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WITH THE SUPPORT AND INPUT OF: Asia Pacific Society for Simulation in Healthcare (APSSH) • Association for Simulated Practice in Health care (ASPiH) • Association for Standardized Patient Educators (ASPE) • Australian Society for Simulation in Health care (ASSH) • Brasilian Association for Simulation in Health (Abrassim) • Canadian Network for Simulation in Health care (CNSH) • Chilean Society of Clinical Simulation (SO) • China Medical Education Association (CMEA) • Dutch Society for Simulation in Health care (DSSH) • Federacion Latin Americana de Simulacion Clinica (FLASIC) • The Gathering of Healthcare Simulation Technology Specialists (SimGHOSTS) • Hong Kong Society for Simulation in Healthcare (HKSSIH) • International Nursing Association for Clinical Simulation in Learning (INACSL) • International Pediatric Simulation Society (IPSS) • Italian Society for Simulation in Health care (ISSIH) • Japan Society for Instructional Systems in Health care (JSISH) • Korean Society for Simulation in Health care (KoSSH) • Malaysian Society for Simulation in Healthcare (MaSSH) • New Zealand Association for Simulation in Health care (NZASH) • Pan Asia Society for Simulation in Health care (PASSH) • Polish Society of Medical Simulation (PSMS) • Portuguese Society for Simulation (SPSim) • Russian Society for Simulation Education in Medicine (ROSOMED) • SIM-one Canada (SIM-one) • Sociedad Mexicana de Simulación en Ciencias de la Salud (SOMESICS) • Society for Healthcare in Simulation (SSH) • Society for Simulation in Medicine in Italy (SIMMED) • Society in Europe for Simulation Applied to Medicine (SESAM) • Spanish Society of Clinical Simulation and Patient Safety (SESSEP)
In January 2013, an international group of simulation experts gathered in Orlando, Florida, U.S.A., to form a working team whose mission was to create a dictionary of terms used in healthcare simulation. This group recognized a need to compile terms that had been completed by other groups in healthcare simulation and to add more terms. The document you see represents the work of many individuals and their societies to compile and refine the dictionary. The goal of this project is to enhance communication and clarity for healthcare simulationists in teaching, education, assessment, research, and systems integration activities. The Agency for Healthcare Research and Quality (AHRQ) has partnered with the Society for Simulation in Healthcare (SSH) and its many affiliates to produce this comprehensive Healthcare Simulation Dictionary and disseminate it widely as part of SSH and AHRQ’s mission to improve patient safety, which includes simulation research.

Since the first edition of the dictionary in 2016, SSH and international affiliate member representatives have met at the International Meeting for Simulation in Healthcare annually to define the process for revision and to discuss advances in simulation research, expansion of terms used in research, simulation certification, practice analysis research, and simulation accreditation terminology. By 2019, a clear need for updates and additions to the Dictionary were recommended to support the expanded terms used in healthcare simulation. In the second edition, the following changes can be found:

- A section on common abbreviations was added, and 27 abbreviations were included
- 40 new terms were added
- 12 terms were expanded with additional definitions as reflected in the literature
- An additional referent of “consider also” was added for terms that are not currently in the dictionary but would support understanding of defined terms.

This is a living document and represents the sum of the work at this moment. Terms and definitions will continue to change and be clarified, added, or deleted over time.

The intent was to be inclusive of the various definitions in use, not to exclude any definitions or areas of healthcare simulation.

The definitions show how the terms are being used in healthcare simulation. It is not intended to prescribe or dictate one particular definition over another.

This dictionary focuses on healthcare-simulation-specific terms and meanings. Many terms that are generally used in education (e.g., educational design) and healthcare (e.g., ventricular fibrillation or anxiety) are not defined. Please refer to standard dictionaries and resources for these definitions.

This list of terms is not a taxonomy, nor should it be used as such. It may inform taxonomical work.

Terms that have been identified as potentially controversial have been noted with a * prior to the word.

The terms and spellings are written in standard American English. This was to aid in reducing clutter and support translation to other languages.
To date, the first edition of the dictionary has been translated into several languages, including Chinese, Italian, Russian, and Spanish by volunteer translators. These translations may be found at the bottom of the webpage at www.ssih.org/dictionary. If you are interested in translating the dictionary into another language, please contact SSH at communications@ssih.org and specify your request.

As a living document, all are encouraged to submit feedback using the form located at www.ssih.org/dictionary. We realize there may be better insights into other terms or definitions, additional references, etc. Citations have been included wherever possible. Should you know of additional terms, definitions, and/or missing citations, please submit those as above via the Dictionary Feedback Form.

The Society for Simulation in Healthcare (SSH) acknowledges the participation and input of many individuals and also the International Societies they represent. Without you, this would not have been possible! Thank you for your time and efforts in the creation and revision of this dictionary over the last seven years. We look forward to your continued contributions.

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Common Abbreviations in Healthcare Simulation

AI: Artificial Intelligence
AR: Augmented Reality
CAVE: Cave Automated Virtual Environment
CHSE®: Certified Healthcare Simulation Educator®
CHSE-A®: Certified Healthcare Simulation Educator-Advanced®
CHSOS®: Certified Healthcare Simulation Operations Specialist®
CHSOS-A™: Certified Healthcare Simulation Operations Specialist-Advanced™
CONSORT: Consolidated Standards of Reporting Trials
GTA: Genitourinary Teaching Associates
HSTS: Healthcare Simulation Technology Specialist
IPE: Interprofessional Education
KSA: Knowledge, Skills, and Abilities (or attributes)
M&S: Modeling & Simulation
MUTA: Male Urogenital Teaching Associates
OS: Operations Specialist
OSCE: Objective Structured Clinical Examination
PETA (or PTA): Physical Exam Teaching Assistant
SBAR: Situation, Background, Assessment, and Recommendation
SBE: Simulation-based Education
SBME: Simulation-based Medical Education
SME: Subject Matter Expert
SP: Standardized Patient (or Simulated Patient)
TACSIM: Tactical Simulation
TTX: Tabletop Simulation
VR: Virtual Reality
WAVE: Wide Area Virtual Environment
XR (sometimes MR): Mixed Reality
*Actor* noun

**Etym.** late 14c., “an overseer, guardian, steward,” from Latin actor “an agent or doer,” also “theatrical player,” from past participle stem of agere. Sense of “one who performs in plays” is 1580s, originally applied to both men and women.

**Definition**

• In health care simulation, professional and/or amateur people trained to reproduce the components of real clinical experience, especially involving communication between health professionals and patients or colleagues (Australian Society for Simulation in Healthcare).

**See also:** CONFEDERATE, EMBEDDED PARTICIPANT, ROLE PLAYER, SIMULATED PATIENT, SIMULATED PERSON, STANDARDIZED PATIENT

Adaptive Learning noun

**Etym.** Adapt (v.) early 15c. (implied in adapted) “to fit (something, for some purpose),” from Old French adapter (14c.), from Latin adaptere “adjust, fit to,” from ad “to” (see ad-) + aptare “to join,” from aptus “fitted” (see apt). Intransitive meaning “to undergo modification so as to fit new circumstances” is from 1956.

**Etym.** Learning (n.) Old English learnung “study, action of acquiring knowledge,” verbal noun from Learnian (see learn). Meaning “knowledge acquired by systematic study, extensive literary and scientific culture” is from mid-14c. Learning curve attested by 1907.

**Definition**

• Adaptive learning incorporates a wide range of technologies and techniques that observes participants and adjusts the learning experience on demand to meet the unique needs of the participants and facilitate the individual/team members in meeting the identified objectives. (Akbulut & Cardak, 2012; Brusilovsky & Peylo, 2003; Pope, Gore, & Renfroe, 2012)

Advocacy and Inquiry noun

**Etym.** advocate (n.) mid-14c., “one whose profession is to plead cases in a court of justice,” a technical term from Roman law. Also in Middle English as “one who intercedes for another,” and “protector, champion, patron.”

**Etym.** inquest (n.) mid-15c., enquiry, from enquire (see ‘inquire’). From Latin methodus “way of teaching or going,” from Greek methodos “scientific inquiry,” method of inquiry, investigation.

**Definition**

• Advocacy seeks to learn what others think, know, want, or feel; whereas advocacy includes statements that communicate what an individual thinks, knows, wants or feels (Bolman & Deal, 2013).

**See also:** DRY RUN, PILOT TEST

Alpha and Beta Testing noun

**Etym.** alpha (adj.) c. 1300, from Latin alpha, from Greek alpha, from Hebrew or Phoenician aleph (see aleph). The Greeks added -a because Greek words cannot end in most consonants. Sense of “beginning of anything” is from late 14c., often paired with omega (the last letter in the Greek alphabet, representing “the end”); sense of “first in a sequence” is from 1620s.

**Etym.** beta (adj.) c. 1300, from Greek, from Hebrew/Phoenician beth (see alphabet); used to designate the second of many things.

**Etym.** test (v.) late 14c., the noun form “small vessel used in assaying precious metals,” from Old French test, from Latin testum “earthen pot,” related to testa “piece of burned clay, earthen pot, shell.” Sense of “trial or examination to determine the correctness of something” is recorded from 1590s. The connecting notion is “ascertaining the quality of a metal by melting it in a pot.” Testing as a verb came from 1748, “to examine the correctness of,” from the noun form.

**Definition**

• Alpha- early testing of a product by the developers or programmers, but not by potential users. The purpose of alpha-testing is to find and resolve as many ‘bugs’ or problems in the software that were unanticipated during the design and development. (Lee-Jayaram et al, 2019)

• Beta – early testing of a software, program, simulation, or game, by potential users. The purpose of beta-testing is identical to alpha-testing. (Lee-Jayaram et al, 2019)

**See also:** DRY RUN, PILOT TEST

*Term that has been identified as potentially controversial.*
Artificial Intelligence (AI)

\ˌär-tə-ˈfi-shᵊl\ \ in-ˈte-lə-jən(t)s \ noun

*Etym. artificial* (adj.) late 14c., “not natural or spontaneous,” from Old French artificial, from Latin artificialis “of or belonging to art,” from artifícium “a work of art; skill; theory, system,” from artifex (genitive artificis) “craftsman, artist, master of an art” (music, acting, sculpting, etc.), from stem of ars “art” + -fex “maker,” from facere “to do, make”.

*Etym. intelligence* (n.) late 14c., “the highest faculty of the mind, capacity for comprehending general truths;” c. 1400, “faculty of understanding, comprehension,” from Old French intelligence (12c.) and directly from Latin intelligéntia, intellegéntia “understanding, knowledge, power of discerning; art, skill, taste,” from intelligéntem (nominative intelligens) “discerning, appreciative,” present participle of intelligere “to understand, comprehend, come to know,” from assimilated form of inter- “between” (see inter-) + legere “choose, pick out, read,” Artificial intelligence “the science and engineering of making intelligent machines” was coined in 1956.

**Definition**

- A system of computerized data-gathering and prediction that models human behavior and decision-making with minimal human intervention. In healthcare simulation, AI often refers to underlying programming that provides physiological or system-based algorithm changes based on inputs from users and learners. Often paired with machine learning, in which the software is programmed to alter algorithms and predictions based on observed data and results without human intervention. Virtual patients use artificial intelligence to react appropriately to the user or learner. (Bennett and Hauser, 2013)

**See also:** VIRTUAL PATIENT

**Consider also:** MACHINE LEARNING

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**Assessment** \ə-ˈses-mənt \ noun

*Etym. (n.) “1530s, “value of property for tax purposes,” from assess + -ment. Meaning “act of determining or adjusting of tax rate, charges, damages, etc., to be paid” is from 1540s (earlier in this sense was assession, mid-15c.). General sense of “estimation” is recorded from 1620s; in education jargon from 1956.”

**Definition**

- Refers to processes that provide information about or feedback about individual participants, groups, or programs. Specifically, assessment refers to observations of progress related to knowledge, skills, and attitudes (KSA). Findings of assessment are used to improve future outcomes (Scheckel, 2016; INACSL Standards Committee, 2016c, pp. S39-S40).
- Involves measurement of the KSA which can be recorded (Levine, DeMaria, Schwartz, & Sim, 2014).
- Formatte - a type of assessment (sometimes called an evaluation) “wherein the facilitator’s focus is on the participant’s progress toward goal attainment through preset criteria; a process for an individual or group engaged in a simulation activity for the purpose of providing constructive feedback for that individual or group to improve (National League for Nursing Simulation Innovation Resource Center [NLN-SIRC], 2013; Scheckel, 2016)” (INACSL Standards Committee, 2016c, p.S41). Often completed at the same time as the instruction (Hamdorf & Davies, 2016), development of the individual is the focus for the simulation objectives/outcomes to be reached (INACSL Standards Committee, 2016c).
- Summative - a type of assessment (sometimes called an evaluation) “at the end of a learning period or at a discrete point in time in which participants are provided with feedback about their achievement of outcome through preset criteria; a process for determining the competence of a participant engaged in healthcare activity. The assessment of achievement of outcome criteria may be associated with an assigned grade (NLN-SIRC, 2013; Scheckel, 2016)” (INACSL Standards Committee, 2016c, p. S41). Performance of the individual is compared to a specific standard (Hamdorf & Davies, 2016).
- High-stakes - a type of assessment (sometimes called an evaluation) “associated with a simulation activity that has a major academic, educational, or employment consequence (such as a grading decision, including pass or fail implications; a decision regarding competency, merit pay, promotion, or certification) at a discrete point in time (Hidden curriculum, 2014)” (INACSL Standards Committee, 2016c, p. S41).

**See also:** OBJECTIVE STRUCTURED CLINICAL EXAMINATION (OSCE) Compare: EVALUATION

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**Assessor** \ə-ˈse-sər \ noun

*Etym. late 14c., from Old French assesseur “assistant judge, assessor (in court)” (12c., Modern French assesseur) and directly from Latin assessor “an assistant, aid; an assistant judge.”

**Definition**

- A person who performs assessment of individuals according to pre-established criteria.
- Assessors must have specific and substantial training, expertise, and competency in assessment (Dictionary.com).
Augmented Reality ˈə-gərn-ˌmänt-əd rē-ˈa-lə-tē noun

Etym. augment (v.) c. 1400, from Old French augmenter “increase, enhance” (14c.), from Late Latin augmentare “to increase,” from Latin augmentum “an increase,” from augere “to increase, make big, enlarge, enrich.” Related: Augmented; augmenting.

Etym. reality (n.) 1540s, “quality of being real,” from French réalité and directly Medieval Latin realitatem (nominative realitas); Meaning “real existence, all that is real.”

Definition

• A type of virtual reality in which synthetic stimuli are superimposed on real-world objects, usually to make information that is otherwise imperceptible to human senses perceptible (M&S Glossary).

• A technology that overlays digital computer-generated information on objects or places in the real world for the purpose of enhancing the user experience.

• The combination of reality and overlay of digital information designed to enhance the learning process.

• A spectrum of mixed-reality simulation that is part way between the real world and the virtual world.

• A form of virtual reality that includes head-mounted displays, overlays of computer screens, wearable computers, or displays projected onto humans and manikins (D.R. Berryman et al; M. Bajura et al; H. Fuchs et al).

Avatar ˈa-və-ˌtär noun


Definition

• A virtual object used to represent a physical object (e.g., a human) in a virtual world.

• A graphical representation, typically three-dimensional, of a person capable of relatively complex actions, including facial expressions and physical responses, while participating in a virtual simulation-based experience. The user controls the avatar through the use of a mouse, keyboard, or a type of joystick to move through the virtual simulation-based experience (Riley, 2008).

• Controlled avatars may be either 1st-person perspective or 3rd-person perspective in virtual simulations. A 3rd-person perspective places the view and camera so the user and learner can see the controlled avatar (e.g., the player). A 1st-person perspective places the camera such that the user and learner views the world through the eyes of the avatar (i.e., the controlled avatar is never visible on the screen). These perspectives only apply to screen-based simulations using a mouse, keyboard, or joystick. Virtual Reality simulations are almost always 1st-person. (Schuurink and Toet, 2010)
Back Story or Backstory or Back-story

Etym. back (adj.) “being behind, away from the front, in a backward direction,” Middle English, from back (n.) and back (adv.); often difficult to distinguish from these when the word is used in combinations. Formerly with comparative backer (c. 1400), also backermore. To be on the back burner in the figurative sense is from 1960, from the image of a cook keeping a pot there to simmer while at work on another concoction at the front of the stove.” “to or toward the rear or the original starting place; in the past; behind in position,” literally or figuratively, late 14c., shortened from abak, from Old English on bac “backwards, behind, aback” (see back (n.), and compare aback). To give (something) back is to give it again, to give it in the opposite direction to that in which it was formerly given. Adverbial phrase back and forth is attested by 1814.”

Etym. story (n.) “connected account or narration of some happening,” c. 1200, originally “narrative of important events or celebrated persons of the past,” from Old French estorie, estoire “story, chronicle, history,” from Late Latin historia “history, account, tale, story” (see history). A story is by derivation a short history, and by development a narrative designed to interest and please. [Century Dictionary] Meaning “recital of true events” first recorded late 14c.; sense of “narrative of fictitious events meant to entertain” is from c. 1500. Not differentiated from history until 1500s. As a euphemism for “a lie” it dates from 1690s. Meaning “newspaper article” is from 1892. Story-line first attested 1941. That’s another story “that requires different treatment” is attested from 1818. Story of my life “sad truth” first recorded 1938, from typical title of an autobiography.”

