



Options for Training SPs

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Objective for Today's Workshop

- Identify Common Barriers to effective SP training
- Be familiar with alternative options for training/re-training SPs
- Have a written outline of 2-3 ways to improve your SP training

What is an SP?

Standardized Patient = person educated to consistently portray the same patient role during each and every encounter (Makoul, 2006)

Skills Required of Each SP

1. Realistic portrayal of the patient.
2. Appropriate and unerring responses to whatever the student says or does.
3. Accurate observation of the student's behavior.
4. Flawless recall of the student's behavior.
5. Accurate completion of the checklist.
6. Effective feedback to the student
(written or verbal)

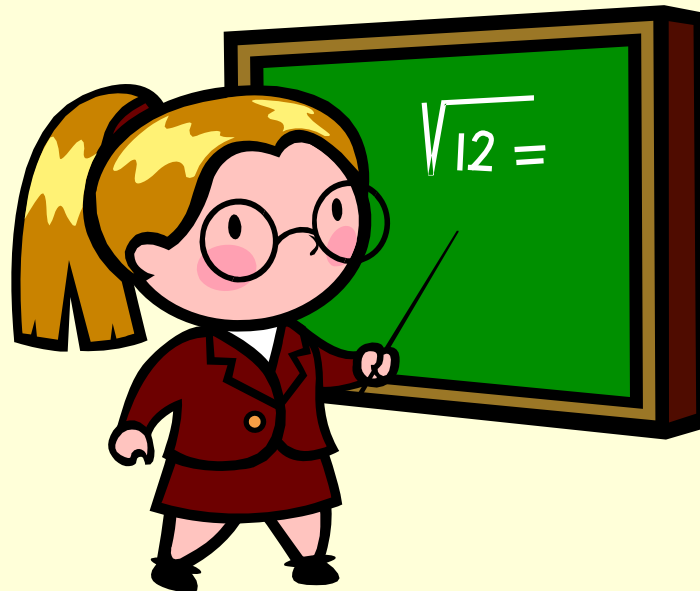
Wallace, 2007, Coaching Standardized Patients

Challenges to Training

- Not every question can be anticipated
- Limited time
- Cost \$\$
- SP must have some technical proficiency if utilizing a computerized grading system
- Individual personalities and backgrounds of the SPs
- Need to debrief on highly emotional cases (Bosek, 2007).



Current Training Practices



What do you do?

- How many of you help coordinate SP programs?
- How long is your initial SP training?
- What do you include in your initial training?
- Do you train SPs to give verbal feedback?
- Do you have a computerized component of your training?
- How often do you retrain on cases?
- What does your retraining consist of?



Our On-Line Training Project



Our On-Line Training Project

- Funded by a Learning Resource Grant from the Medical College of Wisconsin
- Reviewed 300 exams and rated SP performance.
- Provided the feedback to the SPs
- Required all SPs to complete on-line training course
- Reviewed 69 “post-training” videos

Items on Review of SPs

Item	Pre-training Percentage of Time Observed	Post-training Percentage of Time Observed
Referenced the clipboard or door sign	22%	16%
Gave away case information	24%	14%
Answered a question incorrectly	16%	16%
Did not provide pertinent information at appropriate prompt	5%	0%
Answered in a leading manner	2%	0%
Dropped out of character	30%	13%
Showed wrong mood/inflection for the case	11%	0%
Asked additional questions at end of session	11%	1%
Number of Grading Errors per video	3.87	2.10

Pre-training Feedback

- First standardized feedback we had done with our SPs
- First feedback we had given comparing them with their peers
- SPs responded very positively to receiving performance feedback that compared them to the group

Format of On-line Modules

- Utilized our Learning Management System (ANGEL) as the platform
- One general module on how to be an SP
- Case specific modules for each of our end of clerkship stations

Format of On-line Modules (cont.)

- General module included:
 1. Definition of an SP
 2. Common Performance Blunders (items on feedback rating sheet)
 3. Acting tips to help stay in character
 4. Optional video of student OSCE orientation
 5. A quiz (must be completed before moving on to case specific modules)

Format of On-line Modules (cont.)

The screenshot displays a web-based learning interface. At the top right, the text "PEDS-015 Standardized" is visible. Below this is a navigation bar with tabs for "Course", "Calendar", "Lessons" (which is highlighted), "Resources", "Communicate", and "Report". A breadcrumb trail shows "Home || Course > Lessons". On the left side, there is a vertical sidebar with a "guide" label and several circular icons representing home, power, help, email, tools, and a user profile. The main content area is titled "Lessons" and includes a "My Notes" link in the top right corner. The lesson list consists of the following items:

- Introduction to SP Training
- Navigation Tips in ANGEL
- Requirements of this course
- Lesson 1: What is being an SP?
- Lesson 2: Common SP Performance Blunders
- Lesson 3: Acting Technique 101
- Optional: View Medical Student Orientation to OSCEs
- Test Your Knowledge!
You must complete this quiz to access the Case Specific Material
- First Module Completed

At the bottom left of the interface, there are two small boxes containing the text "508" and "PDA".

Format of On-line Modules (cont.)

- Case Specific modules included:
 1. Part 1
 - a. A summary of the case
 - b. The case checklist
 - c. A knowledge quiz
 2. Part 2
 - a. A sample video of the case being performed
 - b. A grading quiz
 3. Part 3
 - a. For a new case, SP also met with trainer to do a practice session

Format of On-line Modules (cont.)

PEDS-015 Standardized

Course Calendar Lessons Resources Communicate Report

Home || Course > Lessons > FEVER > View Sample Performa...

View Sample Performance Video

My Note

If the video does not begin playing automatically, click the play button beneath the screen.



[Launch in external player](#)

Pros and Cons of our Method

- Pros:
 - Training is standardized
 - Minimizes trainer time required
 - SPs liked the quizzes with immediate feedback
 - SPs liked being able to go at their own pace and complete on their own schedule

Pros and Cons of our Method (cont.)

- Cons:
 - Some technical problems with internet browsers
 - Some users not very computer savvy
 - A lot of work to create and maintain
 - Currently no component to train on giving feedback to students
 - Login/Access challenges

Facilitated Group Work

- In small groups, use the worksheet to design your ideal training method





Wrap Up

- What ideas did people come up with they would like to share with the group?



References

- Bosek, M. Li, S, Hicks, F. (2007). Working with Standardized Patients: A Primer. *International Journal of Nursing Education Scholarship*, 4(1), Art. 16.
- Makoul, G. (2006). Commentary: Communication skills: How simulation training supplements experiential and humanist learning. *Academic Medicine*, 81(3), 271-274.
- Wallace, P. (2007). Coaching Standardized Patients for Use in the Assessment of Clinical Competence. Springer Publishing Company, LLC. New York, NY.