The ACTS Tool***A**ctions , **C**ommunication and **T**eaching in **S**imulation

 Learner Discription:_____

Confederate Role Discription:_____

Brief Scenario Stem:_____

Objectives for the scenario:
1.
2.
3.
4.
5.

Directions for use: All values awarded should be based on how well the confederates (actors) remained aligned or deviated from the learning objectives established for the scenario.

Notes- Comments:

Helpful Definitions:

Ad-libbing: any dialogue or action which had not been previously agreed upon or rehearsed.

Flexibility (adaptability): Adjusting acting (responses and actions) to align with learners' behaviors, actions or questions while remaining aligned with the objectives of the scenario/ learning experience.

Topics	Outstanding	Good	Adequate	Fair	Marginal	Poor	Inadequate
	6	5	4	3	2	1	0
Verbal Characterization	The confederate's verbal communication (speech inflection, rate, intensity, clarity, and word choice) was clear, supported learning objectives and enhanced realism.		The confederate's verbal communication was mostly clear and largely consistent with reality; however, any inaccuracies did not impact learning.		The confederate's verbal communication was often unclear, often conflicted with the objectives and may have negatively impacted learning.		Appeared wholly unprepared to play the role and unaware of the learning objectives.
Non-verbal Characterization- Emotions	The confederate's non-verbal and emotional portrayal of the character added to the realism of the scenario. The confederate not only played the action but used set/ support realism.		The Confederate relied on a limited number of choices for physical behaviors and emotion. While problems with non-verbal communication were present there was no impact to learning.		The confederate's non-verbal communication and emotional portrayal interfered with the learning. Inappropriate non-verbal detracted from the realism.		Appeared wholly unprepared to play the role and appeared unaware of the objectives of the case.
Flexibility / adaptability	Used appropriate flexibility, steered clear of ad-libbing and all deviations, remained consistent with the objectives of the case.		Sometimes used appropriate flexibility and may have used some ad-libbing. Conveyed some inconsistent information but did not negatively impact the learning.		Never used flexibility and relied mostly on ad-libbing , which conveyed information which conflicted with the objectives. Learning was negatively impacted but not entirely lost.		Appeared wholly unprepared to play the role and unaware of the learning objectives.
Use of attire, props and set pieces	Used the attire, props and set pieces as an extension of the character which added to the realism of the scenario.		Used props intermittently to support learning objectives. Contribution of attire to character portrayal was limited. Utilized props in a limited capacity.		Use of props conflicted with learning objectives. Attire conflicted with role. Props were used as crutches detracting from realism of scenario.		Appeared wholly unprepared to play the role and unaware of the learning objectives.
Interactions with participants and other confederates / patient (simulator)	Interactions were completely in line with the objectives. Interactions added to the learning and realism of the scenario.		Interactions were mostly in-line with the objectives. The learning opportunity was not interrupted by the interactions.		Interactions were out of line with the learning objectives. Interactions affected the learning opportunity negatively.		Appeared wholly unprepared to play the role and unaware of the learning objectives.

Over all (based on your gestalt): _____

Resources:

1. Establishing a convention for acting in healthcare simulation: merging art and science, Simulation in Healthcare. August 2013, Vol8, Issue 4. P 215-220

2.Making the Most of your confederates. Chapter 3.4 in Defining Excellence in Simulation Programs. 2015. Wolters Kluwer.