The Use of Standardized Patients in Medical Education

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School of Medicine
### PHASE 1

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**Patient, Physician, and Society I**

*Note: Shaded columns indicate Winter Recess (2 weeks) and Spring Break (1 week)*
PHASE 2

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NER - Nervous System
HEM - Hematopoietic & Lymphatic System
CAR - Cardiovascular System
RES - Respiratory System
REN - Renal-Urinary System
END - Endocrine & Reproductive System
GI - Gastrointestinal System
SCM - Skin, Connective Tissue & Musculoskeletal
ICM - Introduction to Clinical Medicine

Patient, Physician, and Society II
Electives

Note: Shaded columns indicate Winter Recess (2 weeks) and Spring Break (1 week)
Phase 3 (84 weeks)

- Internal Medicine (12 weeks)
- Surgery (8 weeks)
- Obstetrics/Gynecology (6 weeks)
- Pediatrics (8 weeks)
- Psychiatry (6 weeks)
- Family Medicine (4 weeks)
- Neurology (4 weeks)
- Subinternship (4 weeks)
Standardized Patient

“Someone who is trained to portray a patient in a realistic and reproducible manner.”
OSCE
Objective Structured Clinical Exam

“An assessment of clinical skills using standardized patients”
Added Value for Students

- Prepare students
- Safeguard patients
- Immediate feedback
- Practice difficult situations
- Active learning
Added Value for Teaching

- Equivalent experiences
- Planned, controlled
- Readily available
- Evaluate learning objectives
- Evaluate consistently
Advantages for Program

- Feedback about effectiveness
- Reinforces a “patient centered” approach
- Provides solid data
- Avoid mistreatment of real patients
- Practice emergency situations
- Availability
- Establish criteria ahead of time
Cost

- Economical way to increase observation of students
- Saves faculty time in teaching basic skills
- Share costs with other programs
Why Not?

- Reluctant faculty
- Skepticism
- Apathy
- Teaching is a low priority
- Student stress
- Centralized approach needed
Use of OSCE

- National Evaluation
- Formative Evaluation
- Summative Evaluation
- Teaching
National Level

- Medical College of Canada
- Educational Commission for Foreign Medical Graduates
- United States Medical Licensing Examination (2004-2005)
Teaching

- History Taking
- Physical Diagnosis
- Illustrate cases during basic science classes
- Difficult situations
Formative Evaluation

- To “form” a better performance
- After each clinical skills session
- After midway through a class
- May or may not count as a grade
Summative Evaluation

- The “sum” of a student’s performance
- At the end of a course or clerkship
- End of a program
- “High stakes” pass/fail decisions
Getting Started

- Identify specific project
- Low stakes, enjoyable, part of program
- Draft educational objectives and assessment
- Recruit standardized patients
- Train faculty and patients
- Assess outcome
“All students should be taught and assessed at some point before graduating using standardized patients.”
“Standardized patients have high value for teaching and formative assessment...and can be employed effectively to evaluate students’ preparation to undertake clinical clerkships.”
“Just do it.”