Definition

• “A narrative, which provides a history and/or background and is created for a fictional character(s) and/or about a situation for a SBE (Backstory, n.d.)” (INACSL Standards Committee, 2016c, p.S40). (Ed note: this can include the back story provided to participants, standardized patients, and staff as required to support the simulation activity)

• A method, particularly in some game-based simulations, “for creating design prompts, dialogs, and interactions that contain realistic verbal behaviors and variability for multiple avatars or non-player characters (NPCs) . . .” (Zachary, Zachary, Cannon-Bowers, & Santarelli, 2016, p. 207).

• Something that is developed by an author in games for characters that gives them their characteristics and memories (Fairclough & Cunningham, 2004).

See also: BRIEF (BRIEFING)

Behavioral Skills

Etym. behavior (n.) manner of behaving (whether good or bad), conduct, manners,” late 15c., essentially from behave, but with ending from Middle English havour “possession,” a word altered (by influence of have) from aver, noun use of Old French verb aver “to have.”

Etym. skill (n.) late 12c., “power of discernment,” from Old Norse skil “distinction, ability to make out, discernment, adjustment,” related to skilha (v.) “to separate; discern, understand,” from Proto-Germanic *skilja- “divide, separate” (source also of Swedish skil “reason,” Danish skiel “a separation, boundary, limit,” Middle Low German schillen “to differ,” Middle Low German, Middle Dutch schele “separation, discrimination;” from PIE root *skel- (1) “to cut.” Sense of “ability, cleverness” first recorded early 13c.

Definition

• The range of activities encompassed within the category of interpersonal interaction, including bedside manner, interpersonal, teamwork, leadership and communications. (Murphy, Nestel, & Gormley, 2019)

• The decision-making and team interaction processes used during the team’s management of a situation. (Gaba et al, 1998)

Compare to: NONTECHNICAL SKILLS

Brief (Briefing)  

Etym. “fact or situation of giving preliminary instructions.” 1910

Definition

• An activity immediately preceding the start of a simulation activity where the participants receive essential information about the simulation scenario, such as background information, vital signs, instructions, or guidelines. For example, before beginning a session, faculty conduct a briefing about the scenario to review the information being provided to the participants.

• The information and guidelines given to faculty or simulated patients participating in a scenario to allow them to fully prepare for interactions with the participants. Briefing materials could include a handover, physician referral letter, or an ambulance call transcript. For example, at the start of the simulation scenario, participants receive a notification from ambulance personnel regarding a patient being transported to their facility with a gunshot wound. (Alinier, 2011; Husebø et al., 2012).

See also: BACK STORY, ORIENTATION, PREBRIEFING
Cave Automated Virtual Environment (CAVE)
\ˈkāv \ˈō-tə-ˌmā-təd \ˈvər-chə-wəl \ in-ˈvī-rə(n)-ˈmənt \ noun

Etym. cave (n.) “a hollow place in the earth, a natural cavity of considerable size and extending more or less horizontally,” early 13c., from Old French cave “a cave, vault, cellar” (12c.), from Latin cavea “hollow” (place)

Etym. automate (v.) “to convert to automatic operation,” 1954, back-formation from automated (q.v.). Ancient Greek verb automatizein meant “to act of oneself, to act unadvisedly.”

Etym. virtual (adj.) The meaning “being something in essence or effect, though not actually or in fact” is from mid-15c., probably via sense of “capable of producing a certain effect” (early 15c.). Computer sense of “not physically existing but made to appear by software” is attested from 1959.

Etym. environment (n.) sense of “the aggregate of the conditions in which a person or thing lives” is by 1827 (used by Carlyle to render German Umgebung); specialized ecology sense first recorded 1956.

Definition
• Large cube wall structure inside which a participant stands; the walls have projected images to simulate an immersive, virtual environment, including shadows cast by the participant. CAVE participants use specialized goggles for the illusion of stereoscopic depth when inside the CAVE. (Cruz-Neira et al, 1993).

Compare: WIDE AREA VIRTUAL ENVIRONMENT

Clinical Scenario \ˈkli-ni-kəl \ sa-ˈner-ē-ˌō \ noun

Etym. scenario (n.) 1868, “sketch of the plot of a play,” from Italian scenario, from Late Latin scenarius “of stage scenes,” from Latin scena “scene.”

Etym. clinical (adj.) 1780, “pertaining to hospital patients or hospital care,” from clinic + -al.

Definition
• The plan of an expected and potential course of events for a simulated clinical experience. A scenario usually includes the context for the simulation (hospital ward, emergency room, operating room, clinic, out of hospital, etc.). Scenarios can vary in length and complexity, depending on the learning objectives.

Coaching \ˈkōch-ē-ˌiŋ \ verb

Etym. Meaning “to prepare (someone) for an exam.”
Related: Coached; coaching.

Definition
• To direct or instruct a person or group of people in order to achieve goals, develop specific skills, or develop competencies.

Cognitive Load \ˈkäg-nə-tiv \ˈlōd \ noun

Etym. Cognitive (adv.) 1580s, “pertaining to cognition,” with -ive + Latin cognit-, past participle stem of cognoscere “to get to know, recognize,” from assimilated form of com “together” (see co-) + gnoscere “to know,” from PIE root *gno- “to know.” Taken over by psychologists and sociologists after c. 1940. Cognitive dissonance “psychological distress cause by holding contradictory beliefs or values” (1957) apparently was coined by U.S. social psychologist Leon Festinger, who developed the concept. Related: Cognitively.

Etym. Load (n.) c. 1200, lode, lade “that which is laid upon a person or beast, burden,” a sense extension from Old English lad “a way, a course, a carrying; a street, watercourse; maintenance, support,” from Proto-Germanic *laitho (source also of Old High German leita, German leite, Old Norse leið “way, road, course”), from PIE root *lei- (2) “to go forth” (see lead (v.1)). It seems to have expanded its range of senses in early Middle English, supplanting words based on lade (v.), to which it is not etymologically connected. The older senses went with the spelling lode(q.v.). The spelling is modern. Meaning “amount customarily loaded at one time” is from c. 1300; meaning “a quantity of strong drink taken” is from 1590s. Meaning “the charge of a firearm” is from 1690s.
Definition

- The amount of information the working memory of the participant and/or facilitator can manage at any given point. The definition is based on the Cognitive Load Theory (CLT) proposed by Sweller et al. (1998) based on the working memory model introduced by Baddeley (1992).

Computer-Based Simulation

Etym. computer (n.) 1640s, “one who calculates,” agent noun from compute (v.). Meaning “calculating machine” (of any type) is from 1897; in modern use, “programmable digital electronic computer” (1945 under this name; theoretical from 1937, as Turing machine). ENIAC (1946) usually is considered the first.

Etym. simulation (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

Definition

- The modeling of real-life processes with inputs and outputs exclusively confined to a computer, usually associated with a monitor and a keyboard or other simple assistive device (Textbook of Simulation). Subsets of computer-based simulation include virtual patients, virtual reality task trainers, and immersive virtual reality simulation (ibid).

See also: SCREEN-BASED SIMULATION, SIMULATOR

Conceptual Fidelity

Etym. conceptual (adj.) 1820, “pertaining to mental conception” (there is an isolated use from 1662), from Medieval Latin conceptualiis, from Latin conceptus “a collecting, gathering, conceiving,” past participle of concipere. Related: Conceptualism; conceptualist.

Etym. fidelity (n.) early 15c., “faithfulness, devotion,” from Middle French fidelité (15c.), from Latin fidelitatem (nominative fidelitas) “faithfulness, adherence.”

Definition

- In health care simulation, ensures that all elements of the scenario relate to each other in a realistic way so that the case makes sense as a whole to the learner(s) (For example: Vital signs are consistent with the diagnosis). To maximize conceptual fidelity, cases or scenarios should be reviewed by subject matter expert(s) and pilot-tested prior to use with learners (Rudolph et al., 2007; Dieckmann et al., 2007).

Consort (Consolidated Standards of Reporting Trials)

Etym. consolidated (adj.) “made firm, solid, hard, or compact,” 1736, past-participle adjective from consolidate.

Etym. standards (adj.) 1620s, “serving as a standard,” from standard (adj.). Earlier it meant “upright” (1530s). Standard-bred “bred up to some agreed-upon standard of excellence” is from 1888.

Etym. report (n.) late 14c., “to make known, tell, relate,” from Old French reporter “to tell, relate; bring back, carry away, hand over,” from Latin reportare “carry back, bear back, bring back,” figuratively “report,” in Medieval Latin “write (an account) for information or record,” from re- “back” (see re-)+ portare “to carry” (from PIE root *per- (2) “to lead, pass over”).

Etym. trial (n.) mid-15c., “act or process of testing, a putting to proof by examination, experiment, etc.” from Anglo-French trial, noun formed from trier “to try” (see try (v.)). Sense of “examining and deciding of the issues between parties in a court of law” is first recorded 1570s; extended to any ordeal by 1590s.

Definition

- CONSORT is a guideline that standardizes the reporting for any randomized control trials. First developed for clinical trials, the guideline has been adopted by the simulation research community. (Cheng et al, 2016)
**Cue/Cueing**  
\( \text{ˈkyü – iŋ} \) verb/noun

**Etym. cue** (n.) “stage direction,” 1550s, from Q, which was used 16c., 17c. in stage plays to indicate actors’ entrances, probably as an abbreviation of Latin quando “when” or a similar Latin adverb.

**Definition**

- To provide information during the simulation that helps the participant progress through the activity to achieve stated objectives (modified from National League for Nursing - Simulation Innovation Resource Center, 2013).

- Information provided to help the learner reach the learning objectives (conceptual cues), or to help the learner interpret or clarify the simulated reality (reality cues). Conceptual cues help the learner reach instructional objectives through programmable equipment, the environment, or through responses from the simulated patient or role player. Reality cues to help the learner interpret or clarify simulated reality through information delivered during the simulation (modified from Paige & Morin, 2013).

**See also:** PROMPT
Debrief (Debriefing) \ dēˈbrēf \ noun \ dēˈbrē-fiŋ \ verb

*Etymology*
Debrief “obtain information (from someone) at the end of a mission,” 1945, from de- + brief (v.). Related: Debriefed; debriefing.

**Definition**
- (noun) A formal, collaborative, reflective process within the simulation learning activity.
- An activity that follows a simulation experience and led by a facilitator.
- (verb) To conduct a session after a simulation event where educators/instructors/facilitators and learners re-examine the simulation experience for the purpose of moving toward assimilation and accommodation of learning to future situations (Johnson-Russell & Bailey, 2010; National League for Nursing - Simulation Innovation Resource Center, 2013); debriefing should foster the development of clinical judgment and critical thinking skills (Johnson-Russell & Bailey, 2010).
- To encourage participants’ reflective thinking and provide feedback about their performance, while various aspects of the completed simulation are discussed.
- To explore with participants their emotions and to question, reflect, and provide feedback to one another (i.e., guided reflection).

Compare: ADVOCACY AND INQUIRY, FEEDBACK, GUIDED REFLECTION

Debriefer \ dēˈbrē-fər \ noun

*Etymology*
Debrief “obtain information (from someone) at the end of a mission,” 1945, from de- + brief (v.). Related: Debriefed; debriefing.

**Definition**
- The individual who facilitates a debriefing session and is knowledgeable and skilled in performing appropriate, structured, and psychologically safe debriefing sessions (Fanning & Gaba, 2007).
- The person who leads participants through the debriefing. Debriefing by competent instructors and subject matter experts is considered important to maximize the opportunities arising from simulation (Raemer et al, 2011).

Compare: FACILITATOR, SIMULATIONIST

*Term that has been identified as potentially controversial.*

Deliberate Practice \ di-ˈli-bə-rāt \ˈprak-tə\ noun

*Etymology*
Deliberate (adj.) 15th century Middle English, from Latin deliberatus, past participle of deliberare to consider carefully, perhaps alteration of *delibrare, from de- + libra scale, pound.

**Definition**
- A theory of general psychology that states the differences between expert performers and normal adults reflect a life-long period of deliberate effort to improve performance in a specific domain. (Ericsson, K. A).
- A systematically designed activity that has been created specifically to improve an individual’s performance in a given domain (Ericsson, Krampe, & Tesch-Römer, 1993).

Compare: MASTERY LEARNING

Deterministic \ di-ˈtər-mə-ˌni-stik \ adj

*Etymology*
Deterministic (adj.) 1874, from determinist (see determinism) + -ic.

**Definition**
- Pertaining to a process, model, or variable whose outcome, result, or value does not depend on chance (Department of Defense Modeling and Simulation Glossary).

Compare: STOCHASTIC

Discrete Simulation (Discrete-Event Simulation) \ dis-ˈkrēt \ sim-yuh-ley-shuh n \ noun

*Etymology*

**Definition**
- A model or mock-up for purposes of experiment or training is from 1954.
Definition

- A simulation that relies on variables changed only at a countable number of points in time; discrete event simulation (DES) is the process of codifying the behavior of a complex system as an ordered sequence of well-defined events.

- The operation of a system as a discrete sequence of events in time. Each event occurs at a particular instant in time and marks a change of state in the system. Between consecutive events, no change in the system is assumed to occur; thus the simulation can directly jump in time from one event to the next (Robinson, 2004).

- One or more variables that completely describe a system at any given moment in time (Sokolowski & Banks, 2011).

Compare: DURATIONAL SIMULATION, SEQUENTIAL SIMULATION

Durational Simulation
\[\text{dư-rā’shŭn-ăl \ sim″u-la´shun} \ \text{noun}\]

Etym. duration (n.) Late 14c. duracioun, from Old French duration, from Medieval Latin durationem (nominative duratio), noun of action from past-participle stem of Latin durare “to harden,” from durus “hard,” from PIE *dru-ro-, suffixed variant form of root.

Etym. simulation (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

Definition

- Multiple simulations that build off of one another. This can include a simulation that focuses on an initial assessment of a simulated or standardized patient portraying a patient role and the subsequent simulations are the follow-up visit (e.g., initial visit, one-month visit and six-month visit, etc.).

- A Durational Simulation is the opposite of a Discrete Simulation in that changes occur in the system between simulations.

Compare: DISCRETE SIMULATION, SEQUENTIAL SIMULATION

Dryrun
\[\text{ˈdrī \ ˈrən} \ \text{noun}\]

Etym. “dry run” (n.): walk-through (n.): walkthrough, 1944, “an easy part” (in a theatrical production), from walk (v.) + through. Meaning “dry run, full rehearsal” is from 1959, from the notion of “walking (someone) through” something.

Definition

- A “planning meeting with standardized learners” is used to reveal un-intentional problems within the scenario. A designated time to explore the possibility of errors. (Boilat et al, 2012)

- A verification period prior to live encounters to ensure a “safe and therapeutic” environment. (Greswell et al, 2018)

See also: ALPHA and BETA TEST, PILOT TEST
Consider also: DRESS REHEARSAL, RUN THROUGH, SIMULATION VALIDATION, WALK THROUGH
**Educator (Simulation Educator)**

*Etymology* (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like”. Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

**Definition**
- Person who uses the modality of simulation to educate learners, utilizing evidence-based strategies.
- Person who supports healthcare professionals who are learning to manage clinical situations and provide care that is safe, effective, efficient, timely, patient-centered, and equitable. May teach an individual learner or a group of learners practicing to work as a team (Lindell, Poindexter, & Hagler, 2016).

**See also:** FACILITATOR, SIMULATIONIST

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**Environmental Fidelity**


**Related:** Environmentally.

**Definition**
- The degree to which the simulated environment (manikin, room, tools, equipment, moulage, and sensory props) replicates reality and appearance of the real environment.

**See also:** FIDELITY, HIGH FIDELITY SIMULATION, PHYSICAL FIDELITY, REALISM

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**Evaluation**

*Etymology* (n.) 1755, “action of appraising or valuing,” from French évaluation, noun of action from évaluer “to find the value of,” from é- “out” (see ex-) + valuer, from Latin valere “be strong, be well; be of value, be worth” (from PIE root *wal- “to be strong”). Meaning “job performance review” attested by 1947.

**Definition**
- Determination of the value, nature, character, or quality of something or someone (Merriam Webster)
- A broad term for appraising data or placing a value on data gathered through one or more measurements. It involves rendering a judgment, including strengths and weaknesses. Evaluation measures quality and productivity against a standard of performance. Evaluation may be formative, summative, high stakes, or related to the simulation program or process. (INACSL Standards Committee, Glossary, 2016c)

**Compare:** ASSESSMENT

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**Embedded Participant**

*Etymology* (v.) 1778, “to lay in a bed (of surrounding matter),” from em- (1) + bed (n.). Originally a geological term, in reference to fossils in rock; figurative sense is by 1835; meaning “place (a journalist) within a military unit at war” is from 2003 and the Iraq war. **Related:** Embedded; embedding.

**Etymology** (n.) 1560s, from Middle French participant, from Latin participatem, present participle of participare “to share in, partake of” from particeps “sharing, partaking.”

**Definition**
- An individual who is trained or scripted to play a role in a simulation encounter in order to guide the scenario, and may be known or unknown to the participants; guidance may be positive or negative, or a distractor based on the objectives, level of the participants, and the needs of the scenario.
- A role assigned in a simulation encounter to help guide the scenario.
- The embedded participant’s role is part of the situation. However, the underlying purpose of the role may not be revealed to the participants in the scenario or simulation (INACSL, 2013).

**See also:** ACTOR, CONFEDERATE, ROLE PLAYER, SIMULATED PATIENT, SIMULATED PERSON, STANDARDIZED PATIENT
Event \ i-ˈvent \ noun

Etym. 1570s, “the consequence of anything” (as in in the event that); 1580s, “that which happens;” from Middle French event, from Latin eventus “occurrence, accident, event, fortune, fate, lot, issue,” from past participle stem of evenire “to come out, happen, result,” from assimilated form of ex- “out” + venire “to come.” Meaning “a contest or single proceeding in a public sport” is from 1865. Events as “the course of events” is attested from 1842.

