



Vanderbilt University Medical Center

## Standardized Patients: The Future of EMDI Professional Training



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Vanderbilt University Medical Center

## Center for Experiential Learning & Assessment Vanderbilt University Medical Center





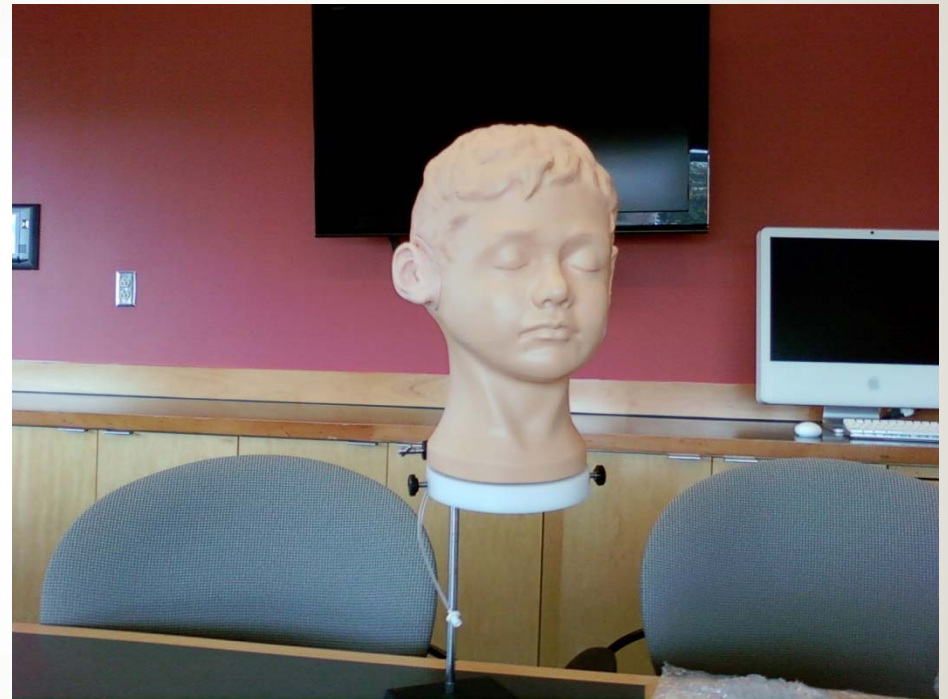
## Center for Experiential Learning & Assessment

CELA consists of two programs:

- Simulation Technologies Program
- Program in Human Simulation



- Allows repetitive practice for routine activities (training)
- Allows for standardized teaching and assessment
- Allows opportunity to see unique, rare conditions





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CENTER FOR EXPERIENTIAL LEARNING & ASSESSMENT

## Program in Human Simulation



- Allows development of interviewing, physical exam, communication, and interpersonal skills





## What is a standardized patient?

- An individual trained to portray a scripted role of a patient, family member, health care team member, etc.
- Employed for purposes of teaching and assessment.





