

## UCSF Educational Skills Workshop

# The Effective Use of Standardized Patients in Health Professions Education

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# The Effective Use of Standardized Patients in Health Professions Education

## Two Tasks...

- Rename yourself in Zoom – Name, School and/or Department
- Write one thing in the chat that you are hoping to get out of this workshop

# Zoom Etiquette

- Please mute yourself when not speaking
- Questions in chat or verbally
- Video cameras on while in breakout groups, if possible



# Workshop Objectives

*By the end of the workshop...*

- Discuss the rationale for the use of standardized patients (SPs) in health professions education.
- Describe the use of SPs in health professions education for learner skill assessment.
- Explain the process for developing an SP case.
- Create an outline for a SP case for formative (teaching) or summative (assessment) purposes.

# Workshop Agenda

- Overview of SP use
- Process of writing SP case
- Break (5 min)
- Developing case outline (breakout)
- Additional case components
- Next steps
- Wrap-up

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# Purposes of assessment

## For the learner

- Reinforce learning
- Guide future learning
- Determine readiness for advancement or practice
- Earn a grade or a standing

## For the program

- Ensure high quality patient care
- Inform decisions about advancement and selection
- Improve the program



# Assessment *for* Learning

An information-rich approach...to collect and combine information from various sources to inform about the strengths and weaknesses of each individual student, with the purpose to optimize their learning.

