



Lexicon of Common Terminology

Interprofessional Education and Simulation Terminology

Collaboration	Interprofessional competency focused on Interprofessional team process skills that achieve common goals
Collaborative Patient-centered Practice	"Promotes the active participation of each health care discipline in patient care. It enhances patient and family-centred goals and values, provides mechanisms for continuous communication among caregivers, optimizes staff participation in clinical decision-making within and across disciplines and fosters respect for disciplinary contributions made by all professionals" (CIHC).
Collaborative Practice	"An interprofessional process for communication and decision making that enables the knowledge and skills of care providers to synergistically influence the client/patient care provided. (Way, Jones, & Busing 2000) Collaborative practice is interlinked to the concept of teamwork" (CIHC).
Communication	Interprofessional competency focused on communication skills that enhance interprofessional team function
Debriefing	An event that takes place following a simulation session in which the events of the session are formally discussed and reflected upon. The debriefing may occur in the room that the session took place or another location, such as a classroom or conference room. The debriefing consists of an open discussion of the events possibly supported by a video review.
Discipline	"An academic branch of knowledge such as medicine, nursing, respiratory therapy, air traffic control, law, accounting" (CIHC).
Dynamic Patient Simulation	A simulation in which there are any number of physiologic outcomes based on the participants assessments, clinical decisions, and actions. The objectives are focused around the generic behaviors versus the specific clinical management.
Exposure	Early stage in building interprofessional competencies. Students explore concepts, values and contexts; practice skills.
Fiction Contract	The agreement between simulation staff and participants which recognizes that imperfections will be present in all simulations. Both groups will make a sincere effort to overcome the limitations of technique and technology before, during, and after simulation sessions.
Immersion	Application of IP competencies. Students apply knowledge and skills; analyze concepts, values, and contexts.
In-situ Simulation	Any simulated event that takes place in the patient care area. The distinction of in-situ assumes that the all supplies, processes, and procedures are drawn from the resources of the particular patient care area in which the simulation is being conducted. As well, the participant would be working in their own unit.
Integration	Interprofessional competency focused on Integrating and adapting knowledge and skills in practice; translating knowledge; seeking new knowledge; acting for change
Interdisciplinary (INTD)	"Of or pertaining to two or more disciplines or branches of learning; contributing to or benefiting from two or more disciplines" (OED). Also, health professional practice with "an integrated approach in which members of a clinical team actively coordinate care and services across disciplines (Ray, p. 1370).
Interprofessional (IP)	"Collaboration between two or more health professionals to enhance patient care" (CAIPE).

Adapted from Lexicon developed by the Regional Simulation Program
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Interprofessional Education (IPE)	"Occasions when two or more professions learn with, from and about each other to improve collaboration and the quality of care" (CAIPE, 1997)
Intradisciplinary	Health professional practice that "involves the contributions of different specialists within one discipline (such as physician consultations)" (Ray, p. 1370)
Mobile Simulation	Any simulated event that takes place outside of the Sim Centre convenient to the host. Resources may be supplied by the host or the sim program but the simulation does not necessarily take place within a patient care area i.e. a boardroom or different patient care area than the participants' normal area.
Multidisciplinary	Health professional practice with "a clinical group whose members each practice with an awareness of and toleration of other disciplines ... the various professions operate in their individual silos, but there is some communication between them. Either the silos are noncontiguous or, if they touch each other, they do so at only one point" (Ray, pp. 1370-1371).
Operator	An individual that is capable of operating any single simulator within the program inventory. They may be formally or informally trained but must have the endorsement from a simulation coordinator.
Patient-centred care	Patient/Client Centred Care is defined in opposition to the notion of care that focuses on the illness or disease. Patient or client-centred care contains 6 main components: 1. exploring both the disease and the illness experience; 2. understanding the whole person (life and context); 3. finding common ground regarding management; 4. incorporating prevention and health promotion; 5. enhancing the patient-professional relationship; 6. being realistic. (Weston & Brown, ??)
Profession	An occupation, vocation or career requiring special training (ex. Physician, Licensed Practical Nurse, Air Traffic Controller, Lawyer, Accountant) (CIHC)
Reflection	Interprofessional competency focused on critical evaluation of professional and team practice in an interprofessional context to enhance patient care
Role Clarification	Interprofessional competency focused on understanding of own role and the roles of others in an interprofessional context
Scenario	A dynamic event in which a simulated encounter is experienced by participants in support of an educational objective
Simulation	Simulation is a technique, not a technology, to replace or amplify real experience with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner (Gaba, 2007). It is used in the IntD 410 context to allow health science students to prepare and practice for situations that they will encounter in a workforce setting. A simulation is said to occur any time that students are asked to explore a realistic patient or workforce issue, but can also incorporate simulation tools such as role-play scenarios, Standardized Patients, mannequin simulators, or computer-based simulations.
Simulator	A device that enables the operator to reproduce or represent under controlled conditions various physical findings likely encountered in clinical practice. Simulators can range from reproducing or representing a single finding to multiple findings at once and can also vary from the technologically simple to very complex.
Standardized Patient (SP)	A Standardized Patient (SP) is a person who has been coached to accurately and consistently recreate the history, personality, physical finding, emotional structure and response pattern of an actual patient [or family member] at a particular point in time.

