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Learning through Difficult Encounters: Actor-Based Simulation as Action Learning



Who We Are:

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Simulation-based learning (SBL)



“SBL involves creating
real-world scenarios and challenges ... in order to enable
[learners]
to apply their knowledge and skills
in contexts that mirror their [future] professional
practice.”

Source: <https://www.unimelb.edu.au/tli/news/articles/simulation-based-learning>

Actor-Based Simulations (AKA Clinical Simulations)

realistic workplace simulations of **challenging situations**,
in which **learners interact** in different settings, including:



office



hospital



call-service
centre



school /
classroom



clinic

Actor-Based Simulations (AKA Clinical Simulations)

In simulations of this type, the trainee practices with one or more **pre-trained actors**, who portray a range of roles, including:



patients



clients



colleagues



students



parents



other roles

Why simulation-based learning:

1. Simulations enable practice in “sterile” conditions, in an environment where making mistakes does not carry a high cost.
2. **Mistakes** are an **opportunity** for learning.
3. Participants receive **subjective feedback** from the actors.

1.

Experiential Learning:
Let's practice it!



Rules for maintaining psychological safety:

1. The simulation & feedback will not be recorded.
2. You're **not** expected to make it perfect. **We're all here to learn.**
3. No criticism. **We treat each other with respect.**

Settings for Online Simulations

Press the
square icon



Micky Fenakel Fiedelman



Audio



Video



Participants



Chat



React



Share



Host tools



Settings



More



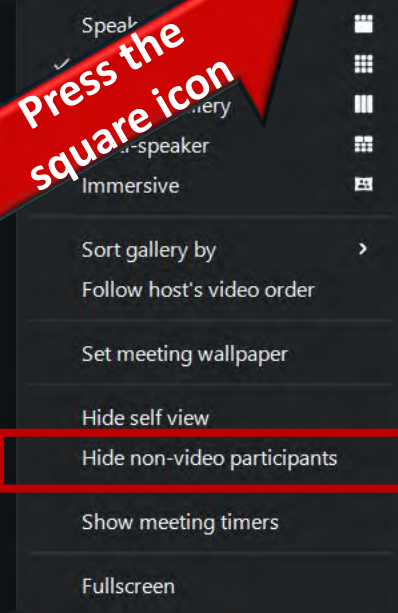
End

Zoom Settings for Online Simulations



Mark this
option

Press the
square icon





Zoom ▾

End

Settings for Tablet/Smartphone:



Video



Participants



Chat



Reactions



Share



Summary



AI Compan...



