



Exploring opportunities for 'authentic simulated patients'

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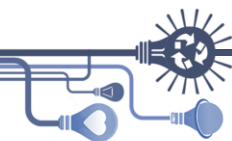
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Background

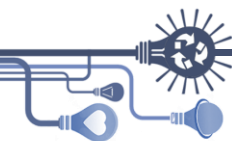
- Real people in simulation based training can be beneficial
- Especially for communication and empathy training
- Usually actors

- Involvement of service users is rare
- Need for consistency, especially for OSCE exam
- Potential conflict 'lived experience' & 'acting skills'

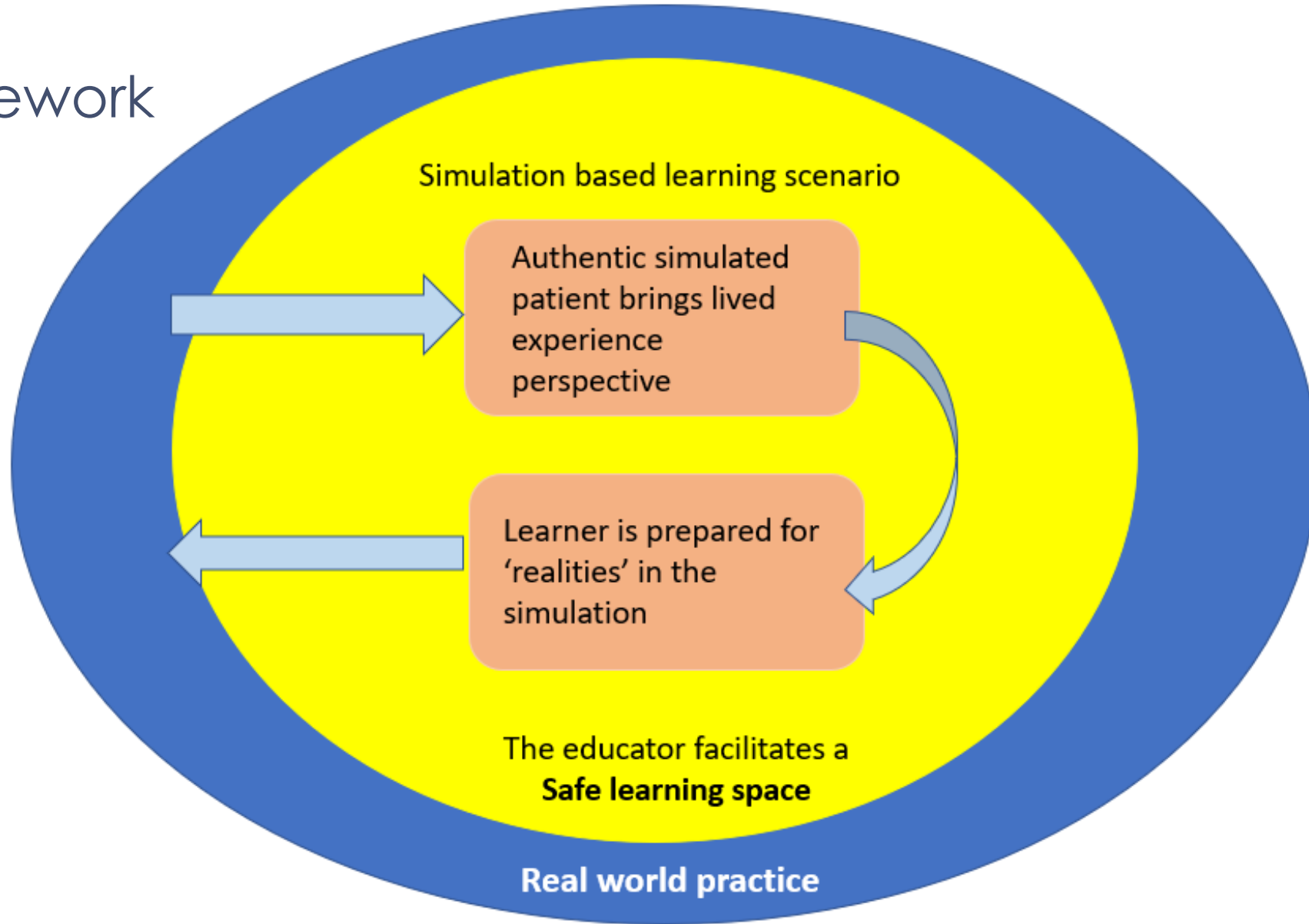


Training for SPs

- Simulated patient / standardised patients
- Training is variable and inconsistent
- Renewed approach to training and simulation scenario design needed
- SPs with lived experience = authentic SP
- Improved learning experience in simulation-based learning



