


ASPE
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Using the ASPE SOBP to Enhance Programmatic Safety During COVID-19

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Disclosures

- The presenters have no financial disclosures.

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Learning Objectives

1. Identify three ways that COVID-19 impacts a safe work environment for standardized/simulated patients (SPs), learners, and faculty/staff.
2. Discuss how the Association of Standardized Patient Educators (ASPE) Standards of Best Practice (SOBP) can be used to modify SP cases in a manner that facilitates safe work environment practices during the time of COVID-19.
3. Apply the ASPE SOBP to modifying an SP case in a manner that facilitates safe work environment practices during the time of COVID-19.


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ASPE SOBP

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Download the ASPE SOBP

- Find the ASPE Standards of Best Practice
 - ▣ Lewis, K.L., Bohnert, C.A., Gammon, W.L., et al. (2017). The Association of Standardized Patient Educators (ASPE) Standards of Best Practice (SOBP). *Advances in Simulation*, 2:10. DOI 10.1186/s41077-017-0043-4.
- Google *Advances in Simulation* journal or enter <https://advancesinsimulation.biomedcentral.com/>
- Search ASPE SOBP

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Key Terms

- **Simulated /Standardized patient (SP)**
- **Simulated participant**
- **Alternate terms include:**
 - ▣ role-player, clinical teaching associate, trained patient, patient instructor, incognito or unannounced patient, simulated client, hybrid patient, actor patient, embedded participant ("confederate")
 - ▣ Nestel & Bearman, 2015, pp 1-2

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Key Terms Continued

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- **SP educator (SPE):** person responsible for training and/or administering SP-based simulation. Some may be trainers who exclusively work with SPs, while some may be faculty or healthcare professionals who work with SPs as part of their clinical and/or academic role.
- **Actors vs. SPs**

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Process of Development

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- **Delphi Process**
 - Identifies consensus opinion of a number of experts in the field
 - International
- Consensus based on theory, evidence and practice reflecting the perspectives of many cultures and fields of practice

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Rationale for SOBP

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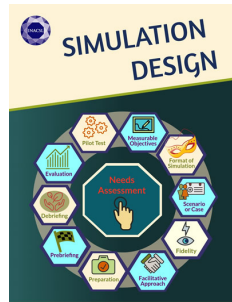
- Ethical and educational imperatives involved in working with SPs, GTAs/MUTAs, and PETAs
- Provides clear and practical guidelines for SP educators
- Ensures safety and effectiveness of formative and summative sessions for all stakeholders
- Foundational and aspirational

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ASPE and INACSL

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Designed to be used in conjunction with the INACSL Standards of Best Practice: SimulationSM which address broader simulation practices

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ASPE and SSH

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aspirational values of integrity, transparency, mutual respect, professionalism, accountability, and results orientation.

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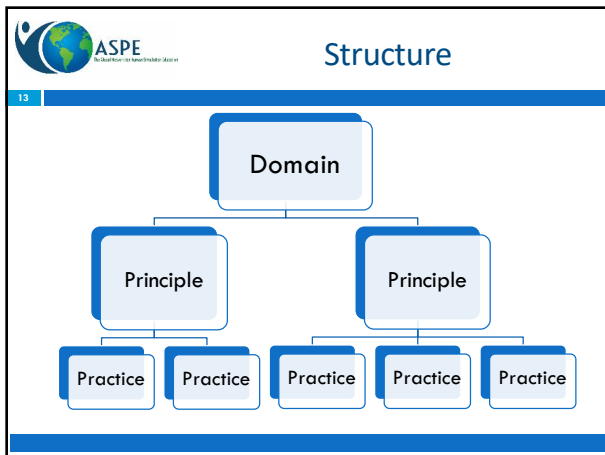
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ASPE SOBP Values & Domains

