The mission of the Grand Valley Simulation Team and Learning Resource Center is to promote interprofessional health care delivery by enhancing professional competencies through a safe, interactive and engaging learning environment.
Introduction

Welcome to the Standardized Patient Program at Grand Valley State University. Our Standardized Patient Program offers faculty members the opportunity to provide hands-on student experiences designed to enhance student self-confidence, facilitate the practice and development of skills essential to outstanding clinical practice and safe patient care.

We recruit and employ individuals who have the ability to portray the role of patients with many different conditions and emotional states in both inpatient and outpatient settings. Standardized patient events offer students the opportunity to practice communication and physical assessment skills in a safe environment and further their development as emerging health care professionals. Standardized Patients are also utilized in the testing and evaluation of students and are coached to be able to effectively provide meaningful feedback to students verbally or through a written feedback tool.

The GVSU Standardized Patient Program currently serves students from many academic programs which include Nursing, Physician Assistant Studies, Physical Therapy, Occupational Therapy, Radiologic and Imaging Sciences, Therapeutic Recreation and Social Work.

Our Standardized Patient Team is proud of the work we do to enhance our student’s learning opportunities. This manual has been developed to assist faculty members who wish to utilize this effective teaching methodology and assessment tool. New users of the Simulation Center are required to complete the Faculty Orientation Modules prior to requesting an event. Additionally, it is required that new faculty members contact the program coordinator to set up an orientation meeting to review the procedures outlined in this manual prior to submitting requests for Standardized Patient events.

Faculty members will find orientation modules, link to request forms, additional resources, templates and information about the Standardized Patient Program on the Simulation Center blackboard site. Please contact Cindy Bartman to obtain Blackboard access.

We look forward to working with you.

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Types of Standardized Patient Events

In 2005 five researchers from various medical schools across the country conducted an exhaustive literature review attempting to identify the features and uses of high-fidelity simulators that lead to effective learning. The features that were identified, in rank order, are listed below:

- Feedback is provided during the learning experience
- Learners are engaged in repetitive practice.
- Simulation experiences are integrated into overall curriculum.
- Learners are offered practice with increasing levels of difficulty.
- The simulation experience is adaptable to multiple learning strategies.
- The simulation experiences provide learners with a wide variety of patient problems and conditions.
- Simulation experiences provide an environment where learners can “make, detect and correct patient care errors without adverse consequences, while instructors can focus on learners, not patients.”
- “Learning experiences are individualized for learners and adapted for one’s unique learning needs.” (Issenberg et al., 2005).

Standardized patients represent the highest level of fidelity, or realism, that simulation can offer students. The reference above lists the components of high fidelity simulation most linked to effective students learning. Incorporating these components into standardized patient events is an excellent way to develop meaningful and effective learning opportunities for students. The Standardized Patient Program Coordinator is available to assist each faculty member throughout the process of case and event development. We request that all new faculty members and any faculty member requesting a newly developed event set up a meeting with the Simulation Team to discuss and review.

We recognize that every standardized patient event is unique and designed to meet the needs of a particular group of students. However, we do classify events in several different general categories which are defined below.

Interview Event - These standardized patient events are used by many programs to provide students with an opportunity to develop and/or practice therapeutic communication skills. These events may involve the students taking a health history, practicing motivational interviewing, or engaging in a counseling session. Often, if the objective of the event is to provide the students with practice obtaining a health history, the standardized patients are encouraged to share their own health and family histories. Standardized patients are never required to share any private information that they do not wish to share. We frequently start standardized patients new to our program with these types of events. Frequently these events involve “cases” which are written by faculty members and submitted with the request form. These cases are often very general in nature and require the standardized patient to be able to ad lib details in the portrayal of the patient. Examples of how these types of cases may be outlined in the request form are provided below:

- Standardized patient is asked to portray a one week post op craniectomy patient who is experiencing right sided paresis to OT students who will be completing an occupational profile of the patient.