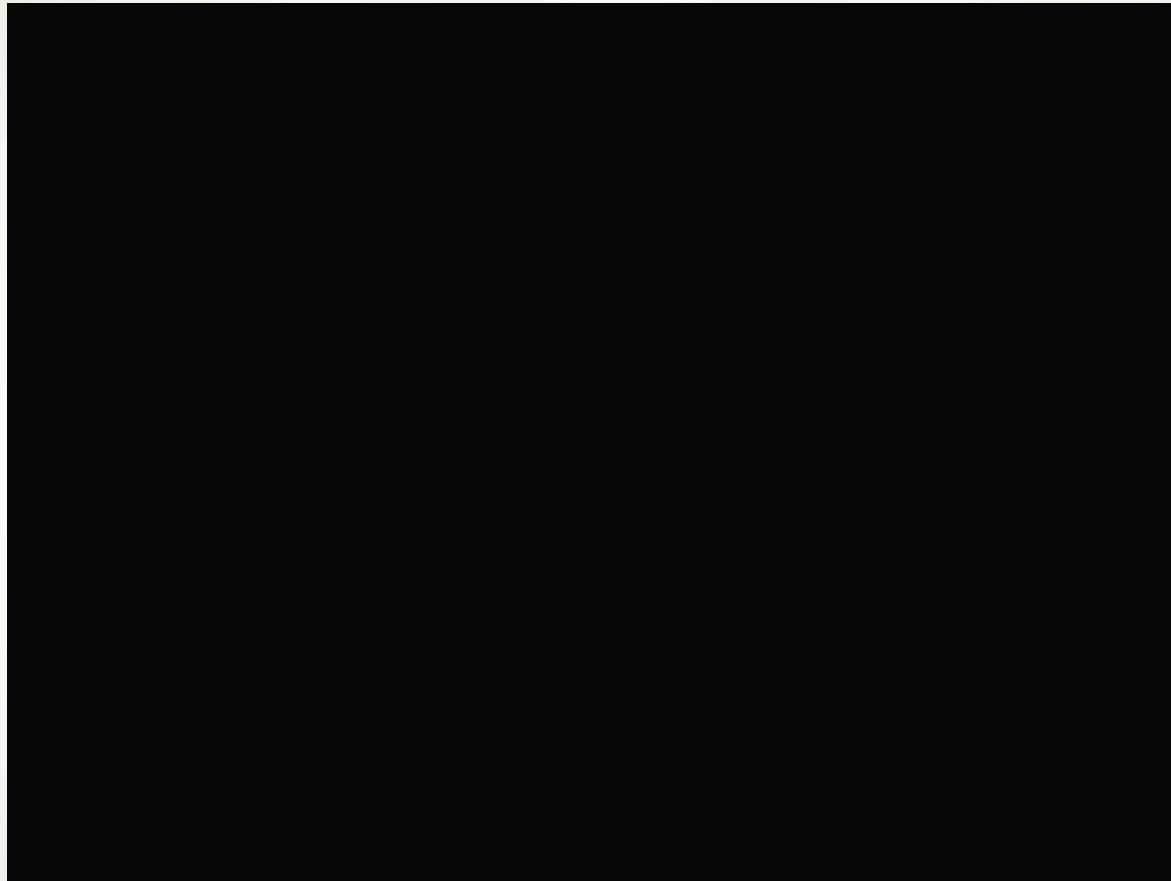
## What is a standardized patient?

- Trained to record objectively and subjectively on what occurs in a student/patient encounter.
- Provide feedback from patient's perspective





## Why Human Simulation?







## Why Human Simulation?

- Permits deliberate and repeated practice of a wide range of clinically-related scenarios by trainees
- Simulated scenarios are completely replicable and highly standardized so easy to review and evaluate performance



## Why Human Simulation?

- Trainees can be exposed to rare or infrequently seen patients
- Trainees can become involved in scenarios often not allowable until “real world” exposure



## Facility

- 12 clinical exam rooms
- Equipped with digital audio and video capabilities







## Door Notes

### Pediatric Audiology - Allen\_v1

**Patient Name: Alice Allen**

**Age: 13 mos**

**Race: Caucasian**

**Referral Source: Dr. Hamilton (pediatrician)**

You initially see Alice in the waiting room playing with a Lego set at her mother's feet who is reading a magazine. When you call Alice's name, she turns, looks at you briefly, and quickly turns to her mother and raises her arms to be picked up. Once in her mother's arms, she shyly turns and watches you as her mother gathers her belongings and follows you to the test suite while carrying Alice.

Click the "VIEW" button below to see an image of Alice

#### Student Instructions

- Obtain a history pertinent to this patient's problem
- After leaving the room, list the 3 most pertinent facts revealed by the history; review the patient's test results on the computer; list your recommendations/plan for follow up
- Return to the exam room and counsel the patient's parent
- After leaving the room, return to the computer and jot down your thoughts about the encounter (what went well, what did not)



**Allen-A\_ST\_PE1\_08**

Pediatric Audiology - Allen\_v1

- 1. List the 3 most pertinent facts revealed by the history.**

A large, empty blue rectangular box with a thin black border, intended for the user to provide their answer to the question above.