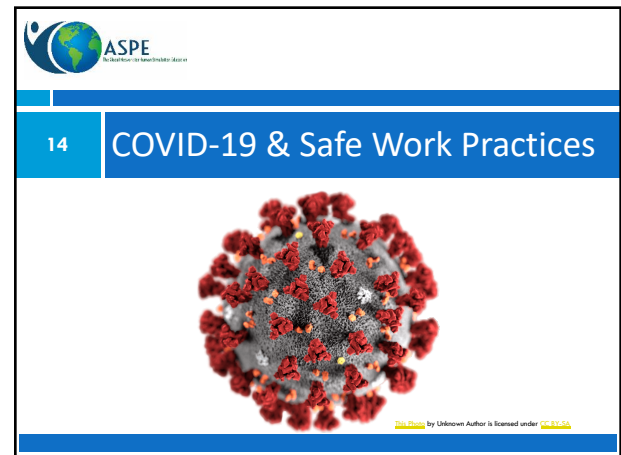
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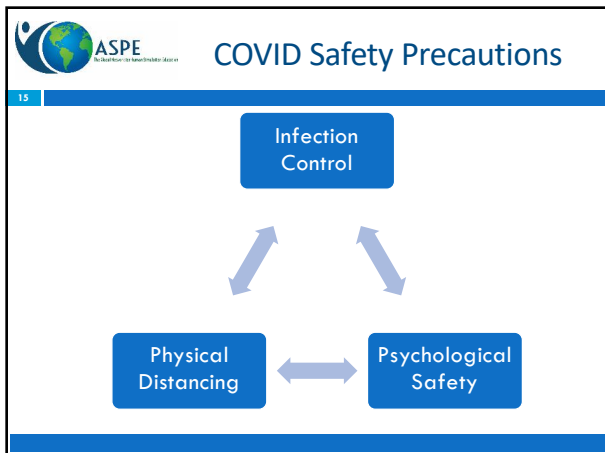
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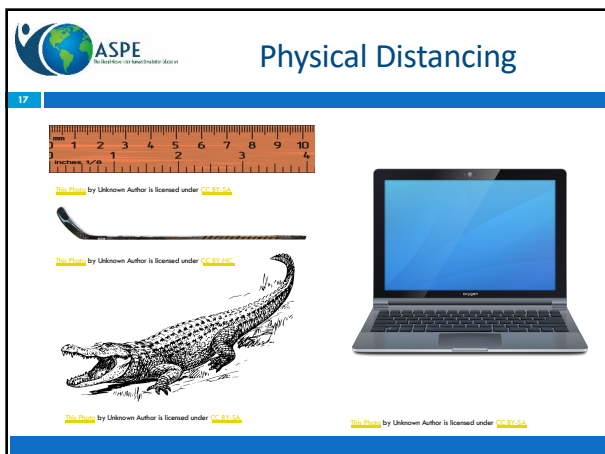
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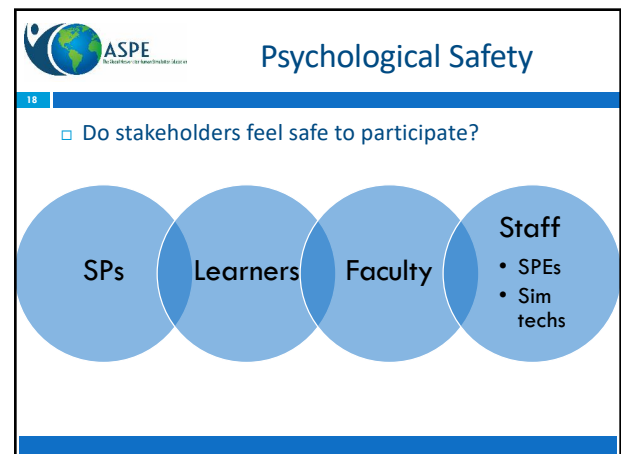
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19 ASPE SOBP Domain 1

Safe Work Environment

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➤ SPs
 ➤ learners
 ➤ staff
 ➤ faculty

SAFETY FIRST

<https://pixabay.com/vectors/characters-security-note-shield-696951/>

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Safety

Physical	Psychological
<ul style="list-style-type: none"> Minimizing the risk that anything in the environment could cause bodily harm to an SP and other stakeholders. <p>https://safetylinelneworker.com/blog/workplace-hazards-physical-hazards</p>	<ul style="list-style-type: none"> "... perception that is it safe to take interpersonal risks and that no one will be embarrassed, rejected or otherwise punished for speaking their mind, not knowing or asking questions."(p1) <p>Kolbe M et al. Managing psychological safety in debriefings: a dynamic balancing act. BMJ Simulation and Technology Enhanced Learning. 2020 May 1;6(3).</p>

