

Part II

Empirical Lessons from Experience and Activity-Based Approaches to Simulation Training

This part gathers empirical accounts examining activity and experience of professionals through the study of work-as-done in simulation training programs. It informs the field of simulation by original and acute findings on professional engagement and performance in simulation training and the derivation of relevant guidelines for simulation design.

Chapters 8, 9 and 10 of this part account for activity studies of professionals' actions, decisions, communications, interactions, and configurations while dealing with urgent and/or critical events (firemen and policemen).

Chapters 11, 12 and 13 account for fine-grained explorations of individuals' lived experience, concerns, sensemaking and situational dispositions of policemen, soldiers, and healthcare workers facing complex and potentially – physically and mentally – intense simulated occupational configurations.