Definition

• The occurrences that cause variation or changes in the state of a system (Sokolowski and Banks, 2009); in health care simulation, this term is common when programming manikins and often refers to learner actions.

• An event is described by the time it occurs and event lists can be created to drive changes in a simulation.

See also: STATE/STATES
**Facilitator (Simulation Facilitator)** \fa-ˈsi-lə-ˌtā-tər\ noun

**Etym.** 1806, agent noun in Latin form from facilitate.

**Definition**
- An individual who is involved in the implementation and/or delivery of simulation activities. *For example, faculty, educators, etc.*
- An individual that helps to bring about an outcome (such as learning, productivity, or communication) by providing indirect or unobtrusive assistance, guidance, or supervision. *For example: The debriefing facilitator kept the discussion flowing smoothly.*

**Compare:** DEBRIEFER, SIMULATIONIST

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**Feedback** \ fēd-ˌbak \ noun

**Etym.** 1920, in the electronics sense, “the return of a fraction of an output signal to the input of an earlier stage,” from verbal phrase, from feed (v.) + back (adv.). Transferred use, “information about the results of a process” is attested by 1955.

**Definition**
- An activity where information is relayed back to a learner; feedback should be constructive, address specific aspects of the learner’s performance, and be focused on the learning objectives (Society for Simulation in Healthcare).
- Information transferred between participants, facilitator, simulator, or peer with the intention of improving the understanding of concepts or aspects of performance (INACSL 2013). Feedback can be delivered by an instructor, a machine, a computer, a patient (or a simulated person), or by other learners as long as it is part of the learning process.

**Compare:** ADVOCACY AND INQUIRY, DEBRIEF/DEBRIEFING, GUIDED REFLECTION

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**Fiction Contract** \ˈfik-shən\ ˈkän-ˌtrakt\ noun

**Etym. fiction** (n.) something that is not true; something invented by the imagination or feigned; an assumption of a possibility as a fact irrespective of the question of its truth; a useful illusion or pretense; the action of feigning or of creating with the imagination.

**Etym. contract** (n.) a binding agreement between two or more persons or parties.

**Definition**
- A concept which implies that an engagement in simulation is a contract between the instructor and the learner: each has to do his or her part to make the simulation worthwhile (Rudolph, Dieckmann, et al.).
- The degree of engagement that healthcare trainees are willing to give the simulated event. Also known as the “suspension of disbelief”, it is a literary and theatrical concept that encourages participants to put aside their disbelief and accept the simulated exercise as being real for the duration of the scenario.

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**Fidelity** \ fa-ˈde-la-tē \ adj

**Etym.** (n.) early 15c., “faithfulness, devotion,” from Middle French fidélité (15c.), from Latin fidelitatem (nominative fidelitas) “faithfulness, adherence, trustiness,” from fidelis “faithful, true, trusty, sincere,” from fides “faith.” From 1530s as “faithful adherence to truth or reality;” specifically of sound reproduction from 1878.

**Definition**
- The degree to which the simulation replicates the real event and/or workplace; this includes physical, psychological, and environmental elements.
- The ability of the simulation to reproduce the reactions, interactions, and responses of the real-world counterpart. It is not constrained to a certain type of simulation modality, and higher levels of fidelity are not required for a simulation to be successful.
- The level of realism associated with a particular simulation activity; fidelity can involve a variety of dimensions, including (a) physical factors such as environment, equipment, and related tools; (b) psychological factors such as emotions, beliefs, and self-awareness of participants; (c) social factors such as participant and instructor motivation and goals; (d) culture of the group; and (e) degree of openness and trust, as well as participants’ modes of thinking (INACSL, 2013);

**See also:** ENVIRONMENTAL FIDELITY, FUNCTIONAL FIDELITY, HIGH FIDELITY, HIGH FIDELITY SIMULATION, IMMERSIVE SIMULATION, LOW FIDELITY, PHYSICAL FIDELITY, PSYCHOLOGICAL FIDELITY, REALISM, SIMULATION FIDELITY
**Fixation Error** \fik-ˈsā-shən \ er-ər \ noun

**Etym.** fixation (n.) late 14c., fixation, an alchemical word, “action of reducing a volatile substance to a permanent bodily form,” from Medieval Latin fixationem (nominative fixatio), noun of action from past participle stem of Latin fixare, frequentative of figere “to fix.” Meaning “condition of being fixed” is from 1630s. Used in the Freudian sense since 1910.

**Etym. error** (n.) also, through 18c., error; c. 1300, “a deviation from truth made through ignorance or inadvertence, a mistake.” From late 14c. as “deviation from what is normal; abnormality, aberration.” From 1726 as “difference between observed value and true value.”

**Definition**

- A principle of crisis resource management wherein humans fail to revise a situation assessment in risky and dynamic systems or events (Decker, 2011).

- The persistent failure to revise a diagnosis or plan in the face of readily available evidence suggesting that a revision is necessary.

**Compare:** SITUATIONAL AWARENESS

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**Frame(s)** \frāmz \ noun

**Etym.** From 1660s in the meaning “particular state” (as in Frame of mind, 1711). Frame of reference is 1897.

**Definition**

- The perspectives through which individuals interpret new information and experiences for the purpose of decision-making.

- Frames are formed through previous experiences and can be based on knowledge, attitudes, feelings, goals, rules, and/or perceptions.

- The mindset of the internal participant or facilitator; their knowledge, thoughts, feelings, actions (speech/body language), attitudes (verbal/non-verbal), and perceptions (adapted from Rudolph, J.W. et al, 2007, 2008).

**See also:** FIDELITY, HIGHT FIDELITY SIMULATOR, REALISM

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**Functional Fidelity** \ˈfəŋ(k)-shnəl, -shə-nəl \ ˈfə-ˈde-lə-tē \ noun

**Etym. functional** (adj.) 1630s, “pertaining to function or office,” from function (n.) + -al (1), or from Medieval Latin functionalis. Meaning “utilitarian” is by 1864. **Related:** Functionally; functionality.

**Etym. fidelity** (n) early 15c., “faithfulness, devotion,” from Middle French fidélité (15c.), from Latin fidelitatem (nominative fidelitas) “faithfulness, adherence, trustiness,” from fidelis “faithful, true, trusty, sincere,” from fides “faith” (see faith). From 1530s as “faithful adherence to truth or reality.”

**Definition**

- The degree in which the equipment used in the simulation responds to the participant’s actions; e.g., a static ventilator would offer low functional fidelity compared to a working ventilator in a simulation requiring a ventilator alarm.

**See also:** FIDELITY, HIGHT FIDELITY SIMULATOR, REALISM
**Gamification** \ gà-mə-fə-ˈkā-shən \ *noun [U]*

**Etym. game** (n.) c. 1200, from Old English gamen “joy, fun; game, amusement,” common Germanic (cognates: Old Frisian game “joy, glee,” Old Norse gaman “game, sport; pleasure, amusement,” Old Saxon gaman, Old High German gaman “sport, merriment,” Danish gamen, Swedish gamman “merriment”), said to be identical with Gothic gaman “participation, communion,” from Proto-Germanic *ga- collective prefix + *mann “person,” giving a sense of “people together.” The -en was lost perhaps through being mistaken for a suffix. Meaning “contest for success or superiority played according to rules” is first attested c. 1200 (of athletic contests, chess, backgammon).

**Definition**
- The application of game design elements (conceptual building blocks integral to building successful games) to traditionally non-game contexts (Rutledge et al, 2018).
- The application of the characteristics and benefits of games to real-world processes or problems. “Gamification differs from serious games in terms of the design intention, with gamification interventions involving the application of game elements with a utilitarian purpose...” (Gentry et al, 2019).

**Compare:** SERIOUS GAMES  
**Consider also:** GAME-BASED LEARNING

**Guided Reflection** \ gàd – id \ ri-ˈflek-shən

**Etym. guide** (v.) late 14c., “to lead, direct, conduct,” from Old French guider “to guide, lead, conduct” (14c.), earlier guier, from Frankish *witan “show the way” or a similar Germanic source.

**Etym. reflection** (n.) Of the mind, from 1670s. Meaning “remark made after turning back one’s thought on some subject” is from 1640s.

**Definition**
- The process encouraged by the instructor during debriefing that reinforces the critical aspects of the experience and encourages insightful learning, allowing the participant to link theory with practice and research (INACSL, 2013).
- The facilitated intellectual and affective activities that allow individuals to explore their experience in order to lead to new understanding and appreciations (adapted from Boud et al, 1985).

- A mentor-facilitated process that allows the learner to “integrate the understanding gained into one’s experience in order to enable better choices or actions in the future, as well as enhance one’s overall effectiveness” (Rogers, 2001).

**Compare:** ADVOCACY AND INQUIRY, DEBRIEF/DEBRIEFING, FEEDBACK  
**See also:** REFLECTIVE THINKING

**Gynecological / Genitourinary Teaching Associate (GTA, GUTA, MUTA)** \ ˌje-nə-tō-ˈyur-ə-ˌner-ə \ tēch ng \ə-ˈsō-shē-ˌāt, -sē-

**Etym. genitourinary** (adj.) of or relating to the genital and urinary organs or functions. genitals (n.) “reproductive organs,” especially the external sexual organs, late 14c. Compare Genitalia.

**Definition**
- A Genitourinary Teaching Associate (GUTA) is an individual trained to teach the techniques and protocol for performing the gender-specific physical examination to learners, using himself or herself as a demonstration and practice model.
- A Gynecological Teaching Associate (GTA) is a female specifically trained to teach, assess, and provide feedback to learners about accurate pelvic, rectal and/or breast examination techniques. They also address the communication skills needed to provide a comfortable exam in a standardized manner, while using their bodies as teaching tools in a supportive, non-threatening environment (ASPE).
- A Male Urogenital Teaching Associates (MUTA) is a male specifically trained to teach, assess, and provide feedback to learners about accurate urogenital and rectal examination techniques. They also address the communication skills needed to provide a comfortable exam in a standardized manner, while using their bodies as teaching tools in a supportive, non-threatening environment (ASPE).
**Haptic (Haptics)** \ˈhap-tik \ adj

**Etymology**
(adj.) “pertaining to the sense of touch,” 1890, from Greek hapticos “able to come into contact with,” from haptein “to fasten.”

**Definition**
- In health care simulation, refers to devices that providing tactile feedback to the user. Haptics can be used to simulate touching, palpating an organ, or body part, and the cutting, tearing, or traction on a tissue.
- Devices that capture and record a trainee’s ‘touch’ in terms of location and depth of pressure at specific anatomical sites (McGaghie et al, 2010; Jackson et al).

**Health Care Simulation**
\ˈhelth \ ker \ sim-yuh-ley-shuh n \ noun

**Etymology**
(n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

**Definition**
- A technique that creates a situation or environment to allow persons to experience a representation of a real health care event for the purpose of practice, learning, evaluation, testing, or to gain understanding of systems or human actions (Society for Simulation in Healthcare).
- The application of a simulation activity to training, assessment, research, or systems integration toward patient safety (Society for Simulation in Healthcare).

**See also:** SIMULATION

**High-Fidelity Simulator**
\ˈhī \ fə-ˈde-lə-tē \ ˈsim-yə-ˌlā-tər \ noun

**Etymology**
(n.) 1835, of persons, from Latin simulator “a copier, feigner,” agent noun from simulare “imitate,” from stem of similis “like.” In reference to training devices for complex systems, from 1947 (flight simulator). simulated (adj.) 1620s, “feigned,” past participle adjective from simulate (v.). Meaning “imitative for purposes of experiment or training” is from 1966 (agent noun simulator in the related sense dates from 1947. In commercial jargon, “artificial, imitation” by 1942.

**Definition**
- A term often used to refer to the broad range of full-body manikins that have the ability to mimic, at a very high level, human body functions.
- Also known as a high-complexity simulator. Other types of simulators can also be considered high-fidelity, and that fidelity (realism) has other characteristics beyond a particular type of simulator.

**See also:** FIDELITY, FUNCTIONAL FIDELITY, REALISM SIMULATION

**High-Fidelity Simulation**
\ˈhī \ fə-ˈde-lə-tē \ sim-yuh-ley-shuh n \ noun

**Etymology**
(n.) early 15c., “faithfulness, devotion,” from Middle French fidélité (15c.), from Latin fidelitatem (nominative fidelitas) “faithfulness, adherence, trustiness,” from fidelis “faithful, true, trusty, sincere,” from fides “faith.” From 1530s as “faithful adherence to truth or reality;” specifically of sound reproduction from 1878.

**Definition**
- In health care simulation, high-fidelity refers to simulation experiences that are extremely realistic and provide a high level of interactivity and realism for the learner (International Nursing Association for Clinical Simulation and Learning, 2013). It can apply to any mode or method of simulation; for example: human, manikin, task trainer, or virtual reality.

**See also:** ENVIRONMENTAL FIDELITY, FIDELITY, REALISM
**Human Factors** \ hyū-mən \ fak-tərz \ noun

*Etym. factor* (n.) Sense of “circumstance producing a result” is attested by 1816, from the mathematical sense.

**Definition**
- The discipline or science of studying the interaction between humans and systems and technology; it includes, but is not limited to, principles and applications in the areas of human engineering, personnel selection, training, life support, job performance aids, and human performance evaluation (M&S Glossary).
- The psychological, cultural, behavioral, and other human attributes that influence decisionmaking, the flow of information, and the interpretation of information by individuals or groups (Department of Defense Modeling and Simulation Glossary).

**Hybrid Simulation** \ hī-brəd \ sim-yuh-ley-shuh n \ noun

*Etym. hybrid* (n.) “a product of two heterogeneous things” emerged c. 1850.

*Etym. simulation* (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

**Definition**
- The union of two or more modalities of simulation with the aim of providing a more realistic experience.
- In health care simulation, hybrid simulation is most commonly applied to the situation where a part task trainer (e.g., a urinary catheter model) is realistically affixed to a standardized/simulated patient, allowing for the teaching and assessment of technical and communication skills in an integrated fashion (Kneebone, Kidd et al, 2002).
- The use of two or more simulation modalities in the same simulation activity (Zulkepli et al, 2012).

**Compare:** MIXED SIMULATION/MIXED METHODS SIMULATION, MULTIPLE MODALITY SIMULATION
**Immersion** 
\[ \text{i-ˈmər-zhən} \] noun

*Etym.* (n.) c. 1500, from Late Latin immersionem (nominative immersio), noun of action from past participle stem of immere “to plunge in, dip into, submerge,” from assimilated form of in- “into, in, on, upon” (see in- (2)) + Latin mergere “plunge, dip” (see merge). Meaning “absorption in some interest or situation” is from 1640s.

**Definition**

- Describes the level to which the learner becomes involved in the simulation; a high degree of immersion indicates that the learner is treating the simulation as if it was a real-life (or very close to real-life) event (Society for Simulation in Healthcare).

- A state (or situation) in which trainees dedicate most of their time doing something related to or thinking about a simulation, and becomes involved in it; the level of immersion might vary, where a high degree indicates that the trainee is fully involved; for example: realistic environments facilitate a participant’s full immersion in the simulation.

- The placing of a human in a synthetic environment through physical and/or emotional means. (M&S Glossary)

*See also:* IMMERSIVE SIMULATION

**Incognito Standardized Patient** 
\[ \text{in-ˌkäg-ˈnē-\ˌ stan-dər-ˌdīzd \ pā-shənt} \] noun

*Etym.* incognito (adj./adv.) 1640s as both adjective (“disguised under an assumed name and character”) and adverb (“unknown, with concealed identity”), from Italian incognito “unknown,” especially in connection with traveling, from Latin incognitus “unknown, not investigated.”

*Etym.* standard “authoritative or recognized exemplar of quality or correctness” (late 15c.). Meaning “rule, principal or means of judgment” is from 1560s. That of “definite level of attainment” is attested from 1711 (as in standard of living, 1903).

*Etym.* patient (n.) “suffering or sick person under medical treatment,” late 14c.

**Definition**

- A person who plays a role as a patient in real health care situations, while the health care workers in those situations are unaware of the fact that the person is not a real patient (Rethans et al., 2007).

*Consider also:* UNANNOUNCED STANDARDIZED PATIENTS, STEALTH PATIENTS, SECRET SHOPPER

**In Silico** 
\[ \text{in-ˈsi-li-, kō} \] adj or adv

*Etym.* 1980s: Latin, literally ‘in silicon’ (with reference to the use of silicon chips in computer systems); on the pattern of in vitro and in vivo.

**Definition**

- Performed on computer or via computer simulation; the phrase was coined in 1989 as an analogy to the Latin phrases in vivo, in vitro, and in situ (Sieburg, 1990).

*Compare:* IN SITU
**In Situ/In Situ Simulation**

Etym. in situ 1740, Latin, literally “in its (original) place or position,” from ablative of situs “site.”

**Etym. simulation** (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

**Definition**

- Taking place in the actual patient care setting/environment in an effort to achieve a high level of fidelity and realism; this training is particularly suitable for difficult work environments, due to space constraints or noise. For example, an ambulance, a small aircraft, a dentist’s chair, a catheterization lab (Kyle & Murray, 2008). This training is valuable to assess, troubleshoot, or develop new system processes.

**Compare:** IN SILICO

**Interactive Model or Simulation**

Etym. simulation (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

**Definition**

- Simulating a situation in which the outcome varies depending on human participation (Thomas). This allows humans to practice different sets of actions in order to learn the correct response to an event.
- Modeling that requires human participation (Australian Department of Defense, 2011).