- Client presents in the simulated social work clinic because of concerns from a local foster care licensing agency in Grand Rapids that the client cannot handle additional stress of kinship care for a family member’s three children. The ages of the children are two, five, and nine and the nine year old was recently diagnosed with an autism spectrum disorder and has frequent out-bursts. The family member is currently serving a 6 month drug sentence which resulted in CPS placing the children in temporary custody of the client and spouse. The client is dealing with guilt and anger with the situation and feels an obligation to take in the children and keep the siblings together. The client reports being stressed and overwhelmed.
Physical Assessment Event - During these events students will practice the techniques and skills of physical assessment with or sometimes without taking a medical history. Students may practice completing a complete physical examination or just one or two elements of a physical assessment (such as an eye exam). Many of these events involve a patient ‘case’ which are written by a faculty member and submitted with the request form. For these events standardized patients are provided with and expected to memorize information related to the patient they will be portraying. This will include health history information, medication history, surgical history, social history, sexual history, and details about any symptoms the case includes. Any event that includes a physical exam is included in this category.

There are also opportunities for standardized patients to work with our ultrasound students in the Radiologic Imaging Science, Speech and Language Pathology, and Clinical Dietetics. These events are also included in the physical assessment category.

The cases in this event category are as unique as the events themselves. These vary from relatively straightforward to highly complex, multi-problem scenarios. The Standardized Patient Coordinator has a large number of sample cases that can be shared with faculty members. A case template is available on the Bb site for faculty who wish to write a new case. Cases need to include specific physical manifestations or limitations the requesting faculty member would like the standardized patients to portray. If requested, moulage (makeup) can be used to simulate moles, bruises, incisions, abrasions, etc. These details can be discussed in the orientation session with the Standardized Patient Coordinator.

The Request Process
Faculty members are required to submit their requests for Standardized Patient events three times a year: The deadlines are:

- July 1 for fall events
- November 1 for winter events
- March 1 for spring/summer events

The request form can be found on the Simulation Center website http://www.gvsu.edu/simcenter/ or the Simulation Center Blackboard (Bb) site. Please request access to that site through the Standardized Patient Program if you do not have it.

The request process requires faculty members to provide detail about the event they are requesting. **Only completed requests will be approved and placed on the Simulation Center calendar.** All appropriate sections of the request form must be completed. This includes:

- The number of standardized patients being requested and any specific demographics required (age, gender, physical attributes)
- Cases the standardized patients are being requested to portray (examples and templates located on Bb site)
- Video recording and streaming requirements of the event
- Schedule of the event including student names and G-numbers if recording is requested (examples located on Bb page)
- Feedback forms
- Set-up requirements of any skills testing to be done concurrently with event
- SMART objectives established for the event

Any exceptions to the above requirements must be approved by the Standardized Patient Coordinator. **The Sim Team can only schedule rooms 331, 315, 340, 307, 337, 343, 345, and 407. Any other required rooms must be reserved by faculty.**

The Standardized Patient Program maintains a database of hundreds of adult and child standardized patient. It is the goal of the program coordinator to staff each event with the standardized patients who possess the attributes, skill level and experience needed to successfully execute the requirements of each event. Our adult pool is predominantly middle age to older adults. Therefore, requests for younger standardized patients are more difficult to fulfill and often require us to recruit to individuals specifically for those events. This may result in an event being staffed by less experienced standardized patients. The Standardized Patient Coordinator is always available to advise faculty members on the availability of standardized patients with specific demographics for events.