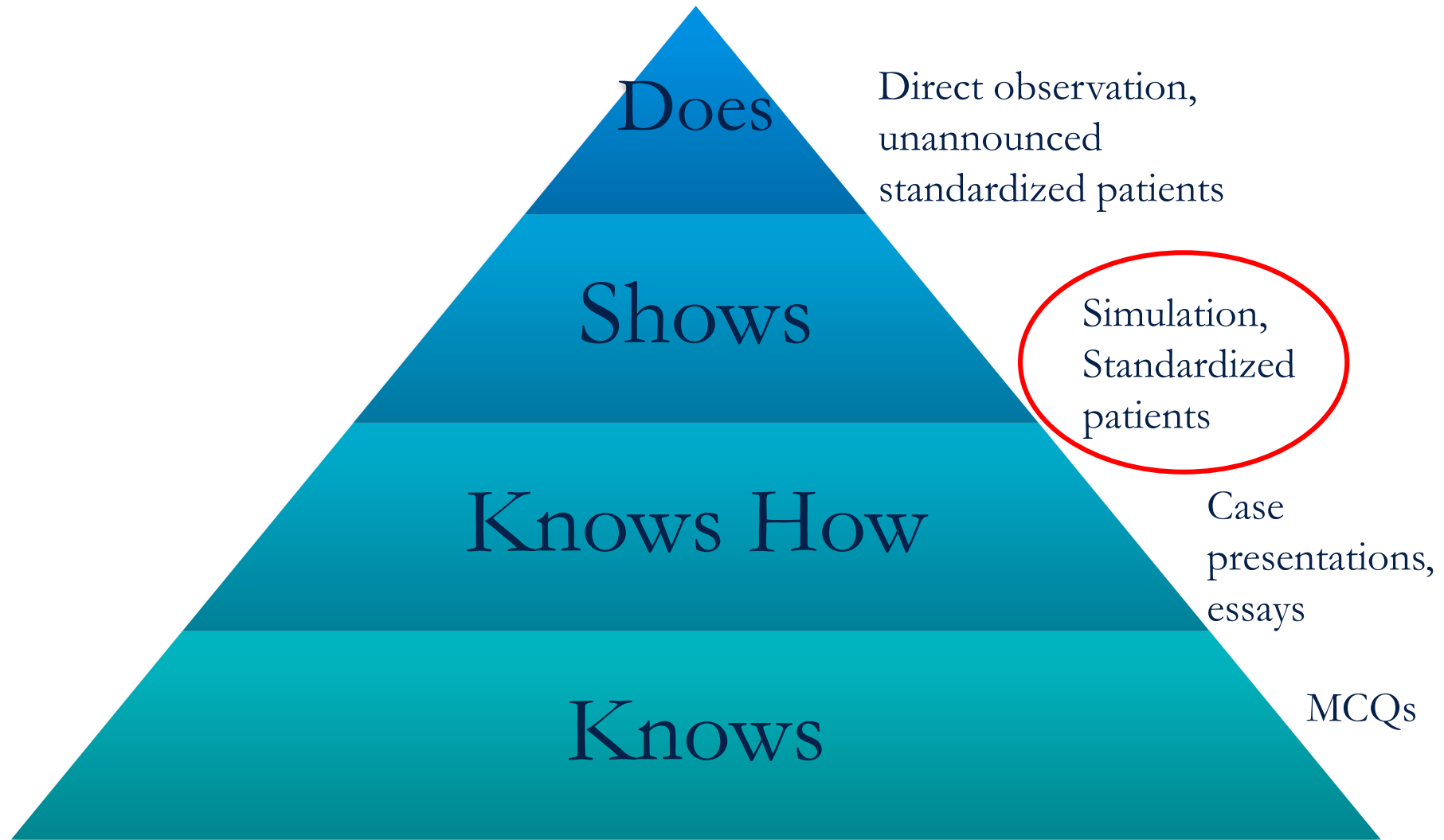


The central goal is not whether John is better than Jill or better than a cut score, but to determine whether John is maximally better today than he was yesterday, or whether Jill will be maximally better tomorrow than she is today.

