Use of Specialized Standardized Patients to Improve Student Ability to Formulate Differential Diagnosis in Advanced Health Assessment

Leslie Karns Payne PhD RN ACNP FNP

Baylor University Louise Herrington School of Nursing

Objectives

• Realize need for high fidelity simulation geared at history taking and differential diagnosis formulation in advanced health assessment courses
• Enable faculty to incorporate the use of specialized standardized patients into advanced health assessment curriculum

Goals of Advanced Health Assessment Course

• Physical Exam Skills
  - Technique
  - Understanding Findings
• Health History
  - Overall history
  - PMH
  - PSH
  - Focused complaint history

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Goals of Advanced Health Assessment Course

- Formulation of Differential Diagnosis
- Deductive reasoning
- Students need practice and reinforcement
- Application, Application, Application

- Documentation of findings
  - SOAP Note
  - Application

Specialized Standardized Patients

- Definition
  - SP with advanced nursing education
  - Able to answer questions in a way to guide the student to an appropriate differential
  - Skills, historically, standardized patients have not had

- Highly educated
- Pathology
- Presentation
- Clinical findings
- Invested in student success

Why SSPs Are Crucial to Success

- Able to deepen experience
- Aid in differential development
  - Guide students through the deductive reasoning of the interview process
- Bridge from theory to practice
  - Application of didactic material
  - Increases learning
Finding SSPs

- Instructors
  - "checking off" students vs. role playing
  - Able to identify individual student needs early
- Preceptors
  - Payment
  - Availability
  - Introduction of students
- Students
  - DNP students further in program

Scenario Development

- Fidelity
- Clues (patterns)
- Demographics
- History
- Vitals
- Chief complaint (CC)
- Deductive Reasoning
  - Patient responses
  - Conclusion

- Rubric development
- Review of Systems (ROS)
  - “must have”
  - No zebras!!
- Physical Exam
  - Appropriate for complaint
  - Too few or too many
- Differentials
- Organization
  - Logic order of questions
Rubric Example

HPI 15%
- Thorough
- Location
- Quality
- Quality
- Chronology
- Setting
- Appraoching & alleviating facts
- Associated manifestations

ROS 15%
- Pertinent systems addressed

Focused Exam 15%
- Appropriate technique
- Appropriate Systems

Rubric Example

SOAP Note 15%
- Complete documentation
- Documented in appropriate area

Performance 10%
- Organized
- Professional
- Appropriate terminology
- Timely

Differential Diagnosis 30%
- Must haves
- Based on assessment and ROS findings
- Appropriate and focused

Integrating SSP pedagogy into existing curriculum

- Important method of pedagogy-not just evaluation
- Logistics
  - Location
  - Timing
    - 15 minutes with patient
    - 15 minutes to document
    - Debriefing-individual or group
- Determining number of focused exam simulations
Summary

- Formulating Differential Diagnosis is integral
- Begin in advanced assessment
- SSPs instrumental in guiding student through process
- Interaction can be individualized and designed for students ability

Questions?

References

References