**Interdisciplinary**

Etym. discipline (n.) directly from Latin disciplina “instruction given, teaching, learning, knowledge,” also “object of instruction, knowledge, science, military discipline,” from discipulus. Meaning “branch of instruction or education” is first recorded late 14c. Meaning “military training” is from late 15c.; that of “orderly conduct as a result of training” is from c. 1500.

**Definition**

- Involving two or more academic, scientific, or artistic disciplines (Merriam-Webster.com).
- The combining of two or more academic disciplines, fields of study, professions, technologies or departments (dictionary-reference.com).
- Of or relating to more than one branch of knowledge (oxforddictionaries.com).

**See also:** MULTIDISCIPLINARY

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**Interdisciplinary / Interdisciplinary Learning**

Etym. discipline (n.) directly from Latin disciplina “instruction given, teaching, learning, knowledge,” also “object of instruction, knowledge, science, military discipline,” from discipulus. Meaning “branch of instruction or education” is first recorded late 14c. Meaning “military training” is from late 15c.; that of “orderly conduct as a result of training” is from c. 1500.

**Etym. learning** (n.) Old English leornung “learning, study,” from leornian.

**Definition**

- noun: The academic disciplines, such as psychology, or subspecialties within professions. For example, within the profession of medicine, anesthesia or cardiology (Barr, Koppel, Reeves, et al., 2005).
- adj: Working jointly, but address issues from their individual discipline’s perspective (Gray & Connolly, 2008).
- Integrating the perspective of professionals from two or more professions by organizing the education around a specific discipline, where each discipline examines the basis of their knowledge” (Bray & Howkins, 2008).

**See also:** INTERPROFESSIONAL EDUCATION/TRAINING/LEARNING

**Interprofessional**

**Etym. professional** (n.) “one who does it for a living,” 1798, from professional (adj.).professional (adj.) 1747 of careers (especially of the skilled or learned trades from c. 1793). Related: profession.

**Definition**

- Collaborating as a team with a shared purpose, goal, and mutual respect to deliver safe, quality healthcare (Freeth, Hammick, Reeves, Koppel, & Barr, 2005; World Health Organization [WHO], 2010).
- Interprofessional is a more contemporary term describing a team effort in healthcare from two or more professions whose members learn about, from, and with each other to improve health outcomes (Nester, 2016).

**Consider also:** PROFESSION

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*Term that has been identified as potentially controversial.*
Interprofessional Education /Training/Learning

Etym. professional (n.) “one who does it for a living,” 1798, from professional (adj.), professional (adj.) 1747 of careers (especially of the skilled or learned trades from c. 1793). Related: profession.

Etym. education (n.) 1530s, “childrearing,” also “the training of animals,” from Middle French education (14c.) and directly from Latin educationem (nominative educatio) “a rearing, training,” noun of action from past participle stem of educare. Originally of instruction in social codes and manners; meaning “systematic schooling and training for work” is from 1610s.

Etym. training (n.) From 1540s as “discipline and instruction to develop powers or skills;” 1786 as “exercise to improve bodily vigor.”

Definition

• An educational environment where students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes (World Health Organization Interprofessional Education and Collaborative Expert Panel, 2011).

• An initiative to secure learning, and promote gains through interprofessional collaboration in professional practice (Freeth, Hammick, Reeves, et al., 2008).

See also: INTERDISCIPLINARY LEARNING

Interprofessionalism

Etym. professional (n.) “one who does it for a living,” 1798, from professional (adj.), professional (adj.) 1747 of careers (especially of the skilled or learned trades from c. 1793). Related: profession.

Definition

• The effective integration of professionals through mutual respect, trust, and support, from various professions, who share a common purpose to mold their separate skills and knowledge into collective responsibility and awareness that can be achieved through learned processes for communication, problem solving, conflict resolution, and conduct.

Consider also: PROFESSION

*Term that has been identified as potentially controversial.*
**Just-in-Time Simulation**

**noun**

*Etym.* simulation (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

**Definition**

- A method of training that is conducted directly prior to a potential intervention (Palaganas, Maxworthy, Epps, & Mancini, 2015). The training that is utilized is “just in time” at the “place near the site of the potential intervention” (Palaganas, Maxworthy, Epps, and Mancini, 2014).

- A learning approach that meets the learner’s needs during or just before it is needed to maximize an educational outcome (Barnes, 1998).

- A cost-reduction method that is derived originally from the Japanese car manufacturing industry where it was a strategy that was utilized to reduce flow times in both production and response time costs (Ohno, 1978).

*Term that has been identified as potentially controversial.*
**Learning Goal** \ˈlər-niŋ \ˈgōl \ noun

**Etym. learning** (n.) Old English *leornung* “study, action of acquiring knowledge,” verbal noun from *leornian* (see learn). Meaning “knowledge acquired by systematic study, extensive literary and scientific culture” is from mid-14c. Learning curve attested by 1907.

**Etym. goal** (n.) 1530s, “end point of a race,” of uncertain origin. It appears once before this (as *gol*), in a poem from early 14c. and with an apparent sense of “boundary, limit.” Perhaps from Old English *gol*”obstacle, barrier,” a word implied by *gelan* “to hinder” and also found in compounds (*singal, widgal*).

**Definition**
- Higher order ambitions for the learners.
- Broad, general statements of what is desired for students to learn, and provide direction, focus, and cohesion.

**Compare:** LEARNING OBJECTIVES; LEARNING OUTCOMES

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**Learning Objective** \ˈlər-niŋ \əb-ˈjek-tiv \ noun

**Etym. learning** (n.) Old English *leornung* “study, action of acquiring knowledge,” verbal noun from *leornian* (see learn). Meaning “knowledge acquired by systematic study, extensive literary and scientific culture” is from mid-14c. Learning curve attested by 1907.

**Etym. objective** (n.) 1738, “something objective to the mind,” from objective (adj.). Meaning “goal, aim” (1881) is from military term *objective point* (1852), reflecting a sense evolution in French.

**Definition**
- Expected goal of a curriculum, course, lesson or activity in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.
- Measurable results which can be knowledge, skills, or attitudes (KSAs). (INACSL Standards Committee, 2016c, December).
- A learning objective guides the debrief activity by supporting what content should be covered or avoided (Szyld & Rudolph, 2014).

**Compare:** LEARNING GOALS; LEARNING OUTCOME

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**Learning Outcome** \ˈlər-niŋ \ˈau-ˈtəm \ noun

**Etym. learning** (n.) Old English *leornung* “study, action of acquiring knowledge,” verbal noun from *leornian* (see learn). Meaning “knowledge acquired by systematic study, extensive literary and scientific culture” is from mid-14c. Learning curve attested by 1907.

**Etym. outcome** (n.) 1788, “that which results from something,” originally Scottish, from the verbal phrase; see *out* (adv.) + *come* (v.). Popularized in English by Carlyle (c. 1830s). It was used in Middle English in sense of “an emergence, act or fact of coming out” (c. 1200), and the gerund, *outcoming*, was used as “an issue, a result.” Old English had *utancumen* (n.) “stranger, foreigner.”

**Definition**
- A result of an activity the learners demonstrate by the end of an educational activity in terms of knowledge, skills, and attributes (KSAs) acquired.
- “Measurable results of the participants’ progress toward meeting a set of objectives.” (INACSL Standards Committee, 2016c, December).
- “Outcomes include: knowledge, skill performance, learner satisfaction, critical thinking and self-confidence” (Ironside, Jeffries, & Martin, 2009, p.333)
- Outcomes are a measurable judgement (Cooke, Stroup, & Harrington, 2019).
- Learning outcomes “measure the effect on learning: psychomotor, affective and cognitive skills” (Cant & Cooper, 2017, p.69).

**Compare:** LEARNING GOALS; LEARNING OBJECTIVES

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*Term that has been identified as potentially controversial.*
**Live, virtual, and constructed (LVC) simulation**

- **Etym. live** 1540s, “having life,” later (1610s) “burning, glowing,” a shortening of alive. The meaning “in-person” (of performance) is first attested 1934.

- **Etym. virtual** The meaning “being something in essence or effect, though not actually or in fact” is from mid-15c., probably via sense of “capable of producing a certain effect” (early 15c.). Computer sense of “not physically existing but made to appear by software” is attested from 1959.

- **Etym. constructed** early 15c., “derived by interpretation,” from Middle French constructif or from Medieval Latin constructivus, from Latin construct-, past participle stem of construere “to heap up.”

**Definition**
- A broadly used taxonomy describing a mixture of simulation modalities; a live simulation involves real people operating real systems; a virtual simulation is where a real person operates simulated systems; and a constructed simulation does not involve real people or real systems, but instead consists of computer programs that create an environment. (Sokolowski & Banks, 2011).

**Logistics**

- **Etym.** (n.) “art of moving, quartering, and supplying troops,” 1846, from French (l’art) logistique “(art) of quartering troops,” which apparently is from Middle French logis “lodging” (from Old French logeiz “shelter for an army, encampment,” from loge; see lodge (n.)) + Greek-derived suffix -istique (see -istic). The form in French was influenced by logistique, from the Latin source of English logistic.

**Related:** Logistical.

**Definition**
- Details of an entire process. (Merriam Webster)
- Ensuring the details, in simulation-based education, such as scheduling of learners, facilitators, moulage, props, scenario preparation and design are all complete.

**Low-Fidelity**

- **Etym. fidelity** (n.) early 15c., “faithfulness, devotion,” from Middle French fidélité (15c.), from Latin fidelitatem (nominative fidelitas) “faithfulness, adherence, trustiness,” from fidelis “faithful, true, trusty, sincere,” from fides “faith.” From 1530s as “faithful adherence to truth or reality,” specifically of sound reproduction from 1878.

**Definition**
- Not needing to be controlled or programmed externally for the learner to participate (Palaganas, Maxworthy, Epps, & Mancini, 2015); examples include case studies, role playing, or task trainers used to support students or professionals in learning a clinical situation or practice (Adapted from National League for Nursing - Simulation Innovation Resource Center, 2013).

**See also:** FIDELITY
**Manikin** \ˈma-ni-kən\ (also Mannequin) **noun**

**Etym.** 1560s, “jointed figure used by artists,” from Dutch manneken, literally “little man,” diminutive of Middle Dutch man.

**Definition**
- Full or partial body representation of a patient for practice.
- Full or partial body simulators that can have varying levels of physiologic function and fidelity.

*See also:* SIMULATOR

**Manikin-based Simulation** \ˈma-ni-kən \ bāst \ sim-yuh-ley-shuh n \ **noun**

**Etym. manikin.** 1560s, “jointed figure used by artists,” from Dutch manneken, literally “little man,” diminutive of Middle Dutch man.

**Etym. simulation** (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

**Definition**
- The use of manikins to represent a patient using heart and lung sounds, palpable pulses, voice interaction, movement (e.g., seizures, eye blinking), bleeding, and other human capabilities that may be controlled by a simulationist using computers and software.
- The life-like aspects of people and situations generated by a manikin.

**Mannequin** \ˈma-ni-kən\ (also Manikin) **noun**

**Etym.** 1902, “model to display clothes,” from French mannequin. A French form of the same word that yielded manikin, and sometimes mannequin was used in English in a sense “artificial man” (especially in translations of Hugo). Originally of persons, in a sense where we might use “model.”

*See:* MANIKIN

*See also:* SIMULATOR

**Manual Input** \ˈman-yə-wəl \ˈin-ˈpü-təl noun

**Etym. manual** (adj.) c. 1400, from Latin manualis “of or belonging to the hand; that can be thrown by hand,” from manus “hand, strength, power over; armed force; handwriting.”

**Etym. input** Middle English verb (late 14c.) meaning “to put in, place, set.”

**Definition**
- The method of operation in which an operator inputs a value to a given parameter regardless of how it would affect any other parameter. The input of the parameter does not adjust the variables in any physiological manner (Palaganas, Maxworthy, Epps, & Mancini, 2015).

*Compare:* PHYSIOLOGIC MODELING, PREPACKAGE SCENARIO, “RUNNING ON THE FLY”

**Mastery Learning** \ˈmas-tər(ə-)rē \ˈlərn-ə\ **noun**

**Etym. mastery** (adj.) early 13c., mesterie, “condition of being a master,” also “superiority, victory;” from Old French maistrie, from maistre “master” (n.). Meaning “intellectual command” (of a topic, etc.) is from 1660s.

**Etym. learning** (n.) Old English leornung “learning, study,” from leornian.

**Definition**
- An instructional philosophy originally proposed by Benjamin Bloom that stated a student must first practice and study to meet the predetermined level criteria (>90%) through the formative assessment of a prerequisite domain prior to advancing in subject matter. If the learner does not achieve the level of mastery, information from the test is used to diagnose areas of deficiency necessary for additional prescriptive support. The student is later tested again. This cycle of feedback and corrective procedures is repeated until mastery is achieved, at which point the student will move on to the next level (Guskey, 2010).
- An instructional philosophy that highlights individualized feedback and adequate time, allowing the learner to progress through the subject in a customized manner, generally in smaller units, to master the subject matter. This concept states that nearly all learners can achieve subject or skill mastery utilizing this method (Palaganas, Maxworthy, Epps, & Mancini, 2015).

*Compare:* DELIBERATE PRACTICE
**Mental Simulation**  

Etym. mental (adj.) early 15c., “in, of, or pertaining to the mind; characteristic of the intellect,” from Late Latin mentalis “of the mind,” from Latin mens (genitive mentis) “mind,” from PIE root *men- (1) “to think.”

Etym. simulation (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like”. Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

**Definition**

- Mentally rehearsing an action to enhance performance. (Van Meer P., 2009).
- Cognitive rehearsal of a task in the absence of overt physical movement that can be used to learn cognitive, kinesthetic, psychomotor, or technical skills. (Driskell, 1994 and Rao, 2015).

**Mixed Reality (XR)**  

Etym. mixed (adj.) mid-15c., also mixte, “consisting of different elements or parts,” from Latin mixtus, past participle of miscère “to mix, mingle, blend”

Etym. reality (n.) 1540s, “quality of being real,” from French réalité and directly Medieval Latin realitatem (nominative realitas), from Late Latin realis. Meaning “real existence, all that is real” is from 1640s; that of “the real state (of something)” is from 1680s.

**Definition**

- A category that encompasses the hybrid combination of virtual reality environments and reality (e.g., real environment, standardized patient, normal manikin simulator). Often encompasses the definition of Augmented Reality (AR), but has more virtual features than typical AR. The blend of what is physically present to what is 100% computer-generated is expressed in this continuum: Reality——— Augmented Reality——— Mixed Reality——— Virtual Reality (Hsieh and Lee, 2017).
- A simulator that combines virtual and physical components (Robinson et al, 2014).

**See also:** AUGMENTED REALITY, VIRTUAL REALITY

**Mixed Reality Human**

Etym. mixed (adj.) mid-15c., also mixte, “consisting of different elements or parts,” from Latin mixtus, past participle of miscère “to mix, mingle, blend”

**Definition**

- The use of a technology such as video, augmented reality, or virtual reality in conjunction with a physical manikin to simulate a human. (Costanza, Kunz, and Fjeld, 2009); for example, in team-based training, using TV monitors in portrait mode with interactive videos as a stand-in for a real team member (Palaganas, Maxworthy, Epps, & Mancini, 2015).

**Mixed Simulation (Mixed Methods Simulation)**

Etym. mixed (adj.) mid-15c., also mixte, “consisting of different elements or parts,” from Latin mixtus, past participle of miscère “to mix, mingle, blend”

Etym. method (n.) early 15c., “regular, systematic treatment of disease,” from Latin methodus “way of teaching or going,” from Greek methodos “scientific inquiry, method of inquiry, investigation,” originally “pursuit, a following after.” Meaning “way of doing anything” is from 1580s; that of “orderliness, regularity” is from 1610s.

**Definition**

- The use of a variety of different simulation modalities; this is differentiated from hybrid simulation in that it is not characterized by the combining of one type of simulation to enhance another, but rather the use of multiple types of simulation in the same scenario or place. For example, a standardized patient (SP) and a mannequin are used in a scenario or a task trainer paired with an SP for venipuncture, etc. (SSH).

**See also:** MULTIPLE MODALITY SIMULATION

**Compare:** HYBRID SIMULATION

*Term that has been identified as potentially controversial.*
**Mobile Simulation/Mobile Simulator**

\ˈmō-bəl \ sim-yuh-ley-shuh n \ *noun*

**Etym. mobile** (adj.) late 15c., from Middle French mobile (14c.), from Latin mobilis “movable, easy to move; loose, not firm,” “pliable, flexible. contraction of *movibilis, from movere “to move.”

**Etym. simulation** (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

**Definition**

- A simulator that can be transported relatively easily. Often refers to digital simulations with minimal equipment, without manikins (Mladenovic et al., 2019).

**See also:** PORTABLE SIMULATOR

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**Modality** \mō-ˈda-lə-tē\ *noun*

**Etym.** 1610s, from Old French modalité or directly from Medieval Latin modalitatem (nominative modalitas) “a being modal,” from modalis. 1560s, term in logic, from Middle French modal and directly from Medieval Latin modalis “of or pertaining to a mode,” from Latin modus “measure, manner, mode.”

**Definition**

- A term used to refer to the type(s) of simulation being used as part of the simulation activity, for example, task trainers, manikin-based, standardized/simulated patients, computer-based, virtual reality, and hybrid (Rutherford-Hemming et al., 2019).

