How to Design an Educational Session with Standardized Patients

Presented by:
Valerie Fulmer, BA;
Marie Fioravanti DNP, RN;
Adam Kukic, MA
Overview of Standardized Patients (SP)

• Discuss *your* experience as a learner or an educator

• Introduction/Refresher to SP Methodology

• Practice: Designing a teaching or testing activity utilizing SPs

• Resources
Objectives

1) Define basic components of SP methodology

2) Outline strategies for SP activity design for your environment

3) Identify resources
Who are SPs?

- SPs are healthy individuals *trained* to portray a real patient, health professional, family member or other individual for the purpose of education (formative or summative).
  - Able to provide feedback- proxy for patient’s perspective
  - Continuity of portrayal
  - Respond to learner skill
  - Educator (checklist completion, experiential learning)
  - Represent all walks of life
What is SP Methodology?

Theories and practices related to:

- Scenario/ Case writing- materials and checklist development
- Activity Design- metrics, data collection, logistics…
- Recruiting and Selection of SPs
- Training (SPs and Faculty)
- Portrayal
- Feedback
- Quality control measures
SP Methodology

• Can combine modalities; hybrid, inter-professional, team training, group training, large group demonstration…

• Highly effective when the learning objectives relate to interpersonal, rapport building, communication or counselling skills.
Brainstorm: Activity Design

• How could you incorporate SPs into your educational practice?

Packet:
1. Activity Template
2. Case Template
3. Checklist Template
Activity Design: “Big Picture Ideas”

• What is the goal of the educational event? How will the goals be assessed?
• Who is your learner or participant population?
• Are you creating cases & checklists? If not, how will you procure them?
• What are your expectations of the SPs?
Activity Design:

Logistics

• How do I find SP programs?
• What’s a reasonable budget?
• The Schedule:
  – How long will the day be?
  – How many participants/learners?
  – How long is each SP encounter?
  – Time allotted for verbal feedback or checklists
Activity Design: Logistics

• Where will this activity be held?
  – Internal location
    • How do you reserve space?
    • What is a good time to run activity (least disruptive)
  – External location
    • Cost involved
  – Space limitations (either internal or external)
Activity Design

SP Population

- How many SPs will you need?
- What are your demographic needs?
- What trainings have the SPs already received? How experienced are the SPs?
- Will the SPs require additional training?
“A Personal Story”

• First Attempt at using an SP

• Different Methodology
  • What was the objective of the activity?
  • What were the components of the activity?
  • What was the result of your activity (were your goals met)?
Plan Inception to Conclusion

1. Learning Objectives
2. Creating the cases / trialing scenario
3. Checklists / script
4. Training the SPs
5. Detailed outcomes to assist with debriefing
6. Iterative Development / Quality Improvement/Revision
The Role of Debriefing

• It is the most important role in Simulation
  – Trained Faculty in Debriefing

• 3 Roles of Debriefing to Remember
  – Make it Safe
  – Make it Stick
  – Make is Last

PAIGE, J. T., et al. (2015)
Questions

• Further questions

• Resources


References


