# Table of Contents

Welcome to The Queen’s University Standardized Patient Program ........................................ 1
Centre Information .................................................................................................................. 2
New Standardized Patient Requirements: ................................................................. 3-5
Standardized Patient Code of Conduct ........................................................................... 6
What is a Standardized Patient? ....................................................................................... 7
Standardized Patient Roles and Rate of Pay ................................................................. 7
Student Level ....................................................................................................................... 8
Scheduling and Training Policy ......................................................................................... 9
Session Expectations ......................................................................................................... 10-11
Giving Feedback ............................................................................................................... 12
APPENDIX B
Giving Feedback Pamphlet ............................................................................................... 13
Welcome to The Queen’s University Standardized Patient Program

On behalf of Queen’s University, we would like to welcome you to the Standardized Patient Program.

Our mission is to prepare future practicing health care providers in Medicine, Nursing and Rehabilitation Therapy, to meet the health care challenges of an increasingly diverse society.

Queen’s University has run a successful Standardized Patient Program for 25 years and consists of a team of over 100 SP’s.

The program is constantly changing and expanding to meet the demands and expectations of our dynamic and innovative health care system.

As a member of the Standardized Patient Program, you will become an instrumental teaching resource for the students, facilitating a safe and realistic learning environment in which students can practice their communication and physical examination skills. Our aim is to produce compassionate and skilled health care professionals.

We’re glad to have you as part of the team.

~ Standardized Patient Program Team
Centre Information

Hours of Operation:
Monday to Friday – 8:00am-4:00pm
Saturday and Sunday - Closed

SP and OSCE Program Location:
15 Arch Street, School of Medicine Building, first floor in the Clinical Teaching Centre, Room 117.

Parking:
Parking is always at a premium on campus and can be difficult to find therefore it is best to allow plenty of time before your shift to accommodate this.

PRIMARY SITE & LOCATION OF SP OFFICE
School of Medicine Clinical Teaching Centre
15 Arch Street Room 117
Queen’s University
Kingston, ON K7L 3N6
Tel: 613-533-2647
Fax: 613-533-2995
Website: http://meds.queensu.ca/education/undergraduate/current_students/standardized_patient_program

SECONDARY SITE
GSK Clinical Education Centre
Louise D. Acton Building
31 George Street
Queen’s University
Kingston, ON K7L 3N6
Tel: 613-533-2380
Fax: 613-533-6381
Website: http://gwcec.queensu.ca
New Standardized Patient Requirements

After being accepted into the Program, the following documentation/tasks needs to be completed to process your appointment prior to participating in sessions. Payment cannot be processed for hours worked if the documents have not been completed. If you have any questions or concerns please contact one of the SP Program team.

1. **Criminal Record Check**
2. **Videoing, Research and Confidentiality Consent Form**
3. **Tax Forms**
4. **My HR – NetID and password**
5. **Health and Safety Training**
6. **AODA Manual Review**

1. **Criminal Record Check Check (CPIC):**
   Queen's University is committed to upholding the highest standards of professional behaviour and protecting the students with whom we work. Therefore, all standardized patients are required to undergo a background check prior to participating in the program.

   Please complete one of the following background check processes:

   **I. In–Person:**
   a. To complete your background check in-person visit the Kingston Police Headquarters at 705 Division Street.
   b. Bring 2 pieces of identification with you:
      1. One government issued photo ID such as, a driver’s licence or passport.
      2. A second piece of ID which has your name on it (photo not required).
   c. Request and complete a background check form and submit it to Records Office personnel.
   d. You are ONLY required to complete a general records check/criminal information request and NOT a vulnerable sector check.
   e. Pay the $25.00 pre-payment fee with cash, Interac, VISA or MasterCard.
   f. If you’ve lived in Kingston for the past 5 years a background check may be completed the same day. If you have not recently lived in Kingston you will be asked to submit your application and collect it upon completion.
   g. Once processed bring your completed background check to the Standardized Patient Program office at 15 Arch Street, Clinical Teaching Centre, Room 117.

