Standardized Patient Script Writing Workshop

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SP

- Simulated Patient or Standardized Patient?

Simulated Patient

- a lay person (a normal person) who has been instructed carefully to be an actual patient in terms of presenting the signs and symptoms. (Barrows, 1963)
- ordinary people who have received training to portray an amalgam of different clinical scenarios including history taking, physical examination, and communication skills. (Collins & Harden)

Standardized Patient

- People who are trained to simulate a patient's illness in a standardized way (Wallace P)
- SPs are trained to provide a standardized response with little variation between encounters.

Exam/OSCE setting

Example 1

- LO: Students should be able to take a complete history of patients with suspected pneumonia

Student: Why are you in the ward?

Patient A

“I have fever”

Patient B

“I have fever, cough and difficulty breathing for one week”

Patient C

“I am currently being treated for pneumonia”

Example 2

Student A: What medication are you on?

Patient A: I take two types of medicine

Student A: Can you tell me the name?

Patient A: I don't remember the name.

Student A: Can you tell me the shape of the medicine?

Patient A: Welll….hmmm…one is round in shape and the other is… oval in shape I think…sorry… I'm not sure"

Student A: Do you remember how frequent you take the medicine?

Patient A: I take them only when I remember to take them.

Student A: No.. I mean how frequent you should take them. As instructed by your doctor.

Patient A: That I don't remember.

Student A:

Student B: What medications are you on?

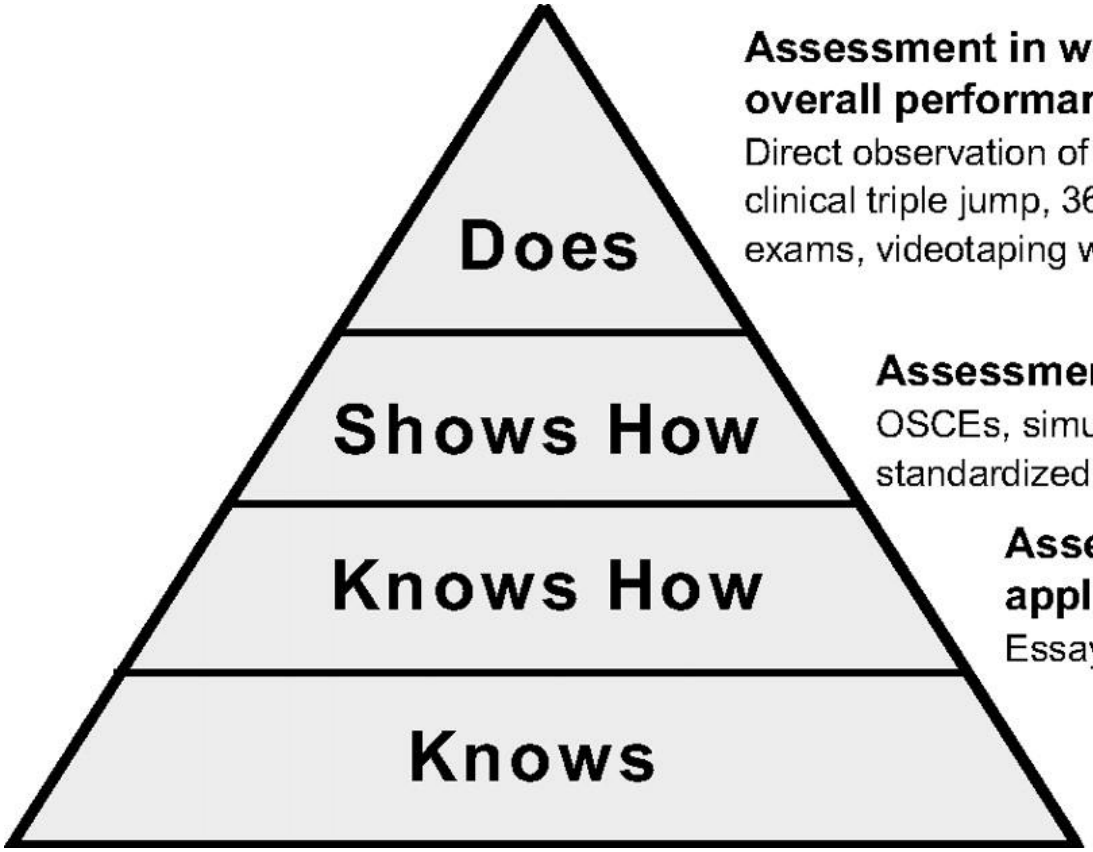
Patient B: “I take amlodipine and valsartan, both taken once daily”

Student B:

When to use?

When to use?

