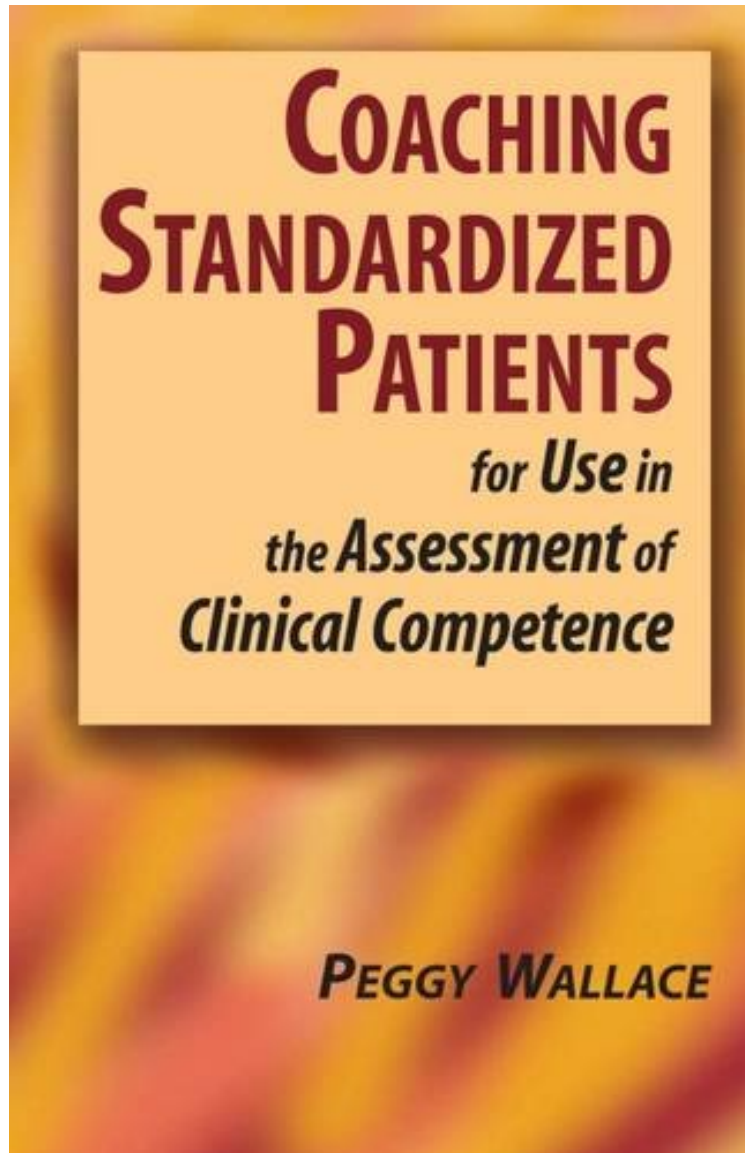


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Coaching Standardized Patients: For Use in the Assessment of Clinical Competence

Peggy Wallace PhD

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In today's medical education curriculum, it is necessary for students to learn the proper technique for taking medical histories, performing physical exams, and finding the appropriate way to educate and inform patients. The best way for a student to learn these skills is through hands-on training with a Standardized Patient (SP)--an actor who has been hired to portray a specific set of health problems and symptoms. Tips to Help You Develop Coaching Skills and Be a Director to Your SPs Cast Standardized Patients Get the Best Performance from Your Actors Perfect Your SPs' Timing of Fact Delivery during Examinations Improve the SPs' Written Feedback to Students Streamline Training Regimens; Checklists Included Working with SPs has become so important in medical education that it is now a component of the USMLE clinical skills assessment exam. To ensure best practice, the coaches who prepare SPs now need general guidelines. This handbook is intended as that guide and as a support for those who are involved in training SPs, to encourage each coach to develop a system that will deliver the best results and, in the end, help train the most competent doctors.

"This book is easily accessible to all readers....This is a useful book for anyone working with standardized patients, either compiling cases or directing SPs. "--Doody's ServiceFrom the Back Cover" In today's medical education curriculum, it is necessary for students to learn the proper technique for taking medical histories, performing physical exams, and finding the appropriate way to educate and inform patients. The best way for a student to learn these skills is through hands-on training with a Standardized Patient (SP)--an actor who has been hired to portray a specific set of health problems and symptoms. Tips to Help You ? Develop Coaching Skills and Be a Director to Your SPs Cast Standardized Patients Get the Best Performance from Your Actors Perfect Your SPs' Timing of Fact Delivery during Examinations Improve the SPs' Written Feedback to Students Streamline Training Regimens; Checklists Included Working with SPs has become so important in medical education that it is now a component of the USMLE clinical skills assessment exam. To ensure best practice, the coaches who prepare SPs now need general guidelines. This handbook is intended as that guide and as a support for those who are involved in training SPs, to encourage each coach to develop a system that will deliver the best results and, in the end, help train the most competent doctors.

"About the AuthorPeggy Wallace, PhD, is Associate Adjunct Professor of Medicine and Director of Curricular Resources and Clinical Evaluation at the University of California, San Diego School of Medicine, where she is responsible for the teaching, assessment, and remediation of clinical skills using standardized patients in the undergraduate medical school curricula. For the past 10 years she has been Director of the Professional Development Center at the UCSD School of Medicine, where the clinical skills of residents and practicing physicians are also being assessed. Dr. Wallace held a faculty position at USC in the Department of Medical Education under Dr. Stephen Abrahamson from 1977 to 1995 and was responsible, along with Dr. Howard Barrows, for the reintroduction of standardized patients into the USC Medical School curriculum beginning in the mid-1980s. In the early 1990s, Dr. Wallace became one of the founding directors of what ultimately became the California Consortium for the Assessment of Clinical Competence (CCACC), a consortium of all eight medical schools in California. She is currently codirector of the CCACC, whose purpose is the design and yearly administration of a high-stakes Clinical Practice Examination given to all senior medical students in the state. She has initiated and participated in research within the CCACC to determine and improve standardized patient performance in case presentation and checklist accuracy, and has designed an effective remediation program for students who do not perform up to the expected standards on the communication skills component of clinical performance examinations at UCSD. She has served as consultant to the National Board of Medical Examiners on the Standardized Patient Project, which produced the USMLE Step 2 Clinical Skills Examination.