   **II. Online:**
   a. Visit the Kingston Police website:
   - **Kingston Police Website:** [https://kpf.ca/](https://kpf.ca/)
   - **Direct Form Link:** [https://kpf.ca/photos/custom/Police%20Records-Information%20Request%20form.pdf](https://kpf.ca/photos/custom/Police%20Records-Information%20Request%20form.pdf)
   b. Complete and submit your background check form electronically.
   c. You are ONLY required to complete a general records check/criminal information request and NOT a vulnerable sector check.
d. If you choose to apply online your application will take approximately 10-14 days to process.

e. Once your background check is complete you MUST pick it up in person at the Kingston Police Headquarters and bring two forms of identification with you:
   i. One government issued photo ID such as, a driver’s licence or passport.
   ii. A second piece of ID which has your name on it (photo not required).

f. Once processed bring your completed background check to the Standardized Patient program office at 15 Arch Street, Clinical Teaching Centre, Room 117.

III. General Information:

   a. If you live outside of Kingston it is recommended that you obtain your background check from your local police station. If you choose to go to the Kingston Police Station your application may take an additional 10 days to process.

   b. None of the associated fees can be waived or discounted.

   2. Videoing, Research and Confidentiality Consent Form
      ▪ Provided by SP Program for completion.

   3. Tax Forms:
      ▪ You are required to complete the **TD1-Fed** and **TD1-Prov** forms and we will forward these to Queen’s Human Resources department on your behalf. Forms are available online at queensu.ca or can be picked up in office.
      ▪ The University mandates that these federal and provincial tax forms be distributed to all new employees and advocates a best practice of having existing employees review the form each year. Although your circumstances vary, the University calculates the tax on your pay at the basic amount unless directed otherwise through these tax forms.
      ▪ The Standardized Patient Program team is not qualified to answer questions regarding these tax forms, so please contact the Human Resources department directly with any questions.

   4. MyHR:
   MyHR is a secure web portal that allows employees to view and print pay statements, T4 slips, and update your personal information from your personal computer. Direct deposit is also set up through this portal.

You will need a Net ID and password.

There are two ways to get a Net ID:

**Option 1. If you have a computer at home and feel confident to walk through this process with an Information Technology specialist over the phone:**

Call the IT Support Centre 613.533.6666.
Please have your computer on and ready so the IT specialist can walk you through the process.
Please have your information handy:

- employee #/ID - you find that on your paystub in the top area
- Date of birth
- Home address

The IT specialist will give you your Net ID and then together they will walk you through creating a password.

**Option 2. If you’d prefer to get your Net ID in person:**

You will need to go to the IT Help Centre. It is located in the basement of Stauffer Library.

Stauffer Library
101 Union Street, West
Kingston, ON
K7L 5C4
613.533.2527 (library number – for directions)

**The Help Desk is open from 9am to 12pm and from 1pm to 4pm, from Monday to Friday.**

**The IT Help Desk number is 613.533.6666.**

When going to the Help Center, please bring this information with you:

- employee #/ID - you find that on your paystub in the top area
- Date of birth
- Home address

Tell the specialist at the IT Help Desk that you’d like to get a Net ID and to create a password for it. They are a patient and helpful bunch.

5. **Health and Safety Training:**

   - Online module to be completed and certificate provided to member of SP Program team.

6. **AODA Manual Review:**

   - Provided by SP Program to read and kept for reference.
Standardized Patient Code of Conduct

We strive to create a professional and friendly working environment. As an employee of Queen’s University and member of the standardized patient (SP) team you are expected to:

- **Behave in a professional and responsible manner.**

- Treat all students, tutors and fellow standardized patients with **respect and dignity.**

- **Treat all persons equally;** remembering that health care benefits from a diverse range of experiences, cultures, attitudes and knowledge.

- **Be punctual for both training and performance sessions** – Each shift begins **15-30 minutes** before the first student encounter commences. Please be aware that if you do not arrive on time or miss more than two shifts without adequate explanation you will be removed from the SP rotation.

- **Attend all training sessions** – To create standardized performances, all training sessions are mandatory. If you are unable to participate in the required training session you will not be able to participate in the student encounter.

- **Be prepared** – To deliver an accurate, consistent and believable role it is important to review your role before each training session and performance.

- **Portray each role as trained** - Your portrayal is instrumental in the students’ learning experience. As an SP it is important to be flexible, adaptable and open to change.

- **Dress appropriately for your role** – If participating in a physical examination, please refer to Appendix A for clothing requirements.

- **Maintain confidentiality** – Do not share or discuss your role(s) with **anyone** not associated with the Standardized Patient Program. Please do not use the names of students, tutors or other standardized patients outside the Clinical Teaching Centre.

- **Resolve all conflict** in a positive, reasonable and effective manner.
What is a Standardized Patient?