*Miller's pyramid of competency



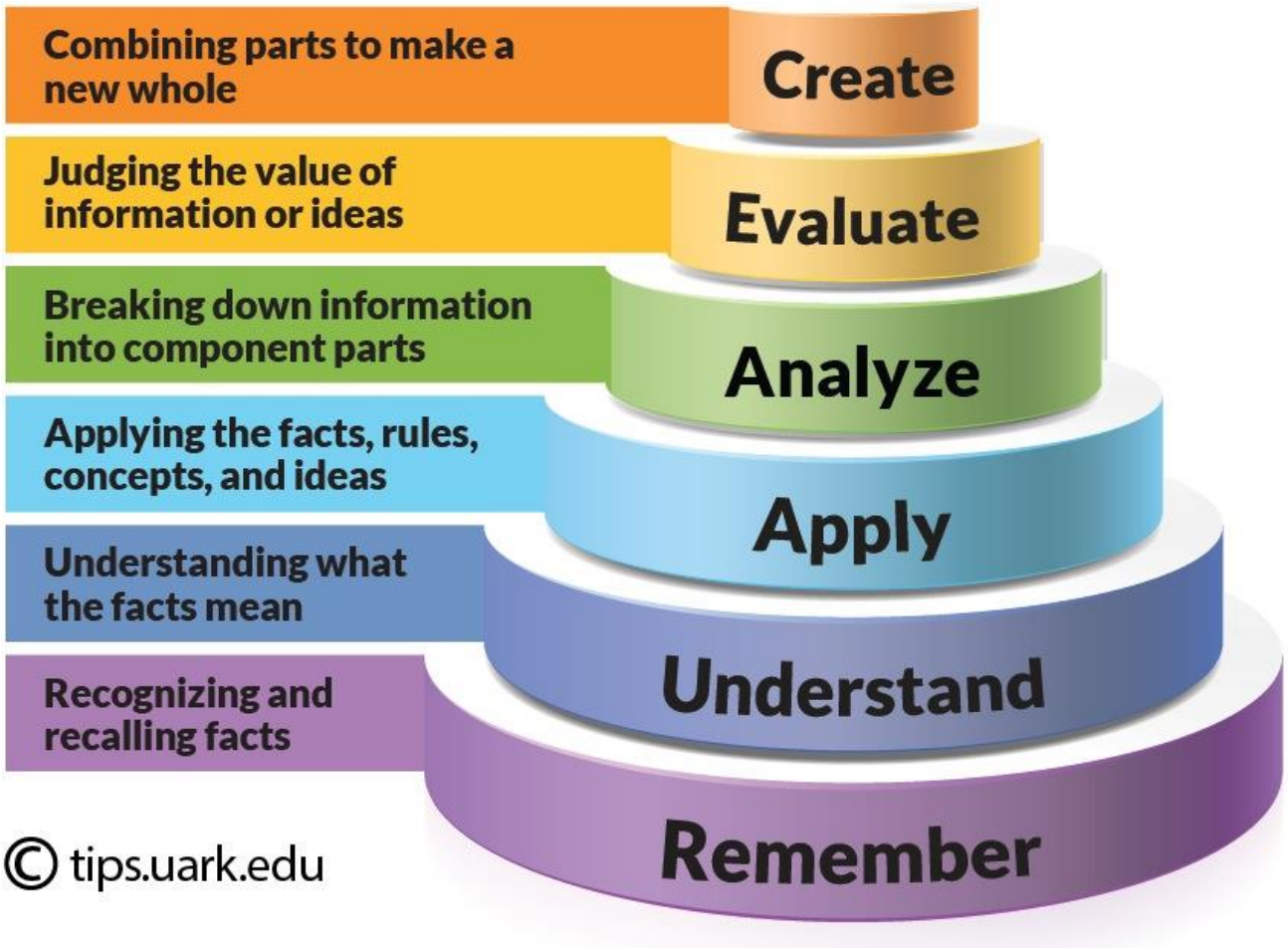
Assessment in work environment; focus on overall performance, not components
Direct observation of learner performance, portfolios, clinical triple jump, 360 assessment, clinical competency exams, videotaping with follow-up review

Assessment in controlled situations
OSCEs, simulations, lab practicals, standardized patients

Assess capacity for clinical-context application
Essays, triple jump, case-based MCQs

Test factual recognition
Context-free MCQs, reports written by students, oral exams

Bloom's Taxonomy



In FPER UKM

- History taking
- Physical examination
- Communication skill

What to do?

- Assessment blueprint (what to assess)
- Design scenario/script and checklist
- Vetting of the scenario/script
- Book SP
- Train SP
- Exam (revisit with SP before exam start)
- Debriefing & Feedback

Things to consider

- Level of examinees
- Type of exam (Long case, OSCE)
- Focus of exam (history taking, physical/systemic examination skills, communication skills)
- Duration of the exam
- *availability of the SP

Important Points

-Use layman term (no medical jargon)

-The script is designed for the SP

-Treat the script as confidential (don't allow SP to take the script home)

- SP can make notes
- remind SP to ensure confidentiality

-Do not announce the use of SP to examinees

-Beware of *unexpected* questions from students

-Decide when to give-in?

-Cross check the script with the examiner checklist

-Most important thing - STANDARDIZATION

OSCE Examination

No	Activity	Maximum Score	Not Carried Out	Attempted but Unsatisfactorily	Performed Satisfactorily
1	**Approach & Building Rapport** -Greetings, introduces self -Good eye contact -appropriate body language	2	0	1	2
2	**Issues**				
2.1	Student explores why the village leader is reluctant to support the programme	5	0	2.5	5
2.2	Student explains regarding the health hazard of obesity	3	0	1.5	3
2.3	Student explains regarding the health hazard of smoking	3	0	1.5	3
2.4	Student able to convince the chieftain to support the programme	2	0	1	2

Global rating on student overall performance *(Please circle)*

(Included in the final mark):

Poor			Borderline				Excellent
0	1	2	3	4	5	6	7

No attempt	NEGATIVE	POSITIVE

Global rating by SP: (Not included in final mark) 1 / 2 / 3