Child standardized patients do not portray cases. If a pediatric case is required we hire and pay both the child and their parent. It is the responsibility of the parent to learn and portray the case. Request for events of this type should indicate “a child SP and their parent”. Complex or sexually explicit youth cases are staffed with older standardized patients who can adjust their appearance to portray the role of a younger patient.
Creating Schedules for Standardized Patient Events

The Standardized Patient Suite contains eight exam rooms that are used for events. This area was designed to simulate an outpatient medical clinic. The rooms are lettered K,L,M,C,D,E,F, and J. When creating schedules it is important to leave at least five minutes in between sessions for transition and to give the standardized patients a chance to use the restroom or get a drink in between students. Lengthy events generally require a 20-30 minute break in the middle. Below is a sample schedule.

<table>
<thead>
<tr>
<th>Room</th>
<th>Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP</td>
<td></td>
</tr>
<tr>
<td>9-9:30</td>
<td>Dan</td>
</tr>
<tr>
<td>9:35-10:05</td>
<td>Mark</td>
</tr>
</tbody>
</table>

Group Debriefing in 357 CHS

Note the five minute transitions time between sessions. This schedule shows all 8 rooms being used and all standardized patients portraying the same case. The program coordinator assigns the standardized patients to each room so that line is left blank. An actual schedule needs to include the students G numbers so that our video staff can enter each student into the video system. This is how students are given access to view their videos.

For ease of scheduling we sometimes recommend assigning each student in a class a number. A schedule done that way would look like this next example.

<table>
<thead>
<tr>
<th>ROOM</th>
<th>CASE</th>
<th>K</th>
<th>L</th>
<th>M</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME</td>
<td>12:30 - 1:00</td>
<td>1/9</td>
<td>2/16</td>
<td>3/15</td>
<td>4/14</td>
<td>5/13</td>
<td>6/12</td>
<td>7/11</td>
<td>8/10</td>
</tr>
<tr>
<td>TIME</td>
<td>1:35 - 2:05</td>
<td>13/5</td>
<td>12/6</td>
<td>11/7</td>
<td>10/8</td>
<td>9/1</td>
<td>16/2</td>
<td>15/3</td>
<td>14/4</td>
</tr>
</tbody>
</table>

This schedule is for a more complicated event. There are two cases and each student is conducting the assessment in one case and observing a classmate in the other case. The students have each been assigned a number. The top number represents the student actually participating and the bottom number is the student assigned to observe. Note that students never perform and observe in the same case. Below is a sample class list that must accompany this type of schedule.

| 1 | Sue Smith | G 12345678 |
| 2 | Tom Evans | G11884455 |
| 3 | Mary Moore | G89478951 |
| 4 |          |          |
| 5 |          |          |
| 6 |          |          |
| 7 |          |          |

Every standardized patient event is unique. These are just simple examples of how scheduling is done. The standardized Patient Coordinator is available to assist in the creation of schedules.

Inpatient scenarios using standardized patients are generally scheduled in the Simulation Center (room 315). Please contact the Standardized Patient Coordinator to assist in the planning and scheduling of these events.
Access to Video Recording of Standardized Patient Events
Video recordings of standardized patient encounters provide students with the opportunity to view their standardized patient experience usually by the evening of the day the event occurred. Students and faculty members can log into the video system from any computer with internet access and use their GVSU login and password to access their videos. The login for our video system requires use of MS Internet Explorer and the login is http://ems.simcenter.gvsu.edu/SmiQ. Please share this with your students so they can access their videos. There are specific instructions pertaining to accessing video on the Simulation Center website and Blackboard page. Faculty are encouraged to post links to these documents on their class Blackboard sites. Faculty members are given access to all videos while students are given access to any session in which they participated or observed.

Often students are given assignments that require video review such as critiques and reflective writing opportunities. Research substantiates that such requirements support and enhance student learning.

In addition, certain programs utilize standardized patient events to evaluate student performance and skill acquisition. It is suggested that these “high stakes” events be recorded in the event of any ambiguity in the grading that a video may help clear up.

Debriefing Standardized Patient Events and Feedback
There is much evidence to support the significance of debriefing and the role debriefing plays in student learning. References and guidelines to debriefing are available on the Simulation Center Bb page.