**Please select the "Checklist 2" tab above to review test results.**



## Otoscopy

Left Ear



Right Ear

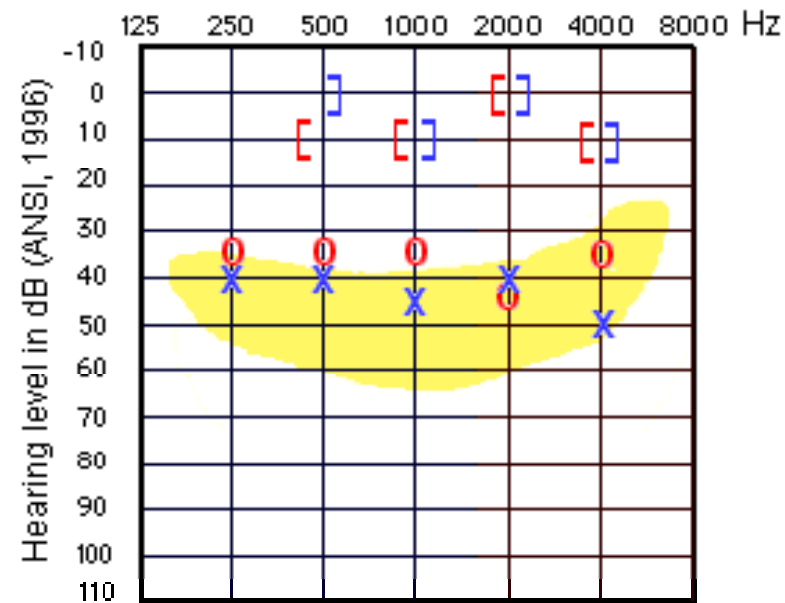




## Hearing Test Results

### **AUDIOGRAM**

Frequency in Hertz (Hz)

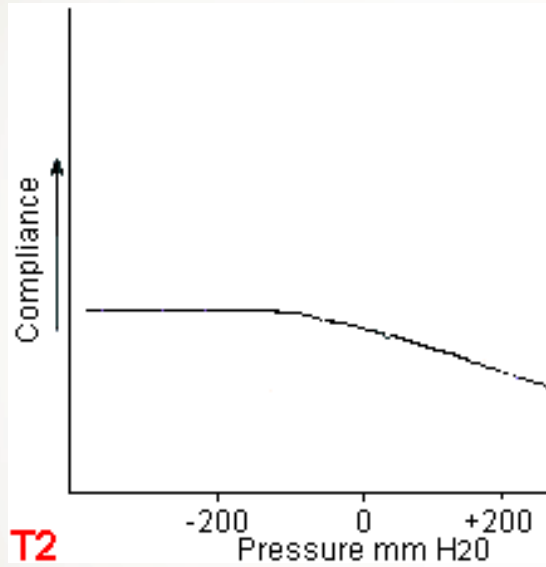




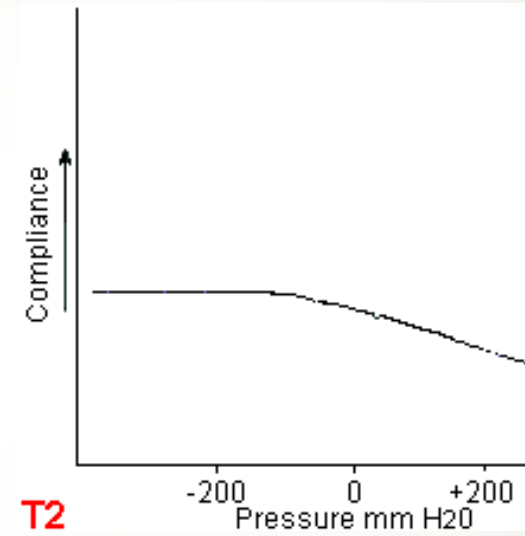


## Tympanometry

- Left



- Right





**Allen-A\_ST\_PE1\_08**

Pediatric Audiology - Allen\_v1

- 1. Jot down your thoughts about the encounter (what went well, what did not).**

- 2. I agree not to discuss this exercise with classmates or first-year students who have not yet completed this assignment.**

Agree \_\_\_\_\_



- Faculty can monitor from adjacent observation room or remotely





## SP Checklist

**1. I could easily understand what the student was saying.**

Avoided medical jargon

Asked questions that were clear and easy to understand.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