- A selected type or types of simulation equipment, concept, or technique that constitutes a method of simulation use (Rutherford-Hemming et al., 2019).

- Broad description of the simulation experience, consisting of one or more of the following: Computer- or Digital-based simulation; Simulated Patient (SP); Simulated clinical immersion; Procedural simulation (Chiniara et al., 2013).

**See also:** SIMULATED/SYNTHETIC LEARNING METHODS, TYPOLOGY

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**Model (as in Modeling and Simulation)**

\mā-dəl \ *noun*

**Etym.** Sense of “thing or person to be imitated” is 1630s.

**Definition**

- A representation of an object, concept, event, or system; models can be physical models, computational models, or theories of function (Sokolowski, 2011).

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**Modeling and Simulation (M&S) (also Modeling and Simulation)** \mā-dəl – ˈin \ and \ sim-yuh-ley-shuh n \ *noun*

**Etym model** sense of “thing or person to be imitated” is 1630s.

**Etym. simulation** (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

**Definition**

- The terms modeling and simulation are often used interchangeably.

- An academic discipline focused on the study, development, and use of live, virtual, and constructive models, including simulators, emulators, and prototypes to investigate, understand, or provide data.

- The use of models, including emulators, prototypes, simulators, and stimulators, to develop data as a basis for making managerial or technical decisions.

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**Monte Carlo Simulation**

\män-tē-ˈkär-(ˌ)lō \ sim-yuh-ley-shuh n \ *noun*

**Etym. Monte Carlo fallacy** 1957, named for resort in Monaco famous for its gambling casinos. The fallacy of thinking that the probability of a particular outcome rises with the successive number of opposite outcomes.

**Etym. simulation** (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

**Definition**

- A simulation in which random statistical sampling techniques are employed such that the result determines estimates for unknown values (Department of Defense Modeling and Simulation Glossary).

- A mathematical model using probability distributions to calculate the possible outcomes for a given choice of action. Such a simulation involves many calculations and re-calculations to yield a range of possible outcomes.
Moulage \mʊ-ˈlāzh\ noun

Etym. (n.) From the French: casting/moulding.

Definition
- The makeup and molds applied to humans or manikins used to portray lesions, skin findings, bleeding, and traumatized areas (Levine et al).
- The application of makeup and molds to a human or simulator’s limbs, chest, head, etc. to provide elements of realism (such as blood, vomitus, open fractures, etc.) to the training simulation.
- Techniques used to simulate injury, disease, aging, and other physical characteristics specific to a scenario; moulage supports the sensory perceptions of participants and supports the fidelity of the simulation scenario through the use of makeup, attachable artifacts (e.g. penetrating objects), and smells (INACSL, 2013).

Multidisciplinary \mʌltɪ \ di-sə-plə-ˌner-ē \ noun

Etym. discipline (n.) directly from Latin disciplina “instruction given, teaching, learning, knowledge,” also “object of instruction, knowledge, science, military discipline,” from discipulus. The Latin word is glossed in Old English by þeodscipe. Meaning “branch of instruction or education” is first recorded late 14c. Meaning “military training” is from late 15c.; that of “orderly conduct as a result of training” is from c. 1500.

Definition
- The combining of professionals with different perspectives to provide a wider understanding of a particular problem (Bray & Hawkins, 2008).

Compare: INTERPROFESSIONAL
See also: INTERDISCIPLINARY

Multiple Modality (Multi-modal) Simulation \ˈmʌltɪpl \ məʊˈdæləti \ sim-yuh-ley-shuh n \ noun

Etym. modality. 1610s, from Old French modalité or directly from Medieval Latin modalitatem (nominative modalitas) “a being modal,” from modalis. 1560s, term in logic, from Middle French modal and directly from Medieval Latin modalis “of or pertaining to a mode,” from Latin modus “measure, manner, mode.”

Etym. simulation (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

Definition
- The use of multiple modalities of simulation in the same simulation activity; differentiated from hybrid simulation in that it is not characterized by the combining of one type of simulation to enhance another, but rather the use of multiple types of simulation in the same scenario or place, e.g., SP and manikin used in a scenario or a task trainer paired with an SP for venipuncture, etc. (SSH).
**Negative Learning** \ˈne-gə-tiv \ ˈlər-niŋ \ noun

*Etym.* (adj.) c. 1400, *negatif,* “expressing denial” (a sense now rare or obsolete), from Anglo-French *negatif* (early 14c.), Old French *negatif* (13c.) and directly from Latin *negativus* “that which denies,” from *negat-*, past-participle stem of *negare* “deny, say no” (see *deny*).

*Etym.* (adj.) Old English *leornung* “study, action of acquiring knowledge,” verbal noun from *leornian* (see *learn*). Meaning “knowledge acquired by systematic study, extensive literary and scientific culture” is from mid-14c. *Learning curve* attested by 1907.

**Definition**

- “When stress among students occurs, and when knowledge and abilities are not properly developed” (Dormann, Demerouti, & Bakker, 2017).

- “The acquisition of erroneous conceptual and procedural knowledge and understanding from unwarranted information, which leads to faulty mental models and reasoning…” (Zlatkin-Troitschanskaia, & Brückner, 2017).

**Compare to:** TRAINING SCARS

**Never Event** \ˈne-va-r \ ˈi-vent \ noun

*Etym. never* (adv.) “Middle English never, from Old English *nafre* “not ever, at no time,” a compound of *ne* “not, no” (from PIE root *ne-* “not”) + *afre* “ever” (see *ever*). Early used as an emphatic form of not (as still in *never mind*). Old English, unlike its modern descendant, had the useful custom of attaching *ne* to words to create their negatives, as in *nabban* for *na habban* “not to have.” “Italian *giappai*, French *jamais*, Spanish *jamas* are from Latin *iam* “already” + *magis* “more;” thus literally “at any time, ever,” originally with a negative, but this has been so thoroughly absorbed in sense as to be formally omitted.”

*Etym. event* (n.) “1570s, “the consequence of anything” (as in *in the event that*); 1580s, “that which happens;” from Middle French event from Latin *eventus* “occurrence, accident, event, fortune, fate, lot, issue,” from past participle stem of *evenire* “to come out, happen, result,” from assimilated form of *ex-* “out” (see *ex*) + *venire* “to come,” from a suffixed form of PIE root *gwa*- “to go, come.” “Meaning a contest or single proceeding in a public sport” is from 1865. *Events as the course of events* is attested from 1842. *Event horizon* in astrophysics is from 1969.”

**Definition**

- “A serious and costly” error “in the provision of healthcare services that should never happen” (Centers for Medicare & Medicaid Services [CMS], 2006); an example is when the wrong body part is operated on (Agency for Healthcare Research and Quality [AHRQ], 2019; CMS, 2006).

- The term has expanded to mean other serious and most often, preventable errors (AHRQ, 2019).

- In relation to simulation-based education, avoidance of such errors is the basis for training and/or assessment.

**Compare also:** ADVERSE EVENT, ERROR, NEAR MISS

**Non-technical Skills** \ˈnɒn \ ˈtek-ni-kəl \ skilz \ noun

*Etym. techno* word-forming element meaning “art, craft, skill,” later “technical, technology,” from Latinized form of Greek *tekhno-*, combining form of tekhne “art, skill, craft in work; method, system, an art, a system or method of making or doing.”

*Etym. skill* (n.) late 12c., “power of discernment,” from Old Norse skil “distinction, ability to make out, discernment, adjustment;” related to skilja (v.) “to separate; discern, understand,” from Proto-Germanic *skaljo. Sense of “ability, cleverness” first recorded early 13c.

**Definition**

- In the healthcare field, the skills of communication, (patient-provider, team) leadership, teamwork, situational awareness, decision-making, resource management, safe practice, adverse event minimization/mitigation, and professionalism; also known as behavioral skills or teamwork skills (ASSH).

- Interpersonal skills that include: communication skills; leadership skills; teamwork skills; decision-making skills; and situation-awareness skills (Australian Radiation Protection and Nuclear Safety Agency, n.d.)

- Social, cognitive and personal skills that can enhance the way you or your staff carry out technical skills, tasks, and procedures. By developing these skills, people in safety-critical roles can learn how to deal with a range of different situations (Rail Safety and Standards Board, 2019).

- Non-technical skills are the cognitive (decision-making, situation awareness) and interpersonal (communication, teamwork, leadership) skills that underpin technical proficiency, and are considered particularly important for preventing errors. Non-technical skills include communication, leadership and followership, decision-making, situation awareness, and task-management (Pires et al., 2017).

**Compare:** BEHAVIORAL SKILLS
Objective Structured Clinical Examination (OSCE)

\[ \text{objective} \quad \text{structured} \quad \text{clinical} \quad \text{examination} \]

**Definition**
- An approach to the assessment of clinical or professional competence in which the components of competence are assessed in a planned or structured way with attention being paid to the objectivity of the examination (Harden, 1988).
- A station or series of stations designed to assess performance competency in individual clinical or other professional skills. Learners are evaluated via direct observation, checklists, learner presentation, or written follow-up exercises. The examinations may be formative and offer feedback or summative and be used for making high stakes educational decisions (Lewis et al, 2017).
- A method of assessment where learners perform specific skills and behaviors in a simulated work environment.

Operations Specialist

\[ \text{operation} \quad \text{specialty} \]

**Definition**
- An individual whose primary role is the implementation and delivery of a simulation activity through the application of simulation technologies such as, computers, audio-visual (AV), or networking technologies.
- An inclusive “umbrella” term that embodies many different roles within health care simulation operations, including simulation technician, simulation technology specialist, simulation specialist, simulation coordinator, and simulation AV specialist. While many of these individuals also design simulation activities, this term refers to the functional role related to the implementation of the simulation activities (SSH).

Orientation

\[ \text{orientation} \]

**Definition**
- The process of giving participants information prior to a simulation event to familiarize them with a simulation activity or environment, such as center rules, timing, and how the simulation modalities work, with the intent of preparing the participants.
- An activity that occurs prior to a simulation activity in order to prepare the faculty/instructors or learners; for example, a PowerPoint presentation that all participants must review to understand how the center operates, or how the activity is being conducted.
Participant \ pahr-tis-uh-puh nt \ noun

Etym. 1560s, from Middle French participant, from Latin participantem (nominative participans), present participle of participare “to share in, partake of” from particeps “sharing, partaking.”

Definition

• In health care simulation, a person who engages in a simulation activity for the purpose of gaining or demonstrating mastery of knowledge, skills, and/or attitudes of professional practice (INACSL, 2013).

• A person engaged in a simulation activity or event and for those involved in simulation research.

Patient Simulator \ pey-shuh nt \ sim-yuh-ley-ter \ noun

Etym. patient (n.) “suffering or sick person under medical treatment,” late 14c.

Etym. simulator (n.) 1835, of persons, from Latin simulator “a copier, feigner,” agent noun from simulare “imitate,” from stem of similis “like”. In reference to training devices for complex systems, from 1947 (flight simulator). simulated (adj.) 1620s, “feigned,” past participle adjective from simulate (v.). Meaning “imitative for purposes of experiment or training” is from 1966 (agent noun simulator in the related sense dates from 1947. In commercial jargon, “artificial, imitation” by 1942.

Definition

• Life-like, anatomically correct, computer-driven manikin with physiologic responses that mimic real patients (Ober, 2009).

• High- or low-fidelity full-body manikins controlled by instructors to create a structured learning environment in a clinically realistic setting where learning can take precedence over patient care (Good, 2003).

• Ed note: while these definitions are manikin-oriented, the reader should consider other simulators as meeting the concepts of these definitions.

See also: MANIKIN, SIMULATOR

Physical Examination Teaching Associates (PETAs or PTAs)

\ fi-zi-kəl \ ig-, za-mə- ’nä-shən \ tē-chiŋ \ a- ’sō-shē-, āt-sē- \ noun

Etym. physical (n.) (adj.) n. “a physical examination,” by 1934, from physical (adj.).”” adj. “early 15c., “of or pertaining to material nature” (in medicine, opposed to surgical), from Medieval Latin physicalis “of nature, natural,” from Latin physica “study of nature” (see physic). Meaning “pertaining to matter” is from 1590s; meaning “having to do with the body, corporeal” is attested from 1780. Meaning “characterized by bodily attributes or activities” is attested from 1970. Physical education first recorded 1838; abbreviated form phys ed is from 1955. Physical therapy is from 1922. Related: Physically

Etym. examination (n.) “late 14c., “action of testing or judging; judicial inquiry,” from Old French examinacion, from Latin examinationem (nominative examinatio), noun of action from past-participle stem of examinare “to weigh; to ponder, consider” (see examine). Sense of “test of knowledge” is attested from 1610s.”

Etym. teaching (n.) “Old English tecunge “act of teaching,” verbal noun from teach (v.). As “that which is taught” from c. 1300.”

Etym. associates (n.) associate “1530s, “a partner in interest or business,” from associate (adj.). Meaning “one admitted to a subordinate degree of membership” is from 1812.”

Definition

• Standardized patients who are specifically trained to teach, assess, and provide feedback to learners about physical examination techniques. They also address the communication skills needed to provide a comfortable exam in a standardized manner, while using their bodies to instruct in a supportive, non-threatening environment (Lewis et al, 2017).

• An individual who is trained to teach and provide feedback on basic physical exam techniques and process; serves as coach and as a model (is the instructor and patient) (The John Hopkins University, 2019).

• The person may also serve in the role as evaluator and is considered under the larger category of simulated participants (Lewis et al., 2017).

• Also referred to at some institutions as PTA (Physical Training Assistants) or PI (Patient Instructors) (East Carolina University, 2019).
Physical Fidelity ˈfi-zə-kəl\ fə-ˈde-lə-tē, fī-\ noun

Etym. physical early 15c., “of or pertaining to material nature” (in medicine, opposed to surgical), from Medieval Latin physicalis “of nature, natural,” from Latin physica “study of nature” (see physic). Meaning “pertaining to matter” is from 1590s; meaning “having to do with the body, corporeal” is attested from 1780. Meaning “characterized by bodily attributes or activities” is attested from 1970. Physical education first recorded 1838; abbreviated form physical is from 1955. Physical therapy is from 1922. Related: Physically.

Definition

• A level of realism associated with a particular simulation activity.

• The degree to which the simulation looks, sounds, and feels like the actual task (Alexander, Brunyé, Sidman, & Weil, 2005).

See also: ENVIRONMENTAL FIDELITY, FIDELITY, REALISM

Physiologic Modeling \fiz-ee-uh-loj-i-k \ mod-l-ing \ noun

Etym. physiology (n.) 1560s, “study and description of natural objects,” from Middle French physiologie or directly from Latin physiologia “natural science, study of nature,” from Greek physiologia “natural science, inquiry into nature,” from physio- “nature” + logia “study.” Meaning “science of the normal function of living things” is attested from 1610s. Related: Physiologic; physiologist.

Etym model. Sense of “thing or person to be imitated” is 1630s.

Definition

• The mathematical computer models governing complex human physiology in a simulated patient case so that reasonable responses occur automatically to events inputted into the program. For example: a pharmacodynamic model could predict effects of drugs on heart rate, cardiac output, or blood pressure and display them on a simulated clinical monitor. (Howard Schwid, Rosen, 2013).

• A computer model that allows for a method of operation in which an operator inputs a value to a given parameter, and it automatically adjusts the other variables in a physiologically realistic manner (Palaganas, Maxworthy, Epps, and Mancini, 2015).

Compare: MANUAL INPUT, PREPACKAGED SCENARIO, "RUNNING ON THE FLY"

Pilot Test ˈpī-lat \ ‘test\ verb

Etym. pilot (v.) 1640s, “to guide, lead;” 1690s, “to conduct as a pilot,” from pilot (n.) or from French pilote.

Etym. test (v.) 1748, “to examine the correctness of,” from test (n.), on the notion of “put to the proof.” Earlier “assay gold or silver” in a test (c. 1600). Meaning “to administer a test” is from 1939; sense of “undergo a test” is from 1934.

Definition

• A small-scale, short-term effort designed to provide data about the feasibility of a simulation prior to large-scale implementation.

• Trial of simulation operations, scenarios, procedures, and teaching methods on a smaller scale to determine acceptability, identify feasibility concerns, and refine processes prior to full implementation.

• A phase that includes review of the scenario to gain “clarification from experts and participants” (Rizzolo, 2014, p. 114).

• Explores the feasibility of the proposed application pertaining to such things as: recruitment, methods, and procedures (Leon, Davis, & Kraemer, 2010).

• An assessment of the feasibility and acceptability of the proposed design and procedure (Feeley et al, 2009).

See also: ALPHA and BETA TESTING, DRY RUN
Consider also: DRESS REHEARSAL, RUN THROUGH, SIMULATION VALIDATION, WALK THROUGH

Portable Simulator \pawr-tuh-buh l \ sim-yuh-ley-ter \ noun

Etym. portable (adj.) Early 15c., from French portable “that can be carried,” from Late Latin portabilis “that can be carried,” from Latin portare “to carry.” Related: Portability.

Etym. simulator (n.) 1835, of persons, from Latin simulator “a copier, feigner,” agent noun from simulare “imitate,” from stem of similis “like.” In reference to training devices for complex systems, from 1947 (flight simulator); simulated (adj.) 1620s, “feigned,” past participle adjective from simulate (v.). Meaning “imitative for purposes of experiment or training” is from 1966 (agent noun simulator in the related sense dates from 1947). In commercial jargon, “artificial, imitation” by 1942.

Definition

• A simulator that has the capabilities of being moved, and may also be able to operate independently of tethers such as power cords or communication cables.

