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Welcome!

Welcome to the Standardized Patient Program at Sanford School of Medicine and the Parry Center for Clinical Skills and Simulation! We are delighted to have you join our team of dedicated and experienced standardized patients who are committed to teaching and assessing the clinical and professional skills of our medical students. Your role is crucial to our program’s goals to prepare our future health professionals with the clinical and communication skills necessary to provide excellent medical care. Your commitment to our center is important to our program and to our students. This work in which you’ve chosen to participate endorses the vision and mission of the Parry Center:

Our vision is to advance clinical skills, patient safety, healthcare effectiveness and communication through the use of interprofessional teamwork, innovative technology and immersive training methods.

Our mission is to provide evidence-based simulation and clinical training opportunities to advance the translation of education and knowledge into clinical practice. The Center offers a safe and engaging learning environment that complements the existing educational curriculum for USD medical students, residents, health professions students and faculty.

Student and resident encounters in the Center provide educational sessions using Standardized Patients (SPs) and physician trained examiners. As a participant in the program, please take some time to familiarize yourself with the policies and procedures of the center.

Disclaimer

The examinations that you may partake in are instructional and are not to be considered a formal and complete medical evaluation. The supervising physician and/or learner does not replace your primary care physician.
Contact Information

Parry Center for Clinical Skills and Simulation p | 605-357-1333

Devon Hamlyn, BS, NRP p | 605-357-1312
SP Coordinator email | devon.hamlyn@usd.edu

Dr. Val Kozmenko p | 605-357-1303
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Simulation Specialist email | brian.wallenburg@usd.edu

Communication

The preferred communication method for correspondence (to include scripts, checklists, etc.) with standardized patients is via email. If you have special needs, please indicate so on your application or by notifying the trainer.

Confidentiality

*Confidentiality is of greatest importance to this program.*

Confidential Materials: The work you will be doing at the Parry Center is designed to help students learn. Our cases are developed for the use of the Sanford School of Medicine only! We allow you to take them home so that you can review and work on your performance. Keep secure any case material that you are given, and use it only to review before performances. They are not to be shared with anyone not directly involved with your training, such as discussing your role, case material or performance. Comments, updates, tweets, concerning your role should not be placed on social media (such as Facebook or Twitter).

Student/SP Confidentiality: *It is imperative that you protect the confidentiality of students, personnel, and cases that you enact.* Do not discuss student performance or appearance with anyone except faculty, the trainer, or Parry Center staff.
The Role of a Standardized Patient (SP)

Standardized patients, also known as SP, are used in several ways in the education of health professionals. The role of an SP, accurately and consistently portrays the medical background, physical condition, and emotional state of a patient. As a Standardized Patient, you may be interviewed and/or examined by medical students, resident physicians, or other allied health students (e.g. physician assistant, nursing, etc.). Below are the normal circumstances that you can expect during an encounter:

<table>
<thead>
<tr>
<th>Expectations for a Typical Encounter</th>
<th>Procedures that will not occur</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All encounters are noninvasive. Breast and pelvic are atypical.</td>
<td>• Typically invasive procedures such as cornea reflex exam, rectal exam, drawing blood, taking throat cultures, completing a breast or pelvic exam, etc. will not be performed (unless you are specifically hired for that purpose).</td>
</tr>
<tr>
<td>• Each encounter will involve history taking, physical examination, and counseling (such as topics of diet and exercise, weight or stress management).</td>
<td></td>
</tr>
<tr>
<td>• Physical examinations may be brief to focus on a complaint or encompass a full and complete exam. The student may examine a patient by</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- listening to the heart and lungs,</td>
</tr>
<tr>
<td></td>
<td>- reflexes,</td>
</tr>
<tr>
<td></td>
<td>- pressing on the stomach,</td>
</tr>
<tr>
<td></td>
<td>- taking a blood pressure,</td>
</tr>
<tr>
<td></td>
<td>- and looking into the eyes, ears, nose and throat</td>
</tr>
</tbody>
</table>

Encounters will fall into two categories – teaching or assessment. In a teaching session students may be learning communication skills or physical maneuvers. You will be trained to assist them in learning and possibly provide feedback on their skills. Assessment sessions will involve staying in character as a patient (sometimes a caregiver or family member, student or health care worker) and evaluating the learner by completing an assessment checklist.

Helpful skills for a Standardized Patient would include:
- Attention to detail
- Professionalism
- Good memory, concentration, and staying in character
- Excellent listening skills
- Communication for feedback and accurately portraying the case

**Scheduling/Casting of SPs**

Standardized patients are chosen in much the same way actors are cast in a play. Many things are considered:

1. Selection Criteria:
   - Age, race, gender and certain physical characteristics may be specified in the case.
   - High stakes exams or assessments may require a more experienced standardized patient.
   - Past experience/training in a particular case/student evaluation experience.
   - Previous performance evaluation by faculty is considered in future casting
   - Basic computer skills such as searching the internet and accessing an email account.
   - Faculty may request a certain standardized patient, or request that a standardized patient not be used.

2. Contacting SP’s for Availability:
   - The initial contact is not a confirmation. You must get back to us promptly to let us know that you want to perform in this activity. If the slot has not already been filled, you will be assigned and will receive a confirmation by your preferred contact method (text, email, etc.).
   - Your confirmation will include the training/activity date and time
   - If possible, you may receive a reminder telephone call or e-mail, but after receiving your confirmation, you are expected to attend all training sessions, as well as the event.
   - If you do consent to an activity, we expect that you will arrive at the scheduled time.
   - SP’s do not need to participate in all activities nor will they be penalized for choosing not to participate. You have the right to turn down and choose which activities you’d like to participate in.

3. Top reasons we will not call you
   - Missing a training or session without notifying the Center in some way.
   - Repeatedly being late for training and/or sessions.
   - Acting inappropriately or unprofessional in any way with a student
   - Contacting or in any way socializing with students.
   - Breaching our expectations of confidentiality.
   - Failing to accept the authority of the faculty or staff during a training or session by
     - by injecting material into a case that influences the student’s performance negatively,
     - evaluating students or teaching students according to another institution’s criteria, or
     - consistently challenging the trainer or faculty and the material they present to you.
Training

Most sessions will require attendance in SP training in order to perform in order to perform in the program.

The training session will provide you with the following information:
- Type of activity – teaching or assessment
- SP Script
- Type of student you will be seeing (assisting)
- The case materials, which include the medical and personal facts about the patient you will portray
- A clear understanding of the assessment checklist and their purpose for the session
- Debriefing, feedback and methods to use (if the session requires you to give feedback to the student)

The training process may include:
- An initial training session to discuss the case and checklist
- Case material to take home to review and memorize the patient history and symptoms
- A second training session to complete a dry run of the case (including physical examination) and checklist to familiarize yourself with the setting and computer use
- Additional training of physical examination techniques (if needed, event specific)
- Review of SP training videos

The Script and Checklist

It is just as important to know the script and understand the checklist as it is to act out the case accurately. The checklist will provide you with patient information that should not be released unless the student asks! This is a challenging aspect of being a standardized patient. Students must learn the appropriate questions in order to get the information they need. On the other hand, if the student asks a reasonable question, the standardized patient should not be too “stingy” with supplying information.

Students may ask questions for which there is not an answer provided by the script. We can’t anticipate every question a student may ask and likewise we do not want to put a burden on standardized patients by making them memorize pages and pages of details that are not essential to the case. Any question not provided by the script, please answer how you feel would be appropriate to the patient you are playing. Feel free to improvise. Most of these questions are likely to be associated with the social history. A few tips:
- In most cases, you will play your own age. If asked for a birthdate, use your own.
- If you have children, be prepared to have ages and names.
- It is better to improvise an answer than to answer “I don’t know.”
- Most SPs will participate in medical history interviews, in which a student will conduct a one on one interview with the patient.
Components of Medical History Taking

Chief complaint (CC): What brings the patient to seek medical care at this time, in their own words.

History of present illness (HPI): clear, chronologic narrative of the problems for which the patient is seeking care. Symptoms should be accurately described. Significant negatives, impact on patient’s life, and other relevant information are included.

Allergies: Consists of asking patient about allergies and adverse reactions to medications.

Medications: Consists of asking patient about prescriptions, over the counter, herbal.

Past medical history: Includes childhood and adult illnesses, as well as health maintenance questions, such as immunizations.

Family history: Consists of questions related to health, age or cause of death of each immediate relative.

Psychosocial history: This is the personal and social history of the patient and includes questions that help the student/physician understand the patient’s personality and interests, sources of support, etc.

Review of systems: Includes asking patient questions about pertinent and significant symptoms that were identified other than the chief complaint.

The checklist will provide communication and physical exam techniques you should expect the student to perform and what you need to know in order to react to them. Make sure that you understand the script and checklist items during training time and before the day of the session.

If at the end of the training process you do not feel prepared to perform, talk with the trainer. Do not wait until the day of the session to ask questions. You may contact the Standardized Patient Coordinator by phone (605-357-1333) or e-mail (xxxxxxxx.xxxxxxxxx@usd.edu).

Performance Standards

The following list is not exhaustive, but it outlines the key expectations of a standardized patient:
- Attend all trainings and program sessions to which you have been assigned.
- If you are unable to attend training or a program session, contact the SP Coordinator as soon as possible.
- Always arrive at the designated time.
- Prepare thoroughly to portray your role and symptoms as directed.
- Provide honest and objective feedback when asked on student evaluation forms.
- Remain in role throughout the session, and refrain from social interaction or case discussion during the process.
- Comments, updates, tweets, concerning your role should not be placed on social media (such as Facebook or Twitter).
- Do not discuss student performance or appearance with anyone but faculty, the trainer, or Parry Center staff.
- Do not discuss your roles here, or share case material with anyone outside of the Sanford School of Medicine. Keep all case material secure and use it only to review before sessions.
- Work professionally with the Parry Center staff and students, adapting to changes with flexibility and maintaining a positive attitude.

Respect the authority of the faculty, the Parry Center staff, and the educators during the training session. Do not:
- Inject material into a case that influences the student’s performance.
- Evaluate or teach students according to another set of criteria.
- Consistently challenge the trainer or faculty and the material they present to you.

As medical professionals and educators, you can expect that we will:
- Treat you with respect and consideration.
- Contact you if we have work available for which you are suited.
- Understand if you refuse a role that is uncomfortable for you.
- Recognize that true emergencies do occur and not penalize you when they happen.
- Give you feedback and instruction on how you can improve.

**SP Performance Review**

The performances of active standardized patients are reviewed regularly and on an as-needed basis which may include an annual performance review with the SP Educator. This review is an opportunity to give feedback to the program staff as well. SP knowledge and expertise will be assessed using the following criteria:

- Written and verbal feedback is accurate and consistent in quality.
- Attendance including arriving on time and providing notice when late.
- Portrayal of the case as trained including expression and details of the case.
- Ability to be flexible and adapt to changes.
- Ability to accept constructive feedback and integrate advice into performance.
- Maintains a professional and positive attitude in working with faculty, staff, students, and peers.

**Giving Feedback**

Cases may require written and/or verbal feedback. Please answer questions on assessment checklists as accurately and honestly as possible. When giving feedback, be specific by providing examples. Limit comments to the patient’s perspective; do not comment on medical aspects of the encounter. Use descriptive words about how you felt by explaining what was effective and less in the interview. Verbal feedback should only be given when requested by an examiner or faculty member.

**Checklists and Computers**
You must have basic computer skills and be comfortable using a mouse to perform in an assessment session. You will be trained in the use of the Center’s computer software (B-Line). This training will take place prior to your session.

If you have computer problems during a session, please contact Parry Center staff.

Computers and other equipment in the Parry Center are to be used for simulation purposes only, and are not for personal use.

**Session Mechanics**

Arrive at the designated time for the session, we have built this into your activity and we expect you to be **on time**. If you consistently arrive late, even if it is still before the first student encounter, this will be ground for dismissal from the program. Your standardized patient coordinator can be reached by phone any time, if you are running late and need to give notice. Check in with the SP Educator upon arrival. They will direct you to your station and ensure that all necessary supplies, props, and forms are available.

If you need to change your clothes, use one of the restrooms. Cameras and recording equipment are located in the exam rooms, so privacy is not available there. Lockers are available to store personal belongings in.

Conceal evaluation forms and/or case materials before the student comes in the room. Have labs and pictures (such as a throat or ear) in an inconspicuous place, but easily accessible when asked for them. The SP trainer will advise you further on handling of such materials.

In order to provide each student with an optimal learning and testing environment that is non-distracting, please follow these guidelines:

- Remain in the exam room as much as a possible while students are present in the Center.
- If you need to visit the rest room or take a short break, stay in the examiner/standardized patient designated hallways. Please minimize the volume as students may still be able to hear you.
- Breaks and/or time for lunch may be built into a session. If food is not provided, we request that you bring your lunch, or snack, and that you do not leave the building during this time. You may use the designated lounge during this time, as long as you are back in your room before the next session begins.

In some cases, a debriefing of the event may be requested. Please plan to stay a short time after the event for this debriefing. If you have any comments of a sensitive nature, please schedule a time to share this information confidentially with the SP Educator.