Record



Whiteboards

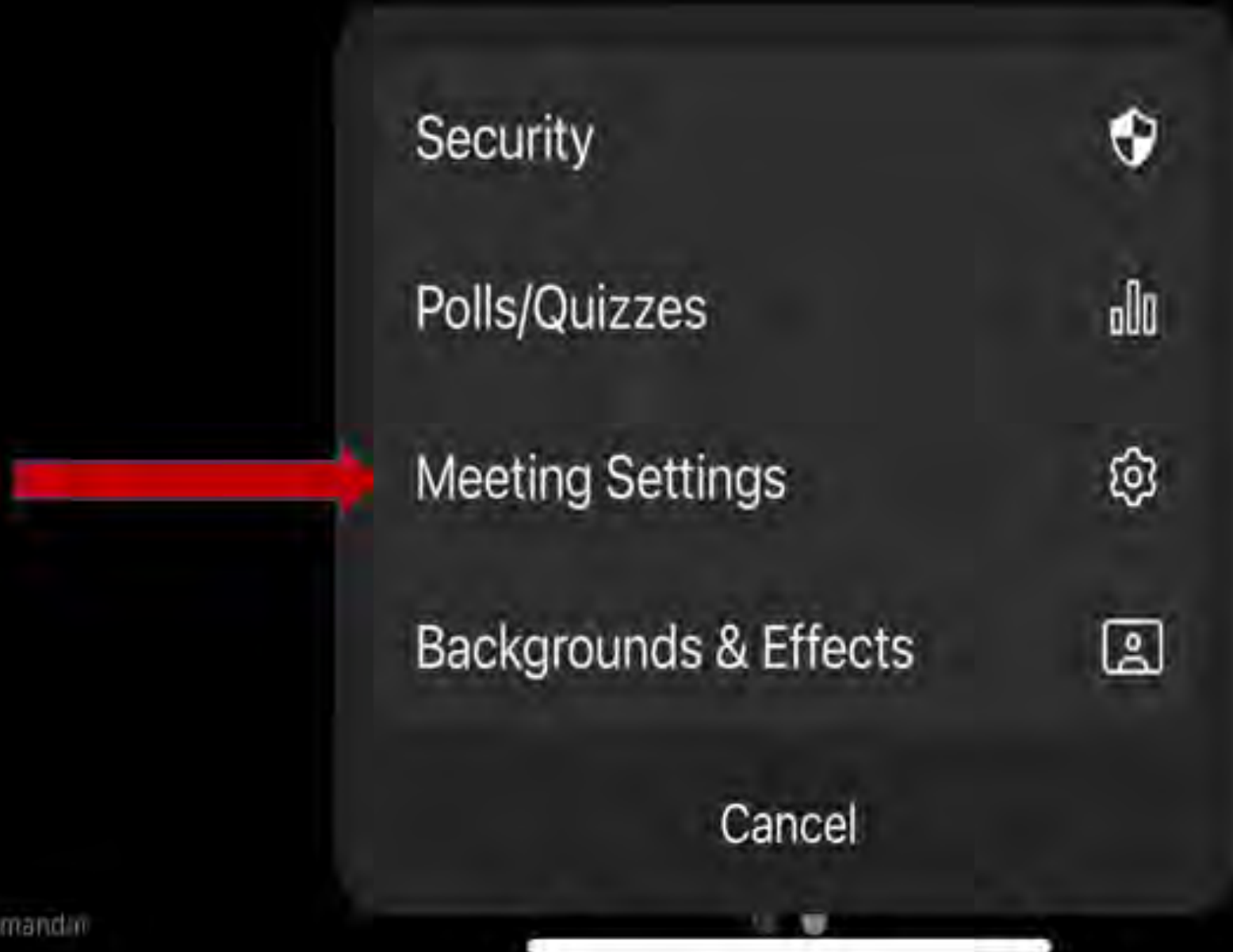


Apps



More

Settings for Tablet/Smartphone:



Settings for Tablet/Smartphone:

Meeting Settings

Done

GENERAL

Always Show Meeting Controls



Touch Up My Appearance



Show Name when Participants Join



Show Non-Video Participants



Turn this off

Show Self View



During the simulation:

Observers are asked to watch the interaction and consider:

- ☐ Does the trainee balance professional responsibility with communication that builds trust, supports psychological safety, and helps clarify the underlying problem?
- ☐ How would you manage this situation?

It is recommended to write down notes.

Scenario:

You are **Maya**'s direct supervisor / project lead.

Maya is a capable, experienced employee. She has a strong professional background and is usually reliable, thoughtful, and well-prepared.

She is currently working on a high-profile project with **Daniel**, a senior colleague from another unit.

Scenario:

Daniel manages his own team and has access to important data, information, and organisational knowledge that are essential for the project.

Daniel is widely considered highly competent, influential, and important to the success of the project.

He is known as demanding, sharp, and results-oriented. Senior stakeholders see him as someone who “gets things done.”

Scenario:

Maya has asked to speak with you privately.

You don't know exactly what she wants to discuss.

You are aware that she and **Daniel** need to work closely together, and that the project is entering an important stage.

Your task:

Conduct a conversation with **Maya**:

Try to understand what is happening, respond to her concern, and explore responsible next steps.

You don't need to solve the situation during this meeting.

You have 7 minutes for this meeting. Good luck!

After the Simulation:

1. Trainee experience
2. Feedback from the actress:
The feedback will refer only to her **subjective impressions**.
Professional procedures will not be addressed.
Please **do not begin a dialogue**, but simply receive and hold the feedback.
3. Plenary discussion.
4. Debriefing

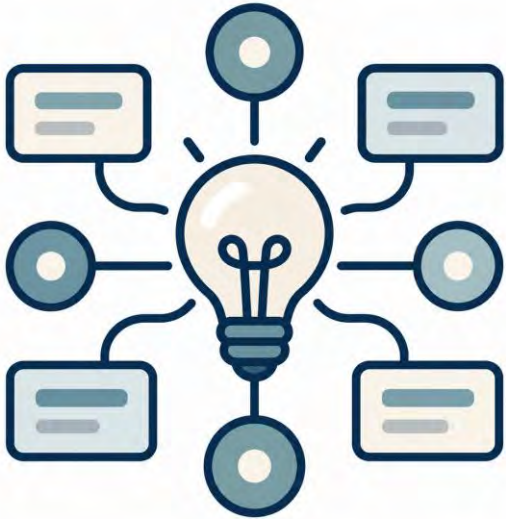
2.

Let's zoom out:

What are your thoughts about using this methodology as an approach to problem-solving?



2.



Let's zoom out:

Where do you think this tool can be used in contexts in which you work / are active?

Write down at least 1 context in which this tool could be used.

What obstacles can you foresee?

3.

Our work with simulations:

Professional communication challenges in the contexts of:

- A society divided by an ongoing conflict
- Healthcare



Healthcare communication

A simulation on communicating with a patient experiencing **acute psychosis**, with a focus on **building trust**, **supporting medication adherence**, and **explaining the need to remain in hospital** for approximately two weeks.



Faculty training: Teaching in a multicultural classroom amid a war

General scenario:

Opening the first lesson in the semester



Faculty training: Teaching in a multicultural classroom amid a war

Lab course:

Lab work in ethnically mixed pairs



Faculty training: Teaching in a multicultural classroom amid a war

Social work

A student of social work unable to be empathetic towards his patient from other ethnic groups



To sum up:

1. Introduction to simulation-based learning
2. Hands-on experience
3. Inferring onto your professional setting
4. Our experience



Thank you!



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