See also: MOBILE SIMULATOR
Prebrief (Prebriefing) noun

Etymology brief (n.) “fact or situation of giving preliminary instructions,” 1910 (but popularized by World War II pre-flight conferences).

Definition
- An information or orientation session held prior to the start of a simulation activity in which instructions or preparatory information is given to the participants. The purpose of the prebriefing is to set the stage for a scenario, and assist participants in achieving scenario objectives.
- The time used by educators, researchers, facilitators, or staff to plan their roles prior to the simulation. Suggested activities in a prebriefing include an orientation to the equipment, environment, manikin, roles, time allotment, objectives, and patient situation. For example: Before starting the simulation session, there is a prebriefing where the equipment and its capabilities are reviewed and they are reminded of the equipment available to them in the room (INACSL, 2013).
- The collaboration and planning of co-facilitators/co-debriefers prior to the simulation activity. See also: BACK STORY, BRIEF/BRIEFING, ORIENTATION

Prepackaged / Preprogrammed Scenario noun

Etymology scenario (n.) 1868, “sketch of the plot of a play,” from Italian scenario, from Late Latin scenarius “of stage scenes,” from Latin scena “scene.” Meaning “imagined situation” is first recorded 1960, in reference to hypothetical nuclear wars.

Definition
- A method of operation in which the simulator is programmed to be in one state and to respond to an input and transition to another state based on a script or algorithm.
- A scenario where a script will assign initial values (such as heart rate, blood pressure, emotional state, or concern) at the start of the scenario that will require specific actions by the participant or certain time frames, for the scenario to transition to the next state (Palaganas, Maxworthy, Epps, & Mancini, 2015).

Compare: PROCEDURAL SIMULATION

Procedural Simulation noun

Etymology simulation (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

Definition
- The use of a simulation modality (for example, task trainer, manikin, computer) to assist in the process of learning to complete a technical skill(s), or a procedure, which is a series of steps taken to accomplish an end (INACSL).
- A simulation that incorporates cognitive knowledge and technical skill into a precise sequence of actions that are safe and efficient, targeting any level of learner (Palaganas, Maxworthy, Epps, & Mancini, 2015).

Compare: PROCESS-ORIENTED SIMULATION

Process-Oriented Simulation noun

Etymology simulation (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

Definition
- A simulation in which the process is considered more important than the outcome. For example, a model of a radar system in which the objective is to replicate exactly the radar’s operation, and duplication of its results is a lesser concern (M&S Glossary).
- In health care, the use of simulation to examine the process of care rather than the outcome of care. For example: using simulation to re-create an emergency in a patient area to see what latent safety threats exist, such as poor availability of patient equipment, inadequate emergency call buttons, or unsafe obstacles.

Compare: PROCEDURAL SIMULATION

Prompt noun

Etymology (noun) mid-14c., prompten, from Latin promptus, past participle of promere “to bring forth,” from pro”forward” (from PIE root *per- (1) “forward”) + emere “to take” (from PIE root *em- “to take, distribute”). Theatrical sense of “to assist a speaker with lines” is first recorded early 15c. Related: Prompted; prompting.

Definition
- (noun) A cue given to a participant in a scenario (Meakim et al. 2013).
- (noun) A word or phrase spoken as a reminder to an actor of a forgotten word or line (Dictionary.com).
- (verb) (of an event or fact) cause or bring about (an action or feeling) (Dictionary.com).
- (verb) Assist or encourage (a hesitating speaker) to say something (Dictionary.com).

See also: CUE/CUEING
**Prop** \ prop \ noun

Etym. **prop** (n.) “object used in a play,” 1898, from props (1841), shortened form of properties (which was in theatrical use from early 15c.).

**Definition**

- In simulation, an element or accessory used in a given scenario to enhance realism, or to provide a cue to learners.
- A physical object used as an interface to a virtual world; a prop may be embodied by a virtual object and might have physical controllers mounted on it (Australian Department of Defense).

**Psychological Fidelity** \ syh-kuh-loj-i-kuh l fə-ˈde-lə-tē \ noun

Etym. **psychology** (n.) 1650s, “study of the soul,” from Modern Latin psychologia, probably coined mid-16c. in Germany by Melanchthon from Latinized form of Greek psyche- “breath, spirit, soul” + logia “study of.” Meaning “study of the mind” first recorded 1748, from Christian Wolff’s “Psychologia empirica” (1732); main modern behavioral sense is from early 1890s.

Etym. **fidelity** (n.) early 15c., “faithfulness, devotion,” from Middle French fidélité (15c.), from Latin fidelitatem (nominative fidelitas) “faithfulness, adherence, trustiness,” from fidelis “faithful, true, trusty, sincere,” from fides “faith.” From 1530s as “faithful adherence to truth or reality;” specifically of sound reproduction from 1878.

**Definition**

- A level of realism associated with a particular simulation activity.
- The extent to which the simulated environment evokes the underlying psychological processes necessary in the real-world setting (Dieckmann et al., 2008).
- The degree of perceived realism, including psychological factors such as emotions, beliefs, and self-awareness of participants in simulation scenarios (Dieckmann et al., 2008).

See also: FIDELITY, REALISM

**Psychological Safety** \ syh-kuh-loj-i-kuh l seyf-tee \ noun

Etym. **psychology** (n.) 1650s, “study of the soul,” from Modern Latin psychologia, probably coined mid-16c. in Germany by Melanchthon from Latinized form of Greek psyche- “breath, spirit, soul” + logia “study of.” Meaning “study of the mind” first recorded 1748, from Christian Wolff’s “Psychologia empirica” (1732); main modern behavioral sense is from early 1890s.

Etym. **safety** (n.) early 14c., from Old French sauveté “safety, safeguard; salvation; security, surety,” earlier salvetet (11c., Modern French sauveté), from Medieval Latin salvitatem (nominative salvitas) “safety,” from Latin salvsus.

**Definition**

- A feeling (explicit or implicit) within a simulation-based activity that participants are comfortable participating, speaking up, sharing thoughts, and asking for help as needed without concern for retribution or embarrassment.
- The perception of members of the team that the team is safe for risk taking, and mistakes will be considered learning opportunities rather than there being embarrassment or punitive consequences (Edmondson, 1999; Higgins et al, 2012).

See also: SAFE LEARNING ENVIRONMENT, SIMULATION ENVIRONMENT

Compare: PSYCHOLOGICAL RISK

**Psychological Risk** \ syh-kuh-loj-i-kuh l risk \ noun

Etym. **psychological** (adj.) “1680s; see psychology + -ical. Related: Psychologically. Psychological warfare recorded from 1940. Psychological moment was in vogue from 1871, from French moment psychologique “moment of immediate expectation of something about to happen.””

“The original German phrase, misinterpreted by the French & imported together with its false sense into English, meant the psychic factor, the mental effect, the influence exerted by a state of mind, & not a point of time at all, das Moment in German corresponding to our moment, not our moment. [Fowler]”
Realism \ rēəˌlizəm \ noun

Note: this term often used synonymously with fidelity but not all agree these are the same

Etym. realism (n.) 1794, from real (adj.) + -ism; after French réalisme or German Realismus; from Late Latin realis “real.” Meaning “close resemblance to the scene” (in art, literature, etc., often with reference to unpleasant details) is attested from 1856.

Definition
• The ability to impart the suspension of disbelief to the learner by creating an environment that mimics that of the learner’s work environment; realism includes the environment, simulated patient, and activities of the educators, assessors, and/or facilitators (SSH).

• A statement about the similarity of something (a ‘copy’) to something else (the ‘original’) (Dieckmann, Gaba, & Rall, 2007).

• The quality or fact of representing a person, thing, or situation accurately in a way true to life; this enables participants to act “as if” the situation or problem was real.

• Refers to the physical characteristics of the activity, semantical aspects of the activity (theories and conceptual relations – if A happens then B occurs), and/or the phenomenal aspects of the activity (emotions, beliefs, and thoughts experienced).

See also: GUIDED REFLECTION

Reliability \ ri-lahy-uh-bil-i-tee \ noun

See: SIMULATION RELIABILITY

Risk Management \ 'risk \ 'ma-nij-mant \ noun

Etym. risk (n.) 1660s, rísque, from French risque (16c.), from Italian risco, rísco (modern ríschio), from risicare “run into danger,” of uncertain origin. The Englished spelling first recorded 1728. Spanish riesgo and German Risiko are Italian loan-words. With run (v.) from 1660s. Risk aversion is recorded from 1942; risk factor from 1906; risk management from 1963; risk taker from 1892.

Etym. management (n.) 1590s, “act of managing by direction or manipulation,” from manage + -ment. Sense of “act of man aging by physical manipulation” is from 1670s. Meaning “governing body, directors of an undertaking collectively” (originally of a theater) is from 1739.

Definition
• “Proactive management of risk” that increases the rate of successful implementation. (Zakari et al, 2017).

• Managing factors that can result in success or loss within a project. (Sonchan & Ramingwong, 2015).

Reflective Thinking \ ri-flek-tiv \ thing-king \ noun

Etym. reflection (n.) Of the mind, from 1670s. Meaning “remark made after turning back one’s thought on some subject” is from 1640s.

Definition
• The engagement of self-monitoring that occurs during or after a simulation experience; this self-monitoring is performed by participants during or after a simulation experience.

• A process to assist learners in identifying their knowledge gaps and demonstrating the areas in which they may need further improvement; it requires active involvement in the simulation and facilitator guidance to aid in this process (Rodgers, 2002; Decker et al., 2008; Kuiper & Pesut, 2004).
Role Player \ rolh-play- r \ noun

Etym. role (n.) “part or character one takes,” c. 1600, from French rôle “part played by a person in life,” literally “roll (of paper) on which an actor’s part is written,” from Old French rolle.

Etym. player (n.) Old English plegere, agent noun from play (v.). Stage sense is from mid-15c.

Definition

- One who assumes the attitudes, actions, and discourse of (another), especially in a make-believe situation, in an effort to understand a differing point of view or social interaction. For example: Nursing students were given a chance to role play a patient or a surgeon. This term is sometimes used interchangeably with the terms ‘simulated’ and ‘standardized patient’ and may include medical, nursing, or other health professionals. (Victorian Simulated Patient Network).

See also: ACTOR, CONFEDERATE, EMBEDDED PARTICIPANT, SIMULATED PATIENT, SIMULATED PERSON, STANDARDIZED PATIENT.

“Running on the Fly” \ ruhn-ing \ on \ th uh \ flahy \ noun

Definition

- The method of operation for running a simulation whereby the operator changes the parameters of the scene, the standardized patient, or the simulator as the scenario unfolds; the changes are dependent on the observations and knowledge of the instructor or the operator, which is based on the actions of the participant.
- Running a simulation with minimal planning and preparation; a more impromptu type of simulation experience.

Compare to: MANUAL INPUT, PHYSIOLOGIC MODELING, PREPACKAGE SCENARIO
**Safe Learning Environment**

\ˈsāf\ ˈlərn\ en·vi·ron·ment\ in·ˈvī-rə(n)-ment \ *noun*

*Etym. safe (adj.) not able or likely to be hurt or harmed in any way; not in danger.*

*Etym. environment (n.) the conditions that surround someone or something; the conditions and influences that affect the growth, health, progress, etc., of someone or something.*

**Definition**

- A learning environment where it is clarified that learners feel physically and psychologically safe to make decisions, take actions, and interact in the simulation.
- A learning environment of mutual respect, support, and respectful communication among leaders and learners; open communication and mutual respect for thought and action encouraged and practiced.

*See also:* PSYCHOLOGICAL SAFETY

**Scenario** \ˈsi-nair-ee-oh \ *noun*

*Etym. (n.) 1868, “sketch of the plot of a play,” from Italian scenario, from Late Latin scenarius “of stage scenes,” from Latin scena “scene.” Meaning “imagined situation” is first recorded 1960, in reference to hypothetical nuclear wars.*

**Definition**

- A simulation presented on a computer screen using graphical images and text, similar to popular gaming format, where the operator interacts with the interface using keyboard, mouse, joystick, or other input device.
- The programs can provide feedback to, and track actions of learners for assessment, eliminating the need for an instructor (Ventre & Schwid, in Levine Chapter 14).
- A computer-generated video game simulator that can create scenarios that require real-time decisionmaking (Bonnetain, Biese, et al., 2009).

*See also:* COMPUTER-BASED SIMULATION, SIMULATOR

**Screen-based Simulation / Screen-based Simulator**

\ˈskrīb\ noun / verb \ˈskribiNG\ *noun*

*Etym. screen (n.) Meaning “flat vertical surface for reception of projected images” is from 1810, originally in reference to magic lantern shows; later of movies. Related screenshot (n.) by 1991, from (computer) screen (n.) + shot (n.) in the photograph sense.*

*Etym. simulation (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.*

*Etym. simulator (n.) 1835, of persons, from Latin simulator “a copier, feigner,” agent noun from simulare “imitate,” from stem of similis “like.” In reference to training devices for complex systems, from 1947 (flight simulator); simulated (adj.) 1620s, “feigned,” past participle adjective from simulate (v.). Meaning “imitative for purposes of experiment or training” is from 1966 (agent noun simulator in the related sense dates from 1947). In commercial jargon, “artificial, imitation” by 1942.*

**Definition**

- The scripts, stories, or algorithms created for instructing the participants, including the simulators (human or robotic), on how to interact with the students.
- The description of an exercise (including initial conditions) of events for a simulation that includes details for everyone taking part.
- An initial set of conditions and timeline of significant events imposed on trainees or systems to achieve exercise objectives (M&S Glossary).

*See also:* CLINICAL SCENARIO, SCRIPT SIMULATED-BASED LEARNING EXPERIENCE, SIMULATION ACTIVITY

**Scribe / Scribing**

*Etym. special use of Latin scriba “keeper of accounts, secretary, writer,” from past participle stem of scribere “to write.” Sense “one who writes, official or public writer” in English is from late 14c.*

**Definition**

- The act of making notes about a scenario and documenting the actions taken or not taken.
Script \ skript \ noun

Etym. (n.) late 14c., “something written.” Meaning “handwriting” is recorded from 1860. Theatrical use, short for manuscript, is attested from 1884.

Definition
- The written plan for a simulation event that includes various sets of topics, subtopics, skills, and triggers that will create the situation to induce the desired observable behaviors by the participant(s).
- A preordained series of actions based on the time and sequence of specific events.
- A written set of instructions providing a detailed plan of action for a simulation case; similar to a theatrical play.
- The lines to be spoken by operators, embedded actors, or simulated patients during a simulation event.
- A computer script is a list of commands that are executed by a certain program or scripting engine. Scripts may be used to automate processes on a local computer or to generate web pages on the Web. (https://techterms.com/definition/script)

See also: CLINICAL SCENARIO, SCENARIO SIMULATED-BASED LEARNING EXPERIENCE, SIMULATION ACTIVITY

Sequential Simulation
\ si-ˈkwen(t)-shəl \ sim-yuh-ley-shuh n \ noun

Etym. sequential (adj.) “1816, from Late Latin sequentia (see sequence) + -al (1). Related: Sequentially.”

Etym. simulation (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

Definition
- A concept defined as “physically simulated trajectories of care” (Weldon, Kneebone, & Bello, 2016, p. 78); in this type of simulation, “elements of a patient’s care pathway” are incorporated “into a scenario-based simulation using real clinicians and simulated patients in order to create a simulated experience from a patient’s perspective” (Weldon, Kneebone, & Bello, 2016, p. 78-79).
- Where the different components of care are re-created; may include transitions of time and different scenes (Weil et al, 2018). The focus is on the patient’s journey and the effect of the care on the patient (Weil et al, 2018).

Compare: DISCRETE SIMULATION, DURATIONAL SIMULATION

Serious Games \ seer-ee-uh s \ geymz \ noun

Etym. serious (adj.) mid-15c., “expressing earnest purpose or thought” (of persons), from Middle French sérieux “grave, earnest” (14c.), from Late Latin seriosus, from Latin serio “weighty, important, grave.” Gothic….”honored, esteemed,” literally “weighty.” Meaning “attended with danger” is from 1800.

Etym. games (n.) 1200, from Old English gamen “joy, fun; game, amusement,” “participation, communion.” “contest for success or superiority played according to rules” is first attested c. 1200 (of athletic contests, chess, backgammon).

Definition
- A mental contest played with a computer in accordance with specific rules, which uses entertainment to further training, education, health, public policy, and strategic communication objectives (Zyda, 2005).
- A game designed for a primary purpose other than pure entertainment. Serious games have an explicit and carefully thought out educational purpose, and are not intended to be played primarily for amusement (Michael and Chen, 2006). Serious games are simulations of real-world events, or processes designed for the purpose of solving a problem.
- In the defense context, serious games are used to rehearse, train, or explore military options in a simulation of real-world events or processes (Australian Dept. of Defense).
- The “serious” adjective is generally appended to refer to products used by industries like defense, education, scientific exploration, healthcare, emergency management, city planning, engineering, religion, and politics.

See also: GAMEIFICATION, SIMULATOR

Shared Mental Model \ shaird \ men-tl\ mod-l\ noun

Etym. share (n.) (v.) 1580s, “to apportion to someone as his share; to apportion out to others; to enjoy or suffer (something) with others,” from share. Meaning “to divide one’s own and give part to others” is recorded from 1590s. Related: Shared, sharer, sharing

Etym. mental (adj.) early 15c., “pertaining to the mind,” from Middle French mental, from Late Latin mentalis “of the mind,” from Latin mens (genitive mentis) “mind;” cognates: Sanskrit matih “thought, mind;” Old English gemynd “memory, remembrance.”

Etym. model. Sense of “thing or person to be imitated” is 1630s.