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Task Trainer	A type of simulator that can be used to enable the training of any specific task. Task trainer are typically not used in a dynamic scenario session.
Team	A collection of individuals who work interdependently, share responsibility for outcomes, and see themselves and are seen by others as an intact social entity embedded in one or more larger social systems (for example, business unit or corporation) and who manage their relationship across organizational boundaries. (Cohen & Bailey, 1997)
Teamwork	Describes an interdependent relationship that exists between members of a team. It is an application of collaboration. "Collaboration" deals with the type of relationships and interactions that take place between coworkers. Effective health care teamwork applies to caregivers who practice collaboration within their work settings. (D'Amour, Ferrada-Videla & San Martin Rodriguez 2005)
Transdisciplinary	Health professional practice that "involves team members from different disciplines who share knowledge and skills.; as a result, traditional boundaries between professions become less rigid, allowing members of the team to work on problems not typically encountered by or seen as the responsibility of their discipline" (Ray, pp. 1370-1371).
Unidisciplinary	Health professional practice that "involves functioning in isolation from other disciplines ... there is no coordination or communication among those professions; they operate strictly in silos" (Ray, p. 1370-1371).

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Simulation Terminology

Immersion

The level of direct association with facilitator

Fully Immersive (Participant will receive no direct direction from facilitator, everything is to be considered as part of the event)

Partially Immersive (Participant may receive some coaching from facilitator to overcome problems, may have some elements of the simulation out of play or described)

Non immersive (Participant will be coached or directed by facilitator)

Participant Role

Individual participants' role within each scenario

Primary Participant (Blinded to all "behind the scene" info, Full role autonomy equivalent to own practice)

Secondary Participant (Blinded to all "behind the scene" info, works within constraints of own practice, follows direction of primary)

Tertiary Participant (Partially blinded to "behind the scene" info, may or may not be functioning within own practice, follows direction from both primary participant and facilitator)

Facilitator Directed Participant (Privy to all scenario info, functions at any required practice, follows direction from facilitator)

Observer (Privy to all scenario info, no function throughout scenario, strictly observing)

Zones

Hot Zone

- The zone in which all aspects of reality are to be considered part of the simulation, unless otherwise noted. It is understood that participants, staff, and actors are under observation and are being video recorded.

Warm zone

- The zone in which preparation and debriefing take place. Some aspects of reality may be simulated. . It is understood that participants, staff, and actors may be under observation and being video recorded

Cold zone

- Administrative. No simulation, observation or recording will occur

References

CAIPE

CIHC

Cohen & Bailey

D'Amour ...

Gaba

Ray

Weston and Brown

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