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| **What did you do?**  | Role-players are used in exam and teaching situations and the students have to respond accordingly |
| **Who is involved?**  | Sue Reid, Role-players & Medical students (years 1,2,3,5) |
| **How do you do it?**  | Professional actors, professional role-players and those from a non-acting background are recruited to be ‘expert’ patients in medical education. The role-players are trained in a variety of role plays. In teaching sessions, students take part in role plays, responding to the situation appropriately. They are watched by other students and academics. Feedback is given to the student from academics and role players.In exam situations, other students do not watch the role play being carried out. |
| **Why do you do it?**  | * Essential part of learning communication skills
* Tests knowledge
* Otherwise students would have no experience of talking to patients
* Allows students to explore difficult positions in a safe context
 |
| **Does it work?**  | Yes, unreservedly |
| **Your title**  | Roleplaynorth Co-ordinator |
| **a. Coherent Curriculum themes**  | Skills and employabilityAssessment and feedback |
| **b. Students' Stage**  | Stages 1-3, 5  |
| **c. Students' academic unit**  | Medical School |
| **d. Learning technologies** | n/a |
| **e. Type of interaction**  | Small groups - 8 students in teaching sessions. 1 on 1 for exams |
| **f. Main trigger for your practice** | Part of the curriculum |
| **g. Tags** | Medical School, role-play, actors, feedback  |
| **Your name**  | Sue Reid |
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| **Your Academic Unit**  | School of Medical Education |
| **Your subject area**  | Medical Education |

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