Using Standardized Patients in Simulation

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• Standardized Patients
  – Individuals trained to portray a patient with a specific condition in a realistic, standardized and repeatable way
  – Where patient presentation varies based only on learner performance

ASPEducators, 2010
When to use SPs

• Effective when essential aspects of the patient condition require
  – Facial expression
  – Body language
  – Movement
• Invasive procedures are NOT essential
• Abnormal physiology is NOT extreme
Literature Review of SPs

• Depression
  • Becker, Rose, Berg, Park & Shatzer, 2006
  • Festa, Baliko, Magiofico & Jarosinski, 2000

• Suicide risk
  • Robinson-Smith, Bradley and Meakim, 2009

• Substance abuse
  • Murphy, Scott & Mandel, 1995

• Communication
OHSU Ashland SP Simulations

- Teen Health Assessment: HEEADSSS
- Alzheimer’s Disease
- Schizophrenia
- Substance Abuse
- Decision making at end-of-life
Benefits to Learners

• Increased performance feedback
• Enhanced motivation to learn
• Practice prior to working with patients
• Opportunity to practice clinical reasoning
Benefits for Teachers

• Observation of independent learner performance
  – The simulation removes the need to ‘rescue’ the patient

• Realism of the practice case

• Opportunity through reflective debriefing to uncover student reasoning
Scenario Design

• Practice of clinical reasoning requires situational **Ambiguity**

• **Ambiguity** requires **Flexibility** in scenario design
Design, continued

• Begin with the learning objectives
• Consider the population and the highly prevalent problems
• Consider the performance deficits of your learners
• Consider the context in which the problem occurs most typically
Learning Activity #1
Design option #1

• When the interaction between the SP and the learner is 1-to-1
  – Organize the information by topic
  – This increases the flexibility of the responses possible by the SP
  – This allows the learner to demonstrate initiative in the investigation of the salient issues
Gladys Richardson goes to Mexico
Gladys photos

Gladys
Design option #2

• In complex situations, with multiple learners interacting with one SP
  – Organize the case progression around the dialogue of the patient main character
  – Allows for control of the issues brought forward
  – Supports the engagement of the adjunct actors
Environmental design

• Plan for movement
• Focus on essential learning objectives
• Consider the space
  – One room gives option of ‘time-out’ / ‘time-in’
    – Camera angles to effectively include observers
• Functional equipment
  – Oxygen / Suction
Ellen Jones – Early Stage
The trajectory of Alzheimer's Disease
Ellen Jones – Mid Stage
The trajectory of Alzheimer's Disease
Ellen Jones –
Late Stage
The trajectory of Alzheimer's Disease
Jesse Sue LeRoy

The ‘Difficult’ Conversation
Jesse Sue LeRoy

Anticipatory Guidance at End-of-Life
Jesse Sue LeRoy

Helping families Adapt at End-of-Life
Ryan Reynolds

At the Student Health Center
Ryan Reynolds

Phase 2 at the Student Health Center
Ryan Reynolds

At the Case Manager’s office
Mickey Vargas
The trajectory of alcoholism

Employee Screening
Mickey Vargas
The trajectory of Alcoholism
Office visit for suture removal
Mickey Vargas
The trajectory of Alcoholism
ED Visit after Car Accident
Importance of Moulage

• Definition:
  the art of applying mock injuries, or developing mock symptomatology for the purposes of training healthcare professionals
Hybrid Simulations

• The use of adjunct equipment/moulage to enhance effects of SPs
  – Sutures / staples
  – Mock IV saline lock
Locating Actors

- Local theater actors
- University theater majors
- Retired healthcare professionals
- Other faculty within and across departments
Financing SP Use

- Average cost: $10-$15/hours
- Consider institutional hiring policies prior to budgeting
  - One-time payout
  - Part-time employee
Learning Activity #2
Tips for Building a ‘Character’

• Develop a backstory
  – Names of spouse, children, pets...
  – Past medical history

• Plan ahead for small talk topics to fill gaps in a manner in keeping with the patient’s underlying character
Tips for Training SPs

• Provide character notes / dialogue in advance of meeting
• Schedule meeting close to time of simulation
• Teach SPs speech patterns, phrasing, body language, symptomatology
Using Learners in Adjunct Roles

• Role needs to be linked to the learning objectives for the learner
  – Example: Participation as a caregiver to learn caregiver role strain

• Keep role within the scope of practice of the learner
Tips for training supporting roles

• Name the character to be portrayed
• Clothing and other personal props help students engage in their role
• Link role dialogue to the larger learning goals of the simulation
• Make your expectations regarding participation in the simulation clear
Performance Anxiety

• Teaching techniques to support success
  – Integrate the simulation case into curriculum
  – Choose a simulation environment that allows for ‘time-out’ and ‘time-in’ options
  – Incorporate use of evidence-based assessment instruments
  – Build trajectory of illness simulation cases
Take Home Message

• Use of SPs enhances realism of the simulation
  – Realism enhances the emotional learning

• Best design practices use collaboration between content experts and simulation educators

• Both learners and educators appreciate deliberate opportunities for practice of complex interactions