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ASPE SOBP Domain 1: Safe work environment

□ Principles

- 1.1 Safe work practices
- 1.2 Confidentially
- 1.3 Respect

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Principle 1.1 - Safe work practices

- 1.1.1 Ensure safe working conditions in the design of the activity
- 1.1.2 Anticipate and recognize potential occupational hazards, including threats to SP safety in the environment
- 1.1.3 Screen SPs to ensure that they are appropriate for the role
- 1.1.4 Allow SPs to opt out of any given activity if they feel it is not appropriate for them to participate.
- 1.1.8 Structure time and create a process for debriefing.
- 1.1.9 Monitor for and respond to SPs who have experienced adverse effects from participation in an activity.
- 1.1.12 Manage client expectations of an SP's possibilities and limitations.

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In person

COVID-19 Protect Yourself

The best way to prevent infection is to avoid being exposed to the virus with prevention measures, including:

- Wash your hands often with soap and water or use an alcohol-based hand sanitizer.
- Avoid touching your eyes, nose, and mouth with unclean hands.
- Avoid shaking hands with others.
- Practice social distancing and avoid close contact with others.


STAY HOME WHEN YOU CAN


- When your cough or sneeze with a fever, then immediately throw the tissue in the garbage and wash your hands. If you don't have a tissue, sneeze or cough into your elbow or arm.
- Wear a mask in indoor public spaces, and when physical distancing is difficult.
- Clean and disinfect frequently touched objects and surfaces.

Toronto toronto.ca/COVID19

- 1.1.1 Ensure safe working conditions in the design of the activity
- 1.1.2 Anticipate and recognize potential occupational hazards, including threats to SP safety in the environment
- 1.1.3 Screen SPs to ensure that they are appropriate for the role
- 1.1.4 Allow SPs to opt out of any given activity if they feel it is not appropriate for them to participate.

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 **Working virtually**



<https://pixabay.com/illustrations/hustle-and-bustle-woman-face-arrows-1738072/>


- 1.1.8 Structure time and create a process for debriefing.
- 1.1.9 Monitor for and respond to SPs who have experienced adverse effects from participation in an activity.
- 1.1.12 Manage client expectations of an SP's possibilities and limitations.

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 **ASPE SOBP Domain 2**


26 Case Development

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 **ASPE SOBP Domain 2: Case development**

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- Principles
 - 2.1 Preparation
 - 2.2 Case components




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 **Principle 2.2 – Case components**

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- 2.2.1 Clear goals and objectives that can be assessed
- 2.2.3 Simulation design that meets the purpose
- 2.2.4 Simulation design that is repeatable
- 2.2.5 Information for SPs (e.g. situation and backstory, history, affect and demeanor, signs and symptoms to simulate cues)
- 2.2.6 Training resources (e.g. props, moulage)
- 2.2.7 Case-specific feedback or debriefing guidelines
- 2.2.8 Briefing instructions, time frames, instructions to learners
- 2.2.9 Evaluation instruments and performance measures (e.g. checklists and rating scales)


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 **In person**

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- 2.2.3 SP demographic/recruitment
- 2.2.5 SP "dress"
- 2.2.3 Physical exam
- 2.2.8 Learner instructions
- 2.2.6 Special supplies


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 **Working virtually**

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- 2.2.1 Goals and objectives may shift
- 2.2.4 SP recruitment
- 2.2.3 Event format
- 2.2.5 SP dress
- 2.2.5 SP presenting behaviors
- 2.2.5 Environment
- 2.2.6 Special supplies

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Working virtually

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- 2.2.3 PE assessment
- 2.2.8 Learner instructions
- 2.2.8 Learner orientation to format, expectations
- 2.2.9 Post encounter activities
- 2.2.9 SP checklist
- 2.2.7 SP debrief


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Case Study

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Case Summary

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You are the SP educator at your institution. A Nurse Practitioner (NP) faculty member provides you with an outline for a case she wants to use to assess 2nd-year NP students. The case concerns a 60-year-old male who presents to the primary care clinic with a chief complaint of continued chest pain below his right breast and along the right side of his torso for past 3 days. The patient saw his regular physician two days ago when the pain began and was told it was muscular pain and to take Ibuprofen. It has not helped so he has returned to the clinic, but his regular physician is not available. He is concerned something is wrong with his heart and whether he can go on an out-of-town trip in 3 days.