Definition
- A means of describing that each participant in a simulation has a shared understanding of the purpose and process of the simulation activity and participants’ roles.
- The knowledge framework of the relationships between the task the team is engaged in and how the team members will interact. For example: this framework facilitates a team’s ability to predict what team members will do when faced with a task, and what they will need to do it.
• A framework whereby an individual team member develops a perception of the situation, it is shared, allowing the team to reflect on the information and revise their situational awareness and their own mental model based on new information. For example: Sharing can be done by vocalizing observations, calling out information, using a structured time-out to communicate new information, and thinking out loud to allow others to relate and appreciate the associations, assessments, and plans. Shared mental models facilitate collaboration, and are crucial when team communication in a situation is difficult (due to time pressure, etc.).

**Definition**

• 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 gestalt of the patient being simulated; not just the history, but the body language, the physical findings, and the emotional and personality characteristics as well (Barrows, 1987). Often used interchangeably with standardized patients in the USA and Canada, but in other countries simulated patient is considered a broader term than standardized patient, because the simulated patient scenario can be designed to vary the SP role in order to meet the needs of the learner.

• An individual who is trained to portray a real patient in order to simulate a set of symptoms or problems used for health care education, evaluation, and research (Society for Simulation in Healthcare).

• SPs can be used for teaching and assessment of learners, including but not limited to history/consultation, physical examination, and other clinical skills in simulated clinical environments. SPs can also be used to give feedback and evaluate learner performance (Lewis et al, 2017).

**See also:** ACTOR, CONFEDERATE, EMBEDDED PARTICIPANT, ROLE PLAYER, SIMULATED PERSON, STANDARDIZED PATIENT.

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**Simulated-Based Learning Experience**

*Etym. simulated* (adj.) 1620s, “feigned,” past participle adjective from simulate (v.). Meaning “imitative for purposes of experiment or training” is from 1966; commercial jargon, “artificial, imitation” by 1942.

*Etym. learning* (n.) Old English leornung “learning, study,” from leornian. Learning curve attested by 1907.

*Etym. experience* (v.) 1530s, “to test, try, learn by practical trial or proof;” (n.). Sense of “feel, undergo” first recorded 1580s. Related: Experienced; experiences; experiencing.

*Etym. experience* (n.) late 14c., “observation as the source of knowledge; actual observation; an event which has affected one,” from Old French experience “experiment, proof, experience” (13c.), from Latin experientia “a trial, proof, experiment; knowledge gained by repeated trials,” Meaning “state of having done something and gotten handy at it” is from late 15c.

**Definition**

• An array of structured activities that represent actual or potential situations in education and practice. These activities allow participants to develop or enhance their knowledge, skills, and attitudes, or to analyze and respond to realistic situations in a simulated environment. (Pilcher, Goodall, Jensen, et al., 2012).

**See also:** CLINICAL SCENARIO, SCENARIO, SIMULATION ACTIVITY

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**Simulated Patient (SP)**

*Etym. simulated* (adj.) 1620s, “feigned,” past participle adjective from simulate (v.). Meaning “imitative for purposes of experiment or training” is from 1966; commercial jargon, “artificial, imitation” by 1942.

*Etym. patient* (n.) “suffering or sick person under medical treatment,” late 14c., from Old French pacient (n.), from the adjective, from Latin patientem.

**Definition**

• A person who portrays a patient (simulated patient), family member, or health care provider in order to meet the objectives of the simulation; a simulated person may also be referred to as a standardized patient/family/health care provider if they have been formally trained to act as real patients in order to simulate a set of symptoms or problems used for health care education, evaluation, and research. Simulated persons often engage in assessment by providing feedback to the learner (Palaganas, et al., 2012).

**See also:** CONFEDERATE, EMBEDDED PARTICIPANT, ROLE PLAYER, SIMULATED PATIENT, STANDARDIZED PATIENT, STANDARDIZED/ SIMULATED PARTICIPANT

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**Simulated/Synthetic Learning Methods**

*Etym. simulated* (adj.) 1620s, “feigned,” past participle adjective from simulate (v.). Meaning “imitative for purposes of experiment or training” is from 1966; commercial jargon, “artificial, imitation” by 1942.

*Etym. synthetic* (adj.) 1690s, as a term in logic, “deductive,” from French synthétique (17c.) and directly from Modern Latin syntheticus, from Greek synthetikos “skilled in putting
Simulation / Scenario-based learning - Learners interact with people, simulators, computers, or task trainers to accomplish learning goals that are representative of the learner’s real-world responsibilities. The environment may resemble the workplace. Depending on the learning objectives, realism can be built into the equipment or the environment.

- **Standardized/Simulated Patient** - see Standardized/Simulated Patient. Role play - see Role Play.
- **Debriefing** - see Debriefing.
- **Multimodal formats** - see Multiple Modality.

See also: MODALITY, TYPOLOGY

Simulation-Enhanced Interprofessional Education / (Sim-IPE)

Etym. **simulation** (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

**Definition**

- The action or process of teaching someone especially in a school, college, or university; the knowledge, skill, and understanding that you get from attending a school, college, or university; a field of study that deals with the methods and problems of teaching.

Simulation-Enhanced Interprofessional Education (Sim-IPE)occurs when participants and facilitators from two or more professions are engaged in a simulated health care experience to achieve shared or linked objectives and outcomes (Decker, et al., 2015). It is designed for the individuals involved to “learn about, from and purpose of practice, learning, evaluation, testing, or to gain understanding of systems or human actions.

- An educational technique that replaces or amplifies real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner (Gaba, 2004).
- A pedagogy using one or more typologies to promote, improve, or validate a participant’s progression from novice to expert (INACSL, 2013).
- The application of a simulator to training and/or assessment (SSH).
- A method for implementing a model over time.

See also: HEALTHCARE SIMULATION

Simulation Activity / sim-yuh-ley-shuh n / ak-tiv-i-tee / noun

Etym. **simulation** (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

**Definition**

- The entire set of actions and events from initiation to termination of an individual simulation event; in the learning setting, this is often considered to begin with the briefing (prebriefing) and end with the debriefing.
- All the elements in a simulation session, including the design and setup required.

See also: CLINICAL SCENARIO, SCENARIO SIMULATED-BASED LEARNING EXPERIENCE

Simulation \\sim-yuh-ley-shuh n \\ noun

Etym. **simulation** (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

**Definition**

- A technique that creates a situation or environment to allow persons to experience a representation of a real event for the
with each other to enable effective collaboration and improve health outcomes” (WHO, 2010, p.13).

- A collaborative educational approach that brings together health care professionals of varying specialties in a simulation environment engaging learners in an interprofessional teamwork model (Decker et. al., 2008).
- A simulation environment of equal and mutual respect and recognition of each team member’s knowledge and skills.

**Simulation Environment / Simulation Learning Environment / Synthetic Learning Environment (SLE)**

**Etym. simulation (n.)** noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

**Etym. synthetic (adj.)** 1690s, as a term in logic, “deductive,” from French synthétique (17c.) and directly from Modern Latin syntheticus, from Greek synthetikos “skilled in putting together, constructive,” from synthetos “put together, constructed, compounded,” past participle of syntithenai “to put together” (see synthesis). Related: Synthetic (1620s in logic).

**Etym. learning (n.)** Old English leornung “learning, study,” from leornian.


**Definition**

- The physical setting where simulation activities may take place, inclusive of the people and equipment that form part of the simulation experience.
- A location where a simulation-based learning experience takes place, and where a safe atmosphere is created by the facilitator to foster sharing and discussion of participant experiences without negative consequences.
- A context for learning that consists of a controlled and shielded representation of real-world situations, and a set of educational methods and procedures in which trainees feel simultaneously challenged and psychologically safe to practice and reflect on their performance (Rudolph et al., 2007).
- An atmosphere that is created by the facilitator to allow for sharing and discussion of participant experiences without fear of humiliation or punitive action.
- A setting, surrounding, or conditions that reproduce components or aspects of the real-world environment, for the purpose of learning and related activities, and/or research (ASSH).

**See also:** PSYCHOLOGICAL SAFETY

**Simulation Ethics (n.)** noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

**Etym. ethic (n.)** character or pertaining to the character, from Latin (ethica), and is from the Ancient Greek (éthikos). “late 14c. éthik “study of morals,” from Old French étique “ethics, moral philosophy” (13c.), from Late Latin ethica, from Greek ἔθικα philosophia “moral philosophy,” fem. of ἔθικος “ethical, pertaining to character,” from ἔθος “moral character,” related to ēthos “custom” (see ethos). Meaning “moral principles of a person or group” is attested from 1650s. ethics (n.) “the science of morals,” c. 1600, plural of Middle English étik “study of morals” (see ethic). The word also traces to Ta ἔθικα, title of Aristotle’s work. Related: Ethicist.

**Definition**

- A self-imposed formalized code for all simulationists that includes the following values: “Integrity, Transparency, Mutual Respect, Professionalism, Accountability, and Results Orientation” (Park, Murphy, & Code of Ethics Working Group, 2018).
- Is applicable for both simulation facilitators and the participants (learners); based on frameworks and values; includes one’s behaviors and conduct during a simulation-based experience (Lioce, Graham, & Young, 2018).
- A basis for simulations which is to promote patient safety and engage learners/participants (Pinar & Peksoy, 2016).

**Simulation Fidelity (n.)** noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

**Etym. fidelity (n.)** early 15c., “faithfulness, devotion,” from Middle French fidélité (15c.), from Latin fidelitatem (nominative fidelitas) “faithfulness, adherence, trustiness,” from fidelis “faithful, true, trusty, sincere,” from fides “faith”. From 1530s as “faithful adherence to truth or reality,” specifically of sound reproduction from 1878.

**Definition**

- The level of realism associated with a particular simulation activity.
- The physical, semantic, emotional, and experiential accuracy that allows persons to experience a simulation as if they were operating in an actual activity (SSH).
- The believability, or the degree to which a simulated experience approaches reality. Fidelity can involve a variety of dimensions, including (a) physical factors such as environment, equipment, and related tools; (b) psychological factors such as emotions, beliefs, and self-awareness of participants; (c) social factors such as participant and instructor motivation and goals; (d) culture of the group; and (e) degree of openness and trust, as well as participants’ modes of thinking (Rudolph et al., 2007).

**See also:** FIDELITY
**Simulation Guideline**

\( \text{sim-yuh-ley-shuh n \ gahyd-lahyn} \ \text{noun} \)

*Etymology* Simulation (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

*Etymology* Guideline (n.) 1785, “line marked on a surface before cutting,” from guide + line (n.). Meaning “rope for steering a hot-air balloon” is from 1846. In figurative use by 1948.

**Definition**

- A recommendation of the qualities for simulation fidelity, simulation validity, simulation program, or for formative or summative evaluation (SSH).
- A set of procedures or principles that are recommended to assist in meeting standards. Guidelines are not necessarily comprehensive. They provide a framework for developing policies and procedures based on best practice.
- A set of recommendations, incorporating currently known best practice, based on research and/or expert opinion.

**Compare:** SIMULATION STANDARD

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**Simulation Operations**

\( \text{sim-yuh-ley-shuh n \ op-uh-rey-shuh nz} \ \text{noun} \)

*Etymology* Simulation (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

*Etymology* Operations (n.) only singular form (operation) - “late 14c., “action, performance, work,” also “the performance of some science or art,” from Old French operacion “operation, working, proceedings,” from Latin operationem (nominative operari) “a working, operation,” noun of action from past-participle stem of operari “to work, labor” (in Late Latin “to have effect, be active, cause”), from opera “work, effort,” related to opus (genitive operis) “a work” (from PIE root *op- “to work, produce in abundance”).

**Definition**

- “The infrastructure, people, and processes necessary for implementation of an effective and efficient simulation-based education (SBE) program” (The INACSL Standards Committee, 2017, p. 681).
- A term that encompasses “the job duties related to the overall management, delivery, and function of simulation-based education” (Crawford, Bailey, & Steer, 2019, p. 148).

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**Simulation Reliability**

\( \text{sim-yuh-ley-shuh n \ ri-lahy-uh-nil-i-tee} \ \text{noun} \)

*Etymology* Simulation (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

*Etymology* Reliable (adj.) 1560s, raliabill, Scottish; see rely + -able.

**Definition**

- The consistency of a simulation activity, or the degree to which a simulation activity measures in the same way each time it is used under the same conditions with the same participants.
- “Consistency of performance” under the same conditions with similar participants. (Scalese & Hatala, 2014).
- The consistency is “tested by interrater, test-retest, and intra-instrument”(Adamson, 2014, p.155).

**Compare:** SIMULATION VALIDITY

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**Simulation Standard**

\( \text{sim-yuh-ley-shuh n \ stan-derd} \ \text{noun} \)

*Etymology* Simulation (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

**Definition**

- A statement of the minimum requirements for simulation fidelity, validity, formative or summative evaluation, or any other element related to a simulation activity or program (SSH).

**Compare:** SIMULATION GUIDELINE

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**Simulationist**

\( \text{sim-yuh-ley-shuh n \ -ist} \ \text{noun} \)

*Etymology* Simulation (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

**Definition**

- A modeling and simulation professional (Tucker, 2010).
- A person “who is involved, full-time or part-time, in modeling or simulation activities,” for example, develops models to be used for simulation purposes; performs simulation studies; develops simulation software; manages simulation projects; advertises and/or markets simulation products and/or services; maintains simulation products and/or services; promotes simulation-based solutions to important problems; advances simulation technology; and advances simulation methodology and/or theory (Ören, 2000).
- A term used to describe “professionals involved in providing simulation activities, products, and services” (Kardong-Edgren, 2013, p. e561). This can include simulated patient educators, trainers, and standardized or simulated patients (SPs).
- A term for “professionals involved in modelling and simulation activities and/or with providing modelling and simulation products and/or services” (Ören, Elzas, Smit, & Birta, 2002).

**Compare:** DEBRIEFER, FACILITATOR OPERATIONS SPECIALIST, SIMULATION TECHNOLOGY SPECIALIST
### Simulation Technology Specialist

**Etym. simulation** (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

### Simulation Time

**Etym. simulation** (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

### Simulation Tool

**Etym. tool** (n.) “Old English tol “instrument, implement used by a craftsman or laborer, weapon,” from Proto-Germanic *tōwalan “implement” (source also of Old Norse tol), from a verb stem represented by Old English *tawian “prepare” (see taw). The ending is the instrumental suffix -el (1). Figurative sense of “person used by another for his own ends” is recorded from 1660s.”

### Simulation Testing Environment

**Etym. simulation** (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

### See also:

- OPERATIONS SPECIALIST, SIMULATIONIST
- MODALITY
Simulation Validity \sim-yuh-ley-shuh\ n \ vuh-lid-i-tee\ noun

Etym. simulation (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

Definition
- The degree to which a model or simulation accurately represents or measures what it intends to measure. (Scalese and Hatala, 2014).
- In health care simulation, the quality of a simulation or simulation program that demonstrates that the relationship between the process and its intended purpose is specific, sensitive, reliable, and reproducible (Dieckmann, 2009; SSH).
- “The degree to which a test or evaluation tool accurately measures the intended concept of interest” (INACSL Standards Committee, 2016).
- “How well the data measures the construct it is intended to measure” (Adamson, 2014,p.155).

Compare: SIMULATION RELIABILITY

Simulator \sim-yuh-ley-ter\ noun

Etym. simulator (n.) 1835, of persons, from Latin simulator “a copier, feigner,” agent noun from simulare “imitate,” from stem of similis “like”. In reference to training devices for complex systems, from 1947 (flight simulator). simulated (adj.) 1620s, “feigned,” past participle adjective from simulate (v.). Meaning “imitative for purposes of experiment or training” is from 1966 (agent noun simulator in the related sense dates from 1947. In commercial jargon, “artificial, imitation” by 1942.

Definition
- A setting, device, computer program or system that performs simulation (Hancock et al, 2008).
- Any object or representation used during training or assessment that behaves or operates like a given system and responds to the user’s actions (SSHI).
- A device that duplicates the essential features of a task situation. A simulator generally has three elements – a modelled process which represents, emulates, or otherwise simulates a real-world system; a control system; and a human-machine interface which is representative of the inputs found in the real-world system (Australian Department of Defense). Examples include manikins and part-task trainers.

See also: COMPUTER-BASED SIMULATION, MANIKIN, SERIOUS GAMES, SCREEN-BASED SIMULATION, SIMULATED PATIENT, STANDARDIZED PATIENT, TASK TRAINER, VIRTUAL REALITY

Situated Learning \sich-oo-ey-tid\ lur-ning\ noun

Etym. learning (n.) Old English learnung “learning, study,” from learn. Learning curve attested by 1907.

Definition
- A theory that posits that learning occurs within authentic activity, context, and culture. Social interaction and collaboration are considered essential components (Lave and Wenger, 2008). This is opposed to a classroom learning activity that is abstract and out of context.

Situational Awareness \sich-oo-ey-shuh\ ul \ə-ˈwer-nis\ noun

Etym. awareness (n.) 1828, from aware + -ness. Late Old English gewær, “wary, cautious.”

Definition
- Situation awareness (SA) is the perception of environmental elements within time and space, and a perception of their meaning; it involves being aware of what is happening around you to understand how information, events, and your own actions impact the outcomes and objectives.
- A field of study concerned with understanding of the environment critical to decisionmakers in complex, dynamic areas; situational awareness refers to the degree to which one’s perception of a situation matches reality.
- The awareness of fatigue and stress among team members (including oneself), environmental threats to safety, immediate goals, information sharing, and the deteriorating status of the crisis or patient. Most commonly used in the context of crisis resource management training (Hancock et al, 2008).

