

# Abstract

## SC12 Props – enhancing character development using performing arts pedagogy

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**Background** Simulated Patients (SP) are trained to portray different roles in healthcare education (Nestel and Bearman, 2015). This project developed and evaluated the 'Train-The-Simulated Patient' (2TSP) package (Greene and Gough, 2015). The 2TSP package provides a standardised approach to training SPs, featuring an e-learning course and face-to-face workshop.

The innovative 2TSP package includes The ProPS Process© (Gibson, 2015), which blends performing arts pedagogies to enhance characterisation and role portrayal for non-arts professionals. Utilising Process Drama techniques, The ProPS Process© involves four-stages of SP development: Profile building, Objective-setting, Physicality and Speech modification.

**Methodology/methods** A pragmatic, mixed-methods design facilitated a comprehensive exploration of the 2TSP package; University ethical approval was obtained. None of the participants (NHS Service Users/volunteers, NHS staff, university staff and students, n = 34) had completed SP training previously. Data collection methods included an electronic evaluation questionnaire featuring open and closed questions.

**Results** All participants commented that they would recommend the 2TSP workshop to others. The ProPS Process© evaluated positively, with participants:

- a. Valuing performing arts techniques to enable a greater understanding of the character they were developing
- b. Able to connect with the perspectives and feelings that patients may experience during scenarios
- c. Reporting improved levels of confidence in assuming future SP roles

**Conclusions** The 2TSP package is implemented throughout the region with performing arts methodology embedded throughout. The ProPS Process© aims to support users through character development, particularly in non-arts settings. It is anticipated that this will enhance role portrayal skills and improve the learning environment and thus, the quality of learning.

## References

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2. Greene L, Gough S. Simulated Patients: blending performing arts pedagogy and healthcare education. Final Project Report. Manchester: Health Education North West; 2015.

3. Nestel D , Bearman M. Chapter 1: Introduction to simulated patient methodology. In: Nestel D, Bearman M, eds. *Simulated Patient Methodology: Theory, Evidence and Practice*. West Sussex: Wiley Blackwell; 2015:1–4.