Feedback has been identified as the most important element to include in simulation experiences to promote effective learning. Furthermore, use of feedback is linked to the retention of acquired skills and knowledge. (Issenberg et al., 2005) To support learning objectives our standardized patients are trained to provide feedback to faculty members and students in a variety of ways. Several examples of written feedback forms are posted on the Simulation Center Bb page. Faculty members are also encouraged to create a feedback form for a specific event and submit it to the program coordinator. These feedback forms can be designed to be given directly to students or to faculty members who then disseminate the information to the students.

Standardized patients are also coached to provide verbal feedback to students individually or in a class setting. Standardized patients are instructed to focus their feedback on their perception of the student’s proficiency in communication skills, rapport building, and professionalism. However, many programs teach Standardized Patients to observe for specific clinical skills and evaluate students in those areas as well. We certainly have the caliber of standardized patient in our pool that is capable of providing that level of evaluation if a faculty member is interested in that level of standardized patient feedback.

Please attach any feedback form to your event request or include group debriefing time on your event schedule.

Payment of Standardized Patients
Standardized patients are paid a hourly rate. They are paid for a minimum of three hours every time they report for work. Because of that we try to schedule the standardized patients efficiently. It is more efficient to hire four standardized patients for three hours than to hire eight for one hour because of the minimum pay policy. We ask that faculty members keep this in mind when submitting requests and schedules.

Standardized patients who work the “sensitive exam” events for the RIE and RIS (radiologic imaging) programs are paid a higher hourly rate due. Specially trained Gynecological Teaching Assistants (GTA’s) and Male Urogenital Teaching Assistants (MUTA’s) are also paid an hourly rate plus travel expenses if they come from outside of the greater Grand Rapids area. The three hour minimum policy applies to these events as well.

Training Provided to Standardized Patients
Cases are made available to standardized patients about a week prior to the event on the Simulation website. It is expected that standardized patients arrive on the day of the event prepared to portray the case assigned. We schedule a half hour training time prior to the beginning of every event. During this time the program coordinator reviews the case(s) with the standardized patients and answers any questions. It is highly recommended that faculty members participate in this training time even if it is just for part of the time.

If a faculty member observes a standardized patient portraying the case in a way which requires modification they are asked to notify the program coordinator. The standardized patient can be counseled in between sessions to make the changes requested by the faculty member.

The GVSU Standardized Patient Program is staffed by a talented, committed pool of standardized patients. They view their work as an opportunity to positively impact the future of healthcare delivery. It is the goal of our program to exceed the expectation of faculty members every time we work together. Your feedback, suggestions and requests are always welcomed.
Standardized Patient Program Policies for Faculty

Cancellation of Event
We respect the commitment our standardized patients make to our program. If cancellation of an event occurs with less than 24 hours of notice standardized patients will be paid at 50% of the expected rate. If the event is cancelled by a faculty member with less than 24 hours of notice the requesting faculty member’s academic unit will be invoiced for the salary expense. Please note, if the university is closed due to inclement weather all standardized patient events are cancelled.

Detection of Findings in Standardized Patients
Occasionally a students or a faculty member will, in the performance of an examination, detect findings in standardized patients which appear to be outside of the normal limits. If this occurs, the Standardized Patient Coordinator should be notified and will ensure that the standardized patient is made aware of the findings and advised to consult with their health care provider. NIS and RIE faculty members assume the responsibility of notifying standardized patients of any questionable findings identified during ultrasound events. The faculty, staff, and students at Grand Valley State University do not diagnose or treat standardized patients.

Dress Code for Standardized Patients
The dress code for standardized patients requires that loose fitting gym shorts and sports bras (females) be worn underneath hospital gowns during physical assessment type events. It is expected that standardized patients bring these items with them to each session they are assigned. Pediatric standardized patients adhere to the same dress code. Infants and toddlers may wear diapers under their gowns. At no time will diapers be removed by students or faculty. Please refer to Use of Pediatric Patients Policy.

