



## **SP Methodology: *Standardized Patient Encounters: Periodic Versus Postencounter Evaluation of Nontechnical Clinical Performance***

**Introduction by Beate Brem, University of Bern**

In addition to their primary role of portraying patients, SPs frequently have to observe and memorize student's behavior in order to provide detailed feedback to learners. This is a challenging task. The cognitive load is very high; sometimes perhaps too high. Cognitive overload causes mistakes in the observation or recall of key behaviors of the students, thereby compromising the quality of the session. Thus, it is important to understand factors that contribute to the cognitive load.

In the research study linked to below, **Robert Turner** and co-investigators **Mark Scerbo**, **Gayle Gliva-McConvey** and **Amelia Wallace** studied the quality of the evaluation when SP encounter segments are scored periodically as compared to a single post-encounter evaluation. The increase in quality of the evaluation when encounter segments are scored is an important factor to be considered in the design of teaching sessions.

**Link to abstract:**\* <https://www.ncbi.nlm.nih.gov/pubmed/?term=Turner+rt%2C+scerbo+mw%2C+gliva+ga>

**Study Citation:** Turner RT, Scerbo MW, Gliva-McConvey G, Wallace AM. Standardized patient encounters: periodic versus postencounter evaluation of nontechnical clinical performance. *Sim Healthcare* 11:11:164-172, 2016

\* Must be eligible to access PubMed

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