



Transforming professional performance through the power of interaction

Additional Information About ASPE 2016 Presentations and Workshops

We wish to offer a few more highlighted presentations, but there are so many that we fear overlooking equally strong options throughout the conference! Please take a few minutes to visit the complete list at <http://aspe2016.conferencespot.org/program>. Be conscientious about building your agenda.

Also, we are looking for ASPE members to summarize different workshops and presentations for publication in *ASPE eNews*. If you wish to do so, it would only take an hour or so of effort to provide us a few hundred words. Please send any submissions to jim.bills@vanderbilt.edu. Thanks!

W04 – Step by Step: Using Teamwork to Build a Case and Sidestep Pitfalls

Marsha Yelen, Heather Heiman, Kerensa Peterson
June 27, 9:00 AM, Esplanade Suite 1

SP educators often encounter flaws in OSCE cases at the last minute, creating stress and the potential for a low-quality exam. Tension can arise when faculty and trainers need to make last-minute corrections and additions. In this workshop, we move through each step of OSCE case development, from blueprinting the case to reporting the scores to learners. What are the common errors and omissions and how can we avoid them?

PD 11 – Are you ready for AAMC LGBT-DSD guidelines? Part 1

Carrie Bohnert, Robert Bolyard, J. Abigail Martin.
June 27, 2:00 PM, Pama Ceia 4

In 2014 the AAMC published guidelines for improving healthcare for patients who identify as LGBT or who were born with a disorder of sexual development. In order to complement these guidelines, SP Educators must gain awareness of the guidelines, develop their own understanding of LGBTQIIAAD terminology and health disparities, and reexamine their own curricula and checklists for inclusivity.

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PD 19 – Decontamination hybrid exercise: Bringing a disaster drill to life with standardized patients

Mary Ellen Elias, Jo-Anne Suffoletto, Valeri Fulmer, Christina Lauderman, Deanna Blisard

June 27, 4:00 PM, Palma Ceia 4

How can you expand Standardized Patients (SP) involvement beyond medical education? The Joint Commission requires organizations to conduct two emergency exercises per year to evaluate emergency operation plans. Frequently the primary focus is on process evaluation and responding to patients in emotional and physical distress is overlooked. A drill was developed to assess both system processes and the human response of staff. The incorporation of SP created a realistic environment that stimulated staff engagement. The SP portrayed victims of a Sarin gas exposure and were instructed to assess the human elements of the drill including, being treated with respect and dignity, and staff communication during the decontamination process. Challenges included choosing and training SP, anticipating untoward events that could affect how the SP should respond, and coordination of a drill that included multiple departments and service lines.

PD 26 – Difficult debriefing strategies

Shawn Galin, Tonya Thompson, Marjorie White

June 28, 9:45 AM, Palma Ceia 2

This advanced workshop will focus on handling difficult and sensitive situations that arise during debriefing. After a brief didactic overview which will summarize standard debriefing models and the ARC framework for responding to difficult situations, participants will break into groups to brainstorm responses to difficult debriefing situations. Simulated debriefings will be used to give participants an opportunity to practice and refine their debriefing skills with guidance and feedback from faculty.

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ASPE 2016 Spotlight on Snapshots

Snapshots are brief presentations that are grouped together by theme. Presenters are given ten-minutes to discuss their topic, followed by a five-minute question/answer period from the audience. It is a great way to be briefly introduced to many aspects of the standardized patient methodology and curriculum that are happening internationally.

Are you interested in developing a longitudinal case so that your learners can see the same “patient” over time? Two of our presenters have done just that: “**Let’s Do it Again and Again – Simulating a Long Term Therapeutic Alliance**” (SS H4) and “**Developing a Continuity of Care SP Case for First Year Clinical Psychology Students**” (SS H3). These ASPE members are working with clinical psychology graduate students to simulate the practice of continuity of care, and to ensure patients and their providers collaborate around therapeutic decisions.

Interprofessional education is a hot topic in the field of health education, and for good reason: health care delivery and patient care can be improved by interprofessional collaboration. “**Using Standardized Patients as Caregivers during an Interprofessional Team Case**” (SS D2) will review an interprofessional team simulation that was created across three universities, to provide an experiential learning opportunity about the geriatric patient population.

Snapshots provide an opportunity to explore the use of standardized patients in other health disciplines, such as speech language pathology students. “**SPs with SPs: Using Standardized Patients with Speech Language Pathology Students**” (SS F2) shares the use of SPs in an undergraduate speech pathology course, and how SPs can enhance the clinical skills of these students.

Standardized Patients are being used in novel ways, and can be used for scoring students during assessments. In “**Blended Learning: Training SPs as Assessors for a High Stakes OSCE**” (SSG5), one organization is exploring the benefits of adding SP scoring to physician examiner scoring. This snapshot will talk about this pilot program, and outline the four-step training program that has been developed for SPs.

Snapshots consider ways we can advance our standardized patients by providing them with the tools they need to understand their role in assessment, and to be a confident, active participant

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in the assessment process. **“Welcome new SPs: Giving you a helping hand(book!)” (SS G1)** will highlight an orientation manual that enables one institution’s SPs to come to their first training with a better understanding of the OSCE process.

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