Compare: SHARED MENTAL MODEL
Contrast with: FIXATION ERROR

Standardized Patient (SP) \stan-dər-ˌdīz-d\ pā-shənt\ noun

[Note: this term is often synonymous with Simulated Patient]

Etym. standard - “authoritative or recognized exemplar of quality or correctness” (late 15c.). Meaning “rule, principal or means of judgment” is from 1560s. That of “definite level of attainment” is attested from 1711 (as in standard of living, 1903).

Etym. patient – (n.) “suffering or sick person under medical treatment,” late 14c.
**Definition**

- 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 gestalt of the patient being simulated; not just the history, but the body language, the physical findings, and the emotional and personality characteristics as well (Barrows, 1993).

- An individual trained to portray a patient with a specific condition in a realistic, standardized, and repeatable way and where portrayal/presentation varies based only on learner performance; this strict standardization of performance in a simulated session is what can distinguish standardized patients from simulated patients.

- SPs can be used for teaching and assessment of learners, including but not limited to history/consultation, physical examination, and other clinical skills in simulated clinical environments Association of Standardized Patient Educators (ASPE). SPs can also be used to give feedback and evaluate learner performance (ASPE).

- An individual who is trained to portray a real patient in order to simulate a set of symptoms or problems used for healthcare education, evaluation, and research (SSI).

- More commonly used in the USA and Canada in large part because SPs participate in high stakes assessments in which SP responses to the learner were standardized. In recent years as SPs have been included in more formative teaching scenarios, its meaning has become interchangeable with the term simulated patient.

**See also:** ACTOR, CONFEDERATE, EMBEDDED PARTICIPANT, ROLE PLAYER, SIMULATED OR STANDARDIZED PATIENT OR PARTICIPANT, SIMULATED PERSON.

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**Standardized Patient Simulation** (n.) “authoritative or recognized exemplar of quality or correctness” (late 15c.). Meaning “rule, principal or means of judgment” is from 1560s. That of “definite level of attainment” is attested from 1530s (phrase state of mind first attested 1749).

**See also:** ACTOR, CONFEDERATE, EMBEDDED PARTICIPANT, ROLE PLAYER, SIMULATED OR STANDARDIZED PATIENT OR PARTICIPANT, SIMULATED PERSON.

**State/States** (n.) noun

**Etym.** Meaning “physical condition as regards form or structure” is attested from late 13c. Meaning “mental or emotional condition” is attested from 1530s (phrase state of mind first attested 1749).

**Definition**

- A term used when programming manikins; state variables may include vital signs, monitor readings, body sounds, and verbalizations made by the simulator.

- [pleural] A sequence of events that change over time. (Sokolowski & Banks, 2011). This may include psychosocial behaviors in the simulation activities.

**Compare to:** EVENT

**See also:** TRIGGER

**Stochastic** (adj.) 1660s, “pertaining to conjecture,” from Greek stokhastikos “able to guess, conjecturing,” from stokhos “a guess, aim, target, mark,” literally “pointed stick set up for archers to shoot at,” the sense of “randomly determined” is from 1934, from German stochastik (1917).

**Definition**

- Pertaining to a process, model, or variable whose outcome, result, or value depends on chance (M&S Glossary).

**Contrast with:** DETERMINISTIC

**Synthetic Learning Technologies** (n.) Old English learnung “learning, study,” from leornan.

**Etym.** synthetic (adj.) 1690s, as a term in logic, “deductive,” from French synthétique (17c.) and directly from Modern Latin syntheticus, from Greek synthetikos “skilled in putting together, constructive,” from synthetos “put together, constructed, compounded,” past participle of synthethenai “to put together” (see synthesis). **Related:** Synthetic (1620s in logic).

**Etym.** learning (n.) Old English learnung “learning, study,” from leornan.

**Etym.** techno - word-forming element meaning “art, craft, skill,” later “technical, technology,” from Latinized form of Greek tekhnē, combining form of tekhnē “art, craft, skill in work; method, system, an art, a system or method of making or doing.”

**Definition**

- The technologies used in synthetic or simulated learning environments, including manikin; computer-based virtual reality; haptics; actors; simulated patients; part-task / task trainers; hybrid; and video (ASSH).
Systems Integration ˈsis-təmz \ ˌin-tə-ˈgrā-shən\ noun

Etym. system - (n.) 1610s, “the whole creation, the universe,” from Late Latin systema “an arrangement, system,” from Greek systema “organized whole, a whole compounded of parts,” from stem of synistanai “to place together, organize, form in order,” from syn- “together.” Meaning “set of correlated principles, facts, ideas, etc.” first recorded 1630s.

Etym integration (n.) 1610s, from French intégration and directly from Latin integrationem (nominative integratio) “renewal, restoration.” Integrate - Meaning “to put together parts or elements and combine them into a whole” is from 1802. Related: Integrated; integrating.

Definition

• An engineering term meaning to bring together the component subsystems into one system that functions together. In health care, the ability to improve the quality of care and patient outcomes through re-engineering of care delivery processes.

• A category of simulation program accreditation that recognizes programs that demonstrate consistent, planned, collaborative, integrated, and iterative application of simulation-based assessment, research, and teaching activities with systems engineering and risk management principles to achieve excellent bedside clinical care, enhanced patient safety, and improved outcome metrics across the health care system(s) (SSH).
Tabletop Simulation (TTX)

Etym. tabletop (adj.) table- late 12c., “board, slab, plate,” from Old French table “board, square panel, plank; writing table; picture; food, fare” (11c.), and late Old English tabele “writing tablet, gaming table,” from Germanic *tabal top (adj.) “being at the top, 1590s. or (n.) highest point,” Old English top “summit, crest, tuft,”

Etym. simulation (n.) noun of action from past participle stem of simulare “imitate,” from stem of similis “like”. Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

Definition

• An educational tool intended to provide students/learners an opportunity to apply knowledge through formal discussion of a described scenario (Lehtola, 2007).

• In the context of tabletop exercise, involves key personnel discussing simulated scenarios in an informal setting. Can be used to assess plans, policies, and procedures (California Hospital Association, 2017).

Task Trainer / Part-Task Trainer / Partial Task Trainer

Etym. task (n.) early 14c., “a quantity of labor imposed as a duty,” from Old North French tasque (12c., Old French tasche, Modern French tâche). General sense of “any piece of work that has to be done” is first recorded 1590s.

Etym. trainer (n.) c. 1600, “one who educates or instructs,”agent noun from train (v.). Meaning “one who prepares another for feats requiring physical fitness” is from 1823, originally of horse trainers.

Definition

• A device designed to train in just the key elements of the procedure or skill being learned, such as lumbar puncture, chest tube insertion, central line insertion or part of a total system, for example, ECG simulator (Center for Immersive and Simulation Based Learning [CISL] & Levine et al).

• A model that represents a part or region of the human body such as an arm, or an abdomen. Such devices may use mechanical or electronic interfaces to teach and give feedback on manual skills such as IV insertion, ultrasound scanning, suturing, etc. Generally used to support procedural skills training; however they can be used in conjunction with other learning technologies to create integrated clinical situations (Australian Society for Simulation in Healthcare).

See also: PROCEDURAL SIMULATION, SIMULATOR

Team-based Learning

Etym. team (n.) applied in Old English to groups of persons working together for some purpose, especially “group of people acting together to bring suit;” modern sense of “persons associated in some joint action” is from 1520s. Team spirit is recorded from 1928. Team player attested from 1886, originally in baseball.

Etym. learning (n.) Old English leornung “learning, study,” from leornian.

Definition

• A learning method that makes use of small group discussion and collaborative, self-directed study to foster new learning as opposed to imparting information. After a period of preliminary individual accountability, teams of learners compete with each other to learn information and solve problems. This is in distinction to traditional learning in which information is imparted from teacher to learner.

• A learning method with many similarities to Problem Based Learning (PBL). Unlike PBL, where a complex, open-ended, case is given without the information to solve it, team-based learning capitalizes on the use of carefully chosen learning activities based on reading assignments (Michaelson, Parmelee, & McMahon, 2008).

Technical skills

Etym. technical (adj.) 1610s, “skilled in a particular art or subject,” formed in English from technic + al (1), or in part from Greek tekhnikos “of art; systematic,” in reference to persons “skillful, artistic,” from tekhnē “art, skill, craft.” The sense narrowed to “having to do with the mechanical arts” (1727).

Etym. skills (n.) late 12c., “power of discernment,” from Old Norse skil “distinction, ability to make out, discernment, adjustment,” related to skilja (v.) “to separate; discern, understand,” from Proto-Germanic *skaljo- “divide, separate” (cognates: Swedish skäl “reason,” Danish skjel “a separation, boundary, limit,” Middle Low German schillen “to differ,” Middle Low German, Middle Dutch schele “separation, discrimination;” Sense of “ability, cleverness” first recorded early 13c.
**Definition**

- A skill that is required for the accomplishment of a specific task.
- In health care, the knowledge, skill, and ability to accomplish a specific medical task; for example, inserting a chest tube or performing a physical examination.

**Technology-Enhanced Health care Simulation (encompasses high-and low-technology health care simulation)**

Etym. techno - word-forming element meaning “art, craft, skill,” later “technical, technology,” from Latinized form of Greek tekhnō-, combining form of tekhnē “art, skill, craft in work; method, system, an art, a system or method of making or doing.”

Etym. simulation (n.) noun of action from past participle stem of simulāre “imitate,” from stem of similis “like.” Meaning “a model or mock-up for purposes of experiment or training” is from 1954.

**Training Scars**

Etym. training (adj.) mid-15c., “protraction, delay,” verbal noun from train (v.). From 1540s as “discipline and instruction to develop powers or skills;” 1786 as “exercise to improve bodily vigor.” Training wheels as an attachment to a bicycle is from 1953.

Etym. scar (n.) late 14c., from Old French escarre “scab” (Modern French escarre), from Late Latin eschara, from Greek eskhara “scab formed after a burn,” literally “hearth, fireplace,” of unknown origin. English sense probably influenced by Middle English skar (late 14c.) “crack, cut, incision,” from Old Norse skard, related to score (n.). Figurative sense attested from 1580s.

**Trigger(s)**

Etym. trigger (n.) “device by means of which a catch or spring is released and a mechanism set in action.”

**Typology**

Etym. typology (n.) “doctrine of symbols,” 1845, from Greek typos.

**Compare:** NEGATIVE LEARNING

**Consider also:** STRESS INNOCULATION

**See also:** STATE/STATES

**Methods in which learners have been trained that do not directly apply to practice or operations and are not based in reality (Ellefritz, 2019; Grossman, 2008).**

**See also:** MODALITY, SIMULATED/SYNTHETIC LEARNING METHOD

- The unintentional bad habits acquired during the course of training.
- The creation of obvious or latent errors in behaviors that typically appear under certain conditions, especially when under stress or in stressful situations.
**Validity** \ vuh-lid-i-tee \ noun

See: SIMULATION VALIDITY

**Virtual Environment** \ var-cha-wal \ in-\vı-rə(n)-mont \ noun [C]

Etym. virtual (adj.) The meaning “being something in essence or effect, though not actually or in fact” is from mid-15c., probably via sense of “capable of producing a certain effect” (early 15c.). Computer sense of “not physically existing but made to appear by software” is attested from 1959.

Etym. environment (n.) sense of “the aggregate of the conditions in which a person or thing lives” is by 1827 (used by Carlyle to render German Umgebung); specialized ecology sense first recorded 1956.

Definition
- A simulated environment rendered by a computer, mobile device, or virtual reality / augmented reality / mixed reality device (Schwebel, Severson, & He, 2017).

Compare: VIRTUAL WORLD
See also: VIRTUAL REALITY

**Virtual Patient** \ var-cha-wal \ pă-shant \ noun

Etym. virtual (adj.) The meaning “being something in essence or effect, though not actually or in fact” is from mid-15c., probably via sense of “capable of producing a certain effect” (early 15c.). Computer sense of “not physically existing but made to appear by software” is attested from 1959.

Etym. patient (n.) “suffering or sick person under medical treatment,” late 14c.

Definition
- A representation of an actual patient. Virtual patients can take many forms such as software-based physiological simulators, simulated patients, physical manikins, and simulators, (Ellaway, Poulton, Fors et al., 2008).
- A computer program that simulates real-life clinical scenarios in which the learner acts as a health care provider obtaining a history and physical exam, and making diagnostic and therapeutic decisions (ASSH).

See also: ARTIFICIAL INTELLIGENCE
Compare: STANDARDIZED PATIENT, SIMULATED PATIENT

**Virtual Reality** \ var-cha-wal \ vrē-\'a-la-tē \ noun

Etym. virtual (adj.) The meaning “being something in essence or effect, though not actually or in fact” is from mid-15c., probably via sense of “capable of producing a certain effect” (early 15c.). Computer sense of “not physically existing but made to appear by software” is attested from 1959.

Etym. reality (n.) 1540s, “quality of being real,” from French réalité and directly Medieval Latin realitatem (nominative realitas), from Late Latin realis. Meaning “real existence, all that is real” is from 1640s; that of “the real state (of something)” is from 1680s. Sometimes 17c.-18c. also meaning “sincerity.” Reality-based attested from 1960.

Definition
- The use of computer technology to create an interactive three-dimensional world in which the objects have a sense of spatial presence; virtual environment and virtual world are synonyms for virtual reality (M&S Glossary).
- A computer-generated three-dimensional environment that gives an immersion effect.
- Often refers to the three-dimensional (3D) Head-mounted Display VR (HMD VR) in which the Virtual World is projected using a head-mounted display (e.g. Oculus Rift, HTC Vive Pro). (Chang and Weiner, 2016)
- A shorthand of the HMD VR hardware, which always uses a Virtual World. In that way, it is not necessarily synonymous with Virtual Environment and Virtual World, but a synecdoche / metonymy.

See also: SIMULATOR

**Virtual Reality Environment** \ var-cha-wal \ vrē-\'a-la-tē \ in-\vı-rə(n)-mont \ noun

Etym. virtual (adj.) The meaning “being something in essence or effect, though not actually or in fact” is from mid-15c., probably via sense of “capable of producing a certain effect” (early 15c.). Computer sense of “not physically existing but made to appear by software” is attested from 1959.

Etym. reality (n.) 1540s, “quality of being real,” from French réalité and directly Medieval Latin realitatem (nominative realitas), from Late Latin realis. Meaning “real existence, all that is real” is from 1640s; that of “the real state (of something)” is from 1680s. Sometimes 17c.-18c. also meaning “sincerity.” Reality-based attested from 1960.
**Definition**

- A wide variety of computer-based applications commonly associated with immersive, highly visual, 3D characteristics, that allow the participant to look about and navigate within a seemingly real or physical world. It is generally defined based on the type of technology being used, such as head-mounted displays, stereoscopic capability, input devices, and the number of sensory systems stimulated (ASSH).

**Virtual Reality Simulation**

*Etym. virtual* (adj.) The meaning “being something in essence or effect, though not actually or in fact” is from mid-15c., probably via sense of “capable of producing a certain effect” (early 15c.). Computer sense of “not physically existing but made to appear by software” is attested from 1959.

**Definition**

- Simulations that use a variety of immersive, highly visual, 3D characteristics to replicate real-life situations and/or health care procedures; virtual reality simulation is distinguished from computer-based simulation in that it generally incorporates physical or other interfaces such as a computer keyboard, a mouse, speech and voice recognition, motion sensors, or haptic devices (ASSH).

**Virtual World**

*Etym. virtual* (adj.) The meaning “being something in essence or effect, though not actually or in fact” is from mid-15c., probably via sense of “capable of producing a certain effect” (early 15c.). Computer sense of “not physically existing but made to appear by software” is attested from 1959.

**Definition**

- Similar to Virtual Environment, though implies multiple characters, learners, or participants and potentially, a larger scale than a virtual environment. (Chang and Weiner, 2016).

- A virtual world or massively multiplayer online world (MMOW) in a computer-based simulated environment (Change et al, 2016).

**Compare:** VIRTUAL ENVIRONMENT

**See also:** VIRTUAL REALITY

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**Virtual World**

*Etym. world* (n.) Originally “life on earth, this world (as opposed to the afterlife),” sense extended to “the known world,” then to “the physical world in the broadest sense, the universe” (c. 1200). In Old English gospels, the commonest word for “the physical world,” was *Middangeard* (Old Norse *Midgard*), literally “the middle enclosure” (see *yard* (n.1)), which is rooted in Germanic cosmology. Greek *kosmos* in its ecclesiastical sense of “world of people” sometimes was rendered in Gothic as *manaseþs*, literally “seed of man.” The usual Old Norse word was *heimr*, literally “abode” (see *home*). Words for “world” in some other Indo-European languages derive from the root for “bottom, foundation” (such as Irish *doman*, Old Church Slavonic *duno*, related to English deep); the Lithuanian word is *pasaulis*, from *pa*- “under” + *saulė* “sun.”
Wide-Area Virtual Environment (WAVE)

Definition

• First used in the military, the Wide Area Virtual Environment is a non-proprietary term similar to a CAVE, in which participant(s) undergo a simulation within an area enclosed by walls with projected images. Specialized goggles are not required for WAVEs.

• WAVES can be very large, almost 8,000 square feet (745 square meters) with multiple chambers, corridors, and sections. The walls act as large movie screens with continued projected images, and sound systems enable participants to echolocate ambient noises.

Compare: CAVE AUTOMATED VIRTUAL ENVIRONMENT
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This project is a partnership between AHRQ and the Society for Simulation in Healthcare and its many affiliates.