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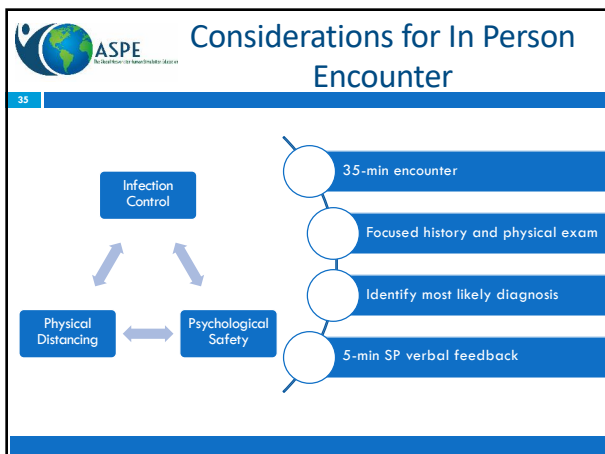
Considerations

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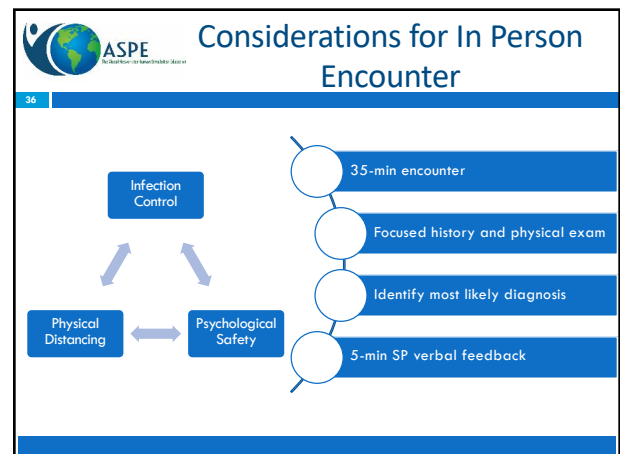
During the 35-minute encounter, the students should perform a focused history and physical and tell the patient the most likely diagnosis. The encounter will be followed by a 5-minute verbal feedback discussion with the SP.

The faculty member wants guidance on whether to run the case face-to-face or online. Given the previous discussion of the ASPE SOBP Domains 1 and 3, what do you need to consider when discussing options with the faculty member?

