

STANDARDIZED PATIENTS IN TEACHING AND ASSESSMENT

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SOURCES

- Current Concepts in Clinical Assessment
-Texas College of Chiropractic
- ASPE
- Other Health Care institutions

Advantages of SPs to Learners

Delia Anderson, MS

- Authenticity
- Consistency and accuracy
- Focus on learner's performance
- Educated & unbiased feedback from the patient perspective
 - Sometimes it is hard for the faculty to write candid evaluations
- Encouragement of active learning
- Teach sensitive topics and examinations

Advantages to Program Curriculum

Delia Anderson, MS

- Reinforces and documents curricular goals
- Provides feedback about teaching effectiveness
- Requires and emphasizes defined objectives
- Requires defined performance criteria
- Forces critical look at curriculum/goals
- Allows programmatic assessment of overall curriculum

Advantages to Faculty/Administration

Delia Anderson, MS

- Control content and complexity
- Relieves faculty of time-consuming instruction and assessment of basic skills
- Provides a reproducible, reliable experience for all learners, allowing training and assessment of care skills
- Provides quantitative feedback about learner performance and applied skills not available through other methods

Standardized Patients

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- Not students
- Share with other institutions
- Teaching students skills
 - History –start 2nd week in some med schools
 - Physical exam
 - Can change the enviroment to teach observation right off the bat
- Assessment
 - SP provides an assessment and/or debriefing to learner
- Unannounced SPs in the clinic system

OSCEs

- Objective Structured Clinical Examinations
- A good OSCE has 7-11 cases

Where do OSCEs fit in assessment?

- Miller's pyramid
- **KNOWS** – written exams, facts principles and theories
- **KNOWS HOW** - Simulation tests, ability, competence
- **SHOWS HOW** – OSCEs/Standardized patients, performance
- **DOES** – clinical records, observation, action in practices

- Miller FE, The Assessment of Clinical Skills/ Competence/Performance
ACED Med 1990; 563-7

Developing OSCE cases

- Before developing the OSCE, we must decide if we are going through a ritual or are we willing to take action?
- Faculty should be submitting the cases and working with the SP trainer.
- What if a case has been compromised?

Developing Cases- Before you Start

Karen Szauter, MD

1. What is the goal of the assessment?
 - Formative
 - obtaining information to see if specific learning objectives are being met – narrow focus
 - feedback given
 - Summative
 - end of the term or course exam
 - Standardized exams
 - Carries a lot of weight in today's culture

Developing Cases- Before you Start Karen Szauter, MD

2. Which course(s) are you supplementing or assessing?
 - Create a blueprint of the exercise

Developing Cases- Before you Start

Karen Szauter, MD

- Who do you have available for patients?
- How much time do you have?
 - Some cases take longer to prepare
 - Training activities will vary depending on portrayal/checklist/feedback

Case Development

Karen Szauter, MD

- Think about the person first
 - Keep a visual image of the person while you write the case
- Develop the primary problem
- Consider comorbid conditions
- Give the SP adequate information to make the portrayal credible.
- Specify any simulated physical findings
 - Assess the SP for contradictory findings

Checklist Development

Karen Szauter, MD

- Refer back to the case objectives.
- Think about the key components of the case.
- Ascertain that the case has all of the relevant information for the checklist responses.

Work in Groups

Karen Szauter, MD

- Avoid single case authors if possible.
- Let experienced SPs read the case for details.
- Have one of the case authors run the case before using it.

Debriefing

- Some OSCEs have debriefing sessions immediately following the assessment.
- Examiner and/or SP
- Individual or group feedback

What could we add?

- Multiple OSCEs at different educational stages
- Pick one to start
- Use SPs in courses for
 - history
 - exam procedures
 - Report of findings
 - Create difficult patients/cases
 - Group settings

Teaching advantages

- Developed programs use SPs to teach procedures.
- Detailed lecture information can be given live or on-line.
- SPs receive the same training.
- SPs are also trained to very specific checklists.
- Sps can give objective feedback and teach procedure as well as give feedback from a patient point of view – ie communication, rapport, touch

Teaching advantages

- Provides a safe environment for students to learn.
- Allows to simulate situations that we cannot guarantee our students will experience in clinic.
- More practice opportunities – Swiss Cheese (Reason, 1991)

How do we start an SP program

- Contact the University of Minnesota Medical School and other local health care institutions
- Share Patients
- Advertise at local community colleges
- Start small

WebSP

- Case Authoring
- Event Setup
- Scheduling
- Data collection
- Reporting
- Reports by assessment or learner
- Records assessment