**Potential Problems**

- If a scheduled student doesn’t arrive, alert the course personnel, the trainer or Parry Center staff.
- If the wrong student comes into your room, just stay in character and perform as trained. Afterward, make a note on your schedule, and alert the appropriate individuals.
- If you do not have a student scheduled for the last encounter of the day, do not assume that you may leave early. Check in with the trainer or coordinator running the program before you leave the building.

In the Exam Room – Student Encounter

The focus of the encounter is the student, and how that student relates to the patient as described in the case. Jewelry and make-up should be minimal, unless they are called for as props in a case. Any personal mannerisms and accessories can be a distraction to the students.

Almost every standardized patient is a little nervous. As you do more simulations, and work with some nervous students, you will find yourself becoming more and more at ease. The better prepared you are for the session; the less nervous you will feel.

Long pauses may occur during encounters with students. These pauses may make you feel uncomfortable. However, you should wait patiently for the student to continue. Do not volunteer information or make small talk.

We are trying to make the encounter as real as possible for the student. The exam room should be tidy. Keep your personal belongings in the cabinet below the sink.

Remember: you are supposed to be unfamiliar with your surroundings, so don’t anticipate moves (prompt the student to pull out the footrest, or offer your arm before he asks to take your blood pressure).

In the Exam Room – Etiquette

*Important Remember:* Video cameras and microphones are capturing footage 24/7. During the simulation, do not say or do anything that you do not want recorded. Please see the recording policy below.

No cell phone use in the exam room! Make sure your phone is turned off (or on silent) and make any necessary calls during the break.

Do not share any comments or telltale facial expressions after the student leaves the room. The video of the encounter maybe given to the student or faculty member and could be grounds for your dismissal if your behavior is unprofessional.

Exam tables are to be covered with exam table paper. These are changed when patients change, not when students change.

The exam room is not your home, but a temporary “stage” upon which you perform. Respect it and leave it as you found it. Pull down clean paper on the exam table and discard the soiled
paper. All trash, including bottles of water, newspapers, etc. should be placed in the trash before leaving the exam room.

Cancellations

In the event that circumstances prevent you coming to a scheduled session, please notify the Parry Center (605-357-1333) as soon as possible. Last-minute cancellations pose a series of problems for center staff, students, and the SP who is called on short notice. Although we appreciate your conscientiousness, please do not directly contact a replacement SP on your own.

Any communication about the program must be with the coordinator or planner who contacted you.

Being an Alternate

Some sessions will require you to be an alternate. If every SP is present, you may be released for the day or re-assigned to:

- Quality assurance, evaluating the student on paper while watching a live video outside the exam room.
- To be a hall monitor, helping students find their room and reporting any computer or scheduling problems.
- Some other task that the trainer will direct.
- Being an alternate means that you can step in the room and perform, if necessary.

Recording Policy

As previously stated: Video cameras and microphones are capturing footage at all times. During the simulation, do not say or do anything that you do not want recorded.

Each room in the Parry Center has the capability to digitally record audio visual media through the use of cameras and microphones. All users of the Parry Center will be required to sign the Audiovisual Recording and Confidentiality agreement form. All cameras have live feed capabilities where B-Line users with administrative rights have access to watch real-time encounters. Recordings in the Parry Center are only for educational purposes and debriefing opportunities with the appropriate faculty, staff and students. The confidentiality agreement signed by standardized patients, faculty, and students protects privacy and discourages inappropriate discussion of video contents or student’s performance in the simulation scenarios. Users in the Parry Center should conduct themselves professionally as in the clinical setting since all interactions can be recorded. All recorded media will be stored on B-Line.

Students may be given access (permitted by their instructor) to a recording that they are individually involved with. Any viewing by students or faculty or publication outside of the classroom, such as posting on YouTube, is unacceptable and unethical. It is important that Standardized Patients understand that they should not share any comments or telltale facial expressions after the student leaves the room. The video of the encounter maybe given to the student or faculty member and could be grounds for your dismissal if your behavior is unprofessional.
Recordings shall be stored in electronic format and archived B-line for five years.

Faculty may request copies of recordings for research or instructional purposes.

Parry Center Map
Parking

Parking is available to USD Sanford School of Medicine users in areas shown in red below. A window tag is not necessary to park in these areas reserved parking areas.


Payroll

Standardized Patients should expect payment two to three weeks after the service is provided.

State employees will no longer receive supplemental pay for their services as a Standardized Patient. If approved by their supervisor, they may be excused from their current duties to portray a case at their current rate of pay.

Parry Center Policy and Procedures

This Policy and Procedures manual has been adapted from the Standardized Patient Manual of the University Clinical Skills and Simulation Center of Thomas Jefferson University.