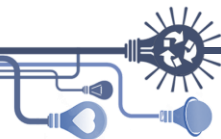
Framework



Authentic SP involvement checklist

Five parts:

1. Considers the aims of the scenario
e.g. communication skills learners or between professions or increasing empathy
2. The type of person and what requirements they have
3. Describes the scenario (& materials needed)
4. Risk assessment and mitigation plan
5. Benefits considered for Service User (SP), Learner and Educator



Authentic SP involvement checklist

Are the aims of the simulation learning activity to improve?

- communication skills of the learners (simulation-based improvement)
- communication between multi-professions (simulation-based improvement & involvement)
- empathy with the learners (simulation-based inclusion)

Is the simulation scenario involving service users with the lived experience from any of the following?

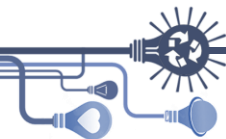
- Persons with learning disabilities
- Persons with physical disabilities such as:
 - vision impairments or who is blind
 - deaf
 - using a wheelchair
- Persons caring for someone who is near their end of life
- Persons who need assistance with communications e.g.
 - Using a translator service
 - Having electrolarynx

You need to be able to specific the 'lived experience' to consider the benefits to the learning experience.

Applied checklist example

State the key aims of learning scenario and briefly describe the scenario:

- **Aim of the scenario is to introduce undergraduate nurses to carrying out basic health checks with a person with learning disabilities, who do not always focus or respond to the activity that has been asked to be carried out. The scenario aims to support nurse's communication skills when addressing a service user with learning disabilities.**



Risks

Consider the risks of the scenario for:

| Service user | Learner | Educator |
|--|---|---|
| -psychological safety Could be reminded of some uncomfortable encounters with other HCP | -psychological safety May feel embarrassed when mistakes have happened | Learner and service user have gone off on the wrong foot, learning atmosphere is affected |

Plan for risk mitigation:

| Service user | Learner | Educator |
|---|---|---|
| Have resources and time ready to support the service user | Will be told in advance that this is a 'safe learning <u>space</u> ' This message needs to be re-enforced in the debrief | State clearly at the beginning that this is a learning situation and that it is a safe <u>space</u> Reflect with fellow educators on future strategies |

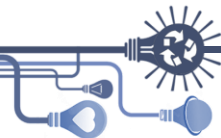
Consider the benefits of participating in the scenario for:

| Service user | Learner | Educator |
|--|---|--|
| Having a voice in the training of nurses and to share their perspectives. Developing empathy for the emerging nurse | Meeting a service user with the lived experience in a safe learning environment (rather than in practice) Developing empathy for the person with learning disabilities | Provides the learner with more authentic learning experiences but in a controlled / managed <u>way</u> Develops a more practice-oriented overview of issues for service users |



Reflective questions

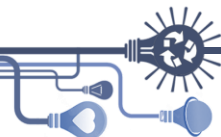
- By what means can you see this framework being implemented in your practice?
- What barriers and what benefits do you perceive?
- In what way do you think this framework impacts on the educator, the learner and the SP?



References

- References:

- Lewis KL, Bohnert CA, Gammon WL, Hölzer H, Lyman L, Smith C, Thompson TM, Wallace A, Gliva-McConvey G. The association of standardized patient educators (ASPE) standards of best practice (SOBP). *Advances in Simulation*. 2017 Dec;2(1):1-8.
- Oh PJ, Jeon KD, Koh MS. The effects of simulation-based learning using standardized patients in nursing students: A meta-analysis. *Nurse education today*. 2015 May 1;35(5):e6-15.
- Wilbur K, Elmubark A, Shabana S. Systematic review of standardized patient use in continuing medical education. *Journal of Continuing Education in the Health Professions*. 2018 Jan 1;38(1):3-10.



Many thanks for listening

- Any questions or comments?
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