Schuwirth, Med Teach 2011



# Millers Pyramid of Assessment

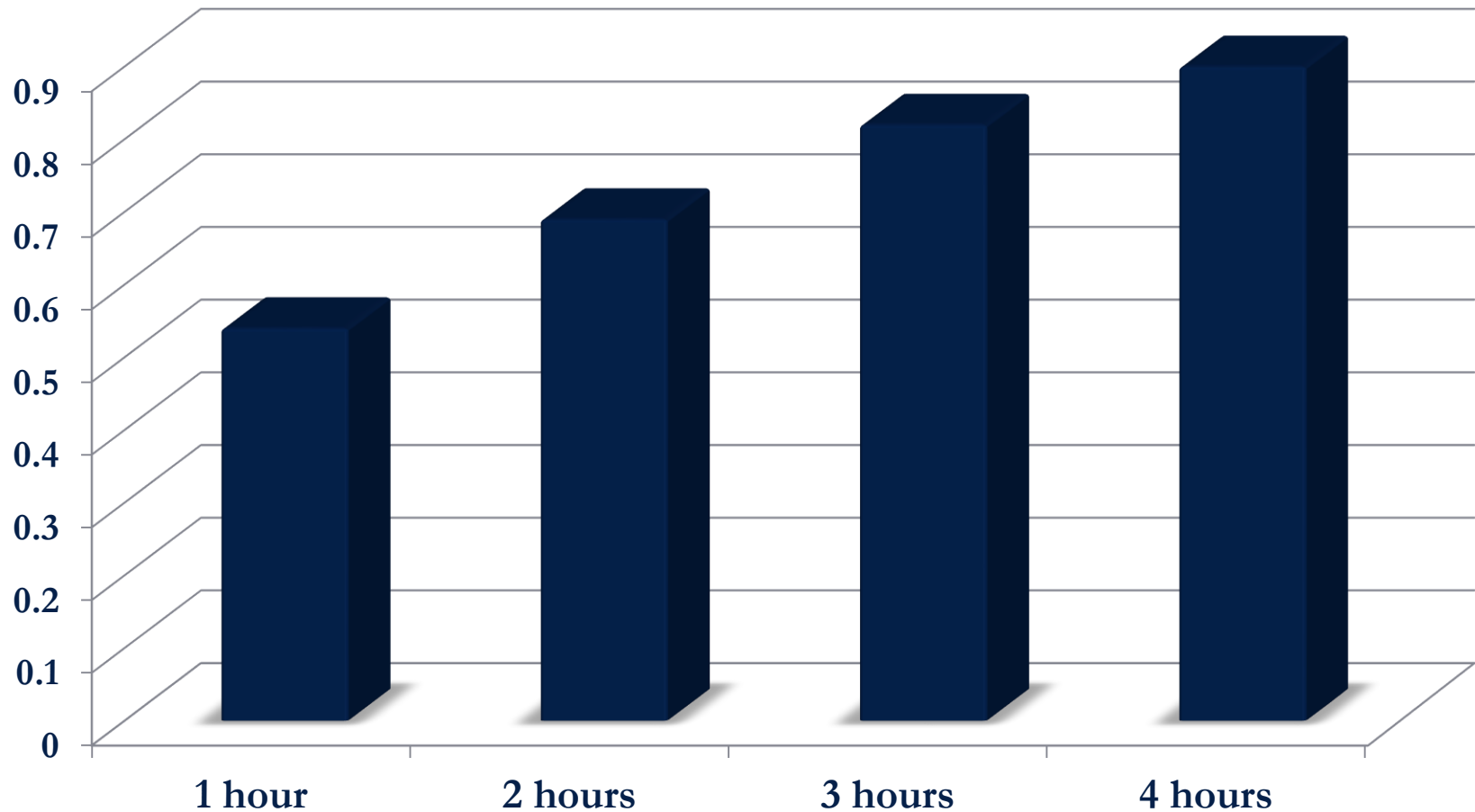


# OSCE

- Series of timed stations
- Each station focused on a different task
- 8-10 stations to achieve reliability
- Checklist of specific behaviors
- Ex: U.S. Medical Licensing Exam, Canadian Pharmacy Licensing Exam



# Reliability Estimate of OSCE



van der Vleuten CPM and Schuwirth L. Med Educ 2005.

# Using SPs for Teaching Purposes

- Practicing communication skills
  - Breaking bad news
  - Handling challenging patient interaction
  - Addressing unprofessional behavior of colleagues
- Assessing interprofessional interactions
- Global health simulation



# Hybrid (Patient-Focused) Simulations

- Combines SPs with inanimate models
- Used in procedural or surgical skills teaching
- Adds the patient perspective to the simulation

Ex: SP plays a pregnant woman but a plastic pelvis/mannequin simulates the actual birthing process



# Beyond Standardized Patients

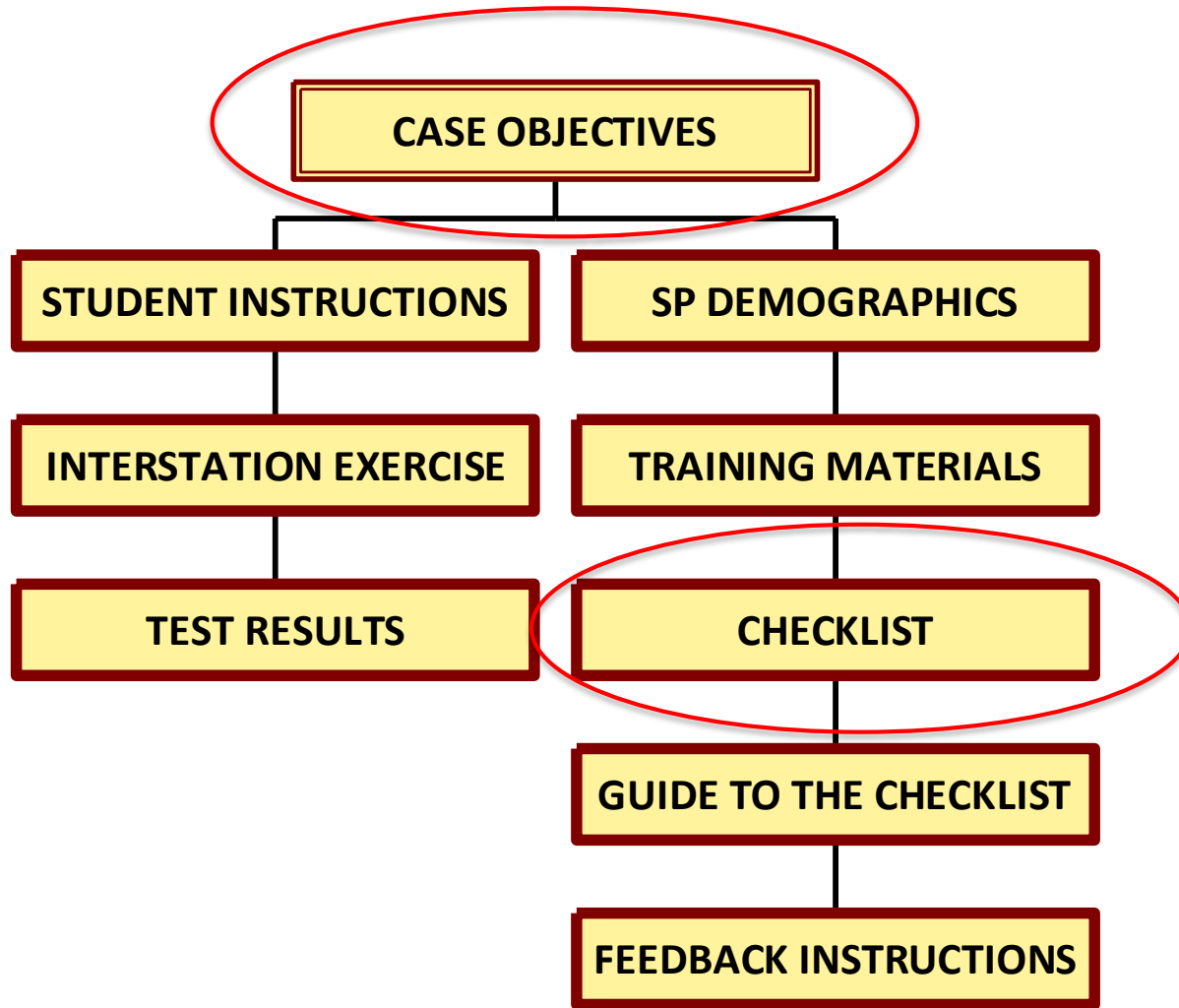
- Standardized caregivers
- Standardized colleagues
- Standardized students



