



CENTER FOR
IMMERSIVE AND
SIMULATION-BASED
LEARNING
STANFORD MEDICINE

2015 CISL Symposium

Celebrating 20 years of the Stanford Standardized Patient (SP) Program: Simulating the Real Agenda

Wednesday

May 13 2015

Li Ka Shing
Center for
Learning &
Knowledge
(LKSC)

LK005



Keynote Speaker
Gayle Gliva-
McConvey

- 0730-0800 Continental Breakfast - Registration
- 0800-0810 Opening Remarks
Andrew Nevins, MD, Karen Thomson Hall, David M. Gaba, MD
Medical Director Standardized Patient Program; Standardized Patient Manager; Assoc. Dean for Immersive & Simulation-based Learning Stanford School of Medicine
- 0810-0920 Invited Presentations
- 0920-0930 Break
- 0930-1030 Keynote Address:
Widening the Lens: Beyond the Expected SP Role
Gayle Gliva-McConvey
Director, Professional Skills Teaching & Assessment Eastern Virginia Medical School
- 1030-1040 Break
- 1040-1130 Ignite Presentations
- 1130-1200 The Ebola Experience from West Africa to Stanford University
Colin Bucks, MD & Laura Harwood, MS
- 1200-1215 AM Session Wrap-Up
David M. Gaba, MD
Assoc. Dean for Immersive & Simulation-based Learning
- 1215-1300 Lunch (*is provided for afternoon attendees*)
- 1300-1500 PM Breakout Session: Registration Required
- Using Physical Examination Teaching Associates (PeTAs)
Gayle Gliva-McConvey
Director, Professional Skills Teaching & Assessment Eastern Virginia Medical School
- How to Create a Standardized Patient Case
Andrew Nevins, MD
Medical Director, Standardized Patient Program Stanford School of Medicine
- Karen Thomson Hall*
Standardized Patient Program Manager Stanford School of Medicine

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Celebrating 20 years of the Stanford Standardized Patient (SP) Program: Simulating the Real Invited Presentations

8:10 am – 9:20 am

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Gayle Gliva-
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Unfolding Scenarios: A Unique Opportunity for Learners

Cynthia Shum, RN, Med, CHSE, Nurse Educator, Simulation Center

Department of Anesthesiology and Perioperative Services: Palo Alto VA Simulation Center

Creating a Zone of Openness to Increase Patient-Centered Communication: Role of Standardized Patient Instructors

Ming Tai-Seale, PhD, MPH, Senior Scientist, Consulting Professor

Palo Alto Medical Foundation Research Institute, Stanford Research and Policy

Use of Simulation to Research and Teach Opioid Management

Jordan Newmark, MD, Associate Fellowship Director, Clinical Assistant Professor, Anesthesiology & Pain Medicine

Department of Anesthesiology, Perioperative & Pain Medicine, Stanford University School of Medicine

Ensuring Excellence in Reproductive and Sexual Health Skills through Experiential Learning with Gynecological and Male Urological Teaching Associates (GTAs/MUTAs)

Kat Wentworth, Executive Director, Project Prepare, LLC

Improving Physician Communication: A Randomized, Double-blinded, Controlled Trial to Measure the Effect of a Communication Curriculum on the Habits of Internal Medicine Interns

Tyler Johnson, MD, Hematology/ Oncology Fellow

Department of Internal Medicine, Stanford University School of Medicine

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Keynote Speaker

Gayle Gliva-McConvey

Widening the Lens: Beyond the Expected SP Role

Ms. Gliva-McConvey has developed and integrated the Standardized Patient methodology in clinical skills assessment and training for over 40 years. She has numerous publications on SPs and has presented at over 150 conferences. In 1988, she received the first annual award from the AAMC recognizing her contributions in the field of Standardized Patient Educators. She was one of the founding board members of the Association of Standardized Patient Educators (ASPE) and served as the President from 2012 to 2014.

In 1964, the Journal of Medical Education printed the article “*The Programmed Patient: A Technique for Appraising Student Performance in Clinical Neurology.*” This distant relative of the SP focused on assessing students in a Neurology clerkship. Fast forward to 2015: Ms. Gliva-McConvey will reframe the roles that standardized patients are performing—from time honored to groundbreaking.

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Keynote Speaker
Gayle Gliva-
McConvey

10:40 am – 12:00 pm

Actual Patient and Standardized Patient Perspectives of Medical Students' Communication Skills and Professionalism

*Amelia Sattler, MD; Clinical Instructor & Erika Schillinger, MD, Clinical Associate Professor
Department of General Internal Medicine, Stanford University School of Medicine*

Enhancement of Medical Student and Resident Delivery Room Skills via a Novel Online Simulation

*Lucy Lee, MD, Krista Birnie, MD, Arun Gupta, MD, Becky Blankenburg, MD; Clinical
Instructors
Department of Pediatrics*

Using iHuman for Coaching Medical Students in Clinical Skills

*Lars Osterberg, MD, MPH, Director, Educators for CARE
Department of Internal Medicine, Stanford University School of Medicine*

Life Flight and ATCN

*Kathleen Bevin, RN, MSN, CNS, Life Flight Nurse
Life Flight, Stanford Health Care*

Playback Theater for Medical Humanities

*Henry A. Curtis, MD, FAAEM, EMMOC Course Director, Clinical Instructor
Division of Emergency Medicine, Stanford University School of Medicine*

SCRUBHUB: Mobile Assessment of Operative Performance

*Dana Lin, MD, Clinical Assistant Professor
Department of Surgery, Curriculum Director, Goodman Surgical Education Center,
Stanford University School of Medicine*

The Ebola Experience: from West Africa to Stanford

11:30 am – 12:00 pm

Immersive Ebola PPE Training

*Laura Harwood, MS, Education Manager
Office of Emergency Management*

Ebola Experience

*Colin Bucks, MD, Clinical Associate Professor
Office of Emergency Management*

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Using Physical Examination Teaching Associates (PeTAs)

Gayle Gliva-McConvey

*Director, Professional Skills Teaching & Assessment
Eastern Virginia Medical School*

Physical Examination Teaching Associates (PeTAs) teach, assess, and provide feedback on physical examination skills, while using their bodies as teaching tools in a supportive and safe environment.

This breakout session will provide the opportunity to experience for yourself how a PeTA simulates learning and refines learner physical examination techniques.

How to Create a Standardized Patient Case

*Andrew Nevins, MD, Medical Director Standardized Patient Program
Karen Thomson Hall, Standardized Patient Manager*

Developing robust cases requires more than just a clinically accurate scenario. Other important aspects include integrating patient perspectives, anticipating learner questions, responses, and challenges that patients may present.

This workshop will demonstrate how collaboration between clinicians, trainers, and the standardized patients help ensure a high fidelity experience for the learner.

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