**2. The student enabled me to communicate my history.**

Asked open- and closed-ended questions

Controlled the pace without unnecessary or frequent interruptions

Used positive questioning

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

**3. The student listened attentively to what I was saying.**

Made eye contact

Responded to non-verbal cues

Remembered/summarized my answers

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

**4. The student was empathetic.**

Acknowledged my concerns

Made empathetic/supportive statements

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree



**5. The student treated me with respect.**

Asked sensitive questions with ease and confidence Responded to my requests

Focused on me rather than paperwork

Avoided frightening or worrisome statements

Strongly Agree

Agree

Neutral

Disagree

**6. The student established (met) my expectations for this visit.**

Asked for the primary purpose of my visit

Elicited or addressed my expectations/concerns during the interview

Restated my primary complaint and concerns to me

Clearly explained the test results

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

**7. The student brought the encounter to a closure.**

Explained his/her recommendations clearly

Told me what I was to do after the visit

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

**Allen-A\_SP\_PF-08**

Pediatric Audiology - Allen\_v1

(Blank Checklist)

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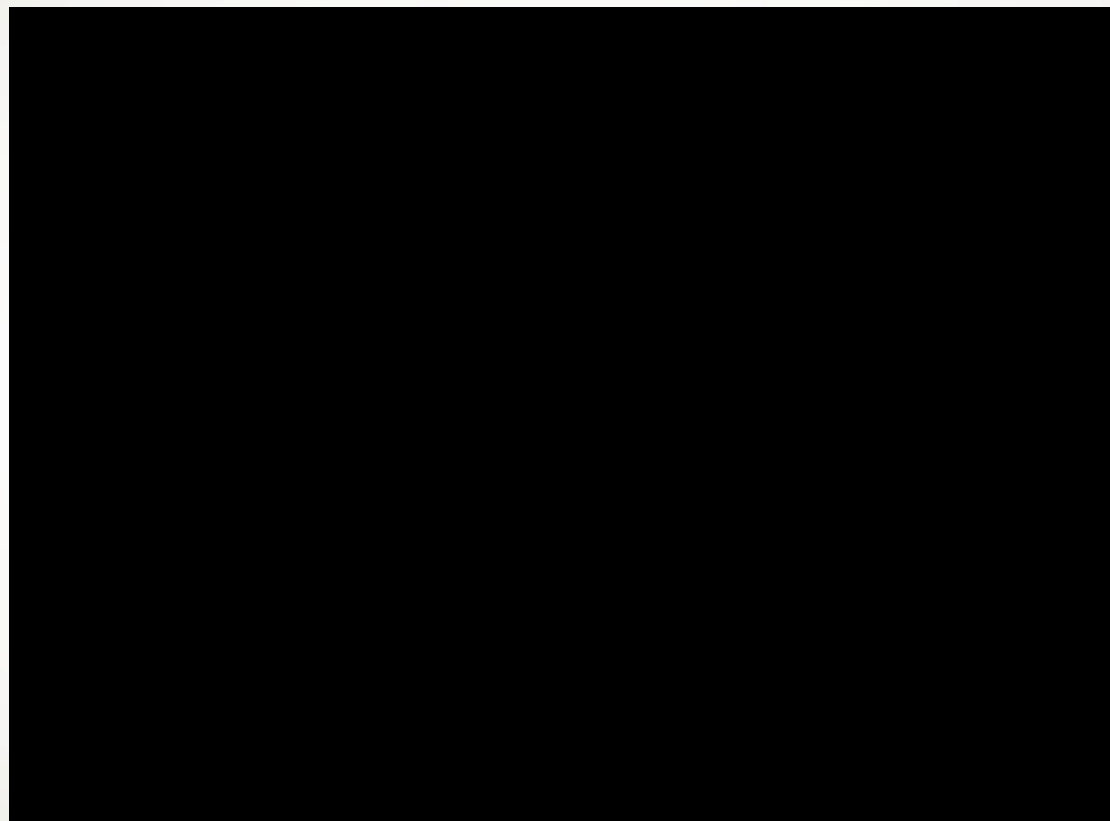


## Learning further facilitated by:

- Review of videotaped simulation experiences
- Scheduled practices
- Team training



## Sample Encounter





## Possible Outcomes

- Enhanced skills when entering the workforce
- Greater sensitivity to patient perceptions
- Higher level of confidence earlier in career









## Sample Encounter





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## What Is Simulation?

