective of the training and the necessary contextual information about the simulation scenario.
- The trainer then discusses with Hans and his peers the performance standards used at the medical school and uses a rubric to clarify the different levels of performance with specific descriptions on the digital display. Further, the trainer asks if Hans and his peers if any additional performance criteria are important to consider.
- Next, the trainer asks Hans what personal learning goals he wants to address for this scenario and what feed-back he would find helpful from the trainer and his peers. To do this, Hans and the trainer can consult the Hans' e-portfolio on the Hans' smartphone.
- Finally, the trainer asks Hans to rate the degree of autonomy Hans feels in dealing with this scenario on a scale of an app on Hans' smartphone. Based on this self-assessment, the trainer will organise appropriate support during the simulation.

Simulation phase

- Hans enters the examination room with a simulated patient, possibly simulated relatives and medical equipment inside. During the simulation, Hans can access information and enter data into a patient record on a computer, if available in the room. Hans taked the role of a doctor or medical student, depending on the task assigned.
- Hans will leave the simulation room after a predefined time.
- The trainer and the peers remain in the observation room next to the examination room with a semi-reflective mirror, tv screen, and audio speakers that transmit the discussion in the examination room. The trainer and peers observe Hans performance and make notes (on paper) for the subsequent feedback phase.

Feed-back phase:

After a short break to step out of their roles, Hans, his peers and the trainer enter the simulation room for a group conversation. The structure of this feedback conversation is:

- Hans is invited by the trainer to share his experiences and feelings (emotions)
- The trainer, and possibly led by the trainer, the peers and the simulated patient repond to Hans' emotions
- Hans is asked by the trainer to describe the gap between the predefined institutional and personal performance targets and his actual performance during the simulation (self-evaluation).
- The trainer invites the peers to describe based on their observations the gap between the predefined institutional and personal performance targets (external evaluation).
- As last in row, the simulated patient will describe the feelings, emotions and reactions of the played character during the simulations.
- The trainer summarises the lessons learned
- (**in Pilot**) The trainer decides if there are opportunities for Hans to practice a specific improvement point immediately with a repetition of a similar (possibly higher level) simulation. If so, Hans, the trainer and the peers leave the simulation room and, after a short break to step in the doctors and patient roles again, the simulation is repeated. This repetition is not followed by a feedback and reflection conversation.
- The group's feedback conversation is audio recorded, and then automatically transcribed to Hans' e-portfolio

Feed-forward phase:

- After the group feedback conversation, Hans and the trainer go into a private room to talk about trust, reflect on more personal issues and create a personal action plan to improve. The structure of this private reflection conversation is:

- Entrustment: independently, Hans and the trainer use an app on their own smartphones to assess Hans' social skills: agency, communion, interpersonal resilience and the level of support Hans would need in a real-life practice setting. Differences are a basis for discussion
- Reflection on intra-personal reactions: the trainer discusses Hans' thoughts, feelings and actions in an interactive way.
- Co-construct an action plan: the trainer creates together with Hans a plan that is Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) to follow up.
- The private reflection conversation is audio recorded, and then automatically transcribed to Hans' e-portfolio