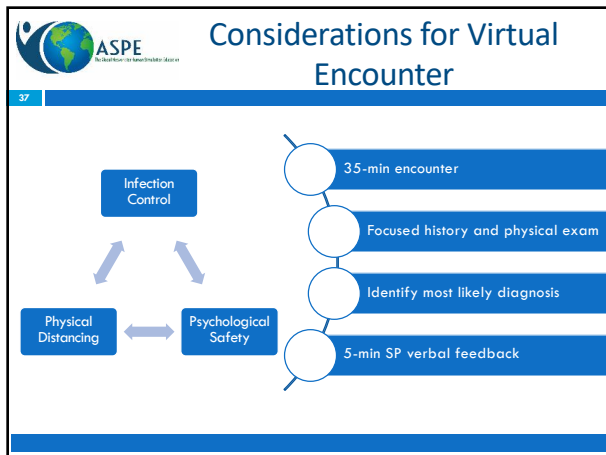
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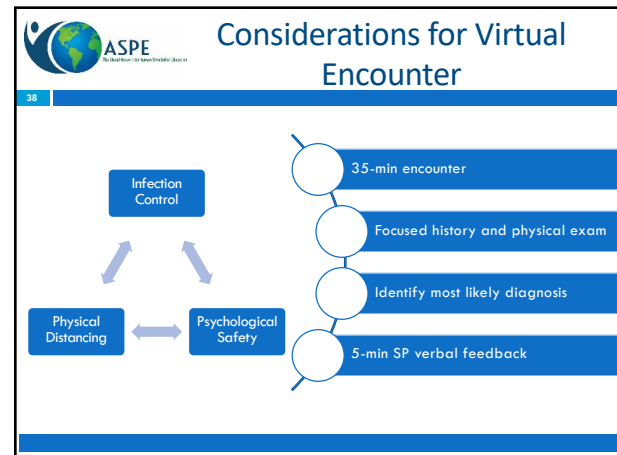
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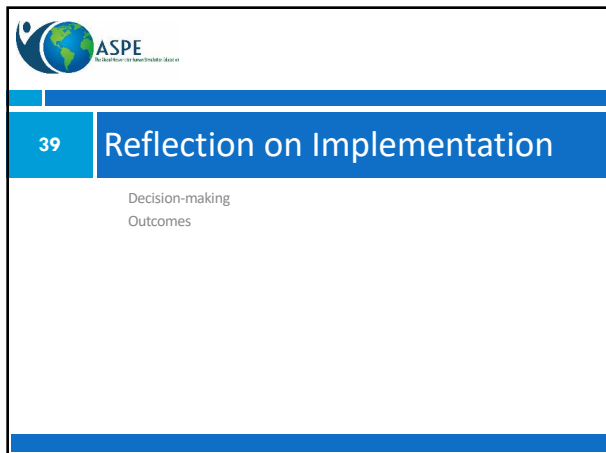
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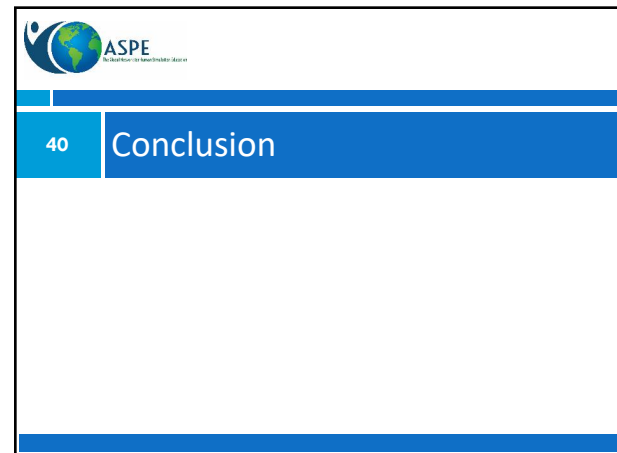
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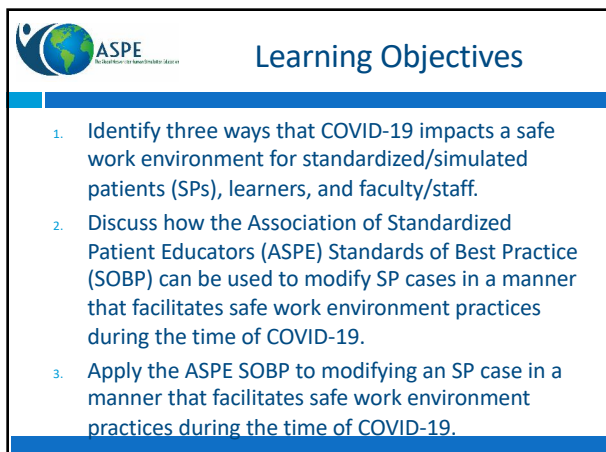
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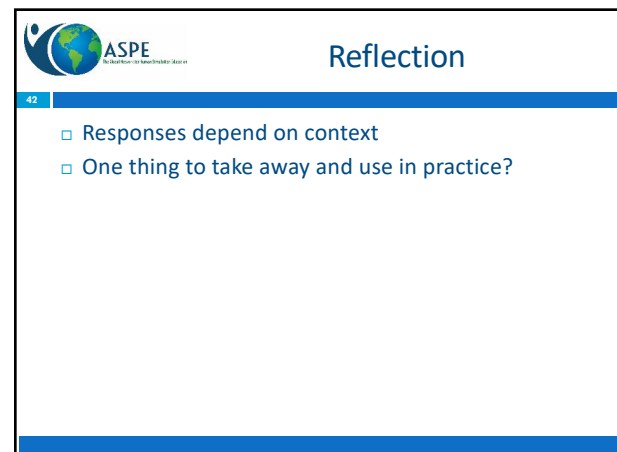
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