A standardized patient (SP) is an actor who is trained to convincingly portray the physical, historical and emotional features of a specific clinical problem, based on a real patient. This is done in a way that is valid, consistent, reproducible and measurable. In standardization, the aim is not to be the best, but to be the same in every session. Standardized patients are used in both teaching and examination settings.

Standardized Patient Roles and Rate of Pay

As a standardized patient you may choose to take part in the following types of roles:

- **Training:**
  Is a core component of all roles.
  Rate of Pay - off site/at home training $15.00 and onsite training is $17.00.

- **Basic Communication Role:**
  The SP is expected to memorize a character role including medical history and social information. While in role the SP is interviewed by the student(s).
  Rate of Pay - $20.00.

- **Intense Communication Role:**
  The SP memorizes a character’s personal history and portrays a role with a particular emotional feature such as anger or grief. Unlike an ordinary communication role, an intense role is not necessarily standardized, as the role portrayal depends upon the student’s responses and communication skills.
  Rate of Pay - $25.00.

- **Physical Examination Role:**
  The SP is examined by the student(s), similar to an examination you would have at a family doctor’s clinic. Please refer to Appendix A for further information pertaining to the different types of physical examinations conducted.
  Rate of Pay - $20.00.

- **Intimate Examination:**
  SPs may choose to take part in more intimate examinations completed by the medical students. These include female breast or pelvic examinations and male genital/rectal examinations. The SP is given special training and additional compensation for these roles. Please refer to Appendix A for further information pertaining to the different types of intimate examinations conducted.
  Rate of Pay:
  1. Breast Examination - $40.00
  2. Male Rectal Examination - $50.00
  3. Female Gynecological Teaching Assistant - $62.50
- Lecture Hall Role:
  For demonstration purposes an SP may be asked to participate in a communication or physical examination role in front of a large group of students in a lecture hall. Rate of Pay - $20.00.

- Specialized Feedback Role:
  The SP is trained to provide verbal or written feedback in addition to a communication or physical examination role. The feedback in the specialized feedback role is SP lead. Rate of Pay - $22.00.

- Objective, Structured Clinical Examination (OSCE) Role:
  An OSCE is a high stakes, confidential examination which is used to assess a student’s clinical skills. During an OSCE an SP may see upwards of 25 students and therefore it is of the utmost importance that the role portrayal is consistent and replicable. Rate of Pay - $20.00 or $25.00 dependent on role type.

Student Level

At Queen’s University, undergraduate medical training spans 4 years. The first 2 years being the “pre-clerkship” phase and the final years being the “clerkship” phase.

Pre-Clerkship:
  - **Terms 1 and 2**: References the first year of a medical students training.
  - **Terms 3 and 4**: References the second year of a medical students training.

Clerkship:
  - References years 3 and 4 of a medical students training.

Resident:
  - A physician trainee who has graduated from undergraduate medical education and is now is completing the ‘specialty’ component of their training. (e.g. Family Medicine, Psychiatry, Surgery).
Scheduling and Training Policy

Scheduling:

- The program’s main method of communication is via email. Please check your email regularly for updates, announcements, and documents.
- SP selection is based on the following criteria; role specifications (case, age, gender) and role objectives (history, physical, or combined history and physical).
- SP Program assistant will contact you 2-4 weeks prior to a session to see your availability, schedule training and provide role details.
- Roles are sent out with the initial participation request so you can review the role(s) prior to saying “yes” or “no”.

SP Cancellation:

- SPs are free to accept or decline any request without penalty.
- However, once an assignment is accepted, the SP is expected to honour that commitment as best they can.
- While we understand that illnesses and emergencies come up, we expect you to take your commitment seriously.
- Failure to honour such commitments can result in discontinuation of services. If you must cancel prior to a session date, please email and call Katie Bentley Katie.jones@queensu.ca or 613-533-6000 ext. 75673 as soon as you can.

Session Cancellation:

- If a session is canceled by the program less the 48 hours prior to the date of the session, SPs will be compensated for the entire session.
- If the session is canceled 48 hours or more, SPs are not compensated for the session.

Lateness Policy:

- Please arrive on time for training and sessions, out of respect of your counterparts and SP Program.
- Please allow plenty of time on session day to manage possible traffic concerns, and parking.
- If you are going to be late, please call the SP Program Assistant to let the program know you are on your way.
- If you miss a previously scheduled training session without notifying the SP Program, you may be dismissed from the session.
Session Expectations - General

Emergency Protocol:
- If an emergency alarm sounds while you are here, you must exit the building as quickly as possible and report to a member of the SP Program team.
- If while participating in SP work, you experience a non-urgent medical issue please report to SP Program Manager – Katherine Slagle or SP Program Assistant – Katie Bentley.
- For urgent matters please dial 911 and/or a member of the SP Program or Clinical Teaching Staff.

