



Educational Grand Rounds
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The Role of Standardized Patients in the Teaching and Evaluation of Clinical Skills

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Objectives



- Discuss the use of Standardized Patients in clinical education.
- Describe the educational value of Standardized Patients.
- Describe the case development process.
- Describe the training of the Standardized Patients.



What is a Standardized or Simulated Patient?



- Simulated Patient
 - “...a normal person who has been carefully coached to present the symptoms and signs of an actual patient.”
- Standardized Patient
 - “...people without actual disease who have been trained to portray a medical case in a consistent fashion.”

(Barrows, 1993)



Use of SPs in Health Profession Education



- Medical Students
 - LCME Step 2 Clinical Skills Exam
- Residents
 - ACGME Competencies
- Nursing Students
- Dental Students
- Pharmacy Students
- Speech – Language Pathology Students
- P.A. Students



Role of SPs in the Health Professions



- Teaching & Evaluation
- Clinical Skills Assessment
 - History (complete or focused)
 - Physical exam (complete or focused)
 - Specific skill assessment (blood pressure)
- Communication / Interpersonal Skills
 - Giving bad news
 - Medication side effects



Educational Value of SPs



- Exposure to wider range of patient conditions
- Opportunity to receive immediate feedback
- Assessment of clinical and interpersonal skills
- Provides safe and systematic learning environment



Standardized Patient Program at OUHSC - COM



- Initiated in 1989
- 25 trained patients
- 8males; 17 females
- Age range 20 – 67
- \$25 / hour (training and case portrayal)
- Need cultural and gender diversity
- Recruitment is word of mouth



EXAMPLE Role of SPs in the COM



- Principles of Clinical Medicine I
 - Used for teaching communication skills (therapeutic sequence)
 - Students receive immediate feedback from SPs
- Principles of Clinical Medicine II
 - Used for reinforcing communication skills
 - Required videotape session
 - Must pass; graded by SP
- Objective Structured Clinical Exam (OSCE)
 - Experiential for third year students (OU)
 - Students receive a “report card”
 - Piloting 2005 – 2006 end of clerkship OSCEs for Psychiatry and Family Medicine
- Video Problem-Based Learning Cases



Types of Cases SPs Trained to Portray



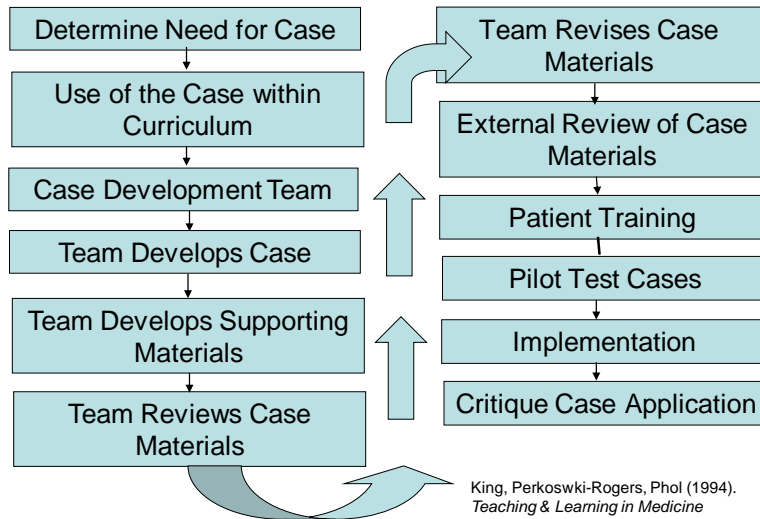
- Obstructive sleep apnea
- Stress urinary incontinence
- Breast lump
- Depression
- COPD
- Plantar fasciitis
- Panic disorder
- Back pain
- Chronic headaches / domestic violence
- HIV counseling
- Type II Diabetes
- Migraines
- TB
- Dementia
- Ectopic pregnancy
- Pancreatic Cancer
- Carpal tunnel syndrome
- Congestive heart failure
- Shingles
- Iron Deficiency Anemia



Video Clips



Model for Developing Cases



Case Development



- Example for PCMI course (handout)
 - Minimal details
 - Patient uses much of own personal history
- Example for OSCE case (handout)
 - Lots of details
 - Patient uses none of own personal history
- Example for PBL case (handout)

Remember the purpose of the case



Training SP Issues



- Format of training is dependent on purpose of case (teaching vs. assessment)
- Training for case portrayal, providing students with feedback, assessment
- No set standard for how much training is enough (2 – 15 hours)
- Little standardization (if any) between institutions or between and within countries