### Supplemental Digital Appendix 1

The Nijmegen Evaluation of the Simulated Patient (NESP)

**Name of the SP:**

**Role of the SP:**

**Completed by:**

<table>
<thead>
<tr>
<th>Completed by</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Student who practiced the consultation</td>
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<tr>
<td>0 Student who observed the consultation</td>
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<tr>
<td>0 Medical psychologist</td>
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<tr>
<td>0 Physician</td>
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<tr>
<td>0 Other, namely:</td>
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</tbody>
</table>

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**Warning! With some questions a positive response means a negative assessment. These questions are printed italicized.**

### Consultation/Role Play

**The SP:**

1. … resembled a real patient.  
2. … played the role well.  
3. … acted excessively.  
4. … knew his/her role well.  
5. … had an appearance that fitted the role.  
6. … reacted naturally during the consultation.  
7. … seemed to withhold information unnecessarily.  
8. … adjusted the role naturally to the level of the student.  
9. … stayed in role very well during consultation.

### Feedback

**The SP:**

10. … took the lead during the feedback discussion.  
11. … structured the feedback discussion.  
12. … invited the student to reflect on the consultation.  
13. … asked the student for his/her own points of attention for the feedback discussion.  
14. … discussed the student’s own points of attention during the feedback discussion.  
15. … gave feedback from the perspective of the patient.  
16. … used specific examples from the consultation.  
17. … involved everyone in the discussion in a correct and effective way.  
18. … stimulated everyone to generate alternatives.  
19. … went on about certain points of discussion for too long.  
20. … made sure the balance of positive and corrective feedback was correct.  
21. … gave descriptive feedback.  
22. … gave concise feedback.  
23. … created a safe atmosphere.  
24. … compared the student with other students.  
25. … created a time-out between the consultation and the feedback.

**When applicable:**

26. *The SP acted too much like a physician/teacher during the discussion about medical content.*

27. *The feedback given on medical content was correct.*
28. I give this SP the following mark for the role play and feedback (between 1 and 10): ……

Other comments:

Scoring

Give each item a score on a scale from 1 to 6, --- being 1 and +++ being 6. Reverse the scores on the negatively worded items to match the scale. Add the scores per component and divide by the number of items in that component to calculate the average. For example, for the component role play add the scores and divide by nine, which is the number of items making up this component.

An average of 1 to 3 means, in decreasing degree, that the performance of the SP is insufficient. An average of 4 to 6 means, in increasing degree, that the performance of the SP is sufficient. Give the SP feedback about his/her performance based on the averages of the whole scale and the components, and focus on the precise scores of outstanding items, on which the SP scored remarkably high or low.