Video Recording:
- Recording occurs before and continues after the student leaves the room. These recordings may later be viewed by faculty, students or staff.
- Recordings may also be used for educational and research purposes and viewed by other students and/or medical educators.
- For privacy please dress/undress behind the curtain, out of range of the camera or in the bathrooms.

Scent Policy:
- In recognition of individuals with asthma, allergies, and severe sensitivities, the Clinical Teaching Centre is a scent free zone.
- SP’s are asked to refrain from wearing fragrances and strongly scented personal care products during training and sessions.
- This includes; perfumes, colognes, aftershave, strong deodorants, body sprays, hair products and any other strong smelling products.

Smoking:
- We would like to remind you that the Clinical Teaching Centre is strictly a no smoking area, and provincial law prohibits smoking within 9 meters of any public building.
- If you are portraying a non-smoking patient it is expected that you will refrain from smoking for the duration of your session.

Cell Phone Usage:
- Cell phones MUST be switched off during role simulation or encounters with students.

Valuables:
- We cannot provide any secure storage for personal belongings. Please do not bring any valuables into the Clinical Teaching Centre.
Session Expectations – Physical Examination

Disclaimer:
- It is the responsibility of the SP to visit their family physician should a student/tutor detect a medical condition or abnormality during a session. The student and/or tutor will not make a diagnosis nor provide treatment or advice to SPs, and it is expected of the SP to respect this.
- Should an SP feel uncomfortable or distressed during their session they may stop at any time. Should this be the case the SP is expected to notify the SP Program Manager immediately of their concern.
- As you will be in close contact with a number of students it is recommended you have up-to-date immunizations and flu shots.

Appropriate Clothing and Undergarments:
- SPs are expected to dress according to their role. For a physical examination it is expected your undergarments consist of:
  - Men – gown with underwear (boxers or briefs) or elastic shorts
  - Women - Modest bra and underwear (bikini, hipsters, or briefs – no thongs) or fitted elastic shorts. For particular examinations your bra must be removed.
  - Reference APPENDIX A for Physical Exam Manual.
- Zippered pants (such as jeans) are not to be worn under gowns for physical examinations as they do not allow the students enough access during examinations.
- If an SP does not arrive to their session wearing the appropriate undergarments they may not be able to participate in the session.

Linens:
- SPs are expected to collect their dirty linens at the end of the sessions and deposit them into the appropriate collection bags in the CTC.

Personal Hygiene:
As you are working in a clinical environment and are in contact with students, faculty and other SPs it is critical that you:
- Maintain a high standard of personal hygiene.
- Ensure all wounds are clean and properly dressed (no open wounds).
Giving Feedback

“An important advantage of involving simulated patients in communication skills training lies in their ability to provide immediate feedback of their own unique experience to learners and give insights from the lay perspective”


Where applicable standardized patients are trained to give feedback as it is an important part of their role. Appropriately given feedback enables students to perform better, learn faster and develop better judgment.

It is not the role of the standardized patient to evaluate the student or comment on the medical content of the scenario. The SP should be able to communicate their experience providing the student with an opportunity to develop their interpersonal skills.

Without feedback, mistakes go uncorrected, good performance is not reinforced and clinical competence is achieved through theory or not at all.

Please see the Feedback Pamphlet in Appendix B, which is for your reference and will be used during training.
This manual is for reference purposes and at no point should be copied (including diagrams) without written permission from Queen’s University.
The Patient Perspective

The Patient Perspective and Shift in Modern Medicine

A new era of patient-centered care is emerging in Kingston.

Through our clinical education program at Queen’s University and in our roles as SPs we can contribute to improving the patient experience.

Kingston General Hospital (KGH) has been internationally recognized for its promotion of patient-centered care. Its slogan, “Nothing about us without us”, reflects this commitment.

The patient perspective provides more than just an opportunity to practice clinical skills. Learning, collaboratively, alongside patients prepares students to respect, value and appreciate the patients’ presence in a meaningful way.
Our Role as SPs

**Standardized Patients: What is our ROLE?**

Our role as SPs is to give medical students the opportunity to practice their communicative and clinical skills before they interact with real patients.