Expected Attire and Behavior for Simulation Events
The Simulation Center expects that students and faculty members will treat simulation events as clinical time. We expect that students will demonstrate professional demeanor during all standardized patient events and arrive dressed in clinical or professional attire consistent with the standards of the professions they are studying. In addition, each faculty member is reminded that laughing, unprofessional comments, or conversations in public areas that should occur in private can all be perceived by students in such a way as to negate the creation of a safe learning environment that is our goal. At all times faculty and simulation team members should model professional behavior and appearance.

Faculty Parking
The address of the Cook-Devs Center for Health Sciences (CHS) building is: 301 Michigan NE, Grand Rapids 49503. Please use the Lafayette entrance which is located behind the CHS building. Your faculty/staff parking permit will allow you to access the CHS parking ramp. Be sure to park on the upper level if you do not have key card access to the building. To add CHS lower level parking access to your current personal key card, contact your department or Facilities. You are not allowed to park in reserved parking. If special needs parking is required, please let the parking attendant know and they will direct you.

Injuries / Accidents
Each faculty member is asked to inform the Standardized Patient Coordinator or his/her designee of any injury or accident occurring to a student, standardized patient, faculty member or any other person during a standardized patient event. An Injury Report form must be filled out within 24 hours of the occurrence and the Standardized Patient Coordinator will submit the completed form to Human Resources or appropriate department.

Sensitive Examinations
Sensitive examinations include all gynecological exams (pelvic exams), breast exams, male genitourinary exams, and rectal exams. These sensitive exams are never performed on our general standardized patients. We do however, have specially trained standardized patients who independently teach these examination skills to our nurse practitioner and physician assistant students. Our radiology students also practice testicular and breast ultrasound examinations with standardized patients who specifically sign up for those sessions.
Use of Pediatric Standardized Patients

The GVSU Standardized Patient Program hires minor children to provide clinical skills learning experiences for our students. The following procedures must be followed at all times when working with minor Standardized Patient’s (SP’s).

- Pediatric SP’s will wear athletic shorts or diapers and tank tops or sports bras under the patient gown. At no time will these clothing items be removed. No sensitive examinations (breast, rectal, pelvic, testicular) are to be performed on minor SP’s.
- Parents or their designee will be responsible for all diaper changes or accompanying child to bathroom facilities.
- All SP’s under the age of 14 must be accompanied by a parent or an adult designated by the parent. The parent or designee will stay with the minor at all times either in the same room or in a common area where child is visible to parent or designee.
- At no time is a student to be alone with a minor SP without the interaction being videotaped or the room door open.
- All SP’s age 14 to 17 years of age should never be left alone with a student without a camera recording the event or door left open to a common area. Parents or a designee are welcome to accompany the SP but is not necessary.
- If at any time a parent or designee informs faculty and/or students that they feel the minor SP is overwhelmed, tired, stressed, or just ready to be done with the experience the interaction should be stopped. SP coordinator should be notified of the details of the situation.
- All faculty members requesting an event utilizing pediatric SPs are required to review the Policy Regarding the Hiring of Pediatric Standardized Patients and submit a signed copy of the policy to the SP Program prior to the date of the requested event. This policy can be obtained from SP Program staff or found on the Simulation Center website and Blackboard page.

References

# Standardized Patient Program

**Quick Reference Guide for Faculty**

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>PHONE</th>
<th>EMAIL</th>
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</tr>
</tbody>
</table>

**Sim IQ web address:** [http://ems.simcenter.gvsu.edu/SimIQ](http://ems.simcenter.gvsu.edu/SimIQ)

Use MS Internet Explorer along with GVSU login and password to sign in.

**Due Dates for Simulation/Standardized Patient Requests:**
- July 1 for fall semester
- Nov 1 for winter semester
- March 1 for spring/summer semester