**FRAMEWORK TO CREATE STANDARDIZED/SIMULATED PATIENT (SP) CASE MATERIALS FOR UNDERREPRESENTED PATIENT POPULATIONS**

Simulation plays an important role in healthcare education, by providing learners with opportunities to care for underrepresented patient populations in a safe, supported learning environment.

**STANDARDIZED PATIENT EDUCATOR (SPE) PREPARATION**

- **Research and develop** strategies for SPEs, Faculty and SPs to understand:
  - Privilege
  - Cultural humility
  - Intersectionality
  - Structural Racism

- **Ensure** everyone involved in these programs receives ongoing professional development opportunities related to:
  - Health equity
  - Disparities
  - Historical Trauma

- **Partner and Engage** with culturally and linguistically diverse communities to understand:
  - Cultural concepts of wellness, disease and healing
  - Impact of historical and contemporary trauma
  - Structural components that impact the health and illness of their community
  - The local history of the institutions that host your programs

**CASE PREPARATION**

- **Create** a case development team (SPE expertise, healthcare expertise, community expertise)

- **Consider** the social or structural causes of health disparities as opposed to individual patient characteristics and behavior.

- **Using** the structural determinants of health framework, create cases that attend to contemporary concerns

- **Maintain** a trauma-informed approach in light of historical and current trauma experienced by groups within the healthcare setting.

- **Create** cases that address issues facing their community

- **Develop** cases reflect the multiple intersecting identities of the patient rather than present a single characteristic or identity.

**RECRUITMENT AND RETENTION**

- **Recruit** a culturally and linguistically diverse SP cohort.

- **Partner** with community organizations and health centers, as well as local and state advisory groups

- **Recognize** and anticipate potential problems in portraying the case

- **Host** space to discuss and understand the benefits and harm to individuals and communities interacting with your program

**TRAINING**

- **Work** with SPs to create strategies to:
  - Help SPs counteract bias/prejudices from learners, faculty or staff
  - Devise a plan if they experience negative effects after the session

- **Set time aside** to debrief and de-role the SPs to help address effects of bias/prejudice they experienced.

**ORGANIZATIONAL POLICIES AND PROCEDURES**

- Review your mission statement - does it reflect equity, anti-racism and inclusive frameworks?
- Do your policies and procedures take into consideration diversity, inclusion and equity?
- Do your policies and procedures make a commitment to equity and active anti-racist actions?
- Does your quality management process include feedback from your SPs?


Healthy People 2030, U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion.