

## Section 6: Training of Standardized Patients





*Implementing Inter-professional Undergraduate Health Care Education in Qatar  
Funded by Qatar Foundation, NPRP # 4-693-3-197*

## 6.1 Introduction

Welcome to the Standardized Patients Training Guide!

Thank you for agreeing to participate in our workshop and to be a Standardized Patient. The Standardized Patients (SPs) have a very important role to play. Simply put, you are the actors portraying patient's illness during the health care case scenarios.

Good SPs are very important to portray illnesses that are believable and this, for the benefit of the workshop participants. The situations at hand need to be realistic and accurate. In each scenario, SPs are to simulate an illness and portray a patient role or patient's family role. For example, Actor X will be the patient while Actor Y will be the patient's family.

During this training, you will learn to be a Standardized Patients for our workshop.

Thank you!

For more information please contact \_\_\_\_\_,





## 6.2 What? When? How?

### What is the role of Standardized Patients?

The role of Standardized Patients (SPs), simply put, is to be the actors for the medical scenarios. Standardized Patients are hired to act the healthcare case scenarios. They are individuals without a disease who are trained to simulate an illness and portray a patient role in a realistic way. The Standardized Patients (SPs) are primarily used for teaching and assessment.

### When are Standardized Patients Needed?

Standardized Patients are needed (required to act) during the medical case scenarios:

- for students,
- for debriefing sessions at the end of each day

#### **Debriefing session at the end of each day**

A time and place need to be agreed upon to do debriefing sessions at the end of day 1 and day 2 with the relevant personnel: Debriefers, SPs, and Facilitators.

The purpose of these sessions is to identify with the SPs and debriefers what went well, what did not go well. It could be, for example, that the batteries expired during recording sessions.

Additionally, this debriefing session may ascertain from the debriefers of SPs perspective, what can be done to improve the workshop from the logistics to the participants learning i.e. if any changes need to be made for the following day of the workshop or future workshops.

### How are the Standardized Patients supposed to behave?

The Standardized Patients simulate real patients in a medical situation. Therefore, they need to know the behavior required for each specific medical case they are supposed to portray. They will need to learn the past medical history of the patient you are portraying so you can simulate that person. For example, if they simulate a patient with Asthma, their whole body and emotional state of mind will need to showcase a person who has difficulty breathing and is anxious; but also they (and family member) need to be able to answer questions related to their medical situation.

Medical students will perform a basic medical examination on SPs such as listen to their heart and lung with a stethoscope; check their vitals, etc. Depending on the case, they may have to behave in a certain way; for example show pain during the examination, be anxious, etc.



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## 6.3 Standardized Patient Training Worksheet (4 copies)

### Medical Case Scenario \_\_\_\_\_

Use this worksheet to write down your verbal, non-verbal communication such as your mood, how you should dress, etc., during the medical case scenario.

#### Verbal communication

Opening Statement to be volunteered by SP (but NOT memorized or word-for-word):

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- 
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- 

Information offered spontaneously:

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- 

Information given with general questioning:

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Information given with specific questioning:

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## **Non-verbal communication**

General Appearance (type of clothing, condition of hair & fingernails, etc.):

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Body Language (eye contact, mannerisms, etc.):

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Mood/Affect (hostile, worried, calm, excited, depressed, self-confident, etc.):

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Communication (articulate, talkative/forthcoming, withdrawn/unresponsive, etc.):

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- 

Openness (deceptive, evasive, etc.):

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- 
- 
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Adaptation of "SP Training Guidelines" p12-13.

Scott, C.S., Brannaman, V., Struijk, J., et Ambrozy D. (1999) *Standardized Patient Case Development Workbook* (5th Ed.). Original Edition supported by a Grant from the Josiah Macy Jr. Foundation.

A product of the Northwest Consortium for Assessment of Clinical Performance. Retrieved from [www.simportal.umn.edu/training/SPWORKBOOK.RTF](http://www.simportal.umn.edu/training/SPWORKBOOK.RTF)

## 6.4 Standardized Patient Notes for Training

### 6.4.1 Medical Scenario 1: Summary Notes

The role of Standardized Patients (SPs), simply put, is to be the actors in the healthcare case scenarios. SPs are to simulate an illness and portray a patient role or patient’s family role. It is important to portray illness that are believable and this, for the benefit of the workshop participants. The situations at hand need to be realistic and accurate.

**There are 2 actors in this scenario:**

- Actor X is the patient
- Actor Y is the patient’s family

**Situation:** Actor X presents to the emergency complaining of fever, diarrhea, vomiting and abdominal pain. When he arrived at the hospital, his temperature was 40°C, and he has symptoms of weakness, confusion, and rapid heart rate. Actor Y is very anxious. Is shouting and saying “help, help my brother is dying.”

#### Step 1

Actor X (the patient):

Fever (40° C), abdominal pain, responds only to verbal (you have food poisoning)

Actor Y (patient’s family):

Anxious, tells the story of how he started to suffer from diarrhea last night after eating his dinner in one of the restaurants. Then the symptoms get worse, and he had been vomiting more than 12 hours with abdominal pain and fever.

#### Step 2

Actor X (the patient):

increasingly abdominal pain and shouting

Actor Y (patient’s family):

...

#### Step 3

Actor X (the patient):

...

Actor Y (patient’s family):

scramming/ shouting and feel excused



### 6.4.2 Medical Scenario 2: Summary Notes

The role of Standardized Patients (SPs), simply put, is to be the actors in the healthcare case scenarios. SPs are to simulate an illness and portray a patient role or patient’s family role. It is important to portray illness that are believable and this, for the benefit of the workshop participants. The situations at hand need to be realistic and accurate.

**There are 2 actors in this scenario:**

- Actor X is the patient
- Actor Y is the patient’s family

**Situation:** Actor arrives in the emergency department complaining of increasing shortness of breath over the last 2 days. She has had a cough, fever, and chills for the past 4 days. She has been taking her asthma inhalers with increasing frequency with little relief and wonders if she is either not using her medication properly, has run out of her inhaler and is unaware or needs other medication.

**Step 1**

Actor X (the patient):

Patient has a cough, fever, and chill. Patient is concerned and more SOB

Actor Y (patient’s family):

Answer question if asked

Is anxious

**Step 2**

Actor X (the patient):

Feeling increasingly short of breath, audible wheeze more apparent, anxious looking. Patient leaning forward, use of accessory muscles, prolonged expiration phase, mildly audible wheeze and non-productive cough

Actor Y (patient’s family):

Is very anxious and want the staff to do something

**Step 3: If participants do the necessary**

Actor X (the patient):

The patient is feeling better. The patient can breathe better and then is more relaxed

Actor Y (patient’s family):

Is feeling better

**Step 4: If participants do not do the necessary**

Actor X (the patient):

The patient is getting worse and SOB and very anxious and is mentioning: “can’t catch my breath.”

Patient is breathing hard, feeling faint, wants to sit up

Actor Y (patient’s family):

Is very anxious and want the staff to do something

### 6.4.3 Medical Scenario 3: Summary Notes

The role of Standardized Patients (SPs), simply put, is to be the actors in the healthcare case scenarios. SPs are to simulate an illness and portray a patient role or patient family role. It is important to portray illness that are believable and this, for the benefit of the workshop participants. The situations at hand need to be realistic and accurate.

**There are 2 actors in this scenario:**

- Actor X is the patient
- Actor Y is the patient’s family

**Situation:** Actor X (patient) has been increasingly drowsy over the last 2 days. He is not eating or drinking, and Actor Y (family member) is having more and more difficulty caring for him. Actor Y (family member) suspects that patient has not been taking his medications as prescribed and worries he has taken a bit more of his medications for “his nerves” than he should have.

**Step 1**

Actor X (the patient):

Pale, responds only to verbal stimuli. Will not be able to talk.

Actor Y (patient’s family):

Anxious, tells the story about him not drinking or eating.

**Step 2**

Actor X (the patient):

Increasingly drowsy, responding only to painful stimuli. On auscultation, breath sounds course throughout. Responds to painful stimuli only.

Actor Y (patient’s family):

Less anxious and does stays out of the scene for a while.

**Step 3**

Actor X (the patient):

No response.

Actor Y (patient’s family):

Very anxious, stressed, stays with the patient and refuses the leave the room and thinks the patient is dying.

#### 6.4.4 Medical Scenario 4: Summary Notes

The role of Standardized Patients (SPs), simply put, is to be the actors in the healthcare case scenarios. SPs are to simulate an illness and portray a patient role or patient's family role. It is important to portray illness that are believable and this, for the benefit of the workshop participants. The situations at hand need to be realistic and accurate.

**Situation:** 3 hours into a 7-hour flight to Europe, the flight attendant makes an announcement that there are a medical emergency and a need for healthcare practitioners to respond. Actor X (Patient 1): A middle-aged man who is sitting in his seat bent over complaining of an acute onset of right flank pain radiating to his right groin. Pain is severe, 10/10 and sharp. He is diaphoretic, pale and slightly anxious. Actor Y (patient 2) becomes increasingly anxious as she watches the team care for her husband. She is flushed, agitated, breathing rapidly and complains of chest tightness, shortness of breath and palpitations.

##### **Step 1**

Actor X (patient 1):

Patient 1 bent over complaining of an acute onset of right flank pain radiating to his right groin. Pain is severe, 10/10 and sharp. Pale, in obvious pain, sweating ++, vomiting. Screams and groans from pain.

Actor Y (patient 2):

Becomes increasingly anxious as she watches the team care for her husband. She is flushed, agitated, breathing rapidly and complains of chest tightness, shortness of breath and palpitations.

##### **Step 2**

Actor X (patient 1):

Same

Actor Y (patient 2):

Panics and has shortness of breath. Anxious, agitated complaining of SOB, chest pain, and palpitations. On auscultation, breath sounds are clear

##### **Step 3**

Actor X (patient 1):

Pain 6/10 post Morphine, no longer vomiting but remains pale and anxious.

Actor Y (patient 2):

Visibly calmer after medication and reassurance

## 6.5 Actor Checklist

When	Actions	Done	Not done
<b>Before the day of the workshop</b>	Actors to be trained at least a week before the workshop		
	Actors to perform similarly to each other		
	Costumes ready		
	Make-up ready		
	Equipment/materials ready		
<b>Day of the workshop</b>	Actors have equipment/materials (e.g. pills) to run the scenarios (if any)		
	Costumes ready		
	Make-up done		
	Remind actors not to change anything to the script and do exactly similar to the training they had		
	Make sure actors are in the correct room		
	Make sure the microphone is close to actors and camera is set correctly		