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Nota di contenuto	Preface; Madeleine Abrandt Dahlgren, Li Felländer Tsai, Sofia Nyström and Hans Rystedt -- Part I: Setting the scene -- 1. Why this book?; Madeleine Abrandt Dahlgren, Li Felländer Tsai, Sofia Nyström and Hans Rystedt -- 2. Understanding interprofessional simulation practice; Hans Rystedt, Madeleine Abrandt Dahlgren and Michelle Kelly -- 3. Video as a tool for researching simulation practices; Madeleine Abrandt Dahlgren, Elin Nordenström, Donna Rooney and Hans Rystedt -- Part II: The practices of interprofessional simulation – Preparing, doing, observing and reflecting -- 4. Preparing for team work training in

simulation; Michelle Kelly, Sissel Eikeland Husebø, Hans Rystedt, Cecilia Escher, Johan Creutzfeldt, Lisbet Meurling and Li Felländer-Tsai, Håkan Hult -- 5. Doing interprofessional simulation; Nick Hopwood, Song-ee Ahn, Sanna Rimpiläinen, Johanna Dahlberg, Sofia Nyström, Ericka Johnson -- 6. Observing interprofessional simulation; David Boud, Sofia Nyström, Madeleine Abrandt Dahlgren, Johanna Dahlberg, Donna Rooney, Michelle Kelly, Dara O'Keeffe -- 7. Reflecting on interprofessional simulation; Sissel Eikeland Husebø, Madeleine Abrandt Dahlgren, Samuel Edelbring; Elin Nordenström, Torben Nordahl Amorøe, Hans Rystedt, Peter Dieckmann -- Part III: Simulation pedagogy re-visited -- 8. Bodies in simulation; Peter Dieckmann, Ericka Johnson, Nick Hopwood -- 9. Advancing pedagogy and research in interprofessional simulation practices; Hans Rystedt, Madeleine Abrandt Dahlgren, Li Felländer Tsai, Sofia Nyström. .

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## Sommario/riassunto

This book describes and discusses a practice-oriented approach to understanding and researching interprofessional simulation-based education and simulation. It provides empirical findings from research on this topic and is informed by practice-oriented perspectives. It identifies critical features of the simulation practice and discusses how these can be used in reforming simulation pedagogy. The book is divided into three sections. Section 1 sets the scene for understanding the practices of interprofessional simulation-based education and simulation. It provides a theoretical and methodological framework for the conceptualisation of practices and for the empirical studies on which the book is based. Section 2 revisits the dimensions of the simulation process/exercise, i.e. the briefing, simulation, and debriefing, and provides empirical analyses of how the practice of simulation unfolds. Based on these analyses, section 3 identifies and discusses how pedagogies for simulation can be reformed to meet the demands of future healthcare and research. .

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