An important part of our role is giving feedback after the encounter so that medical students can gain insight into their strengths as well as areas requiring improvement.

This feedback does not include an assessment of specific medical knowledge or skills. SPs focus on how the communication and hands-on techniques made them feel from the perspective of the patient they are portraying.

SP feedback, combined with the feedback from tutors/clinicians, contributes to a fuller understanding of how best to function in a real clinical environment.

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**Useful Terms**

**FIFE: Function, Ideas, Feelings and Expectations**

- This technique “aids the student in understanding the patient’s disease and illness experience, not just the disease process itself.”
  - **Feelings**: How does this make you feel?
  - **Ideas**: What do you think you have?
  - **Function**: How is this affecting your day-to-day life?
  - **Expectations**: What do you hope to get out of this visit? What do you expect?

**History of Present Illness:**

- **Standard Pain Questions**:
  - Location – including radiation
  - Onset and timing
  - Setting in which it occurs
  - Quality
  - Quantity and severity
  - Aggravating and alleviating factors
  - Associated manifestations/symptoms

- **Relevant History**:
  - Past medical history – past and current medical diagnoses
  - Treatments and tests done to date to assess the chief complaint
  - Family’s medical history
  - Medication allergies/adverse reactions
  - Medications – prescription and over the counter
  - Substance use – including cigarettes
Feedback Guide

Good Feedback Is . . .

- Constructive
- Specific – make a few key points
- Descriptive
- Nonjudgmental
- Based on observable behavior the student can do something about
- Sharing information, not giving advice
- Sensitive to the student’s feelings

Feedback Technique

Steps For Providing Feedback:

- Do not break character before or during the encounter.
  - If the tutor/clinician calls a “time out” during the encounter, the SP will remain quiet until the encounter is ready to resume.

- Feedback will begin after the encounter has finished.

- After the encounter has finished, make a clear break between the character you were portraying and yourself

- Feedback steps:
  - Ask the student to assess their performance:
    - “How do you feel the encounter went?”
    - “What stood out for you in the encounter?”
  - Tell them what you observed, be specific:
    - “When you said/did……I felt……”
    - “I felt…..when you said/did…….”
  - Ask the student how they could improve:
    - “What could you do differently?”
  - Ask the student if they have any questions for you.

- During feedback, it may be useful to re-engage in the role-play to allow the student to “retry” a question/key component of the interview that was missed. (This does not apply to exams.)
Feedback Summary

- Find out what form of feedback is expected of the SP in each role: verbal, written or no feedback.
  - During training, ask what feedback would be constructive for the particular role.

- When giving feedback, consider the level of the learner.
  - For example, a first year student vs. a resident.

- When giving feedback, keep in mind the difference in the role between the SP and the tutor/clinician.
  - The SP provides the patient perspective
  - The tutor provides the clinical perspective

- Often tutors ask for SP input even if no SP feedback has been specified.
  - If this occurs, keep feedback short and professional and allow the tutor to take the lead.

- Professional vs. personal feedback:
  - The SP can provide feedback with regards to professional concerns such as hand hygiene and student introductions; however, allow the tutor/clinician to provide feedback with regards to personal issues such as body odor and inappropriate attire.

- If you have any questions or concerns regarding feedback, please contact a member of the SP & OSCE team.

Focus on observations (what we see and hear) not on inferences (what we interpret from what we see and hear).

Role Specific Feedback

History Roles:
- These roles are an opportunity for students to practice taking histories, from simple to complex. Feedback emphasis:
  - Communication skills – delivery of information and tone
  - Use of layman’s terms
  - Body language – eye contact, facial expressions, personal space, etc.

Physical Roles:
- These roles are an opportunity for students to practice specific physical examinations. Feedback emphasis:
  - Bedside manner
  - Physical comfort and dignity
  - Informed consent – did they tell you what they were doing
  - Body language – personal space, positioning, etc.

Communication Roles:
- These roles are an opportunity for students to practice communication techniques specific to giving difficult diagnoses or specific to difficult situations. Feedback emphasis:
  - How the student manages the encounter under difficult circumstances
  - Empathy and bedside manner
  - History items listed above

Management/Counseling Roles:
- These roles are an opportunity for students to practice giving care plans to patients who’ve already received a diagnosis. Feedback emphasis:
  - Collaboration with patient
  - Information giving
  - Counseling
  - History items listed above