



Erasmus+ Programme 2021-2027

Key Action 2: Cooperation Partnerships / Small Scale Partnerships

AGREEMENT n° 2023-1-IE01-KA220-VET-000161116

---

# Simulation based training to promote ability in dealing with aggression and violence in the healthcare setting

## SimPRENA

THE SimPRENA PLATFORM USER GUIDE



DANMAR IT matter  
COMPUTERS



Stowarzyszenie  
Staszicowskie



JOHANNITER  
Akademie Mitteldeutschland



Co-funded by  
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



SimPRENA

THE SimPRENA PLATFORM USER GUIDE .....	3
How is the content organised .....	3
What is on the platform and how to use it .....	3
Use for facilitated classroom practice .....	5
Extra Resources .....	6
Post-piloting recommendations for facilitators using the SimPRENA platform. ....	6

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



SimPRENA

## THE SimPRENA PLATFORM USER GUIDE

The SimPRENA platform is a blended learning tool designed to support both teaching and independent study, with **role-play simulations** as its core instructional method. It combines self-paced online learning with interactive classroom activities, supplemented by a range of additional educational resources.

Facilitators may choose their preferred **blended-learning** model; however, we strongly recommend the **flipped classroom** approach. Instead of spending valuable simulation time teaching foundational knowledge, that content is delivered **before the simulation** (videos, readings, exercises). The **in-class simulation session** is then used to actively apply, analyse, and practice that knowledge in a realistic, hands-on environment

## How is the content organised

**Six subject areas** are covered in **fifteen simulation scenarios** supplemented by theoretical background microunits, exercises, videos and extra resources.

The subject areas are:

- I. Ensuring personnel and patient safety
- II. Improving conflict resolution skills
- III. Enhancing communication skills
- IV. Building emotional resilience
- V. Understanding patient behaviour
- VI. Ethical considerations

## What is on the platform and how to use it

### Use for online self-study and preparation

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



## 1. Theoretical background microlearning units

We assume that students and teachers seeking materials at this level of specificity already possess prior knowledge of the subjects. Therefore, we believe that the microlearning format is sufficient for providing theoretical background, as it focuses on summarizing key concepts rather than introducing the subject. There are 15 such units, each aligned with the theme of the appropriate role-play simulation.

## 2. Interactive exercises

Exercises follow the theoretical units to reinforce learning, serving as effective review activities that consolidate understanding.

## 3. Illustrative and interactive videos

Videos accompany 10 of the 15 simulations, with all six subject areas represented.

The videos were filmed in professional medical simulation centres with nursing students of Vysoká škola zdravotnická (Medical College) in Prague, Czech Republic and Akademia Nauk Stosowanych im. prof. Edwarda Lipińskiego (Lipinski University) in Kielce, Poland, acting as staff and patients.

There are three videos for each of the 10 simulations:

1. Before the debrief – the students make spontaneous, unscripted mistakes
2. After the debrief – the same scenario is replayed with the mistakes corrected
3. Interactive – video 1 is interrupted with information and questions which the online learner answers

**The illustrative videos** allow students to observe their colleagues in the process of learning, making mistakes, which makes the experience authentic and relatable.

The illustrative and prescriptive approach are combined in **interactive videos**. Here, the “*Before the debrief*” video is paused at critical points with additional information or questions for the online learner to answer before continuing. This approach can also be applied in the

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



SimPRENA

classroom, where the facilitator may pause the video to guide discussion and encourage group problem-solving.

## Use for facilitated classroom practice

### Role-play simulations

The interactive classroom activities are based on role-play simulation scenarios. Simulations 1, 2 and 13 have A and B versions – for nurses and for paramedics.

Materials provided:

#### For students:

*Introduction Sheets:* Provide background information and context for the scenario.

*Role-Play Cards:* Assign specific roles and responsibilities to participants.

#### For facilitators:

*Objectives of the Simulation:* Clearly outline the purpose and intended learning outcomes.

*Warm-Up Activities:* Prepare students for participation and activate relevant prior knowledge.

*Scenario Overview:* Summarize the context, setting, and key elements of the simulation.

*Simulation Flow:* Step-by-step guidance on how to conduct the activity.

*Learning Outcomes:* Define what students should achieve by the end of the simulation.

*Debriefing Guidelines:* Support reflective discussion and consolidation of learning after the activity.

**Facilitator Tip:** Encourage active participation, monitor student engagement, and use the debriefing session to highlight key insights and learning points.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



SimPRENA

## Extra Resources

**Complications Boxes** introduce unexpected challenges—such as distractors, disruptors, or twists—that facilitators can use within a simulation to help participants practice navigating the unexpected, just as they would in real-life situations. *Cultural Misunderstandings* section highlight real-world examples of how cultural differences in healthcare settings can affect communication and interaction between nurses, paramedics, and patients, preparing participants to respond with sensitivity and professionalism.

**Phrase Guides** provide language support for high-stress scenarios, where choosing the right words can mean the difference between de-escalating and escalating a situation. These guides are particularly valuable for non-native speaker healthcare workers.

All materials are in 5 language versions: Czech, English, German, Greek and Polish.

## Post-piloting recommendations for facilitators using the SimPRENA platform.

The following recommendations are informed by the piloting of the SimPRENA course with **186 target users across five countries**. The following recommendations are intended to support facilitators in achieving the intended learning outcomes.

### 1. Using the materials as a structured learning sequence

It is strongly advised to follow the intended sequence of materials starting with preparatory resources. The videos are designed to be interpreted in the context of the preceding materials. Using the videos in isolation may lead to misunderstandings about learning objectives or scenario intent.

### 2. Emphasising context and learning focus at all stages

Certain scenarios portray challenging or aggressive situations based on real clinical events. These scenarios are intended to support learning around safety, de-escalation, communication and professional judgement in high-risk situations, not to illustrate **or generalise patient behaviour**. Making the learning focus explicit before and during use helps learners engage with the scenarios as intended.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



SimPRENA

### 3. Treat videos as learning raw material, not exemplars

The simulation videos are intentionally unscripted and unrehearsed, capturing authentic student responses to a situation. They are intended as raw material for analysis and discussion, not demonstrations of best practice.

### 4. Use “Complications Boxes” to extend learning

The Complications Boxes in the Extra Resources section offer opportunities to extend or adapt simulations to different learner needs and to **increase the level of scenario complexity for more advanced or higher-level students**. The provided phrase guides and examples of cultural misunderstandings can also be used for this purpose.

### 5. Flexibility of depth and pace of learning

The SimPRENA materials were found to be particularly appropriate for year-one and year-two students with the possibility of extending the level of complexity with additional resources. No fixed duration is prescribed; time, pace, and depth can be adjusted to the needs of the group, based on the facilitator’s professional judgement.