

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

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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

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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

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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

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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

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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

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Scenario Development

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

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Scenario Development

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

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Rubric Example

HPI	15%
Thorough	
Location	
Quantity	
Quality	
Chronology	
Setting	
Aggravating & alleviating facts	
Associated manifestations	
ROS	15%
Pertinent systems addressed	
Focused Exam	15%
Appropriate technique	
Appropriate Systems	

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Rubric Example

SOAP Note	15%
Complete documentation	
Documented in appropriate area	
Performance	10%
Organized	
Professional	
Appropriate terminology	
Timely	
Differential Diagnosis	30%
Must have	
Based on assessment and ROS findings	
Appropriate and focused	

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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

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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

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Questions?

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