

Appendix [I] Thematic Analysis Process and Results of Nurses' Experiences as SPs (with Full Verbatim Quotes)

Quote	Initial Code	Descriptive Category	Sub-theme	Theme
"Because we frequently encounter such patients."(A)	Frequent contact with patients	Clinical experience as	Experience	Strengths
"The pregnancy losses, fetal demise, and stillbirths we see at work are similar. Some patients are sad, some angry, some appear calm on the surface." (D)	Observing diverse emotional responses	source of emotion	enables authentic portrayal	
"I myself have indeed experienced pregnancy loss—specifically first-trimester pregnancy loss—so perhaps others also find me quite invested." (C)	Personal experience	Personal experience as source of emotion		
"She kept saying 'I understand' and 'I know' —I really didn't like hearing that. Because I felt that at that moment she didn't truly understand; she was just saying those words. She could have said, 'I can sense how you're feeling right now.' But she repeatedly said 'I understand'—she actually didn't understand at all." (C)	Identifying communication from trainees	clichéd Professional perspective in evaluating trainee performance	Professional perspective enables teaching feedback	

"Some trainees had insufficient knowledge, failing to explain the full management plan... Some didn't attend to emotions, moving directly to treatment after delivering the diagnosis without confirmation" (D)

Identifying trainees' knowledge
gaps and communication
omissions

"Sometimes I improvise. If the trainee is relatively average, I usually don't become overly emotional. If the trainee is more capable, I might portray a more complex response to test their ability to handle it. When scoring, I also rate them based on their responsiveness." (C)

Adjusting portrayal based on trainee ability
Flexibly adjusting Flexible
portrayal behaviour adjustment
enhances
educational value

"After these several experiences portraying an SP in scenario simulations, this portrayal has become quite simple for me—I can perform it without much thinking." (A)

No longer needing much thought
after gaining proficiency

"Learning this communication framework is truly very useful." (B)

Affirming the value of the Learning communication Learning and Benefits
communication framework skills application of

"The content of your PowerPoint is truly excellent—I used it immediately when

Applying what was learned to Transformation into communication

I gave a lecture last time." (A)

teaching

teaching competence

skills

"I've also improved in my own communication skills." (C)

Enhancement of personal

Enhancement of

communication skills

personal communication

skills

"I now better understand the ... logical thinking that doctors use when delivering bad news. For example, you have a standard process: this step is for confirming the diagnosis, this is for identifying the cause, this is for discussing management, and then the follow-up—there's this kind of logic, a clear thread, which is probably quite good. Understanding doctors' thinking patterns, I think it's also quite helpful for us." (B)

Understanding doctors' thinking

Understanding doctors'

Deepening of

logic

cognitive framework

interprofessional

understanding

"It increases familiarity, enhances understanding, improves emotional communication, and somewhat deepens the connection with colleagues" (D)

Enhancing emotional connection

Enhancing

with colleagues

interprofessional

emotional connection

"At the beginning, it triggered those sad emotions from my past... the first time was quite painful, and Dr. Xu said she also thought my portrayal was particularly good—very authentic. Then later, after several sessions, I felt that those sad emotions in my heart seemed to have been somewhat healed." (C)

From trauma re-experiencing to Experience of emotional Unexpected gain
emotional healing healing of emotional
healing

"In healing others, I am actually healing myself. In the process of this training, revisiting that pregnancy loss—my own experience of first-trimester loss—after participating in this training, my inner feelings now seem better than before." (C)

Helping others is also
self-healing

"I think this is such a good opportunity for us to try simulation—we could also write some articles. I've been thinking about it; just now I also wanted to say that I keep thinking but haven't taken that first step. I also want to write an article." (A)

Motivation to write academic Research interest Stimulation of
papers stimulated research interest

"I also want to see how your research was conducted. Through participation, I

Desire to learn research

hope to gain more understanding and knowledge about research design, methods

methods, and so on." (C)

"Because I know how the scenario is supposed to unfold, when he took too long to get to the point I got a bit worried—yes, I was worried he wouldn't finish. Then, within that time, he didn't hit the key points, and sometimes I thought, what should I do next? How can I help him move to the next step? Otherwise, the scenario wouldn't progress, and at that moment I felt a bit inclined to guide him." (B)

Desire to guide trainees through the process
Blurring of boundaries
of role
Difficulty in switching
role
Challenge
s

"Now, I just go along with him—I'll see how far he gets and that's it. I am the patient, and now I just be the patient." (B)

Deliberately maintaining the patient role

"If he's familiar with me... I feel he gets a bit awkward. Seeing me like that—because I'm quite invested—he seems to feel pressure, like he sees us as part of an exam."

Trainees feel awkward when they recognize the SP
Identity disclosure affects interaction
Impact of identity disclosure

"I felt myself about to enter that state of sadness, so I said I needed to pause
 —I said I wanted to see how the teacher portrayed it, so I could learn." (C)

"When I need to portray it, I enter into it; after the performance ends, I'm just
 myself. That was just a state from a certain moment in the past." (C)

"I think we shouldn't choose introverted or depressed people to play this role
 —it's not suitable; they could easily get drawn in and might not be able to
 come out. For those of us who have given birth, it's okay, but for those who
 haven't, I worry they might be affected." (A)

"It's better to choose those who have already given birth. Otherwise, if
 someone later experiences this situation during their first pregnancy, wouldn't
 they recall the negative impact of having played this SP role?" (C)

Actively pausing to avoid Recognizing emotional Emotional burden
 emotional overload overload and
 Detaching immediately after Actively regulating self-regulation
 performance emotions
 Identifying individuals unsuitable Identification of at-risk Identification of
 for the SP role individuals at-risk individuals

Concern about impact on
 nulliparous individual