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# What makes a case?





# Elements of a SP Case

- What are the objectives of the case?
- What is the level of the learner? (e.g. 1<sup>st</sup> year, 4<sup>th</sup> year, resident)
- What is the context? (e.g. circumstances, background, setting)
- Consider issues of diversity and inclusion
  - Is the case inclusive?
  - Does the case reinforce stereotypes?
  - Who can accurately portray the role of the SP?

# Elements of a SP Case

- Develop checklist OR rubric that is mapped to the case objectives
  - Checklist: YES or No answers
  - Checklist: Global ratings
  - Number of checklist items



Cunnington, Adv Health Sci Edu, 1997

Ostergarrd, Med Teach, 2003

# Elements of a SP Case

- Who completes the checklist?
  - Faculty?
  - SP?
  - Peer?
  - Have the raters had unconscious bias training?
- How do learners receive feedback?

# Kelly Carl

- 17 year-old transgender patient visiting the Adolescent Transgender Clinic for an initial visit
- Watch the video and complete the checklist
- Debrief

Break – 5 minutes

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# Small Group Breakout

## Developing a SP Case Outline

- Random assignment into breakout groups of 3-4
- Roles – ***Facilitator, Timekeeper, Scribe***
- Spend no more than **3 minutes** sharing your ideas for an SP case and then choose one idea to develop further in your small group
- Scribe to complete the SP case development worksheet in **Google docs**
- **15 minutes** on case objectives and what you will assess (Part 1)
- **10 minutes** on brief case outline (Part 2)
- Maria, Anita, Sharon may join your group

# Debrief

- Share one learning objective from your case
- One challenge that your group faced in completing the case outline



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# Guide to the Checklist/Scoring Key

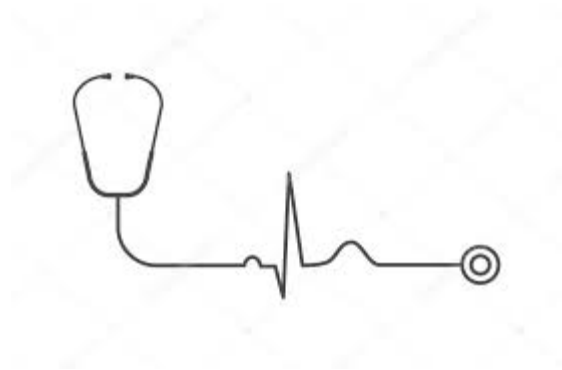
Essential for good inter- and intra-rater reliability

Documents scoring criteria



# Interstation Exercise

Post-encounter activity for learner



# Debrief

Facilitated or guided reflection

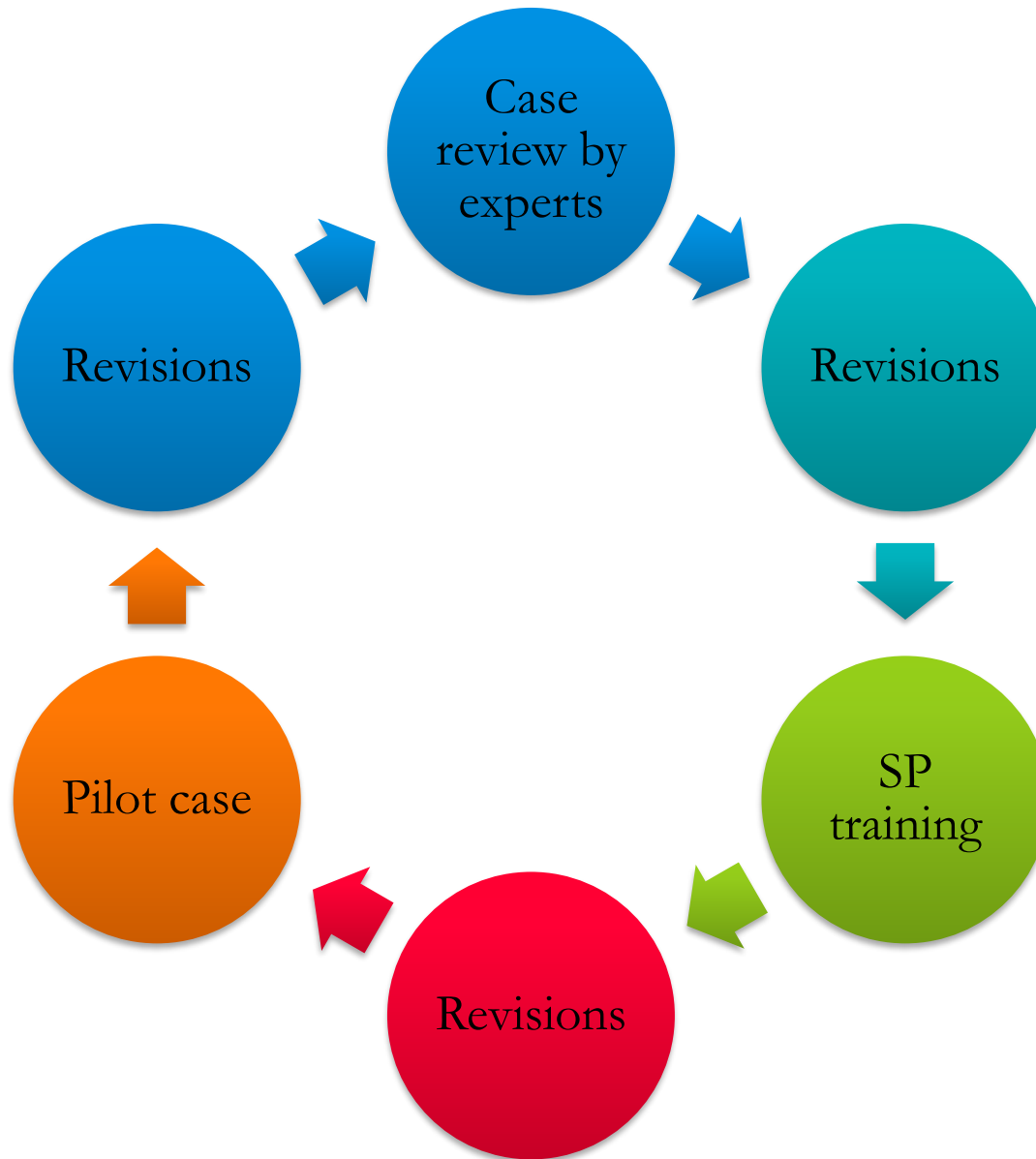
No best model



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# CQI



# Wrap-Up/Evaluations

- Please use the **google doc** worksheet to complete your skills assessment so you get credit for the workshop
- Please complete the workshop evaluation

<http://tinyurl.com/UseofSPs>

# Additional Resources

Hodges B, Hanson M, McNaughton BA, Regehr G. Creating, Monitoring, and Improving a Psychiatry OSCE. A Guide for Faculty, Academic Psychiatry, 26:3, Fall 2002

Coaching standardized patients : for use in the assessment of clinical competence (sample training materials, Checklist Guide, Feedback Instructions)

Peggy Wallace, Ph.D., (UCSD)

Imprint New York : Springer Pub., c2007

[UCSF Call # RT71 .W35 2007](#)

Association of Standardized Patient Educators

[aspe@aspeducators.org](mailto:aspe@aspeducators.org)

MedEdPortal

<https://www.mededportal.org/>



# Additional Resources

Three SP Cases to Measure Screening, Brief Intervention and Referral to Treatment (SBIRT) Skills in Primary Care Residents.

<https://www.mededportal.org/publication/9005>

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